





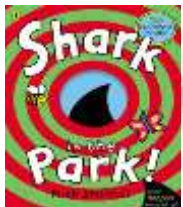

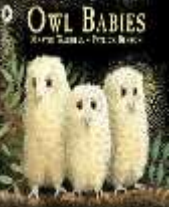
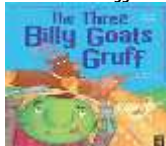



# EYFS– Nursery – Topic Overview – Autumn term 1 This is Me!

4 / 9	Week 1 4 / 4 /	Week 2 8/9 	Week 3 15/9 	Week 4 22/9 	Week 5 29/9 	Week 6 6/10 Harvest 5/10 	Week 7 13/10 	Week 8 20/10 	<b>Wow Starter:</b> Who's behind the door?
	Induction	New starters. Staggered intake over 2 1/2weeks Getting to know each other and the routines Introduce – Billy   			Baseline assessment	Goldilocks and the Three Bears	The Three Billy Goats Gruff 		Expected outcomes
PSHE		<b>Building routine.</b> Leaving parents. Following simple routine, knowing where their tray, coat peg, toilet and special area is. Daily singing and story time. Lunchtime routine.		<b>Meeting Billy-</b> getting to know each other. Helping Bruce learn the routine in nursery. Helping him to know and follow the rules in nursery to keep him safe. Modelling 'Please play with me.	<b>Family and belonging.</b> Photo of Billy's family. Collecting family pictures to create 'mini-me's' Drawing themselves and their family. Taking a photograph of the key groups. All kinds of families story book. <b>Same and different-comparing</b> friends and families.	<b>Friendships</b> Social story-asking a friend to play. Knowing how to be a good friend and how to share. Helping Billy to be kind. Little Rabbit Foo Foo story. <b>Being scissor safe</b> <b>Being Kind</b>	Who's behind the special door? Talking about the things they like and enjoy doing. Begin mto look at healthy eating, Healthy breakfast and healthy choices.	<b>Friendships</b> Making groups of 3 friends for ring games. Drawing friends. Paperchain friends.	I know which rules are important in nursery and at home. I know my friends names. I know how to look after myself. I know the 4 mood monsters and how they feel.
Communication and Language		Stopping when bells are rung. Tuning into sounds. 5 Skills for learning-Good listening, sitting, looking, thinking and speaking.		Social skills: My Turn Your Turn Keeping a steady beat-Beat Baby Voice sound changing volume		Listening to instruments, sound identification and sound location. Auditory discrimination and memory using instruments and sound lotto		I know the 5 skills that we need to be able to learn.	
Physical Development		Holding hands by crossing their arms to support crossing their midline. Pouring from a jug/reaching back for arms in coat Managing independent toileting			ECAM assessment Rolling over.10 in the bed, rolling arms around, rolling in spinning top and barrel to develop vestibular sense. Roly Poly ever so slowly		Body awareness-'I've got a Body' 'Head, Shoulder Knees' Jumping feet together and balancing focus outdoors		
Comprehension  Word Reading		Introduce reading rainbow <b>Aspect 1 -</b> Environmental sounds Strand 1,2,3 <i>Environemntal sounds-</i> To listen and describe the sounds I	Caring for books, turning pages Syllables in words <b>Aspect 6 -</b> Voice Sounds Strand 1,2,3To hear and copy different voice sounds	Modelling core books in reading area <b>Aspect 6 -</b> Voice Sounds <b>Aspect 2 -</b> Instrumental sounds Strand 1,2,3To experience and develop	Modelling core books in reading area Syllables in words <b>Aspect 3 -</b> Body percussion Strand 1,2,3To develop awareness of sounds and rhuthms	Caring for books, turning pages Syllables in words <b>Aspect 3 -</b> Body percussion <b>Aspect 4 -</b> Rhythm and rhyme Strand 1,2 3To	Pointing to words. Using pointers 'Peace at Last' focus on sound. <b>Aspect 1 -</b> environmental sounds Strand 1,2,3 To develop an	Following the text as adult reads 'Brown Bear What do You Hear' <b>Aspect 4 -</b> Rhythm and Rhyme Strands 1,2To hear words that	I know how to <b>hold books carefully</b> and <b>turn pages</b> one at a time

	hear. <i>Noisy and Quiet</i> <i>Sort the Sounds</i> <i>Wind the Bobbin Up</i> <i>Introduce Beat Baby</i>	<i>Voice Sounds</i> <i>Copying Faces and Sounds</i> <i>Toy go round and round-Beat Baby</i> <i>5 Point Noise scale</i>	awareness of sounds made with instruments To listen to the beginning sounds in words. <i>Musical Statues</i> <i>Roll the Ball</i> <i>Ready Steady Go</i> <i>Gorilla in the Corner-Beat Baby</i> <i>I spy with my little eye</i> <i>someone beginning with...</i>	To make different body sounds <i>Simon Says</i> <i>Actions Songs</i> <i>Stepping Stones</i> <i>Walk With Me – Beat Baby</i>	develop awareness of sounds and rhythms. To understand nouns and verbs. <i>Simon Says</i> <i>Here We Go Round the Mulberry Bush</i> <i>The Box of Tricks – Beat Baby</i>	awareness of different sounds in the environment. <i>Sound Lotto</i> <i>Matching Game</i> <i>Farmers Footsteps</i> <i>More Beat Baby</i> <i>Rhymes</i> <i>My Noisy Family</i>	<i>rhyme. Goldilocks Movements</i> <i>Goldilocks Sound Lotto</i> <i>Lumpy Bumpy Porridge</i>	
Writing	Making marks at registration. Learning what I can draw with and on. Modelling and name equipment. Share expectations on caring for equipment.	Drawing pictures of myself, drawing features and body parts-circles and lines	Drawing Drawing pictures of myself, drawing features and body parts-circles and lines	Squiggle While You Wiggle – Side to side action Drawing circle shapes - conkers	Drawing circle shapes – fruit and vegetables	Finger manipulation through rhymes Drawing three different sized bowls and spoons	Drawing myself and two friends-circles and lines	
Maths	Make comparisons between objects relating to size, length, weight and capacity  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’  Recognise objects that are the same	Make comparisons between objects relating to size, length, capacity  Recognise objects that are the same	Make comparisons between objects relating to size, length, capacity  Recognise objects that are the same		Make comparisons between objects relating to size, length  Recognise objects that are the same  Talk about and identify the patterns. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.		<b>Concept of three.</b> Role play; Goldilocks, Three Billy Goats Gruff and Three Pigs Baa Baa Black Sheep Counting 3 – snack Drawing 3 objects Make comparisons between objects relating to size, length Recognise objects that are the same. Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).	
The Natural World	Small world play Investigating their bodies and senses. Naming parts of their body using songs and rhymes.  Explorify, Zoom in Zoom out 1. Spectacular scales 2. Red ruffles 3. A clean spot 4. Little lodger 5. Point of view 6. Baffling bristles 7. Protective layers				Tasting fruit and vegetables. Tasting game Feely game Making porridge Making soup  Getting to know my outdoor area (Nature Park website) <a href="https://www.educationnaturepark.org.uk/sites/default/files/2023-10/LtL%20Living%20Books%20activity%20guidance_0.pdf">https://www.educationnaturepark.org.uk/sites/default/files/2023-10/LtL%20Living%20Books%20activity%20guidance_0.pdf</a>	Investigating environmental sounds, sounds we make with our bodies and animal sounds. Can we recognise different children’s voices?  TAPS ‘Senses Walk’- being curious.	I know to be <b>curious</b> by <b>hearing, smelling, seeing, touching</b> , and <b>tasting</b> to find out about the <b>world around me</b> .	

People and Communities		Families, conversations and questions about who lives at home, pets, family members Belonging to a group. Singing and talking about which group they belong to. Snowflakes, rainbows, sunshine's and lightening groups. Learning children's names. Focus child every day – What do they look like? What is their name? Which group are they in? Who's their family? Where do they live? What do they like to do? What are they good at?			I know how people and families are the <b>same</b> and <b>different</b> .
Past and Present					
Art		Modelling aprons, how to help ourselves to paper and paint, glue and scissors	Vegetable printing, Fruit printing	Self-portraits and collage bears	
DT			Snipping paper Introducing scissors and correct grip. <b>Scissor safety and baseline assessment</b> Developing finger, thumb actions through malleable play, squeeze bottles, manipulating playdough		I know how to be safe with scissors.
Music		Teaching songs How Do You Do, What's the weather, Days of the week, Time to tidy up.	Music Express Say Hello	Percussion instruments introduce and how to play. Focus on tempo and dynamics The Farmer in his Den Old McDonald had a Farm. Dingle Dangle Scarecrow	I know how to <b>sing</b> some nursery rhymes and songs and copy the <b>pitch</b> and <b>melody</b> I hear.