



Britannia Nursery All About Me Autumn Term 1



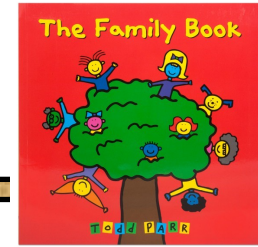
Children can make friends and learn each others names, get to know teaching staff and how to ask for help. Hello song will be sung at carpet time.

Children will have the opportunity to share photos of their families and talk about the different members of their family. They will think about growing up and how we change from a baby to an adult. Children can talk about where they live and different kinds of houses. Children will have the opportunity to make a special box to keep things in that are special to them.

Through this topic children will explore their likes and dislikes and celebrate their differences. Using mirrors they will discuss how they are similar but also different. Children will make self portraits using their mark making skills and loose parts.



Children can hear and re tell familiar stories and traditional tales. I can tell a story...Speech bubbles board. Singing familiar songs and rhymes.



Children will begin to recognise their name. They will put their name stone into the basket for self registration, hang their coat on their own peg with their name and photo, have an opportunity to use their name card to trace and attempt to mark make the letters of their name and hold a pencil.

Children can explore the Nursery and become familiar with the rules and routines. Taking responsibility for the resources and belongings— Where does my coat go? Tidy up time, changing into wellies, using the toilets, washing hands, snack time modelling, rocket and golden stars, eating lunch, visiting the Wonderwood. Through the class promise children will learn how to show care and respect and how to be successful by always having a go, try our best and keep on trying.



There will be opportunities for familiar role play in the home corner and with the small world dolls house, here children can represent and act out their experiences from home. Children will learn to share resources and play together.

Children will learn about the passing of time, seasons, counting and recognising numbers through the daily calendar at carpet time. I can count... Children will explore numbers and shapes.



Key Vocabulary:

The same/Different

Once upon a time...

The End...

Staff and peers names

Days of the week

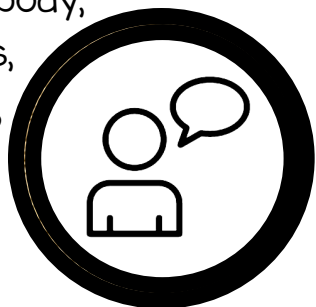
Numbers 1-10

We will talk about our own families and make sure we have the words we need to talk about them.

Key vocabulary; mummy, daddy, brother, sister, grandparent, auntie, uncle, cousin and step family.

We will make sure we have the words we need to talk about ourselves and learn what we use different parts of our bodies for.

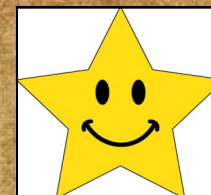
Key vocabulary; body, arms, legs, hands, feet, knee, elbow, head, eyes, ears, nose, mouth, tongue



Personal, Social and Emotional Development: Birth–3 Years 3–4 Years

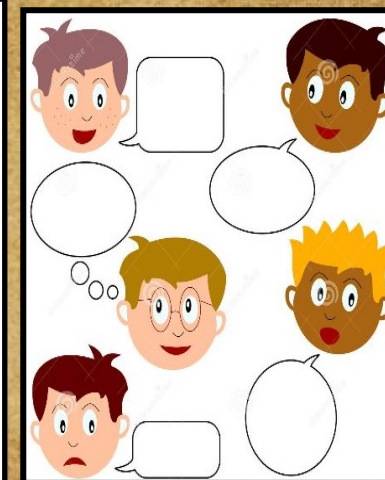
Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important. Find ways to calm themselves, through being calmed and comforted by their key person. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently.



Communication and Language: Birth–3 Years 3–4 Years

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures.



Physical Development: Birth–3 Years 3–4 Years

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

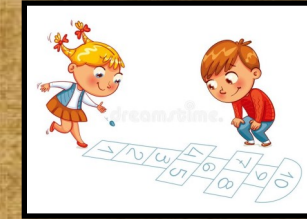
Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Develop manipulation and control.

Explore different materials and tools.

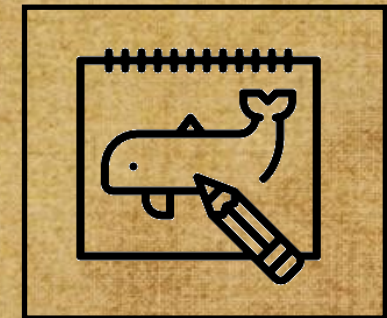
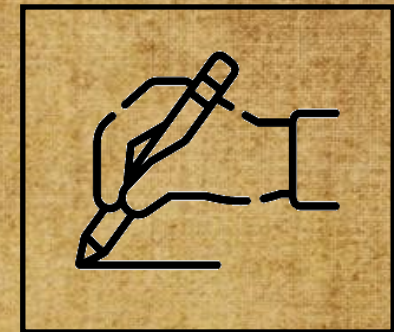


Literacy: Birth–3 Years 3–4 Years

Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother

Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.



Mathematics: Birth–3 Years 3–4 Years

Count in everyday contexts, sometimes skipping numbers – '1–2–3–5.' Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers.

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Talk about and identifies the patterns around them. 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. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Expressive Arts and Design: Birth–3 Years 3–4 Years

Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs.



Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Knowledge of the World Birth–3 Years 3–4 Years

Begin to make sense of their own life-story and family's history.

Repeat actions that have an effect.

Explore materials with different properties.

Explore natural materials, indoors and outside.

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Notice differences between people.

