

Nursery Autumn Overview

	Autumn 1	Autumn 2
Topic	All About Me	Nursery Rhymes and Celebrations
<u>Communication and Language</u> Leads to NC: English	Joint attention We will encourage children to chant favourite rhymes with us in small groups, imitate hand gestures and anticipate some words and join in with them. Children will play alongside an adult and be attentive as play is narrated.	Children will be encouraged to join in with favourite rhymes; some lines, some words and actions. We will engage in short periods of joint attention with books. Children will join in with words, phrases or gestures as play is narrated.
<u>PSED</u> Leads to NC: PSHCE	Children will form a secure bond with a key worker through 1:1 and small group work, and play in parallel with other children and adults; observing others and copying ideas. Within our continuous provision, children will choose from a small range of resources on offer, within a single activity.	Children will be encouraged to become more outgoing with other adults in the setting. They will link up with others from their key worker group by holding hands and travelling to the same play area. We will ask children to locate and bring additional resources to activities to achieve a particular goal.
<u>Physical Development and Literacy</u> Leads to NC: PE, Art, DT and Music	In our continuous provision, children will be involved in activities to develop travel by galloping with a leading foot and running at speed in the outdoor space. They will also have opportunities to use markings and equipment for stepping or stair walks with alternate feet, using a hand or handrail for support. There will be learning opportunities to develop jumping on two feet and on the spot, and from a higher to a lower height. Children will be given opportunities to drive scooters, bikes and trikes by pushing feet. They will have access to balls to develop kicking, rolling and chasing and collecting skills. We will sing rhymes together with whole body actions. We will encourage children to use the toilet independently and ask adults to help them with their clothing. We will also deliver short learning sessions to promote handwashing.	We will encourage children to run and freeze on command and children will have opportunities to climb on apparatus with alternate feet, using hands for support. We will encourage the children to use the toilet independently, washing their own hands with a reminder. (Following adult guidance with clothing) There will be learning opportunities for children to mark make with large tools, using arms and shoulders. We will use the Penpals handwriting scheme and Dough Disco programme to develop movements in preparation for handwriting.

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<u>Literacy</u> Leads into NC: English	We will use the <i>Penpals</i> handwriting scheme and Dough Disco programme to develop movements in preparation for handwriting. Children will be encouraged to maintain focus on a short picture book- shared with an adult- until the end. In our continuous provision, children will have opportunities to make sounds through songs and rhymes. There will be opportunities for children to make marks on a range of scales with a range of tools and grips. We will listen to songs and nursery rhymes and focus on making sound shapes with our mouths. For example, 'sh', 'oo' etc.	We will encourage children to seek out adults to share books with, and encourage them to talk about their preferences and favourite sections as the book is shared. We will show children how to hold books independently; the right way up, opening to find pages of interest and use key language to talk about the illustrations and their favourite parts. We will sing rhymes together and ask children to imitate some actions and sound within these. Children will have opportunities to mark make on a range of scales with a range of tools and grips.
<u>Maths</u> Leads to NC: Maths	In maths we will use the <i>White Rose Maths</i> units: <i>More, fewer than and the same</i> <i>Hear and Say numbers</i> <i>Begin to order number names</i> We will introduce the simple language of comparison and begin to compare small sets with a noticeable difference. We will enjoy playing matching pairs games to ensure commonality. We will sing counting songs and rhymes, where we will hear and say the numbers 1,2,3 and begin to order them. In our continuous provision, we will build with blocks to explore shapes and sizes and we will discuss simple positional vocabulary words. e.g. in, on and under.	In maths we will use the <i>White Rose Maths</i> units: <i>I see 1,2,3</i> <i>Explore repeats</i> <i>Join in with repeats</i> <i>Explore and build with shapes and objects</i> Within these units we will count within and up to 3 with 1:1 correspondence. We will count in sets to 3. We will also explore patterns in stories, songs and rhymes and encourage the children to join in with the repeated refrains. The children will also spend time outdoors completing a simple pattern hunt. As part of our Christmas activities, we will use 3D shapes to build, encouraging the children to use one word informal descriptions of the properties of shape e.g. round, curved, pointy, straight etc. We will encourage the children to build blocks into identical sets. We will also positional vocabulary in large scale physical play.

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<u>Understanding the World</u> Leads to NC: Science, History, Geography, RE, ICT and DT	Based on our Nursery rhyme topics, we will explore the properties of everyday material through simple tests. We will encourage children to talk through their ideas and answer closed questions during these adult led activities. We will use remote control toys with adult support and show children how to achieve a particular goal with pulley systems, ride on toys and digger toys. Children will look at themselves in baby photographs and relate simple family stories about babyhood. Children will work alongside adults, imitating their actions as they care for babies and other living things; talking through the way a growing plant or animal is changing, a stage at a time. We will arrange parent visitors to come and talk to us about their jobs in the community. We will describe and re-enact some of the roles of community figures and people who help us.	We will use some very simple words to describe the properties of everyday materials and link this with our <i>Humpty Dumpty</i> topic. For example, how can we protect Humpty when he falls? We will plant cress seeds and talk about what they need to grow. Also, how to treat living things with care and ask children to act in the same way. We will use bubbles, magnets and Humpty related egg experiments to explore action and reaction.
<u>Expressive Arts and Design</u> Leads to NC: PE, Art, DT and Music	Within our continuous provision, children will have opportunities to: Develop simple, original stories inspired by props, with small world figures. Use mark making tools to make very simple representational drawings. Match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes that we share.	We will use small world props to narrate familiar, made up stories and retell <i>Christmas</i> stories. We will use chalks, paints, pencils and other tools to encourage mark making within our continuous provision.
<u>Trips/Visits</u>	Mother and baby visit to support our '<i>Baby Clinic</i>' and '<i>Growing</i>' topics. We will ask parents to come into school to talk about their jobs that help people stay well and healthy in the community.	Santa visit Christmas <i>Stay and Play</i> for parents Dentist/School Nurse visit Christmas stories at <i>Cullercoats Library</i>