

**Nursery Planning Term 1a – Nursery Rhymes**

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Develop friendships with other children.</li> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> <li>To begin to understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> <li>To begin to sing a large repertoire of songs</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent.</li> <li>Sit on a push-a-long wheeled toy, use a scooter or ride a tricycle.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention.</li> <li>Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> </ul>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>Focus on using provision, tidying toys, sharing with peers.</li> <li>Learning the nursery routine, visual timetable.</li> <li>Singing time, Magic Bag and Rhythm time.</li> <li>Rules, prayers, friend name games and teacher name games.</li> <li>All about me, family photos comparing and talking about our families.</li> <li>Toilet timer - Toileting</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>10 Favourite – stories.</li> <li>Singing time/ Rhythm – repeating and learning new word and rhymes.</li> <li>Ready Steady go games both inside and outside.</li> <li>EAL/AL/SLT Intervention groups.</li> <li>End of session story time – key vocab.</li> <li>Key vocab/ Academic vocab modelling.</li> <li>Play modelling – within all areas, including roleplay in the kitchen.</li> <li>Encouraging use of language at all times – snack time, welcoming etc.</li> <li>Story baskets – Dear Zoo, It’s Mine, Brown Bear.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Aprons, hand washing, coat motivation chart.</li> <li>Outdoor fine motor area – colour sorting with tweezers.</li> <li>Climbing and playing with outdoor equipment encouraging resilience when starting.</li> <li>Bike track – stopping and starting.</li> <li>Snack time – encouraging independence with cups and trying new foods.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>10 Favourite - stories</li> <li>Story baskets</li> <li>Mark making activity – using name card.</li> <li>End of session Carpet time</li> <li>Self-registration and names on pegs.</li> <li>Singing time and rhythm time.</li> <li>Introduction of mark making areas and painting.</li> <li>Names/ marks on pictures.</li> <li>Books in areas and on story carpet.</li> <li>Goldilocks’ and the three bears – role play in house outside.</li> </ul>
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</li> <li>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> <li>Notice patterns and arrange things in patterns.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<p><b>What do we want the children to learn?</b></p> <ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Enjoy and take part in action songs.</li> <li>Explore a range of soundmakers and instruments and play them in different ways.</li> </ul>	<p><b>Topic</b> Nursery rhyme characters, Mum, Dad, brother, sister, eyes, head, nose, legs, arms, hands fingers, toes, bottom, hair, tummy, happy, sad, excited, boy, girl</p> <p><b>Maths</b> Number names, empty, full, give me, turn over, turn round, match, same, now, next, before, later, soon, how many, more, a lot, too many, too few, colours.</p>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>Singing, rhythm time</li> <li>End of session carpet time</li> <li>5 little ducks in water area activity</li> <li>Modelling – use of maths area resources.</li> <li>Introduction to numicon plates</li> <li>Tidy up time – shape matching, counting as we etc</li> <li>Modelling maths language at all times- More and less in all areas.</li> <li>Conker hunting and collecting</li> <li>Number games on climbing equipment.</li> <li>Worms in the playdough- compare size.</li> <li>Goldilocks and the three bears –comparing size.</li> <li>Individual/ group maths planning.</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Autumn topic – leaf collecting.</li> <li>Feeding birds – weekly</li> <li>Family photo activity – talking about our families, painting pictures.</li> <li>Measuring -Growing – chart for starting nursery.</li> <li>Seasonal walk around woodland.</li> <li>Weather chart outside- talk about the weather and its’ concepts (hot, cold etc).</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>Painting ourselves or favourite nursery rhyme character.</li> <li>Singing time/ rhythm time/ magic bag.</li> <li>Modelling singing tent and new instruments.</li> <li>Outside music and dancing.</li> <li>Modelling and introducing the powder paints.</li> <li>Small world – nursery rhyme time/ Dear zoo.</li> </ul>	<p><b>Key Questions</b> What is your favourite story? Who are your family? How are you feeling today?</p>