

Autumn Term 1 2021

(Please refer to the curriculum year plan for more detail about the intent, implementation and impact in each curriculum area.)

Week Beginning	06/09/21	13/09/21	20/09/21	27/09/21	04/10/21	11/10/21	18/10/21
Core Books	Colour Monster, Pip and Posy Brown Bear (2s)			Owl Babies/So Much Brown Bear (2s)		Pumpkin Soup, Goldilocks Brown Bear (2s)	
Rhymes/ Songs	Hello, How Are You? / Row Row your Boat			Incy Wincy Spider		5 currant buns/5 green bottles/5 little ducks	
Poetry Basket	A Basket of Apples, Falling Apples			Leaves are Falling		Five Little Pumpkins, Chop Chop	
Key interests/PitM /Projects/Themes /Provocations	Snails, Emergency Services, Autumn – apple tasting			Children’s interests. Apples on tree – looking at trees on our garden. Autumn – seasonal changes.		Children’s interests. Autumn – exploring pumpkins.	
Special/Cultural Events/ Festivals			Recycling Week (Junk Modelling) Apple Day (25/09)		Black History Month Global Handwashing Day (15/10)		
Other	New children settling					Complete assessments	
Equality, Diversity and Inclusion (Anti –Racist Education/ Gender, EAL, Disabilities and Different abilities)	The Family Book – who is in our family Settling in and getting to know children’s names and their interests. Bucket Time/SEN interventions inclusive for all children.			Learning words from children’s home languages – a display of key words in home languages. Reading My Hair and role-playing hairdressers and discussions about hair, Inclusive Bucket Time/SEN interventions Changing gender in songs ie Mr Polly Had a Dolly with props.		Songs from families in home languages. Exploring foods from around the world. Visit to Peckham Market Creating art work based on Black artists. Bucket Time/SEN interventions inclusive for all children	
Personal Social Emotional Development <i>Skills, Knowledge and Understanding Activities/Resources/ Opportunities</i>	Intent: Provide appropriate support as children settle and resettle into nursery. (SR) Manage self-care skills with increasing independence and understand limit setting and playing safely. (MS) Form positive and supportive attachments with adults in the nursery. (BR)						
	Key people form attachments. The environment – warm and welcoming – reflect children’s interests. Co-regulation, manage their own feelings – calm box, colour monster			Independence skills – changing, toilet, etc. Limit setting, playing safely, tidying up. Make positive relationships.		Handwashing techniques/respiratory hygiene. Support children to form friendships (making things together/friendship bracelets). Celebrating our similarities/differences.	
Physical Development <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i>	Intent: To develop large muscle movement and practise new ways of moving. To learn how to move around the nursery environment safely. (GMS) To develop small and fine muscles in wrists/hands. To develop independent self-care skills. To become confident mark makers. (FMS)						
	Climbing and using apparatus safely. Filling/emptying/carrying Music and movement , action rhymes/finger isolation. Mark making materials/resources, cutting and using scissors safely. Putting on coat, toileting, hand washing			Mark making on vertical surfaces outside. Using a range of apparatus for climbing/balancing/jumping, including soft play. Encourage children to mark make freely. Encourage/support children to tidy up resources Exploring different materials eg. dough/clay.		Games encouraging experimentation with different ways of moving eg. slithering/hopping, and children to use that vocabulary. Encourage/support children to mark make with purpose. Finger Gym activities. Introduce/practise using different tools.	
Makaton Sign(s) of the Week	Hello/Goodbye		Good Morning/afternoon	Yes/No	Please/Thank You	More	Start/Finish

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Communication and Language <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Intent: Develop listening skills – listen to stories, rhymes, music, people and sounds. (LAU) Develop communication and language skills. (S)						
	music, stories, rhymes and songs. sounds in the environment/listening walks. Makaton, actions, visuals, objects of reference Vocabulary linked to interests/families (see overview).			Listen to other children as they play. Share books with friends/adults – act out stories with small world characters/in person. Vocabulary linked to spiders (see overview).		Listen and respond to stories, rhymes and songs – in smaller and larger groups. Extend and support speaking skills. Vocabulary linked to materials (see overview).	
Literacy <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Intent: Share songs, rhymes, stories and information books connected to children's interests. To enjoy sharing books with adults and friends. (C) Develop gross and fine motor skill, and use different media to mark make. (W)						
	Share stories, songs, rhymes in the environment/props/using actions/Makaton. Develop physical skills – climbing /cutting/messy play.			Use information books to support play inside and outside. Continue to share stories, etc. Use different media/materials to mark make.		Link activities to stories, eg. baking bread with The Little Red Hen. Continue to share stories. Observational drawings of pumpkins, etc.	
Letters and Sounds	Environmental Sounds: Drumming outside. Listening walk.			Environmental Sounds: Mrs. Browning has a box. Adding sounds to stories.		Instrumental Sounds: Matching instruments by sound. Sound makers.	
Mathematics <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Intent: Use props and actions to count in finger rhymes and number rhymes. (N) Recite numbers in sequence when playing games and singing numbers songs. (NP) Explore shape, space and measures in play, and begin to use mathematical language connected. (SSM) To use mathematical language in play, eg. 'more', 'round', 'behind', 'full', 'two', 'longer'.						
	Finger number rhymes. Say counting sequence in play inside and outside, forwards and backwards, eg. 'hide and seek'. Mathematical language in the environment eg water/capacity and block play/shape.			Counting up to three – 'Three Baby Owls. Number rhymes with props (5 currant buns/5 green bottles/5 little ducks/etc). Sing number songs using number sequence. (Fish Alive. Mathematical language in the environment eg water/capacity and block play/shape. Shapes of apples – salt dough – Spheres. Drawing apples – black pen and colour wash – (display in lunch room) Number rhymes with props (fish alive) Sing number songs using number sequence. Mathematical language in the environment eg water/capacity and block play/shape. Pattern printing (with apples) fallen from tree.		Number rhymes with props (5 currant buns/5 green bottles/5 little ducks/etc). Do activities in a given time, eg. until I count to 20. Mathematical language in the environment eg water/capacity and block play/shape.	
Understanding the World <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	Intent: Children talk about their lives up to now. Children are introduced to influential people in Black History. (PP) Notice differences and similarities between people, and have positive images of people of all abilities/genders/diversity. (PCC) To explore a wide range of natural materials and develop the vocabulary to describe the properties of materials. (NW)						
	Weed the allotment, composting. Explore the mud kitchen, water, dough. Family photos in LJ books.			'Mini-me's made for the environment/stories – lollipop stick people.		Learn about important people in Black History – artists, musicians, politicians, nurses. Explore sand and cornflour.	

	<p>Children learn each other's names. Walks around our local area – knowing our environment.</p>	<p>Explore natural materials – pine cones, conkers, acorns. Opportunities to cook, eg. Apple crumble</p>	<p>Opportunities to cook, eg. dumplings, bread, soup.</p>
<p>Expressive Arts and Design <i>Skills, Knowledge and Understanding Activities/ Resources/ Opportunities</i></p>	<p>Intent: To know how to use tools and equipment to paint. Explore paint, using fingers and other body parts as well as brushes and other tools. (CWM) Move and dance to music. To play instruments with increasing control to express their feelings and ideas. (BIE)</p> <p>Painting techniques – cleaning brush, changing water, mixing paints, etc. Printing with apples Respond to music – dance/movement/art/painting.</p>	<p>Hand painting trees Salt dough apples. Musical games/add sounds to stories. Make instruments – eg. shakers, guitars, rain sticks, bell bracelets. Link creative skills to making webs/spiders. Make instruments – eg. shakers, guitars, rain sticks, bell bracelets.</p>	<p>Observational drawings of self-using mirrors. Jennifer Packer Mixing skin tone paints/playdough. Identify instruments. Music/dance from other cultures.</p>