

Autumn 1

**Topic: Hairy Maclary/Baseline
Damers Values: Courage**

	Maths	Literacy	UtW	EAD	PSED	C&L	PD
	<ul style="list-style-type: none"> - Counts objects, actions and sounds - Subitise - link the number symbol (numeral) with its cardinal number value - explore the composition of numbers to 10 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read a few common exception words 	<ul style="list-style-type: none"> -Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past -Explore the natural world around them. -Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> -Develop storylines in their pretend play. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<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. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> -Start a conversation with an adult or a friend and continue it for many turns. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books 	<ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the skills they need to manage the school day successfully: lining up and mealtimes
Week 1 Half days 5th Sept	Baseline assessment	Baseline assessment	Golden Box - things that are special to me	Play dough Singing new songs and well known nursery rhymes Exploring musical instruments Painting and colour mixing Home corner Music - Pat a Cake - 12345 Once I caught - This Old Man - 5 Little Ducks - Name Song - Things for Fingers	New beginnings. Classroom routines and rules. Making friends. Getting to know you games	Learn to speak with confidence during circle time games.	Managing personal hygiene
Week 2 Half days 12th Sept	Baseline assessment	Baseline assessment Little Wandle Phonics begins					
Week 3 Full days 19th Sept	Baseline assessment	Baseline assessment			Introduce continuous provision systems	Fine motor skills - cutting	
					Introduce 'I am a bucket filler' reward display	Nursery Rhymes	

Topic: Ourselves
Line of Enquiry: What Makes Me Special? Who Am I?
Principle of Harmony: DIVERSITY
Damers Values: Courage and Resilience

<p>Week 4 26th Sept</p>	<p>Focus - Number 0. Counting, visualising, representing, Understanding.</p>	<p>Oral literacy - talking about families through stories</p> <p>Initial sounds and picture match sheet - cut and stick links to PD.</p>	<p>Harvest - where does our food come from? What foods do we like? Is it the same as our friends? Different?</p> <p>Family photos from now and in the past</p>	<p>Charanga - Me!</p> <p>Harvest sensory tuff tray.</p> <p>Printing with fruit and veg.</p> <p>Role play</p>	<p>Independent choices supported when accessing continuous provision.</p> <p>Children supported in making new friends.</p> <p>Teams games</p>	<p>Use appropriate story language to re-enact and retell simple and familiar stories.</p> <p>Learn new vocabulary relating to topics.</p> <p>Speaking and listening activities - circle times & Jigsaw</p>	<p>First PE session as a whole class - rules</p> <p>Cutting skills</p>
<p>Week 5 3rd Oct Harvest</p>	<p>Focus - Number 1. Counting, visualising, representing, Understanding.</p>	<p>Painting face portraits</p> <p>Oral literacy talking about diversity through stories Millie's Hat story</p>	<p>Celebrating similarities and differences between each other (likes, dislikes, the way we look, families)</p> <p>Understanding that different people perform different roles in our community.</p>	<p>Charanga - Me!</p> <p>Picasso - self portraits - colour mixing for skin tone.</p> <p>Role play.</p>	<p>Jigsaw - Being Me in My World. -Who me? -How am I feeling today -Being at nursery/ pre-school -Gentle hands -Our rights -Our responsibilities</p>		<p>PE- Jelly Bean game/traffic light game Safe travelling, listening to instructions</p>
<p>Week 6 10th Oct</p>	<p>Focus - Number 2. Counting, visualising, representing, Understanding.</p>	<p>Oral blending small group games</p>		<p>Charanga - Me!</p> <p>Self portraits at the easel.</p> <p>Role play.</p>			<p>PE -team games</p>
<p>Week 7 17th Oct 3 day week</p>	<p>2D shape in different orientations in the environment. Using shapes to create models</p>	<p>Little Wandle Phonics assessments</p>		<p>Charanga - Me!</p> <p>Junk modeling.</p> <p>Role play.</p> <p>Designing hats</p>			<p>PE - team games</p>