

## Nursery, Term 1A

**Topic: My Family and Friends**

### Summary of learning

The first term of Nursery is geared towards introducing daily routines and supporting the development of a child's core skills. Children are encouraged to separate from their parent or carer, and come into the Nursery independently and confidently. Teaching time evolves around reading new or familiar stories

### Free-flow Activities

- Role play – Home corner
- Climbing frame
- Sand tray
- Small world (e.g. train set)
- Fine motor activities (e.g. drawing, cutting, mark making)
- Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard)
- Book corner
- Graphics table
- Creative area
- Mark making activities including painting
- Sorting and matching objects
- Construction blocks and bricks
- Interactive counting games on the touch screen after teaching time

### Overview of Term 1A

- Home visits
- Establishing routines
- Separating from main carer confidently
- Focus on independent skills (e.g. dressing, choosing activities, snack time)
- Developing social skills
- Settling into routines
- Becoming familiar with the environment and adults in Nursery
- Choosing indoor and outdoor activities
- Learning new songs to sing and move to
- Beginning to learn how to count and recognise numbers
- Building mark making skills
- Listening to stories
- Beginning to respond to others with actions, words and sentences
- Nursery baseline assessments

### Stories read in Term 1A:

- Dear Zoo, by Rod Campbell
- Where's Spot, by Rod Campbell
- Titch, by Pat Hutchins
- Brown Bear, Brown Bear, by Eric Carle.
- Polar Bear, Polar, Bear, by Eric Carle
- We're Going on a Bear Hunt, by Michael Rosen
- I Want My Dinner/Sister/Mummy/Potty, by Tony Ross

### Songs introduced in Term 1A:

- Hello How Are You?
- Pass the Penguin/Parrot Around the Ring,
- Five Little Sausages Sizzling in a Pan,
- Five Little Men in a Flying Saucer,
- Five Little Speckled Frogs,
- Five Currant Buns in a Bakers Shop

Learning Intentions during freeflow	Learning Intentions during teaching time
<b>Communication and Language</b>	
<ul style="list-style-type: none"> <li>I can talk about what I like and don't like</li> <li>I can explore making marks and patterns</li> <li>I can talk as I pretend and role play</li> <li>I can make a range of different marks using my hands and tools and I can talk about them.</li> <li>I can talk about my family, my home and my favourite things as well as what I don't like</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with the songs</li> <li>I can say hello to my friends</li> <li>I can listen to a short story</li> <li>I can talk about a story</li> </ul>
<b>Physical Development</b>	
<ul style="list-style-type: none"> <li>I can explore the climbing equipment</li> <li>I can make shapes and patterns with the playdough</li> <li>I can move around without bumping into things</li> <li>I can try to use scissors or tear the paper I need</li> <li>I can hold and use a pencil and paint brush.</li> <li>I can try to use the toilet by myself</li> <li>I can get a drink or snack from the snack table if I want one</li> <li>I can make a range of different marks using my hands and tools and I can talk about them.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with the actions to the song</li> <li>I can try new food</li> <li>I can eat and drink my snack on my own</li> </ul>
<b>Personal, Social and Emotional Development</b>	
<ul style="list-style-type: none"> <li>I can explore my new class</li> <li>I can say my name</li> <li>I can recognise my own picture</li> <li>I can say hello and smile at my friends and teachers</li> <li>I can go to the toilet on my own</li> <li>I can find my name brick for self-registration</li> <li>I can say if my hands are clean or dirty</li> <li>I can ask a friend or adult for help when I need it</li> <li>I can talk about what I like and don't like</li> </ul>	<ul style="list-style-type: none"> <li>I can say goodbye to my parent/carer</li> <li>I can say hello to my friends and my teacher</li> <li>I can learn about how to behave</li> <li>I can eat and drink my snack on my own</li> <li>I can join in with counting all my friends</li> </ul>
<b>Literacy</b>	
<ul style="list-style-type: none"> <li>I can make a range of different marks using my hands and tools and I can talk about them.</li> <li>I like to read books and share them with others</li> <li>I can talk about a story</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to a short story</li> <li>I can talk about a story</li> </ul>
<b>Maths</b>	
<ul style="list-style-type: none"> <li>I can use and explore numbers and counting (more and less/big and small)</li> <li>I can explore shapes and patterns</li> <li>I am starting to sort and match objects</li> <li>I can join in with a number song</li> <li>I can make shapes and patterns with the playdough</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with counting all my friends</li> <li>I can join in with a number song</li> <li>I can count objects and sounds</li> </ul>
<b>Understanding the World</b>	
<ul style="list-style-type: none"> <li>I can explore the toys and activities in my new class</li> <li>I can talk about my family, my home and my favourite things as well as what I don't like</li> <li>I can use my senses to explore and talk about what I can see, hear, touch, smell and taste</li> </ul>	<ul style="list-style-type: none"> <li>I can use the touch screen to complete a counting game and match the number</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>I can explore different materials</li> <li>I can explore paints and painting</li> <li>I can pretend and use my imagination when I am playing</li> <li>I can try to use scissors or tear the paper I need</li> <li>I can join in with a number song</li> </ul>	<ul style="list-style-type: none"> <li>I can join in and learn simple songs</li> <li>I can join in with a number song</li> <li>I can join in with the actions to the song</li> </ul>



# Thames View Infants Nursery Scheme of Work

- I can make shapes and patterns with the playdough