

Topic: Nursery Rhymes

Subject	Learning
Core Story:	Nursery Rhymes: (<i>twinkle twinkle, 5 little ducks, Old Mac Donald had a farm, Humpty Dumpty, 5 men in a flying saucer, Baa Baa black sheep, Hickory dickory dock</i>).
Literacy: Comprehension Word Reading Writing	<p>Print walk around school. Can children recognise different signs and their purpose? Understand print has meaning and can have different purposes (3-4)</p> <p>Learning nursery rhymes and engaging in rhyme activities. Spot and suggest rhymes (3-4) Engage in extended conversations about rhymes, learning new vocabulary (3-4).</p> <p>Phase One and Phase Two Phonics. Recognise words with the same initial sound, such as money and mummy. (3-4) Read individual letters by saying a sound for them. (R) Book Band Assessment – Reading books sent home and changed 2 times a week.</p> <p>Story times: read familiar/traditional stories e.g. We're Going on a Bear Hunt, The Very Hungry Caterpillar, Three Billy Goats Gruff, The Three Little Pigs, The Gruffalo etc Children to have 1:1 / small group sessions with adult exploring books of their choice (books that they are familiar with). Understand the five key concepts about print; print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of the book, page sequencing. (3-4)</p>
Writing	<p>Mark making (patterns/shapes/ letters)</p> <p>Pre-writing activities such as regular 'wiggle while you squiggle' carpet sessions. Graffiti walls (vertical writing to help develop wrist strength). *See Physical for fine motor control activities for those children who are not yet ready to write.</p> <p>Family labels (Child initiated) Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page, write m for mummy. (3-4)</p> <p>Name writing for those children who are ready. Write some or all of their name correctly. (3-4)</p>
Cross Curriculum Maths: Number Shape, Space and Measure	<p>See Maths Medium Term Plan: White Rose: Just Like Me (3 weeks)</p> <p>Match and Sort Compare Amounts Compare Size, Mass and Capacity</p>

Communication and Language

Listening, Attention and Understanding

Speaking

Following given instructions and information on new routines.

Understand a question or instruction that has two parts, such as "Get your coat and wait by the door". (3-4)

Understand how to listen and why listening is important. (R)

Listening to, singing and learning nursery rhymes. Discussing unfamiliar vocabulary.

Sing a large repertoire of songs. (3-4)

Know many rhymes (3-4)

Learn new vocabulary (R)

Listen carefully to rhymes and songs, paying attention to how they sound. (R)

Learn rhymes and songs (R)

Story times: listening to familiar/traditional stories e.g. we're going on a bear hunt, the very hungry caterpillar, three billy goats gruff, the three little pigs, the gruffalo etc

Be able to talk about familiar books. (3-4)

Engages in story times. (R)

Listen to and talk about stories to build familiarity and understanding. (R)

Talking about family pictures to adults and sharing special things about their families during circle time.

Use longer sentences of four to six words. (3-4)

Observing children's interactions in the home corner role play and small world areas, inside and outside.

Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions (3-4)

Use talk to organise themselves and their play (3-4)

Develop social phrases (R)

Physical Development:

Gross Motor Skills

Weekly PE with sports coach.

Following instructions. Team games. Practising catching large balls within these games.

- *Continue to develop their movement, balancing and ball skills (3-4)*
- *Skip, hop, stand on one leg and hold a pose for a game (3-4)*
- *Start taking part in group activities in teams. (3-4)*
- *Revise fundamental skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping. (R)*

Provision:

- Sports baskets including bats, balls, hoops, skipping ropes etc
- Wiggle while you squiggle basket in music area
- Graffiti walls
- Sand and water (spades, rollers, long arm paint brushes etc).
- Trim Trail
- **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**
- **Go up steps and stairs, or climb up apparatus, using alternate feet.**
- **Use large-muscle movements to wave flags and streamers, paint and make marks.**
- **Start taking part in some group activities which they make up for themselves, or in teams.**
- **Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.**

<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (3-4) <p>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing). (R)</p> <p>Fine motor challenges with eg chopsticks, tweezers, playdoh etc.</p> <p>Pre-writing skills</p> <p>Name writing cards</p> <p>Writing names in different media i.e. glitter trays, water brushes, chalk etc.</p> <p>Handwriting within daily phonics and stand-alone lessons.</p> <p>Taking care of own belongings and using fastenings – putting on coats (buttons, velcro and zips)</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4) <p>School Routines – introducing and embedding school routines e.g. lining up, zipping up coats, meal times.</p> <p>Whole class session on fire drill, handwashing.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal hygiene (R)
<p>Personal, Social and Emotional:</p> <p>Building Relationships</p> <p>Managing Self</p> <p>Self- Regulation</p>	<p>Getting to know you circle times.</p> <p>Using class puppets to create rules for the year.</p> <p>Establishing routines and relationships – build up relationships with adults.</p> <p>Observations of children’s interactions with others in provision.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’ • Begin to understand how others might be feeling. (3-4) <p>Build constructive and respectful relationships. (R)</p>

<p>Expressive Arts and Design: Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Music: Singing nursery rhymes, acting out rhymes with puppets and props. Charanga Unit: Me! – improvise known songs eg Old MacDonald. Range of genres for children to listen to and appraise.</p> <p>Provision Music: Nursery rhyme box and a range of instruments. Streamers/ pom poms and music available to listen to and create movements to.</p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4) <p>Create their own songs or improvise a song around one they know. Respond to what they have heard express their thoughts and feelings.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. (R) <p>Media focus – drawing building skills Drawing family pictures. Creating self-portraits. Drawing in response to emotions. Textured names Mud kitchen textures – creating and exploring different textures.</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4) <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (R) <p>Box Modelling (input on joining materials in different ways) / Role Play area/ Small world</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Develop storylines in their pretend play (R)
<p>Understanding of the world: Past and present</p> <p>People, Culture and communities</p> <p>The Natural World</p>	<p>Children share photographs of family, discuss people in our family. Changes in Autumn – walk around school. Investigation area. Bulb planting in gardening area. Introduce iPads, demonstrate how they work and discuss how they may be used in different areas of the unit. Introduce app of the week. Discuss E-safety.</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary.

	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. (3-4) • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them(R)
Working Scientifically	<p>Growing Area – planting bulbs and vegetables.</p> <p>Observing – Sensory observations of plants around the school grounds, observing different types of bulbs.</p> <p>Predicting – what might happen?</p>
LORIC	<p>Leadership</p> <p>Share Colour Monster book during carpet time. Focus during story snack time this half term to be identifying and discussing characters' feelings. Display emotion dolls at front classroom to help children understand and discuss different feelings. Feelings board – children add their name each morning for how they feeling.</p> <ul style="list-style-type: none"> • <i>Model and involve children in finding solutions to problems and conflicts.</i> • <i>Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</i> • <i>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings.</i>
British Values	<p>Democracy – Sharing, taking turns, Rule of Law : class rules Individual Liberty: celebrating our achievements, Mutual Respect: different cultures and celebrating their festivals.</p>
SMSC	<p>Cultural : families, Moral : School and class rules, Social: making new friends and settling into school, Spiritual: festivals of other cultures.</p>
Learning Outside The Classroom	<p>Autumn Walk.</p>