

**Autumn 1**

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

	<b>Maths</b>	<b>Literacy</b>	<b>UtW</b>	<b>EAD</b>	<b>PSED</b>	<b>C&amp;L</b>	<b>PD</b>
	<ul style="list-style-type: none"> <li>- Counts objects, actions and sounds</li> <li>- Subitise</li> <li>- link the number symbol (numeral) with its cardinal number value</li> <li>- explore the composition of numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>-Read a few common exception words</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past</li> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>-Develop storylines in their pretend play.</li> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-develop their sense of responsibility and membership of a community</li> <li>-Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>-Show more confidence in new social situations.</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Increasingly follow rules, understanding why they are important.</li> <li>-Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>-Start a conversation with an adult or a friend and continue it for many turns.</li> <li>-Use a wider range of vocabulary.</li> <li>-Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes, - be able to talk about familiar books</li> </ul>	<ul style="list-style-type: none"> <li>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Develop the skills they need to manage the school day successfully: lining up and mealtimes</li> </ul>
<b>Week 1</b> <b>Half days</b> 4th 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
<b>Week 2</b> <b>Half days</b> 11th Sept	Baseline assessment	Baseline assessment  Little Wandle Phonics begins					
<b>Week 3</b> <b>Full days</b> 18th Sept	Baseline assessment  Focus - Number 0. Counting, visualising,	Baseline assessment			Introduce continuous provision systems	Fine motor skills - cutting	
					Introduce 'I am a bucket filler' reward display	Nursery Rhymes	

representing,  
Understanding

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

<p><b>Week 4</b> 25th Sept</p>	<p>Focus - Number 1. Counting, visualising, representing, Understanding..</p>	<p>Oral literacy - talking about families through stories  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?  Family photos from now and in the past</p>	<p>Harvest sensory tuff tray.  Printing with fruit and veg.  Role play</p>	<p>Independent choices supported when accessing continuous provision.  Children supported in making new friends.  Teams games</p>	<p>Use appropriate story language to re-enact and retell simple and familiar stories.  Learn new vocabulary relating to topics.  Speaking and listening activities - circle times &amp; Jigsaw</p>	<p>First PE session as a whole class - rules  Cutting skills</p>
<p><b>Week 5</b> 2nd Oct  Harvest</p>	<p>Focus - Number 2. Counting, visualising, representing, Understanding.</p>	<p>Painting face portraits  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)  Understanding that different people perform different roles in our community.</p>	<p>Picasso - self portraits - colour mixing for skin tone.  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><b>Week 6</b> 9th Oct</p>	<p>Focus - Number 3. Counting, visualising, representing, Understanding</p>	<p>Oral blending small group games</p>		<p>Self portraits at the easel.  Role play.</p>			<p>PE -team games</p>
<p><b>Week 7</b> 16th Oct  4 day week</p>	<p>Understanding 2D shape in different orientations in the environment. Using shapes to create models</p>	<p>Little Wandle Phonics assessments</p>		<p>Junk modeling.  Role play.  Designing hats</p>			<p>PE - team games</p>