



Nice to Meet You!

	Week: 1 Week beginning: 6th September	Week: 2 Week beginning: 13th September	Week: 3 Week beginning: 20th September	Week: 4 Week beginning: 27th September	Week: 5 Week beginning: 4th October	Week: 6 Week beginning: 11th October	Week: 7 Week beginning: 18th October
Focus	Welcome to Nursery!	All about me!	My family	My home	My community	Likes and dislikes	Feelings and emotions
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake						
Communication and Language	Conversations about our All About Me boxes	What do I look like?	Who is special to me? Who lives with me?	Where do I live (my house)?	Where do I live (my community)?	I like... I don't like...	Sometimes I feel...
	<p>B-3: Enjoy singing, music and toys that make sounds; Listen and respond to a simple instruction; Understand simple instructions; Listen to other people's talk with interest; Start to develop conversation, often jumping from topic to topic; Develop pretend play; Listen to simple stories and understand what is happening, with the help of the pictures; Identify familiar objects and properties when they are described; Understand and act on longer sentences; Understand simple questions about 'who', 'what' and 'where'.</p> <p>3-4: Enjoy listening to longer stories and can remember much of what happens; Pay attention to more than one thing at a time; Use a wider range of vocabulary; Understand a question or instruction that has two parts; Understand 'why' questions; Sing a large repertoire of songs; Know many rhymes, be able to talk about familiar books, and be able to tell a long story; Develop their communication; Develop their pronunciation; Use longer sentences of four to six words; Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions; Start a conversation with an adult or a friend and continue it for many turns; Use talk to organise themselves and their play.</p>						
Personal, Social and Emotional Development	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw
	<p>B-3: Establish their sense of self; Express preferences and decisions; Try new things and start establishing autonomy; Engage with others through gestures, gaze and talk; Develop self-assurance; Play with increasing confidence on their own and with other children; Enjoy exploring new places; Express a range of emotions; Grow in independence, rejecting help; Begin to show 'effortful control'; Be increasingly able to talk about and manage their emotions; Notice and ask questions about differences; Develop friendships with other children; Safely explore emotions beyond their normal range through play and stories; Talk about their feelings in more elaborated ways; Learn to use the toilet with help, and then independently.</p> <p>3-4: Select and use activities and resources, with help when needed; Develop their sense of responsibility and membership of a community; Become more outgoing with unfamiliar people; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas; Find solutions to conflicts and rivalries; Increasingly follow rules, understanding why they are important; Remember rules without needing an adult to remind them; Develop appropriate ways of being assertive; Talk with others to solve conflicts; Talk about their feelings; Understand gradually how others might be</p>						

	feeling; Be increasingly independent in meeting their own care needs; Make healthy choices about food, drink, activity and toothbrushing.						
Physical Development	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently	Healthy Movers Getting coats, shoes, trousers on/off for outdoor play Toileting and handwashing independently
	<p>B-3: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them; Enjoy starting to kick, throw and catch balls; Build independently with a range of appropriate resources; Walk, run, jump and climb, and start to use stairs independently; Spin, roll and independently use ropes and swings; Sit on a push-along wheeled toy, use a scooter or ride a tricycle; Use large and small motor skills to do things independently; Show an increasing desire to be independent; Start eating independently; Develop manipulation and control; Explore different materials and tools.</p> <p>3-4: Continue to develop their movement, balancing, riding and ball skills; Go up steps and stairs, or climb up apparatus, using alternate feet; Skip, hop, stand on one leg and hold a pose for a game; Use large-muscle movements to wave flags and streamers, paint and make marks; Start taking part in some group activities which they make up for themselves, or in teams; Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; Match their developing physical skills to tasks and activities in the setting; Choose the right resources to carry out their own plan; Collaborate with others to manage large items; Use one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent as they get dressed and undressed.</p>						
Literacy	Focus Text: Elmer Nursery Rhymes	T4W Focus Text: Come On, Daisy Nursery Rhymes	T4W Focus Text: Come On, Daisy Nursery Rhymes	T4W Focus Text: Stuck in the Mud (T4W Book) Nursery Rhymes	T4W Focus Text: Stuck in the Mud (T4W Book) Nursery Rhymes	T4W Focus Text: The Train Ride Nursery Rhymes Simple information books	T4W Focus Text: The Train Ride Nursery Rhymes Simple information books
	<p>B-3: Enjoy songs and rhymes, tuning in and paying attention; Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo; Copy finger movements and other gestures; Sing songs and say rhymes independently; Enjoy sharing books with an adult; Pay attention and respond to the pictures or the words; Have favourite books and seek them out, to share with an adult, with another child, or to look at alone; Repeat words or phrases from familiar stories; Ask questions about the book; Make comments and shares their own ideas; Develop play around favourite stories using props; Notice some print; Enjoy drawing freely; Add some marks to their drawings, which they give meaning to; Make marks on their picture to stand for their name.</p> <p>3-4: Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.</p>						

Mathematics	Cardinality and Counting: Number Rhymes	Loose parts – Counting Collections (NRICH)	Comparison: Loose parts (collections) – sorting	Composition: Loose parts (making arrangements)	Collecting (NRICH) – Talking about patterns	Spatial awareness – puzzles	Measures – How long are you? (NRICH)
	<p>B-3: Combine objects like stacking blocks and cups; Put objects inside others and take them out again; Take part in finger rhymes with numbers; React to changes of amount in a group of up to three items; Compare amounts; Develop counting-like behaviour; Count in everyday contexts, sometimes skipping numbers; Climb and squeeze themselves into different types of spaces; Build with a range of resources; Complete inset puzzles; Compare sizes, weights, etc. using gesture and language; Notice patterns and arrange things in patterns.</p> <p>3-4: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'); Recite numbers past 5; Say one number for each item in order; Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'); Show 'finger numbers' up to 5; Link numerals and amounts; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words.</p>						
Understanding the world	Elmer	Learning about ourselves and our families When I was a baby...	Explore our school Building houses and dens		Explore autumn – changes Plant daffodil bulbs		
	<p>B-3: Repeat actions that have an effect; Explore materials with different properties; Explore natural materials, indoors and outside; Explore and respond to different natural phenomena in their setting and on trips; Make connections between the features of their family and other families; Notice differences between people.</p> <p>3-4: Use all their senses in hands-on exploration of natural materials; Explore collections of materials with similar and/or different properties; Talk about what they see, using a wide vocabulary; Begin to make sense of their own life-story and family's history; Show interest in different occupations; Explore how things work; Plant seeds and care for growing plants; Understand the key features of the life-cycle of a plant and an animal; Begin to understand the need to respect and care for the natural environment and all living things; Explore and talk about different forces they can feel; Talk about the differences between materials and changes they notice; Continue developing positive attitudes about the differences between people; Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>						
Expressive arts and design	Elmer	Explore music and sounds	Explore paint		Explore colours		
	<p>B-3: Show attention to sounds and music; Respond emotionally and physically to music when it changes; Move and dance to music; Anticipate phrases and actions in rhymes and songs; Explore their voices and enjoy making sounds; Join in with songs and rhymes, making some sounds; Make rhythmical and repetitive sounds; Explore a range of soundmakers and instruments and play them in different ways; Notice patterns with strong contrasts; Start to make marks intentionally; Explore paint, using fingers and other parts of their bodies as well as brushes and other tools; Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make; Enjoy and take part in action songs; Start to develop pretend play, pretending that one object represents another; Explore different materials, using all their senses to investigate them; Manipulate and play with different materials; Use their imagination as they consider what they can do with different materials; Make simple models which express their ideas.</p>						

	<p>3-4: Take part in simple pretend play, using an object to represent something else even though they are not similar; Begin to develop complex stories using small world equipment; Make imaginative and complex 'small worlds' with blocks and construction kits; Explore different materials freely, to develop their ideas about how to use them and what to make; Develop their own ideas and then decide which materials to use to express them; Join different materials and explore different textures; Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard, expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person ('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know; Play instruments with increasing control to express their feelings and ideas.</p>
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