

<p><b>Personal Social and Emotional Development</b></p> <p><b><u>We will be playing games and using our learning environments to help the children to develop the skills to:</u></b></p> <p>Be Interested in others' play and start to join in.</p> <p>Seek out others to share experiences</p> <p>Seek comfort from familiar adults when needed.</p> <p>Express their own feelings such as sad, happy, cross, scared, and worried.</p> <p>Be aware that some actions can hurt or harm others.</p> <p>Show understanding and cooperate with some of the new boundaries and routines.</p>	<p><b>Communication and Language</b></p> <p><b><u>We will be modelling language and using language to help foster an environment where children will:</u></b></p> <p>Use simple sentences (e.g.' Mummy gonna work.')</p> <p>and start to use language as a powerful means of communication with others.</p> <p>Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' And understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?)</p>	<p><b>Physical Development</b></p> <p><b><u>We will be using the inside and outside environments to develop fine and gross motor skills, with the children learning how to:</u></b></p> <p>Use and climb confidently on and over playground apparatus and equipment.</p> <p>Kick and throw a large ball.</p> <p>Begin to show control in holding and using different apparatus and tools and manipulate different materials</p>	<p><b>Literacy</b></p> <p><b><u>We will be reading lots of different stories and singing familiar songs, using these as base for our learning across the setting. The children will be encouraged to:</u></b></p> <p>Say what their favourite stories or rhymes are</p> <p>Repeat words or phrases from familiar stories (say the repeated refrains/ fill in the missing words)</p> <p>Make different marks when painting, drawing and playing with mark making equipment.</p> <p>Sit and listen to adult reading different topic story books</p> <p><b><u>We will also be starting Phase 1 Phonics:</u></b></p> <p>Listening walks, environmental sounds, talking about what they can hear, hidden sounds, sound experimentation</p>
<p><b>Oak View Nursery 2022-2023</b></p> <p><b>Term: Autumn 1</b></p> <p><b>All about Me , Autumn, Nursery Rhymes</b></p> <p><b>&amp; Favourite Stories</b></p>			
<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring (engagement) –</b></p> <ul style="list-style-type: none"> <li>•Pretending objects are things from their experience</li> <li>•Showing curiosity about objects, events and people</li> <li>•Using senses to explore the world around them</li> </ul> <p><b>Active Learning (motivation) –</b></p> <ul style="list-style-type: none"> <li>•Maintaining focus on their activity for a period of time</li> <li>•Showing high levels of energy, fascination</li> </ul> <p><b>Creating and Thinking Critically (thinking) -</b></p> <p>Making links and noticing patterns in their experience</p>	<p><b>Expressive Arts and Design</b></p> <p><b><u>We will be exploring different media and materials and creative ways of expressing ourselves by:</u></b></p> <p>Experimenting with mark making and using representations to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Joins in singing and dancing to favourite songs</p> <p>Playing musical instruments and experimenting with sounds</p>	<p><b>Understanding the World</b></p> <p><b><u>We will be looking at our environment around us and talking about ourselves and our families:</u></b></p> <p>Going on Autumnal nature walks, noticing detailed features of objects in the environment.</p> <p>Has a sense of own immediate family and relations</p> <p>Role playing and imitating everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p><b>Mathematics</b></p> <p><b><u>We will be playing lots of games and singing songs which will work on developing the skills to:</u></b></p> <p>Route count (reciting) number names to 10 and back</p> <p>Identify and recognise numbers 0-5 and working on the number sense for each of these</p> <p>Number and counting songs</p> <p>Be able to select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'..</p>