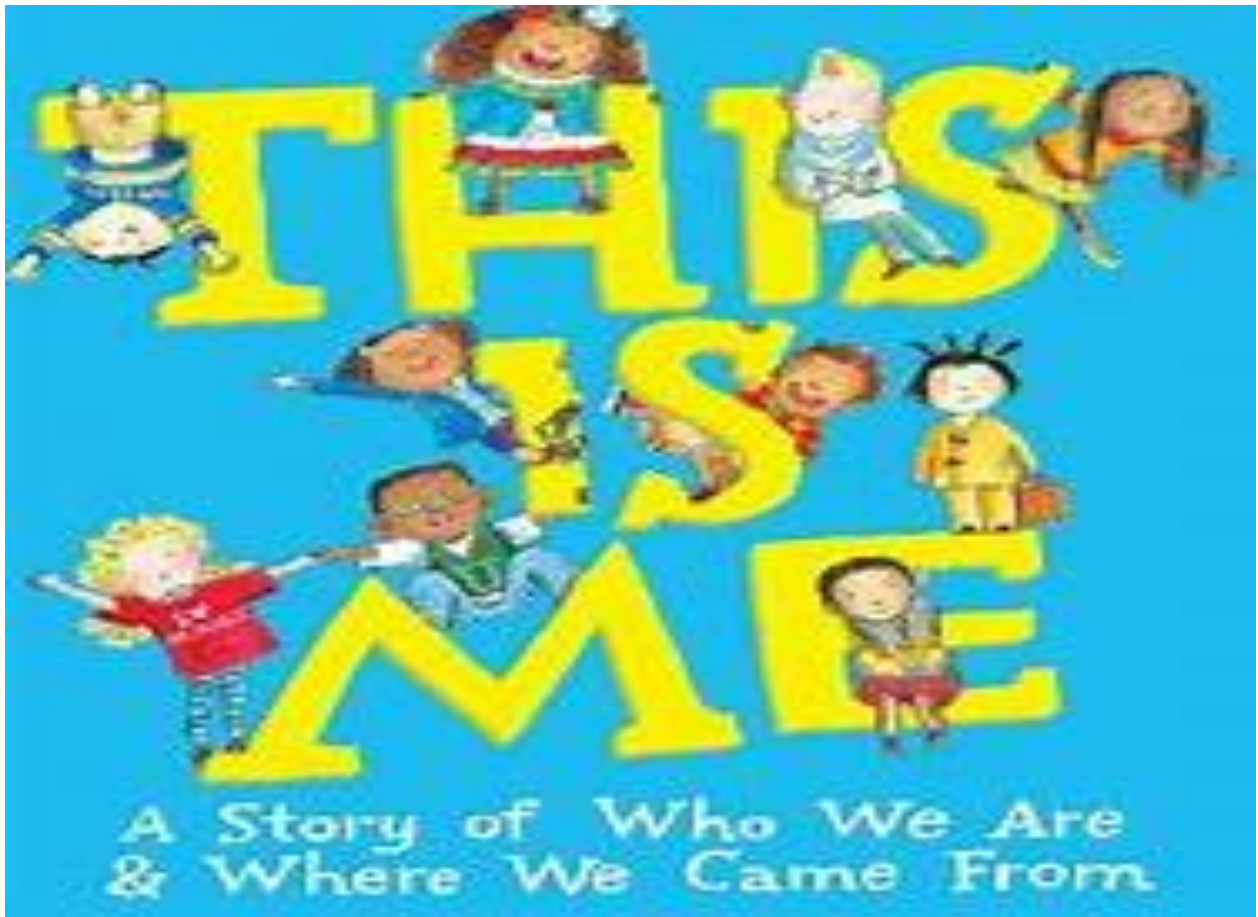


Nursery

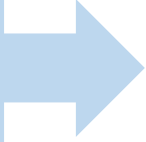
This is me!

Who's
behind the
yellow
door?



Key Questions

What's your name..?



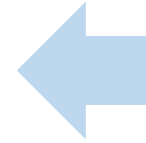
Where do you live..?



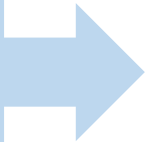
Who do you live with...?



What do you like doing..?



What are you good at..?



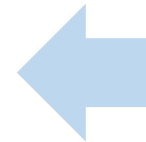
What would you like to do..?



What do you look like?

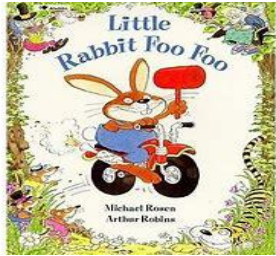
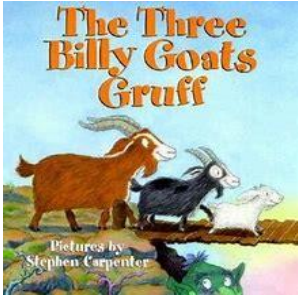


What is your favourite..?

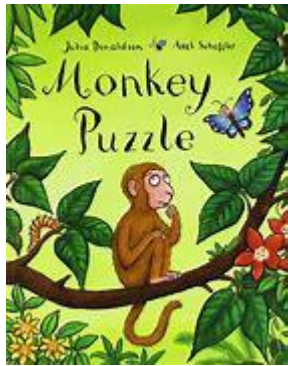
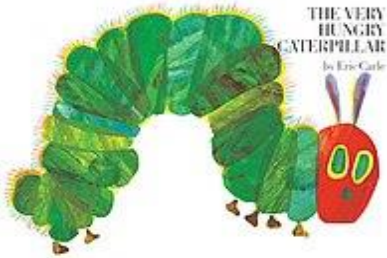
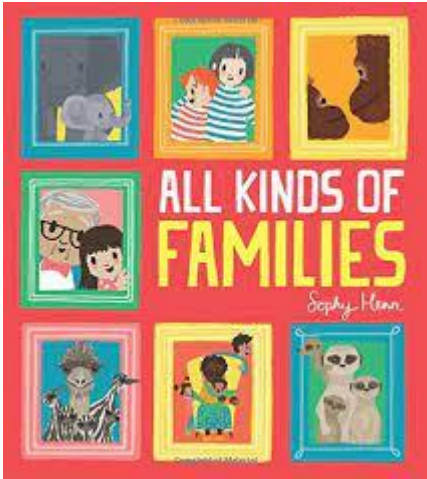
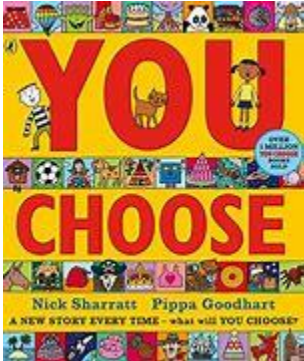
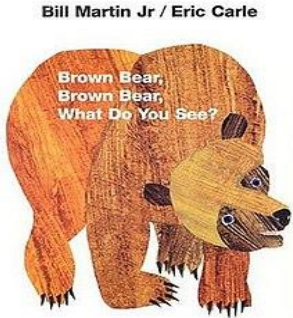
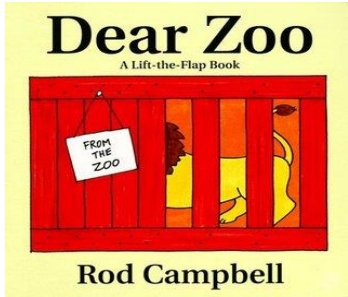


High Quality Texts

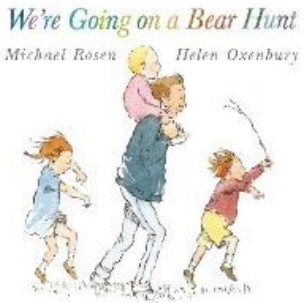
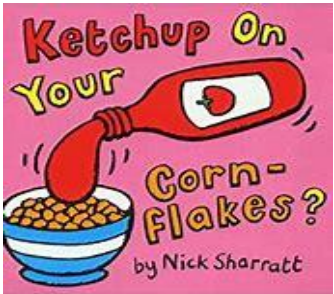
Fiction



Core Texts



Rhymes and Songs



Multi-media

Challenge Time

1. Leaving parent, Following simple routine, knowing where their tray, coat peg, pen pot and play dough is.

2. Leaving parent, Following simple routine, knowing where their tray, coat peg, pen pot and play dough is.

3. Talking with key person; developing relationship. Daily singing and story time
Drawing themselves/family.
Discussing photographs

4. Using their name stone to register they are here. Social story-asking a friend to play

5. Harvest. Farming, singing Farmers in his den, Old McDonald had a farm. Observing fruit and vegetables.

7. Concept of three. Role play Goldilocks, Three Billy Goats Gruff and Three Pigs

6. Number of the week NOTW
Concept of 'more'.
Counting children, snack, solving problems of how many girls/boys
Concept of 3-
Number, counting, ways of representing 3

National curriculum subjects (KS1)	Area of learning (Early Years)	Skills	Knowledge
PSHE	Making relationships	Interest in others' play and starting to join in. Seek out others to share experiences. Show affection and concern for people who are special to them. Form a special friendship with another child.	Know to look at a friend and say 'please will you play with me?'
	Self-confidence and self-awareness	Separate from main carer with support and encouragement from a familiar adult.	Know my grown up will come back for me
	Managing feelings and behaviour	Express their own feelings such as sad, happy, cross, scared, worried. Respond to the feelings and wishes of others. Aware that some actions can hurt or harm others. Show understanding and cooperates with some boundaries and routines.	Know the colours of the mood monsters and what emotion each one is. Know the daily routine through visual timetable
Speaking and listening	Listening and attention	Listen with interest to the noises adults make when they read stories. Recognise and responds to many familiar sounds, e.g.turning to a knock on the door, looking at or going to the door. Show interest in play with sounds, songs and rhymes. Shift attention with adult prompt.	Know good listening is good looking, good sitting.
	Understanding	Understand more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> Develop understanding of simple concepts (e.g. <i>big/little</i>).	Know 'big' and 'little'
	Speaking	Can describe themselves and their family.	Know who is in their family
PE	Moving and handling	Show control in holding and using jugs to pour, hammers, books and mark-making tools. Begin to use three fingers (tripod grip) to hold writing tools Imitate drawing simple shapes such as circles and lines. Show preference for dominant hand.	Knows the name of each of their fingers and thumb
	Health and self-care	Drink well without spilling. Clearly communicate their need for potty or toilet. Puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Be independent in self-care, with some support.	Recognise danger and seeks support of significant adults for help.
Literacy	Reading	Have some favourite stories, rhymes, songs, poems or jingles. Repeat words or phrases from familiar stories. Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Know where books belong, how to hold a book properly and turn the pages
	Writing	Distinguish between the different marks they make	
Mathematics	Number	Recite some number names in sequence. Select a small number of objects from a group when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> . Begin to make comparisons between quantities. Use some language of quantities, such as <i>'more'</i> and <i>'a lot'</i> .	Know they have two hands Know that the total amount in a group remains the same even when the objects are moved
	Shape, space and measure	Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. <i>'before'</i> , <i>'later'</i> or <i>'soon'</i> . Anticipates specific time-based events such as mealtimes or home time	Recognise pictures on visual timetable

Topic Specific Vocabulary

Family	Mum
Big	Dad
Medium	Brother
Little	Sister
Happy	Sad
Angry	Excited

This is Me! Knowledge Mat



Sticky Knowledge

I know that I belong to a family
I know I belong to nursery
I know the people who live in my house are my family

I know to count carefully – GO SLOW AND TOUCH

I know numbers 1,2,3 in order and can recognise a group of 3 without counting.
I know I have 2 hands, 2 feet, 2 eyes, ears, hands and feet.

I know I have 5 fingers on my hand

Executive functioning skills

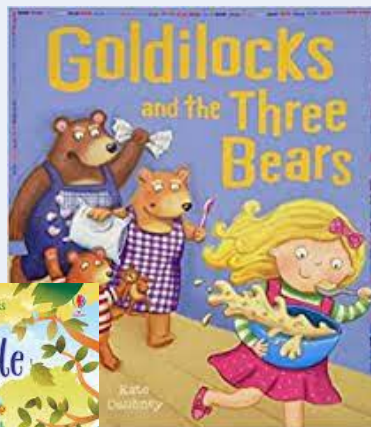
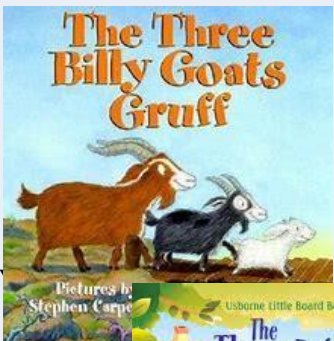
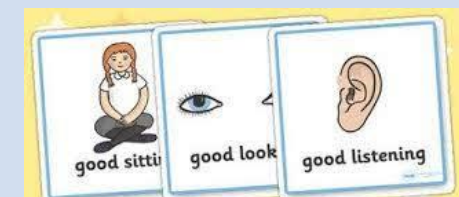
Mood Monsters



I can...

Find my coat and try to put it on by myself
Wash my hands by myself
Wipe my nose with a tissue
Listen as part of a group

Good looking
Good listening
Good sitting



Each box is a new week of writing aims. Show progression through the weeks.

1. Learning what I can draw with and on.

7. Drawing three different sized Billy Goats

2. Pictures of myself

Term
In English, we will be ...

6. Drawing three different sized bowls and spoons

3. A picture of my family

4. Drawing circle shapes - conkers

5. Drawing circle shapes – Caterpillar and fruit

We are creative

Playing in the home corner.
Learning welcome, weather and days of the week songs

Harvest collage using pasta, dried fruits and spices and lentils



Making pictures of my family

Making porridge

Using paint independently



Using dynamics; making loud and quiet noises with percussion instruments

Dear Parents and carers,
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

Wow Event/Hook

Topic Outcome

To settle well into nursery and have a sense of belonging.

As Readers we will:

Handle books carefully, turning one page at a time.
Join in with repeated phrases in well-know stories.

As Authors we will:

Make our fingers and hands strong for writing by rolling, patting and poking play dough.
Know we have a thumb and four fingers; Tommy Thumb, Ruby Ring, Toby Tall, Peter Pointer and Baby Small.
Learn to move each finger independently from the rest.
Draw circles and lines.

As Scientists we will:

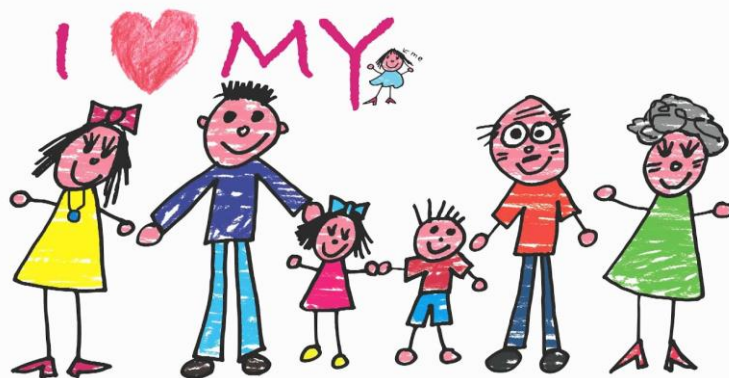
Explore the colour, shape, texture and size of natural objects such as autumn leaves, conkers and acorns.

Sharing our learning

This is Me! Families

As researchers we will:

Use the internet to answer these questions;
Where do apples come from?
How do we make porridge?



As Mathematicians we will –

Explore the concept of the number 3, size and shape through story;
Goldilocks and the three Bears
The Three Little Pigs
The Three Billy Goats Gruff

Nursery

As Musicians we will:

Change the 'dynamics' (volume) and 'tempo' (speed) of sounds we play with percussion instruments.

As movement superstars we will:

Balance on one leg and our tiptoes and jump with both feet together.
Put on my own coat and ask for help to zip it up.
Roll our sleeves up before we wash my hands.
Manage the toilet by ourselves.

As Artists/Designers we will:

Use paint independently and know to use an apron, pull up our sleeves and wash our hands after we have finished.
Use dough to make shapes and 3D models

As Citizens we will:

Care for the toys in nursery and tidy up after ourselves.

Talk Derby Focus:

Talk about what we like to do and what we are good at.
Talk about our family and the things we do together.
Talk about our emotions using the 'Mood Monsters'.

Dear Parents and carers,

This term we are learning all about ourselves and our family! Please support your child in choosing *at least one* project to complete. If you would like to do more, that would be great!

We would love you to share your learning with us. Send photos to

nursery@cavclsoei.derby.sch.uk

If you have any questions, please ask your child's class teacher.

Thank you for your support.

This is Me! - Families



Project 4 - I am an Historian
Make a book about your family or create a family tree.



Project 1 – I am a Writer

Write your name using autumn leaves, acorns and twigs.



Creative Homework Autumn 1 Nursery

Project 2 – I am a Mathematician

Make 3 character puppets based on the traditional stories we have read



Project 3 – I am an Artist
Draw or paint your family.



Project 5 – I am a Storyteller

- The Three Little Pigs - Building houses using lego and duplo. Talk about making the house strong, with windows, a door and a roof.
- Goldilocks and the Three Bears - Make porridge together. Add different flavours and act out the story using different voices for each of the bears
- The Three Billy Goats Gruff - Make a bridge using card or lego. When you are out and about can you quiet and loud footprints like the goats?