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| **Expressive Arts and Design**  **Outcomes –**  I can join in singing favourite songs.  I can create sounds by banging, shaking, tapping or blowing.  I can experiment with blocks, colours and marks  I can mirror and improvise actions I have observed, e.g. clapping or waving.  I can begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.  I can initiate some actions in play that are familiar from home.  I can begin to makebelieve by pretending  **Daily** -  Role play area/Small World area/ Construction small and large-. Cut and stick resources, ribbon, feathers, pipe cleaners, tape/masking tape, tissue paper.  Children to take pictures of their models and creations.  Singing and dancing- Wake up shake up, Go Noodle and outdoor music area | **Autumn Term 1**  How can we be kind and caring in our community? | **Understanding the World**  **Outcomes –**  I can role-play familiar routines, such as making dinner in the role-play area  I can recognise my own immediate family and relations.  I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.  I can play with smallworld models such as a farm, a garage or a train track.  I can name common nouns- farm animals, jungle animals, sea creatures.  I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants. |
| **History:** Ask families to share photographs of the children as babies – Can we match the baby to the child? Look closely at how we have changed**.**  Our time lines – ordering pictures from babies to children to adults, starting with pictures of Miss Strawbridge. |
| **Geography:**  Sharing our homes – use google maps for a ‘show and tell’ style activity where children discuss their homes and families.  Building our homes – using creative materials, construction resources, and sand to represent our homes. |
| **Design & Technology:**  Paper plates and collage materials or loose parts – Make a face to show how you are feeling today.  Our homes - Make a house with flap doors and windows to add photos of family and friends. |
| **Art:** Outdoor process art inspired by Jackson Pollock on large paper/sheets  **Focus artist:** Jackson Pollock |
| **RE:** Myself: God knows and loves each one. Judaism: Hanukkah |
| **Music:**  Draw pictures of the things you heard on your sound hunt.  Explore musical instruments – what sounds do they make? Can you play them fast/slow/loud/quiet? |
| **Science**:  Exploring our 5 senses – tasting activities using sour, sweet, salty, bitter foods. Listening activities (Phase 1 phonics). Matching textures and using them to create collages. Smelling activities using spices, tea bags, fruit, etc. Eye spy game, hide and seek, kim’s game. |
| **EAD Enhanced Provision –**   * Provide A4 body templates – Children add clothes by drawing with different colours. * Self portrait drawing – To support baseline assessment of fine motor, writing and EAD skills. * Making Me – Use mirrors, paper plates, and mixed media to make our own faces. * Encourage a child to lay on the floor. Use large-scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice? * Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. * Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them? * Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs. * Provide easels and paint so that the children can paint a self-portrait. Add small safety mirrors to the side of the easel to allow children to study their faces. |
| **Computing:**  Children to use iPads to take photos of things they can see/they like in our nursery provision – linked to 5 senses science, communication & language, and class sentence stems. |
| **Forest Schools**- Outdoor learning- Exploring the outdoor area and forest school rules. See separate planning. |
| **Enhanced Provision** -   * Puzzles – using photos of ourselves and families, cut into pieces and reassemble. * Create new people using magazine cut outs – discuss their features and likeness to ourselves. * Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Children may like to record some of the things they noticed on a whiteboard. * Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them? * Talk about the children's journeys to school. Do they walk or come in the car? Can they name the road that the school is on? Show the children a simple map showing the area local to the school. Can they draw their own maps to show how they get to school? * Place photographs of special places in your own community. Can the children build one of these special places, or their own special place, from construction resources? * Create a sensory table, with a variety of natural objects that can be explored using their hearing, sight, touch and smell. Provide the children with magnifying glasses to investigate objects closely. |

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| **Communication and Language**  **Outcomes –**  I can listen with interest to adults when they read stories in 1-1 or small group situations.  I can show interest in sounds, songs and rhymes, trying to join in with actions or vocalisations.  I can understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).  I can shift from one task to another if you get my attention using my name.  I can understand an instructions with three key words e.g. “Can you wash dolly’s face?”  I can use everyday words to talk about people I know  I can use a variety of questions (e.g. what, where, who).  I can link up to 5 words together to form a simple sentence.  I can use pronouns, plurals and prepositions, not always correctly.  **Daily** - Observing communication, listening and understanding in all areas of learning.  **Poetry Basket** – Popcorn, Pancakes, can Build a Snowman, A Little Seed, Mrs Bluebird  **C&L Enhanced Provision –**   * Construction & small world area- children creating own simple stories using resources and extending play with others. * Songs about ourselves, our bodies, and our feelings * Sharing our pictures – children to take part in ‘show and tell’ style activity with photos their families have sent from home. * Play a game of ‘Guess Who?’ Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children after the activity for children to continue play in continuous provision. * Set up a ‘senses table’ with objects for children to explore using their senses. For example, rough tree bark, a flower, a soft sponge and crunchy leaves. The children can use talk to describe each object and think about the senses that they are using. * Provide mirrors in the setting to encourage children to look at themselves and describe their features using core vocabulary (hair, eyes, nose, skin) and extended vocabulary (curly, wavey, spiky, soft). * Ask children to bring in their favourite stories from home and create a basket of these for sharing. The children can share these familiar stories with their friends, talking about what they like about them and retelling them. * Create a story collection that shows different types of families in traditional tales, such as ‘Goldilocks and the Three Bears’, ‘Red Riding Hood’, ‘Jack and the Beanstalk ‘and ‘The Three Little Pigs’. * Load a child-friendly drawing app onto a tablet. One child can draw someone from the class while they are describing them. Can the other child guess who they are drawing? | **Physical Development**  **Outcomes –**  I can choose to pick up equipment and make marks with it  I can at least use a fisted grasp    I am beginning to explore using scissors  I can make connections between my movement and the marks I make. E.g. circles and lines I can participate in finger and action rhymes, songs and games, imitating the movements.  I can squat with steadiness to rest or play with object on the ground, and rise to feet without using my hands.  I can climb confidently and are beginning to pull myself up on nursery play climbing equipment.  I can run but sometimes fall  I can use my feet to scoot along on a trike or balance bike  I can catch a large ball.  I can sit comfortably on a chair with both feet on the ground. | **PSED**  **Outcomes –**  I can say if I do or do not want something eg. a milk or banana at snack time.  I can put my coat and my bag on my peg.  I can recognise my own lunch box or water bottle.  I can explore new toys and environments, but I ‘check in’ regularly with familiar adult as and when needed.  I can select and use resources with support.  I can separate from main carer with support and encouragement from a familiar adult.  I can seek comfort from familiar adults, when needed  I can respond to a few appropriate boundaries, with encouragement and support  I am beginning to show effortful control ‘waiting for a turn or resisting pushing to the front’.  I can play alongside others.  I can show interest in others’ play and start to join in.  I can seek out others to share experiences.  I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities.  **Daily** – intervention given to each child in their play and when navigating friendships etc. Mindfulness- Yoga- Super Yoga/Wake up Shake up. Feelings discussions and social stories.  **PSED Enhanced Provision –**   * Explore different emotions with the children. Sit the children in a circle and play ‘Pass the Feeling’. Whisper a feeling to the first child. Then, they make the expression and pass it on around the circle. Can the children guess what feeling it is? * Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a ‘what makes us unique’ display. * Place these [**Feelings and Emotions Photo Display Cards**](https://www.twinkl.co.uk/resource/t-s-3508-emotions-and-feelings-photo-display-cards) alongside a standing mirror. The children can look at the cards, name the emotion and then make this facial expression in the mirror. * Create a ‘calming area’ where children can go when they identify emotions in themselves that they wish to moderate. * Place dolls in the water tray for the children to clean. Add some soaps, brushes and sponges. * Invite children to create pictures of emotions with a range of resources, pencils, paint, collage, outdoor looseparts. * Provide emotions stories in the home corner to support children’s role play. |
| **PE:** Unit 1 – Introduction to PE  I am beginning to demonstrate balance.  I am beginning to negotiate space safely.  I am beginning to take turns with others.  I can explore movement skills.  I can make guided choices.  I follow instructions with support. |
| **PD Enhanced Provision –**   * Provide children with the opportunity to explore what their hands can do. Offer different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do to different materials using their hands? * Draw a selection of different faces on the ground in chalk. Offer the children chalk and encourage them to copy the faces. Can they create different shapes to make the faces? * Practise using child-safe knives by making fruit faces. Children can use the knife to chop pieces of fruit and organise it into a face on a pancake. * Support children in managing their own needs by dressing themselves. Provide a range of dressing-up clothes in a home corner that require children to manage buttons, zips, Velcro and other fastenings. * In a large activity tray, draw face shapes on the base and provide the children with a range of dried pasta, such as fusilli, spaghetti, macaroni and penne. The children can give each character different hair styles using the pasta. * Encourage children to look after their teeth with this * Updated Montessori AEL shelves to support fine motor development. |

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| **Maths** **Outcomes –**  I can attempt to join in with number rhymes  I can bring one or two objects when an adult requests  I can engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  I can recite some number names in sequence (not necessarily understand at this stage)  I can understand some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.  I can anticipate specific time-based events such as mealtimes or home time.  I can use blocks to create my own simple structure or arrangement.  **Daily Maths Meeting** - Days of the week, months of the year, counting to the date, number songs.  **Specific activities (Master the Curriculum teaching) –**  Recognise the colour red - Children identify red objects and say if an object is red or not.  Recognise the colour blue - Children identify blue objects and say if an object is blue or not  Recognise the colour yellow - Children identify yellow objects and say if an object is yellow or not.  Recognise the colour green - Children identify green objects and say if an object is green or not  Recognise the colour purple - Children identify purple objects and say if an object is purple or not  Recognise colours - Children recap the colours they have already learnt and explore other colours. They talk about their favourite colours and match objects to the correct colour name.  Recognise matching buttons - Children identify a button that is the same shape or colour as a set of buttons on a shirt.  Recognise matching shoes - Children pair up shoes that match because they are the same colour or have the same shape on them  Recognise and create matching towers - Children match up towers of blocks that are made up of the same colours in the same order  Match number shapes - Children identify matching Numicon shapes and begin to identify how they have the same number of holes.  Match the same size - Children match up handprints that are the same size or colour  Match prints - Children match prints that are the same shape, even though they might be different colours  Sort by size - Children sort objects, like counting bears, by creating groups of objects that are the same size.  Sort by colour - Children sort objects that are 2 or 3 different colours.  Sort by shape - Children sort objects, like buttons, by creating groups of objects that are the same shape  Sorting – What do you notice? Children talk about what the notice about the objects that have been grouped by an adult.  Sorting – Guess My Rule Children are asked to identify how groups of objects have been sorted by identifying the similarities between the objects. They then sort objects based on their own criteria.  **Maths enhanced provision –**   * Encourage each child to draw around their foot. Can they use cubes to measure how long their foot is? Who has the biggest foot? Who has the smallest foot? * Provide children with a range of 2D shapes. Can they rotate and manipulate the shapes to build a picture of a person? * Talk about the months of the year. Can the children name any? Do they know what month their birthday is in? Make a birthday chart together. Compare the amount of birthdays in each month. Which month has the most birthdays? Which month has the least? * Practise counting actions by leading a fitness camp. Call out different exercises, such as star jumps, hopping on one leg, stretches and tell the children how many to do. Encourage them to count their actions. * Take photographs of the children and then laminate and cut these into shapes and smaller pieces. Can the children rotate and manipulate the shapes to rebuild their picture? | **Literacy**  **Outcomes –**  I can fill in missing words from well known rhymes  I can show enjoyment for stories.  I can talk about something I can see in a story  I can hold a book the right way up and turn the pages  I can make connections between my actions and the marks being made  I can show an interest in mark making activities. E.G. marks in sand, cornflour, paintbrushes and water  **Daily Literacy** - Name writing, mark making, self registration for name recognition. RWI teaching – 2 groups.  **Additional texts:**  My Mum and Dad make me laugh by Nick Sharratt, I like me by Nancy Carlson, Sometimes by Emma Dodd, Eyes, nose, fingers and toes by Judy Hindley, From Head to Toe by Eric Carle, I hear a pickle by Rachel Isadora.  **Specific activities –**  Draw a picture of your family - Who have you drawn? What are their names? Do you have any pets?  Paint a picture using your favourite colour – can you paint spots and stripes?  Can you draw your self-portrait? Look in the mirror – What colour hair do you have? What colour eyes?  Emotions – Provide pictures of events and emotions. Match the picture to the emotion.  **Enhanced Provision** –   * Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling. * Ask the children to draw a picture of themselves and their family. Can they write the names of their family members? This [All About Me Pattern Tracing Activity](https://www.twinkl.co.uk/resource/all-about-me-pattern-tracing-activity-my-family-t-tp-2549868) offers the opportunity for pencil control practice too. * Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of sounds to label different parts of their body? * Provide the children with sticky notes that they can write body part words on. Can the children then stick them to themselves or on their friends in the correct place? * Create an outdoor reading den using blankets, tents and fabrics. Inside the den, place a selection of fiction and non-fiction books related to the theme of ‘All About Me’. * Draw around a child on a large piece of paper or on the ground with chalk. Ask the children to label body parts. * Talk about the different people and animals that live in each child’s home. Can the children name everyone that they share their home with? Encourage the children to draw everyone that lives in their home and label them with their name. * Add a thin layer of sand to a large activity tray. The children can use their fingers to draw a face showing an emotion into the sand. |

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| Autumn 1 | Autumn 2 |
| How can we be kind and caring in our community? | |
| Ourselves – settling in, transitions, hygiene, routines, portraits  Classroom – Respect, responsibilities, friends  Church – respectful to God (during prayer time), parish community  Feelings – naming them, managing them appropriately, regulation, likes/dislikes | People who help us - Fire service (related to Diwali & bonfire night  Police  Doctors/nurses  Dentist  Post people (related to Christmas etc. |

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| **Nursery end of term goals– for the end of the year - Holistic / best fit Judgement** | | | | | | | |
| **Communication and Language** | **Personal, social, emotional**  **development** | **Physical**  **Development** | **Literacy** | | **Maths** | **Understanding the World** | **Expressive arts and design** |
| Can speak in sentences of 4-6 words.  Using some past/future tense.  Can understand why questions. | Can play alongside others within the environment .  Can express their feelings and consider the feelings of others..  Can understand and follow our class rules and whole school behaviour policy.  To become more independent when using toilet, washing hands.  Can start to understanding the importance of healthy eating and brushing teeth.  . | Develop movement  Ride a trike  Use scissors confidently and safely.  To independently put coat and shoes on and off and start to use zips and buttons.  To be able to use a knife and fork correctly. | Can write or copy the majority of their first name.  Sequence a story that they know well.  Recognise words with the same initial sound.  Recognise Logos and familiar stories from the front cover or pictures of characters.  Say and recognise some letters sounds using RWI. | | Fast recognition of 3 items (subitising)  Deep understanding of numbers 1-5 (This includes representing amounts to 5 accurately, using a 5 frame, ordering numbers, recognising numbers in and out of order and saying if a number is bigger/greater/smaller/less than using objects to represent.)  To know some 2D shapes.  To create and extend a simple ABAB pattern. | Show interest in different occupations.  Learn about different people’s religious celebrations.  Notice changes in the natural world such as seasons. | Safely use tools like scissors, tape and playdough cutters.  Sing a range of nursery rhymes and songs by heart.  Draw with increasing complexity such as representing a face with details.  Perform songs and movements in front of a small audience. |
| **Whole Phase (EYFS) Ambitious curriculum aims** | | | | | | | |
| **Ambitious Curriculum Aim** | | | | **Reasoning** | | | |
| All children will be able to ride a balance bike safely. | | | | Riding a bike is a life-long skill that not all of our children have access to in their home lives. It is also a way of keeping healthy as well as a social task. | | | |
| All children have a secure understanding of healthy food and where it comes from | | | | The EY reforms have a new emphasis on the importance of oral health and diet, there is now a requirement to promote the good oral health of children. This is due to the UK obesity epidemic and national decline of children’s oral health.  At St. Albans we believe that these are life skills that every child should be taught in order to lead healthy and happy lives. Our children also come to school with limited food experiences so we hope to widen their horizons and provide more experiences of varied foods. | | | |
| All children will be able to understand how to respect and care for the world around them. | | | | Children arrive at St. Albans with low starting points in Understanding the World. This is largely due to limited real life experiences being offered at home. The pandemic has also further restricted opportunities for families to experience many of the things available in their local community. | | | |
| All children will have the independence, confidence and resilience to make choice and decisions. | | | | Children arrive at St. Albans with often lacking the skills and confidence to be able to carry out daily tasks for themselves. We find that parents need support to empower their children to have a ‘can do’ attitude. We believe this ambitious aim is essential for every child to become life-long learners. | | | |
| To perform a story, rhyme, or poem to an audience | | | | Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children. Learning and performing a range of stories, poems and rhymes supports C&L, Literacy, and Phonics, all of which are school development areas. | | | |
| All children will be able to write and post a letter. | | | | Children arrive at St. Albans with low starting points in Communication and Language.  We want to upskill and develop confidence in this area for all children. | | | |