

<p>Personal Social and Emotional Development</p> <p><u>We will be playing games and using our learning environments to help the children to develop the skills to:</u></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>Begin to demonstrate the ability to distract self when upset, e.g. by engaging in a new play activity</p>	<p>Communication and Language</p> <p><u>We will be modelling language and using language to help foster an environment where children will:</u></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>Physical Development</p> <p><u>We will be using the inside and outside environments to develop fine and gross motor skills, with the children learning how to:</u></p> <p>Climb confidently and pull themselves up on nursery play climbing equipment.</p> <p>Kick and throw a large ball.</p> <p>Scissor control</p> <p>Begin to show control in holding and using jugs to pour, hammers, spades as well as when looking at books and using mark-making tools.</p>	<p>Literacy</p> <p><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></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>Distinguish between the different marks they make when painting, drawing and playing with mark making equipment.</p> <p><u>We will also be starting Phase 1 Phonics:</u></p> <p>Listening walks, environmental sounds, talking about what they can hear, hidden sounds, sound experimentation</p>
<p>Nursery 2020-21</p> <p>Autumn 1</p> <p>Autumn, Nursery Rhymes, All about Me</p> <p><u>Topic Books:</u></p> <p>Nursery Rhymes, Owl babies, Going on a bear Hunt, Ding dong bag, This is me, My Senses</p>			
<p>Characteristics of Effective Learning</p> <p>Playing and Exploring (engagement) –</p> <ul style="list-style-type: none"> •Pretending objects are things from their experience •Showing curiosity about objects, events and people •Using senses to explore the world around them <p>Active Learning (motivation) –</p> <ul style="list-style-type: none"> •Maintaining focus on their activity for a period of time •Showing high levels of energy, fascination <p>Creating and Thinking Critically (thinking) -</p> <p>Making links and noticing patterns in their experience</p>	<p>Expressive Arts and Design</p> <p><u>We will be exploring different media and materials and creative ways of expressing ourselves by:</u></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>Understanding the World</p> <p><u>We will be looking at our environment around us and talking about ourselves and our families:</u></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>Mathematics</p> <p><u>We will be playing lots of games and singing songs which will work on developing the skills to:</u></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>