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| **Autumn 1 – All About Me – 7 weeks**  **Key Question - Are We All the Same?** | | | | | | | |
| **Dates** | **Week 1**  **6th September** | **Week 2**  **13th September** | **Week 3**  **20th September** | **Week 4**  **27th September** | **Week 5**  **4th October** | **Week 6**  **11th October** | **Week 7**  **18th October** |
| **Events** | * Baseline * Speech leap workshops for parents * Settling in | Baseline  Settling in | Baseline  Settling in | * Baseline | * Baseline * National Poetry Day 7th October | * Baseline Deadline * Nursery porridge party | * Black History Month – Rosa Parks and Paul Stephenson |
| **Books** |  | N – I like Me | N – I like Me | N – I like Me | N – Goldilocks and the 3 Bears | N – Goldilocks and the 3 Bears | N – Goldilocks and the 3 Bears |
| **Poems** |  | N – | N – | N – Chop Chop | N – Chop Chop | N – Pointy Hat | N – Pointy Hat |
| **Guided Draw** |  | Face | Face | House | House | Pig | Pig |
| **P.E** |  |  |  | N – Unit 1 | N – Unit 1 | N – Unit 1 | N – Unit 1 |
| **Computing** |  |  |  |  | Photography - emotions | Voice recording | Recording learning - Seesaw |
| **PSHE**  **(Being Me in My World)** |  | I understand how it feels to belong and that we are similar and different | I can start to recognise and manage my feelings | I enjoy working with others to make school a good place to be | I understand why it is good to be kind and use gentle hands | I am starting to understand children’s rights and this means we should all be allowed to learn and play | I am learning what being responsible means |
| **Nursery activity ideas**  **Personal Social and Emotional Development**  Become more outgoing with unfamiliar people, in the safe context off their setting.  Show more confidence in new social situations  Know our class rules  Know behaviour feeds into our good to be green board and class dojo system  Knows the adults that work in our class  Play with one or more other children, extending and elaborating play ideas  Know how to take turns and share with others  Know through circle times and friendship games who the children are in their class and what they like to play.  Feeling safe and secure in school  Knows that they can follow the visual timetable to help them with the structure of the day  **Communication and Language**  Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ran, ‘swimmed’ for swam.  Knows that our Bee Ambitious wall is used for new vocabulary  Knows that the adults in nursery model vocabulary  **Physical Development**  Be increasingly independently as they get dressed and undressed, for example, putting coats on and doing up zips.  Continue to develop their movement, balancing riding and ball skills.  Know that we can move and balance in different ways.  **Literacy**  Understand the five key factors about print;   * Print has meaning * Print can have different purposes * We read English text from left to right and from top to bottom * The names of different parts of a book * Page sequencing   Knows that we have two story time sessions per day  Knows a variety of stories – 10 books  **Maths**  Recite numbers past 5  Master the curriculum  Colours  Matching  Sorting  Knows the colours, red, yellow, pink, green, purple, orange, blue, black and brown  Knows that matching objects means that they are the same.  Knows that we can sort items by colour, pattern and size  **Understanding the world**  Begin to make sense of their own life-story and family’s history  Know that we are all different and may have a different family set up  Know who is in our immediate family including pets.  Show interest in different occupations  Know a variety of job roles and say what job role we would like when we are older  **Geography /History**  Talk about where we live and holidays that we have been on  Know that we live in England (locate on the map)  **Science**  Begin to understand the need to respect and care for the natural environment and all living things.  Know the rules for outdoor learning, how we look after the plants and natural materials.  **Expressive Arts and Design**  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Paper plate faces - painting  Families and pets – mini mes  Families – houses, where we live – geography look at the map  Homes – different types of home  Junk modelling – boxes and craft materials  Porridge Party | | | |  | | | |