

Autumn 1 Topic Overview

Nursery - 'I wonder what is special...'

Understanding the World

This half term we are focusing on the theme 'I wonder what is special...'. Within this topic the children will be discussing what makes them and their families special. We will be reading stories including Lulu's First Day, Marvellous me and Guess How Much I Love You to explore friendships, kindness and sharing. We will also be learning about people who help us at our new school and in the community and why they are important and special.

Communication and Language

To understand and use vocabulary for everyday objects. To put 4 or 5 words together to make short sentences (e.g. "I want more juice"). To be exposed to a range of vocabulary from stories, rhymes, non-fiction and poems. To experiment using new vocabulary with support. To repeat back commonly heard social phrases throughout the day. To approach adults and peers to express their own wants and need. To talk to self while involved in pretend play. To use gestures and at least single words to communicate.

Physical Development

To begin to use climbing equipment. To jump with two feet to walking steps with alternating feet. To come down steps using two feet to one step. To begin to use core muscles to sit for shorter periods of time. To scoop and pour with large equipment, for example in the sand. To open own packed lunch box with support. To hold a whole palm grip when using mark making tools. To make snips with spring loaded scissors. To turn pages in a broad book one page at a time.

Personal, Social and Emotional Development

To begin to show respect for resources in the setting. To begin to follow Nursery rules and routines with support. To build relationships with key adults. To explore provisions, however settle in the same areas often. To begin to select and use resources. To begin to understand that resources are for others to use and not just them. To begin to show an interest in others play. To play alongside, to mirror another child's play, leading onto playing with another child within the setting. To begin to take turns with adult support. Knows when they need the toilet, can use the toilet on their own, wipes their own bottom and remembers to flush the toilet. Knows when to wash their hands and can do this on their own. Can wipe their nose. Recognises when they do not feel well. Shows a desire to dress and undress themselves E.g. socks, tights, shoes, coat and dressing up clothes. Enjoys receiving praise. Adults will be modelling how to handle emotions and how to self-regulate. To begin to use happy and sad to talk about feelings. To begin to build resilience understanding their needs might not be met straight away. To begin to use language to solve problems.

Literacy

To enjoy sharing books with adult and alone.
-To comment on pictures from books.
-To handle books correctly and handle with care.
-To turn pages of a board book one at a time.
To know that marks are made with different movements
-To experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc.
-To use mark making tools to make spontaneous marks and scribbles using whole arm.

All aspects of NI phonics will be revisited throughout the year during both adults led and child-initiated learning opportunities

Expressive Art and Design

-To explore and manipulate paints, materials, malleable resources and tools using senses.
-To begin to use spring loaded scissors.
-For drawing skills, see Literacy focus.
-Under EAD children will explore a range of different resources for drawing.
-When painting, children will explore colour and be taught to identify different colours by name.

Maths

We follow White Rose Maths. However, children's needs are paramount to our teaching and tweaks will be made to ensure children's needs are being met if necessary.

Baseline - 'Getting to know you' - Settling in, developing understanding of classroom provision and routines.