



Physical

- To become more independent in the setting through settling in
- Dough gym and funky fingers activities during continuous provision time
- Yoga session
- Trim trail and other gross motor activities in the outdoor area
- Writing using different media
- Tracing letters in own name
- Ball activities in during Physical Development time
- Food type sorting ready to make a fruit and vegetable smoothie
- Washing hands, keeping clean, what to do when we blow our nose or sneeze
- Cleaning teeth focus – take photos of the children's teeth, encourage the children to identify their own teeth
- Sensory walk

PSED

- Turn taking through board games/ matching games relating to the story of the week
- Circle time activities, talking about family/ favourite foods/ likes and dislikes
- Children to invite their new friends into their play
- The nursery rules and boundaries are to be reintroduced to the previous intake of children
- The nursery rules and boundaries are to be introduced to the new intake of children
- Forming relationships with adults and children in the setting
- Children to think about their feelings – happy and sad initially using the feelings pot
- Feelings to be explored – what happens and why

Communication and Language

- Children to talk about the possible rules and boundaries in the setting and why
- All about Me talking box brought in from home to create discussion
- Discussing the sequence of the stories
- Inviting the children to play in the small-world to recreate/ retell the story
- Children to talk about the shape, colours and patterns they can see
- Listening and sound games to help children make and distinguish between sounds to promote good listening skills
- Role play areas in the classroom and outdoor areas
- Children to discuss their holiday/ weekend news with the class to promote speaking and listening skills and boost confidence
- Children to use their senses – to blind fold and listen to the sound the children make. Children to identify their friends from the sounds they make
- Children to talk about the use of their senses – encourage the children to talk about what they think the smelly tub smells like (coffee, lemon, mint, lavender)

Maths

- Talk about the days of the week. Encourage the children to sequence the days of the week by learning our song supported by Makaton
- Children to measure and use the language of height – “this string is very special; anyone can see ...”
- Measuring using construction toys
- Exploring shapes on the display board and listening closely to the 2D shape songs
- Children to explore the shapes when vegetable/ fruit printing
- Encourage the children to look out for shapes in the environment
- Similarities and differences in toy animals – tall, small, long, short
- Children to explore a number of jigsaws and work together to complete the puzzle



F1

Key themes and texts:

- W1 Transition: Selection of traditional text: We're Going on a Bear Hunt/ Dear Zoo/ Owl Babies.
- W2/ W3 My family, my friends – Baseline Assessments **Purple:** Monkey Puzzle
- W4/ W5 Our differences and similarities: Day Monkey, Night Monkey
- W6 My emotions: The Colour Monster by Anna Llenas
- W7 Differences, emotions and colour: Mixed by Aree Chung

Literacy

- Children to explore their new name registration owl and their new name card – looking closely at the letter shapes that form their name
- Shopping list for the fruit and vegetables we need for our smoothie
- Small world areas to be set up for different stories throughout the topic for retelling using props
- Reading dens in outdoor area
- Daily shared stories in small groups, 1:1 and classes
- All children to be introduced to the reading buddy – this is to be completed with each child before illustration books are sent home
- Different themed writing frames for children to access independently on the writing table
- Mark making activities in different media to support early writing skills
- Reading awards – talk about the home school dairy and how they can collect stickers
- Clipboards and pens accessible for the children to take outside
- Children to share their favourite story from home
- Independent writing – baseline assessment
- Naming characters in our story of the week

Trips and providers

Brushing Buddies – Tooth Fairy.

Food tasting/ sensory activities at family and friends meet and greet.

Cuddly friend to take home – reading focus.

Understanding the World

- ICT equipment to be explored, such as: the touchscreen computers, the keyboard and headphone, the role-play phones and cameras
- Turning equipment on/ off
- Taking photos with the camera of the children and their favourite toy
- Talking about their family/ friend pictures from their All about Me box
- Children to use the magnifying glasses to explore the garden
- Observing the plants outside, looking at how the garden is changing as the season changes from summer to autumn
- Autumn walk to explore the different colour leaves found in autumn

Expressive Art and Design

- Musical activities
- Children to join in singing or with the actions to the nursery rhymes
- To explore colour paint mixing
- Children to discuss the different textures in our feely balloons
- Children to talk about the different textures and tastes of the fruit/ veg and smoothie
- Children to complete veg printing linking to our keeping healthy theme

Characteristics of Effective Learning

Creating and Thinking Critically: Beginning to use the tools available to safely construct or produce work linking to the modelling provided by the adults

Active Learning: Beginning to explore the activities set up in the continuous provision and understanding that they are separated into different areas; Children willing to explore the new environment

Playing and Exploring: Linking to the story of the week through the provision; Exploring the setting independently and observing the other children in their play

Physical

Moving and Handling

Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.

Walks upstairs or downstairs holding onto a rail two feet to a step.

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Mounts stairs, steps or climbing equipment using alternate feet.

Walks downstairs, two feet to each step while carrying a small object.

Health and Self-Care

Beginning to be independent in self-care, but still often needs adult support.

Drinks well without spilling.

Clearly communicates their need for potty or toilet.

Can tell adults when hungry or tired or when they want to rest or play.

Can usually manage washing and drying hands.

PSED

Making relationships

Seeks out others to share experiences.

Shows affection and concern for people who are special to them.

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Keeps play going by responding to what others are saying or doing.

Initiates play, offering cues to peers to join them.

Self-Confidence, Self-Awareness

Separates from main carer with support and encouragement from a familiar adult.

Shows confidence in asking adults for help.

Is more outgoing towards unfamiliar people and more confident in new social situations.

Can select and use activities and resources with help.

Managing Feelings and Behaviour

Growing ability to distract self when upset, e.g. by engaging in a new play activity.

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Communication and Language

Listening and Attention

Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.

Shows interest in play with sounds, songs and rhymes.

Listens to others one to one or in small groups, when conversation interests them.

Understanding

Identifies action words by pointing to the right picture, e.g., "Who's jumping?"

Responds to simple instructions, e.g. to get or put away an object.

Speaking

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Holds a conversation, jumping from topic to topic.

Uses simple sentences (e.g. 'Mummy gonna work'.)

Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*).

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

Uses vocabulary focused on objects and people that are of particular importance to them.

Maths

Numbers

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

Uses some language of quantities, such as 'more' and 'a lot'.

Shows an interest in representing numbers.

Shows an interest in number problems.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

Uses some number names and number language spontaneously.

Uses some number names accurately in play.

Shows an interest in numerals in the environment.

Shape, Space and Measures

Beginning to categorise objects according to properties such as shape or size.

Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.

Anticipates specific time-based events such as mealtimes or home time.

Uses positional language.

Uses shapes appropriately for tasks.

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Literacy

Reading

Has some favourite stories, rhymes, songs, poems or jingles.

Looks at books independently.

Handles books carefully.

Writing

Distinguishes between the different marks they make.

Sometimes gives meaning to marks as they draw and paint.

Expressive Art and Design

Exploring and Using Media and Materials

Joins in singing favourite songs.

Explores and learns how sounds can be changed; Realises tools can be used for a purpose; Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects; Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Explores colour and how colours can be changed.

Beginning to be interested in and describe the texture of things

Uses various construction materials.

Joins construction pieces together to build and balance.

Enjoys joining in with dancing and ring games.

Being Imaginative

Beginning to make-believe by pretending.

Developing preferences for forms of expression; Uses movement to express feelings; Sings to self and makes up simple songs; Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Engages in imaginative role-play based on own first-hand experiences.

Understanding the World

People and Communities

Beginning to have their own friends.

Has a sense of own immediate family and relations.

Recognises and describes special times or events for family or friends.

Shows interest in the lives of people who are familiar to them.

The World

Enjoys playing with small-world models such as a farm, a garage, or a train track.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Technology

Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.