

<p>Main focus/Theme during gradual admission period: Settling in/Nursery Rhymes/'All about me' Children's interests responsive to daily planning</p> <p>Displays: Children's photos for pegs & self-registration. Every Child is an artist- Autumn Changes in Nature Mark-Mark Display- Based on 'The colour monster'- Feelings/ emotions All about me Photos reflecting the Characteristics of Effective Learning Our Birthdays Our Family Tree Snack-Area Nursery Rhymes</p> <p>Interactive Rhymes:</p> <p>Roly Poly Wind the Bobbin up See saw Teddy Bear</p> <p>Role-play area: Home Corner</p> <p>Core Books: Lenny in Garden Ken Wilson-Max Leaf Man by Lois Ehlert The Colour Monster by Anna Llenas Owl Babies by Martin Waddell Handa's Surprise by Elieen Brown</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ➤ Develop friendships with other children (Birth-3 year) ➤ Learn to use the toilet with help, and then independently. (Birth-3 year) Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (Birth-3 year) ➤ Develop their sense of responsibility and membership of a community. ➤ Become more outgoing with unfamiliar people, in the safe context of their setting. ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them. ➤ Show more confidence in new social situations. ➤ Make healthy choices about food, drink, activity and tooth brushing. <p>Possible activities Talk to children about why it is important to wash hands Introduce "this is the way we wash hands" song.</p>	<p>Communication & Language</p> <ul style="list-style-type: none"> ➤ Use the speech sounds p, b, m, w. Pronounce: · l/r/w/y · f/th · s/sh/ch/dz/j · multi-syllabic words such as 'banana' and 'computer' (Birth-3 year) ➤ Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. (Birth-3 year) ➤ Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Birth-3 year) ➤ Enjoy listening to longer stories and can remember much of what happens. ➤ Can find it difficult to pay attention to more than one thing at a time. ➤ 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". <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Opportunities for children to talk with adults 1 to 1 or in a small group. ➤ Listening to stories and participating in discussion related to the story. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. (Birth-3 year) ➤ Start to eat independently and learning how to use a knife and fork. (Birth-3 year) ➤ Use large and small motor skills to do things independently, for example manage buttons and zips. (Birth-3 year) ➤ 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. ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. ➤ Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Opportunities for large physical movement climbing, using wheeled toys, and large construction-reinforce safety rules & awareness of space.
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<p>Handa's Noisy Night by Eileen Brown</p> <p>Malleable activities: Play-dough- Cloud-dough Shaving foam- In tuff tray Cornflour/powder paint - individual tray Sand in trays</p> <p>Cooking: Biscuit Decorating Banana Bread Banana and Cinnamon and Honey on toast Pizza/ Focaccia with Rosemary</p> <p>PSHE: Class rules and routines established Growth Mind-set animal characteristics Introduce-Have a go Hedgehog- Encouraging children to keep on trying to achieve their goals. Introduction to My Happy mind: Meet your brain- Story session with puppets/ question cards Giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best.</p>	<p>Support children in making friends with each other. Promote mutual respect for each other.</p> <ul style="list-style-type: none"> ➤ Promote respect for the school environment and equipment. Praise for good tidying and tidy up stickers as a reward- for excellent helpers ➤ Establish nursery routines. New visual time-table to support daily routine with visual signs for each activity clearly displayed in the carpet area. ➤ Establish registration routines. Show each child to take their name and photo and stick it on the wall. To show they are in school. ➤ Establish rules for being together-taking turns, sharing & strategies for dealing with disputes. Adults to model this. ➤ Explore new resources. Show children where the toys go and how to pack them away. ➤ Focus on self-help skills-using toilet, dressing, doing up coats, putting on aprons etc. ➤ Begin to develop Learning Journey on Tapestry. Building up key achievements and wow moments. ➤ Develop familiarity with classroom/Garden environment. ➤ Develop familiarity with the school environment. EYFS garden areas- Nursery classroom/ snack-table/ toilets/ having lunch in the class. ➤ Introduce & establish lunch-time routines. Building independence to use cutlery and drink water independently using a cup at lunch-time. 	<ul style="list-style-type: none"> ➤ Remembering and using names (Use name cards for support). ➤ Developing vocabulary related to objects & recalling past experiences. ➤ Discussing special events and memories shared with families. ➤ Introducing new language in books. ➤ Begin to develop opportunities to respond to instructions & to carry messages within the setting. ➤ Opportunities for children to share a story with an adult 1 to 1 or in a small group to encourage attention and recall. ➤ Regular Phase 1 activities to develop phonological awareness. ➤ Use of action songs & books with rhymes & repeated refrains to develop listening skills & encourage appropriate responses. ➤ Develop quality talk during free-choice play to stimulate vocabulary and ideas. Key vocabulary displayed e.g. Water area- Splash, empty, full, half-full, pouring etc. ➤ Vocabulary Flowers: displayed at activities to promote language development: using 2 nouns/ 2 adjectives and 2 verbs- This is to enable adults to model key vocabulary to increase children's exposure to new language and vocabulary. ➤ Michelle/Laura to introduce Makaton signs for hello/ goodbye/ please/ thank you/toilet/good sitting to support basic communication and language skills. ➤ Sing songs and Nursery Rhymes to support cognition and language development using actions to go 	<ul style="list-style-type: none"> ➤ Opportunities for physical cooperation skills-ball/beanbag throwing, building large constructions together. ➤ Range of climbing apparatus and opportunities to engage in risk-taking. ➤ Weekly 'Finger gym' activities and tactile experiences to build up finger strength. ➤ Reinforce hand-washing routines after toilet, before eating etc (Poster). Introduce 'Sneeze safe' message for dealing with runny noses. Hand washing outdoors using new taps and hand-washing area-after outdoor play. ➤ Encourage independence in dressing, eating snacks, drinking water, exercise & rest. ➤ Daily opportunities for malleable, sand & water play ➤ Develop safe & competent use of tools such as scissors, glue spreaders, staplers. ➤ Big writing and painting on large scale indoors and outdoors. ➤ Sensory play opportunities to stimulate drawing lines and circles using gross motor. ➤ Using loose parts, tyres, crates, planks and open-ended resources to create their own climbing/jumping and landing opportunities. ➤ Weekly yoga sessions using Cosmic yoga and learning positions and postures for garden yoga.
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<p style="text-align: center;">Maths</p> <p>Take part in finger rhymes with numbers. (Birth-3 year)</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3 year)</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>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.</p>	<p style="text-align: center;">Literacy</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Birth-3 year)</p> <p>Ask questions about the book. Make comments and shares their own ideas. (Birth-3 year)</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Comments and shares their own ideas. (Birth-3 year)</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3 year)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. (Birth-3 year) • Notice differences between people. (Birth-3 year) • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or 	<p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. (Birth-3 year) • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3 year) • Make simple models, which express their ideas. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.

<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p> <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Encourage and develop children's confidence in emergent writing in the mark-making area & in the environment. ➤ Invite children to write by providing opportunities in a wide range of ways: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Provide a range of pencils, crayons, chalks and pens to choose from. Make booklets using different coloured paper and paper decorated with fancy frames/ favourite characters from stories. ➤ Encourage name writing & name reading- Children to label models they have made by writing their name on it. ➤ Letter writing to family members or super heroes. Model writing shopping lists. 	<p>seen in photos.</p> <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Explore the outdoor environment and begin to observe features and changes. ➤ Provide opportunities for children to learn about what makes them unique. Sharing past & present experiences. Family-tree display. Children bring in a family photo and share their special memory with their peers and teachers. ➤ Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family ➤ Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. ➤ Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. ➤ Help children to learn each other's names, modelling correct pronunciation. ➤ Provide opportunities to use nursery ICT equipment such as the electronic white board, digital camera, easy speak microphone etc. ➤ Explore garden and begin to help with gardening tasks e.g. watering plants/ 	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Sing the pitch of a tone sung by another person ('pitch match'). • Remember and sing entire songs. <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Build up a repertoire of familiar songs. ➤ Opportunities for moving to music & 'performing' dances. ➤ Regular use of instruments. ➤ Opportunities for 'open-ended' creative experiences, which emphasise process not product. ➤ Transient Art activities using loose parts to develop creativity. ➤ Using malleable resources- to explore feeling and texture of materials. ➤ The Colour monster exploring faces- Happy/ Sad/ Angry/ Scared/ Calm Through creative activities. Children use natural resources to make different faces. ➤ Play, share and perform a wide variety of music and songs from different cultures and historical periods ➤ Introduce Write dance- express movements using large felt-tip pens and music to draw different shapes and patterns. ➤ When teaching songs to children be aware of your own pitch (high/low) When, supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a
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<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Possible activities</p> <ul style="list-style-type: none"> ➤ Establish rules for numbers of children who can play in an area. ➤ Introduce numbers as labels in the outdoor area-on bikes/parking areas, on a number line & indoors in different areas. ➤ Focus on personal numbers-door number, age, telephone etc. ➤ Daily opportunities to develop counting skills to 10-play 5 nice things. ➤ Build up a repertoire of number songs & rhymes. ➤ Opportunities to explore 2-D 3-D shape in workshop area, tactile area & block play. Model using mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ➤ Play shape bingo ➤ Play name the shape? Feeling bag game-ask children to guess what the shape is without seeing it- just using touch. ➤ Matching objects to shapes when tidying up-brick area & home corner. ➤ Making patterns using loose parts and natural resources- Ask children to reflect on what pattern they created? ➤ Spot the missing pattern game- ask children to spot the mistake in the pattern and correct it. ➤ Use language: <ul style="list-style-type: none"> • 'First', 'then', 'after', 'before' • "Every day we..." • "Every evening we..." 	<ul style="list-style-type: none"> ➤ Opportunities for large scale mark making. ➤ Focus on meaningful print such as children's names, labels & notices in the environment. ➤ Daily story sessions with opportunities to discuss characters, story settings and events. ➤ Introduce daily 'Letters & Sounds' activity (Phase1) to children who are ready. ➤ Emphasise initial sounds in books 'M' for 'mummy' 'A' for 'Alfie' ➤ Teach the 5 key concepts of print- ➤ Model oral segmenting & blending of words in every day contexts. ➤ Choose books which reflect diversity. Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'. ➤ Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle chocolate slug " 	<p>using magnifying glasses to explore plants and mini-beasts- Plant and bug hunts.</p> <ul style="list-style-type: none"> ➤ Add to our collections of natural materials to investigate and talk about contrasting pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles from the beach. ➤ Discuss materials from the Natural Resource equipment to support these investigations. Include magnifying glasses or a tablet with a magnifying app to the area. ➤ Noticing changes and growth to our Potatoes - harvesting our home grown potatoes and making potato salad. ➤ Exploring and describing malleable materials-playdough, cornflour, salt, water, sand etc. ➤ Provide children with opportunities to change materials from one state to another. E.g cooking - combining different ingredients, and then cooling or heating (cooking) them. Melting - leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) ➤ Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?" ➤ Plan and introduce new vocabulary linked to Autumnal changes, encouraging children to use it to discuss their findings and ideas. ➤ Draw children's attention to forces. 	<p>smaller pitch (high/low) range than many traditional nursery rhymes. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <ul style="list-style-type: none"> ➤ Fine motor workshop area Laura/ Michelle teach children how to use the hammer and pins - tap tap activity. ➤ Encourage & support small world & role-play reflecting every day experiences. ➤ Self Portraits- using mirrors to closely look at face shapes and drawing their faces using a range of media. ➤ Weekly music session with Orlando ➤ Friday Singing sessions with Fiona playing the piano- After Half Term. ➤ Sing slowly, so that children clearly hear the words and the melody of the song. ➤ Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. ➤ Clap or tap to the pulse of songs or music and encourage children to do this. ➤ Play instruments with increasing control to express their feelings and ideas. Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.
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<p>E.g Model this using our class visual time-table to emphasis the above language.</p> <p>Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</p>	<ul style="list-style-type: none"> ➤ Making rhymes personal to children: "I had a little turtle his name was tiny Ralph" ➤ Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." 	<p>How the water pushes up when they try to push a plastic boat under it</p> <ul style="list-style-type: none"> • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion 	
<p>Characteristics of Effective Learning</p> <p>Playing and exploring-engagement</p> <p>Finding out and exploring</p> <p>Playing with what they know</p> <p>Being willing to 'have a go'</p> <p>Active learning- motivation</p> <p>Being involved and concentrating</p> <p>Keeping on trying</p> <p>Enjoying achieving what they set out to do</p> <p>Creating and thinking critically- thinking</p> <p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things.</p>	<p>Assessment</p> <p>Parent Conference on home visit.</p> <p>Settling in review during parent consultation.</p> <p>On-entry teacher assessments to establish a baseline.</p> <p>A range of narrative observation per half term, focusing on spotlight children (4 spotlight children per week) beginning during AU2.</p> <p>Spontaneous 'significant achievement' observations.</p> <p>Evidence in 'Tapestry online Journal.</p>	<p>Environment/Resources</p> <p>Teaching children how to access continuous provision resources and where resources are stored-encourage independence during child initiated activities and at 'Tidy-up time' (Tidy up song).</p> <p>Develop familiarity of the wider environment-Nursery, Reception, then office, hall etc.</p> <p>Focus on seasonal changes outdoors.</p> <p>Local area walk.</p> <p>Mud kitchen - Seasonal natural resources- conkers/autumn leaves/ fir cones/ acorns</p> <p>EYFS Theatre Performance and music area outdoors.</p> <p>Construction area- trucks/diggers/ construction/ wooden blocks/ planks/ tires display.</p> <p>Developing Loose parts -play open ended resources to extend children's own ideas.</p>	<p>Parents</p> <p>Establish relationship with new parents through home 'School' visits. Allowing each child to independently view the nursery setting explore the new class room environment with Michelle.</p> <p>EYFS Garden Party for new parents- Meet and greet -socially distanced gathering for new parents and children in the garden.</p> <p>Parent Meetings- View learning journals- After Half-Term</p> <p>Cooking with parents- Allowing volunteers to share a cooking dish from their culture with the class.</p>