

All About Me  
Topic Web Autumn 2019  
**Nursery**  
**Prime Areas**

Personal Social Emotional Development (PSED)

- I will be creating class rules with my friends.
- I will be participating in turn taking games
- I will be trying out new activities independently and select resources independently.
- I will be dressing and undressing independently for P.E
- I will be learning routines of the school day
- I will be learning to think about the feelings of others.
- I will be learning and talking about my family and other people who are important to me
- I will be thinking about occasions/events special to themselves and other

*Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.*  
*Initiates play, offering cues to peers to join them.*  
*Keeps play going by responding to what others are saying or doing.*  
*Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.*  
*Can select and use activities and resources with help.*  
*Welcomes and values praise for what they have done.*  
*Enjoys responsibility of carrying out small tasks.*  
*Is more outgoing towards unfamiliar people and more confident in new social situations.*  
*Confident to talk to other children when playing, and will communicate freely about own home and community.*  
*Shows confidence in asking adults for help.*  
*Aware of own feelings, and knows that some actions and words can hurt others' feelings.*  
*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*  
*Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.*  
*Can usually adapt behaviour to different events, social situations and changes in routine.*

Physical Development (PD)

- I will be playing ring games
- I will be using tools safely
- I will be learning about how to be healthy
- I will be describing the changes my body after being active.
- I will be moving with control and co-ordination over, under, through various small apparatus.
- I will be using a range of small and large equipment.
- I will be using a range of malleable materials in my play.
- I will be cooking a range of healthy snacks.

*Can tell adults when hungry or tired or when they want to rest or play.*  
*Observes the effects of activity on their bodies.*  
*Understands that equipment and tools have to be used safely.*  
*Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.*  
*Can usually manage washing and drying hands.*  
*Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.*

Communication and Language (CL)

- I will be learning to talk about myself using describing words such as tall, short.
- I will be imagining and recreating roles in real life family situations and fictional stories.
- I will be asking questions to get to know my friends in my new class.
- I will be talking about my family
- I will be thinking about sequence of events in stories and saying what happened in the beginning, middle and end.

*Listens to others one to one or in small groups, when conversation interests them.*  
*Listens to stories with increasing attention and recall.*  
*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*  
*Focusing attention – still listen or do, but can shift own attention.*  
*Is able to follow directions (if not intently focused on own choice of activity).*  
*Understands use of objects (e.g. "What do we use to cut things?")*  
*Beginning to understand 'why' and 'how' questions.*  
*Beginning to use more complex sentences to link thoughts (e.g. using and, because).*  
*Can retell a simple past event in correct order (e.g. went down slide, hurt finger).*  
*Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*  
*Questions why things happen and gives explanations. Asks e.g. who, what, when, how.*  
*Uses vocabulary focused on objects and people that are of particular importance to them.*  
*Builds up vocabulary that reflects the breadth of their experiences.*  
*Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'*

## Understanding the World (UW)

- I will be using digital cameras to take photos of my friends
- I will be using an iPad to help me in my learning.
- I will be using all five senses to investigate areas around them
- I will be recognizing similarities and differences between each other
- I will be learning about different parts of the body.

*Shows interest in the lives of people who are familiar to them.*

*Remembers and talks about significant events in their own experience.*

*Recognises and describes special times or events for family or friends.*

*Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.*

*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.*

*Talks about why things happen and how things work.*

*Developing an understanding of growth, decay and changes over time.*

*Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.*

*Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.*

# Specific Areas

## Literacy (L)

- I will be learning to recognise and write my name.
- I will be reading a range of fiction books.
- I will be learning different sounds that letters make (phonics).
- I will be learning to write familiar sounds.
- I will be writing about my family.
- I will be learning to discuss my pictures and creations.

*Enjoys rhyming and rhythmic activities.*

*Shows awareness of rhyme and alliteration.*

*Recognises rhythm in spoken words.*

*Listens to and joins in with stories and poems, one-to-one and also in small groups.*

*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*

*Beginning to be aware of the way stories are structured.*

*Suggests how the story might end.*

*Listens to stories with increasing attention and recall.*

*Describes main story settings, events and principal characters.*

*Shows interest in illustrations and print in books and print in the environment.*

*Recognises familiar words and signs such as own name and advertising logos.*

*Looks at books independently.*

*Handles books carefully.*

*Knows information can be relayed in the form of print.*

*Holds books the correct way up and turns pages.*

*Knows that print carries meaning and, in English, is read from left to right and top to bottom.*

*Sometimes gives meaning to marks as they draw and paint.*

*Ascribes meanings to marks that they see in different places.*

## Expressive Arts & Design (EAD)

- I will be drawing pictures of myself using mirrors.
- I will be drawing pictures of my family
- I will be thinking about colours and using them appropriately in my pictures.
- I will be using a range of objects to print with e.g. shoes, hands
- I will be learning new songs to help me in my learning.
- I will be roleplaying in the home corner.
- I will be acting out stories with puppets.
- I will be using a range of materials to make collages and models.

*Sings a few familiar songs.*

*Explores colour and how colours can be changed.*

*Uses various construction materials.*

*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.*

*Joins construction pieces together to build and balance.*

*Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.*

*Engages in imaginative role-play based on own first-hand experiences.*

*Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.*

*Uses available resources to create props to support role-play.*

*Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.*

## Mathematics (M)

- I will be learning to count, recognize and order numbers to 5 and beyond.
- I will be learning to match numbers to quantities of groups to 5 and beyond.
- I will be learning to relate addition to combining two or more groups of objects.
- I will be learning to name and describe simple 2D.
- I will be learning to create repeating patterns.

*Uses some number names and number language spontaneously.*

*Uses some number names accurately in play.*

*Recites numbers in order to 10.*

*Beginning to represent numbers using fingers, marks on paper or pictures.*

*Sometimes matches numeral and quantity correctly.*

*Shows curiosity about numbers by offering comments or asking questions.*

*Shows an interest in numerals in the environment.*

*Shows an interest in representing numbers.*

*Realises not only objects, but anything can be counted, including steps, claps or jumps.*

*Shows an interest in shape and space by playing with shapes or making arrangements with objects.*

*Shows awareness of similarities of shapes in the environment.*

*Uses positional language.*

*Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.*