

Autumn Term 2024 - Prime Areas

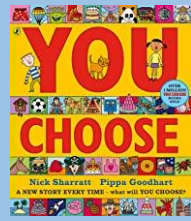
Area of learning

Objectives/skills

Revisit/ongoing through year

Suggested texts, songs and rhymes

Communication and Language

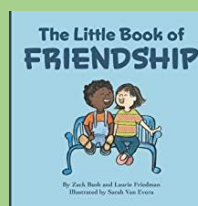


Attention & Listening:
The child can shift from one task to another if you get their attention, using their name: "Jason, please can you stop now? We're tidying up." Listening games and 'bucket time' activities.
Listen to simple stories and understand what is happening with the help of the pictures.
Start to listen to longer stories and remember some of what happens
Respond:
Engage in story times. Start to join in with familiar repeated refrains and familiar rhymes or songs.
Respond appropriately when asked e.g., Holds two hands high when they hear the attention song, ready for tidying up.
Understanding:
Identify familiar objects and properties when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
Understand simple questions about 'who', 'what', and 'where' (but generally not 'why')
Follow instructions with three key words: **Put your snack pot in the box.**
Speaking:
Link four to five words together. Start to use a wider range of vocabulary. Sing a few familiar songs or rhymes.

Learn new vocabulary
Use new vocabulary in different contexts.
Use new vocabulary through the day in discussions and conversations.
Learn new rhymes, poems, and songs.
Listen to and talk about stories to build familiarity and understanding.

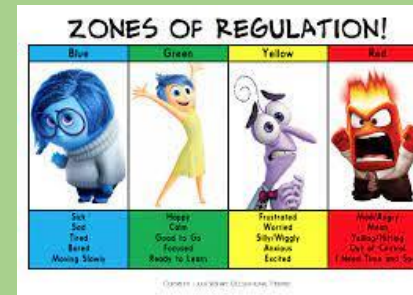
Core songs and nursery rhymes
These are some that we will recite and sing:
Dingle Dangle Scarecrow
Wind the Bobbin up
Sleeping bunnies
If you're happy and you know it.....
Getting ready for Nursery Rhyme Week:
(11th-15th November)
Official rhymes

Personal, Social and Emotional Development



Express feelings:
Find ways of managing transitions, for example from their parent to their key person.
Begin to express a range of emotions with familiar adults and later to talk about and manage their emotions with help.
Start to identify and talk about their feelings using words such as 'happy', 'sad', 'angry', using the 'zones of regulation'
Manage behaviour:
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want.
Start to become familiar with a few simple rules. For example, choose two pieces of fruit at snack time, use kind hands.
Self-awareness:
Start to become aware of the rules and boundaries in Rainbow Nursery. For example, start to respond to the 'Two hands high' song.
Understand why we have rules – Take two pieces of fruit so there is enough for everyone.
Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion.
Independence:
Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
Learn to put coat on, do up their zips (scaffolded), use the toilet and wash and dry hands first with help, then with increasing independence. Break down skills.
Start to select and use activities and resources, with help when needed.
Collaboration:
Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person/familiar adults.
Develop their sense of responsibility and membership of a community. For example, carry milk cartons and fruit at snack time'.
Social skills: Begin to develop friendships with other children. Play 'name games' to support this.
School Values: Teach and celebrate school values in context – **Unique, Inclusive, Collaborative, Ambitious, Resilient.**

Recognising, identifying, naming and talking about feelings using gesture, visuals and words.
Refer to class rules and expectations and feelings in meaningful situations during play and when sharing stories.
Explore how we are the same and different through stories and play.
Learn to make friends and play with each other harmoniously.
Develop independence skills such as dressing, putting coats on, using the toilet, brushing teeth and washing hands thoroughly.



Introduction of zones of regulation

These are some of the texts we will share with the children:



Physical Development

Gross motor skills:
In Autumn 1 – learn how to navigate and negotiate free-standing climbing equipment such as 'A' frames in the nursery garden.
In Autumn 2 – Begin to explore and climb leisure area equipment which is within children's physical capabilities.
Enjoy starting to kick, throw and catch balls. Roll balls, learn to watch the ball, put arms out and clasp the ball to their body.
Use small and large blocks and construction resources to stack blocks vertically, then horizontally.
Clap and stamp to music. Respond and move to music freely.
Start to develop their movement, balancing, riding (scooters, trikes and bikes): scoot, then pedal trikes
Use large-muscle movements to wave flags and streamers, paint and make marks, moving in straight lines and circles.
Start to go up steps and stairs and climbing equipment using alternate feet. First, hold the rail using two feet together.
Fine motor skills:
Develop manipulation and control. For example, tear, print and make marks on paper.
Explore different materials and tools. For example, hold and explore clay, finger paint, spoons, brushes, shells.
Begin to use one-handed tools and equipment. For example, use playdough tools, role-play cutlery, sand and water tools and snipping with loop scissors.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Autumn Term - Specific Areas

<p>Literacy</p> 	<p>COMPREHENSION 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. Make comments and shares their own ideas. Begin to understand the five key concepts about print: Print has meaning. Print can have different purposes. Know and identify the different parts of a book. Turn pages from left to right, in the correct sequence.</p> <p>WORD READING Notice some print, such as the first letter of their name, a bus or door number or a familiar logo. Start to recognise their name through the use of the 'Rainbow Board' at 'hello time'.</p> <p>WRITING Emergent writing: Develop listening and speaking skills in a range of contexts. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to or talk about the marks they make. For example, 'That's my mummy'. Handwriting: Make straight lines and circles during scarf dancing. Make random marks. Draws lines, circles and curved shapes.</p>	<p>Daily singing, story reading and acting out Adults modelling book handling skills. 'Core book' story focus to increase comprehension and embed new vocabulary. Regular 'story telling' to build confidence of children to compose their own stories and to develop their language skills. Weekly poem to support rhyme and appreciation of poetry.</p> <p>Re-read books to build up their understanding and enjoyment of them and to create a memory of them.</p> <p>Encourage children to tell 'stories' about what they have been doing. Core strength and fine motor experiences to develop readiness for mark making and writing.</p>	<p>Autumn 'inside out' stories which we will learn to remember and tell:</p>   <p>These are examples of some of the other stories we will share:</p>    
<p>Phonics</p>	<p>Phase 1 Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Begin to spot rhymes and to clap their names and 'wonderful words' out.</p>	<p>Develop general sound discrimination and rhythm and rhyme through daily singing, rhyming and phase 1 phonic games.</p>	<p>These are some of the texts we will share:</p>     
<p>Mathematic</p>  	<p>Maths through routines: Introduce key times of day, class routines, where things belong, modelling, understanding and using positional language. Counting the number of children in our group today, using 5 frames. Matching the number of blocks to digit cards when tidying away.</p> <p>Number Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Subitise- Develop fast recognition of up to 3 objects, without having to count them individually. Learn to use one to one correspondence – moving or touching an object and saying a number name for each object. Count in everyday contexts, sometimes skipping numbers – '1, 2, 3, 5', then say one number for each item in order: 1,2,3,4,5. Matching, sorting, counting - same/different, colour, size, shape. Numerical Patterns and Shape, Space and Measures: Climb and squeeze themselves into different types of spaces – Model 'on top of', 'through', 'up', 'down'. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p>	<p>Opportunities for maths: Explore 'opposites' and positional language through stories, such as 'Dinosaur Roar', 'Going on a Bear Hunt'. Organise the environment with labels to support subitising. 5 dots on pencil pots to encourage children to count 5 pens into the pot. Refer to '2 apples', '3 chairs'. "Can you pass me the 3 cars, please?" Use 5 frames for registration and at snack time to 'see' "3 apples and 2 spaces." Talk about 'full 5 frames' when looking at children's photos on 5 frames.</p>	<p>Observation and Communication:</p> <p>Observe, notice and talk about what happens to the trees in the nursery garden and around the school as the seasons change.</p> <p>Take photos and draw pictures of what they see.</p> <p>Visit and talk about the 'natural area' in the school grounds and the 'avenue'.</p> <p>Share, celebrate and talk about children's festivals and special celebrations through the year, including the arrival of new babies.</p>   
<p>Understanding the World</p>  	<p>People, culture and communities Make connections between the features of their family and other families. Talk about who is in their family. What do we do as a family? Talk about different celebrations and festivals. How are they the same and different? Notice differences between people. Talk about themselves and friends and learn about similarities and differences between people through stories. What makes us special? Show interest in different occupations through role-play – doctors, fire-fighters, builders etc. Past and Present Begin to make sense of their own life-story and family's history. Talk about themselves, what they can do, what they enjoy and events that are important to them. Talk about the order of the session and of their day, using visual timetables, learning what happened before, now and next. The Natural World Explore and respond to different natural phenomena in their setting and on trips – for example weather. Use all their senses (and talk about them) in hands-on exploration of natural materials. Explore collections of materials with similar and /or different properties, for example exploring Autumn leaves and the changes as Winter begins. Talk about what they see using a wide vocabulary – Mixing sand and water/mud, changes in materials when cooking. Begin to understand the need to respect and care for the natural environment and all living things. Mapping: Talk about the features of their immediate environment. Know the areas in the nursery and garden and where they can find resources. Talk about features they see on the way to the leisure area and on the way to the post-box.</p>		

Expressive Arts and Design



In the workshop, creative area and outside:

Explore different materials and textures freely, to develop their ideas about how to use them and what to make. (Listen and understand what children want to create before offering suggestions).

Start to join materials with glue – sticking.

Draw lines, circles and shapes to represent objects.

Explore colour and colour mixing – what happened when you mixed those colours?

Introduce children to the work of Kandinsky. Use different colours to create circles, inspired by his painting.`

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

Explore a range of sound makers and instruments and play them in different ways.

Listen with increased attention to sounds.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Then representing using objects to represent another even when they are not similar.

Begin to make imaginative small worlds from available resources

Teaching skills of cutting, joining and using materials, tools and equipment in the 'workshop area', at the 'Tinkering Table' and in the 'creative area'.

Daily group singing of nursery rhymes and songs, revisiting the same ones to commit them to memory. Inside and outside during the session as well as during 'group times.'

Explore and engage in music making and dance, performing solo or in groups.

