Autumn Term 1 2022

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

Additional ideas and activities from the assessments are added in italics.

Week Beginning	12/09/22	19/09/22	26/09/22	3/10/22	10/10/22	17/1	.0/22
Core Books	'Brown Bear, Brown Bear, What Do You See?' by Bill Martin			'So Much' (Work with 'It's Okay to Be Different) Black History Week.			
Rhymes/ Songs	It's A Rainbow & The Bear Went Over the Mountain			Che Che Koolay - song from Ghana Tinga Laya - Jamaican Folk Song.			
Poetry Basket				Leaves are Falling			
Key interests/PitM /Projects/Themes /Provocations	Children's Interests (from home visits) Families and friends. Seasonal changes – Autumn			Worms in our garden. Buses – making buses from boxes. Seasonal changes – Autumn. Black History Month – resources/visitors – cooking.			
Special/Cultural Events/ Festivals	Children settling.	Death of Queen/New King (08-19/09)	Autumn – What do we see in our garden?	Black History Month			
Equality, Diversity and Inclusion (Anti –Racist Education/ Gender, EAL,	Get to know each other and one another's interests. Learn each other's names/about each other. Talk about our families and friends. Learn key words in our friends' home languages.			Talk about how we are all different and unique.			
				Inclusive games and activities (including Bucket Time/SEN interventions).			
				Invite families to talk about home experiences. Visitors cooking with children in class food from			
Disabilities and				Caribbean and Africa.			
Different abilities)	Learn key	words in our mends nome	ianguages.	Portraits based on the work of Jennifer Packer and Lynette Yiadom- Boakye			
Personal Social Emotional Development Skills, Knowledge and Understanding Activities/Resources/ Opportunities	A warm and welcoming environment for children settling in and settling back. Know children and their interests – form attachments. Provision to reflect children's interests. Express, name and talk about feelings (eg. using empathy dolls, feelings charts, emotions books, solution cards). Support with transitions in the morning and knowing the nursery routine. Washing Hands – how do we do this? When and How?			Practise self-care skills and learn to be increasingly independent (toilet/dressing/eating). Care for empathy dolls (linked to self-care). Limit setting, playing safely, tidying up. Try new activities/build on skills/extend skills/develop interests. Make positive relationships with adults. Support children to form friendships (eg. through having shared interests/people games). Celebrate our similarities and differences. Encourage children to take turns and share resources, time and space. Have positive interactions with children and support them to be kind to others.			
Physical Development Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Different ways of climbing/balancing/jumping and using equipment safely (such as in soft play). Music, dance and movement activities, some with ribbons/scarves. Action/number songs and rhymes. Manipulating malleable materials such as clay and dough. Encourage/support children to dress/undress and feed themselves.			Large scale mark making on vertical surfaces outside (eg. cleaning windows/wall mud painting). Large scale mark making on horizontal surfaces, such as large pieces of paper on the floor. Mark make in play and role play. Finger Gym activities. Experiment with different ways of moving eg. slithering/hopping/skipping. Large and small scale artwork using finger, arm and hand movements. Use/manipulate different tools and materials (eg. snipping with scissors/cutting with a kiddicutter).			
Makaton Sign(s) of the Week	Hello/G	Goodbye	Good Morning/More	Yes/No	Please/Thank You	Again/Sit	Start/Finish

Week Beginning	06/09/21	13/09/21	20/09/21	27/09/21	04/10/21	11/10/21	18/10/21	
Communication and Language Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Listen to, join in with Encourage listening Use a varie Talk about frien Expres	ad in classroom routines—and respond to music, storing to sounds in the environmetry of communication skills and families—use LJ bots and talk about different fichildren's interests, friends	ies, rhymes and songs. hent/listening walks. /resources. hooks as prompts. eelings.	Listen and respond to stories, rhymes and songs. Encourage listening through interventions, eg. Bucket Time. Support conversations between children. Resources that spark imagination/encourage talk. Listen and respond to stories, rhymes and songs. Listen to other children as they play/make friends. Encourage language through play/role play. Support language and speaking skills through commenting and extending. Vocabulary linked to children's interests, friends, families – similarities and differences.				
Literacy Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	actions/Makat Share I Listen and respond to c lan	ngs, rhymes in the environn on/acting them out – bring books linked to children's in ore book – 'Brown Bear, B guage of the book as a cho climbing/finger gym/using o	ing them to life. terests. rown Bear'. – repeating orus.	Share stories, songs, rhymes, using props/ actions/acting them out – bringing them to life. Listen/respond to book – 'So Much'' Use info books to support play inside and outside. Different media/materials for mark making in play, such as paint, pens, chalk and water. Mark making linked to role play and interests.				
Letters and Sounds	1	Drum outside using pots, p Listening walk in the garder ds of the animals in 'Brown	1.	Environmental Sounds: Add sounds to story – the doorbell ringing in 'So Much' the sounds of the visitors as they greet and play with the baby. Use instruments to support keeping the beat during our songs and the rhythm of our stories. Sounds of the animals in 'Brown Bear'.				
Mathematics Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Count in everyday/rea Say counting sequence i Mathematical langu environment eg wate	es (eg. using fingers/props, al-life contexts (eg. children n play, forwards and backw nage involving space, shape er (capacity), climbing (spac natching – colours and pict	at snack, tidy up time). vards, eg. 'hide and seek'. and measures in the e), block play (shape).	Number songs and rhymes as we march and tap on our way to lunch hall. Counting the number of children in line. Matching pictures and colours in dominoes. Counting and measuring while cooking. Measuring with unifix cubes – dinosaurs.				
Understanding the World Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Weeding/composting in the allotment/mud kitchen. Explore the mud kitchen, water, dough, sand. Learn about our friends and families (eg. from family photos in LJ books/knowing and using each other's names). Opportunities to Opportunities to Opportunities			estural resources linked to Autumn – pine cones, conkers, acorns, pumpkins. es to cook, with our guests. – which countries are these foods cooked/popular. ties to cook/explore vegetables, eg. cooking dumplings, chopping vegetables				
Expressive Arts and Design Skills, Knowledge and Understanding Activities/ Resources/ Opportunities	Focus of Model ro Respond to music Develop imaginative pla	ative resources and learn/p in colour through creative a le play in the homecorner/s — dance/movement to the ay skills, linking up with othe ops and using large-scale co	ctivities. shop/café. e Brown Bear Song. ers to play cooperatively,	Painting techniques — cleaning brush, changing water, mixing paints, etc. Self-portraits — use mirrors to look at the detail of our faces. Use pencil/crayon/paint and clay to create self-portraits. Mixing skin tone paints/playdough. Art/painting inspired by Jennifer Packer and Lynette Yiadom-Boakye				