

# Me and My Family

<b>Nursery</b> <b>Autumn 1</b>	<b>Book of The Week</b> <i>The Gruffalo</i> <i>Who Are You?</i> <i>The Family Book</i> <i>When I Grow Up</i> <i>Emergency</i> <i>Leaf Man</i> <i>Funnybones</i>	<b>Songs and Rhymes</b> <i>Heads, shoulders, knees and toes</i> <i>Humpty Dumpty</i> <i>Grand Old Duke of York</i> <i>Dingle Dangle Scarecrow</i>	<b>Enhancement</b> <i>Visit to local Co-op</i>
<p><b>Communication and Language</b></p> <p><b>Listening and attention:</b> Listens with interest to the noise adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in playing with sounds, songs and rhymes.</p> <p><b>Understanding:</b> Identifies action words by following simple instructions. Beginning to understand more complex sentences. Developing understanding of simple concepts.</p> <p><b>Speaking:</b> Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Making Relationships:</b> Builds relationships with special people. Separates from their close carers. Explore new situations with support and encouragement from a familiar adult.</p> <p><b>Sense of Self:</b> Has preferences and interests. Beginning to understand that actions have consequences.</p> <p><b>Understanding Emotions:</b> Seeks comfort from familiar adults when needed. Is beginning to talk about their feelings and emotions.</p>	<p><b>Physical Development</b></p> <p><b>Moving and Handling:</b> Sits up from lying down. Stands up from sitting and squats with steadiness and rises to feet without using hands. Sits comfortably on a chair with both feet on the ground. Runs safely on whole foot. Moves in response to music, or rhythms played on instruments such as drums or shakers. Begins to walk, run and climb on different levels and surfaces. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Turns pages in a book, sometimes several at once. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p><b>Health and Self-Care:</b> Very energetic in short bursts and needs time for rest and calm. Feeds self competently. Can hold a cup with two hands and drink well without spilling. Develops some independence in self-care and shows an awareness of routines. Develops increasing understanding of bowel and bladder urges and starts to communicate their need for the toilet.</p>	<p><b>Characteristics of Effective Teaching and Learning:</b></p> <p><b>Playing and Exploring</b> ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p><b>Active Learning</b> MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do</p> <p><b>Creative and Critical Thinking</b> THINKING Having their own ideas Making Links</p> <p>Working with ideas</p>
<p>Introduce short group time activities. Listen and respond to one set instruction. Answer a simple question in context. Begin to hold a conversation with others. Discuss familiar adults and different family members. What is their job and where do they work? Explore through circle time and by creating representation of families.</p>	<p>Begin to identify their own features. Through play and adult led discussion explore likes and dislikes. Separating from familiar adults and settling into Nursery. Begin to link up with other children who have similar interests. Discuss and identify feelings using the book The Colour Monster.</p>	<p>Hall games to develop spatial awareness. Move around in their own space in a variety of ways such as crawling, running and jumping. Say a colour and a body part. Children must quickly find something that colour and touch it with that body part, such as 'orange, foot' or 'pink, tummy'. Create fruit and vegetable kebabs. Provide children with wooden skewers and a selection of cut fruit and vegetables to discuss likes and dislikes. Harvest vegetables from the Nursery vegetable patch.</p>	<p><b>Key Vocabulary</b> Classroom areas - playdough area, home corner. Time of day - story time, lunch time, home time. Fellside School - Whickham, Nursery, classroom, The Co-Op. Myself - favourite, like, dislike.</p>

		Discuss healthy/ bad habits and hygiene using stories 'Dirty Bertie and Wiffy Wilson.'	Family members - mammy, daddy, brother, sister, baby, house, home. Main body parts - head, tummy, arm, leg, foot. Seasons - Autumn, leaves, colour, big, little, hard, soft. Weather - dark, damp, foggy, rain.
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<p><b>Literacy</b></p> <p><b>Reading:</b> Has some favourite stories, rhymes, songs or poems. Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhythmic and musical activity with percussion instruments, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p><b>Writing:</b> Distinguishes between the different marks they make.</p>	<p><b>Mathematics</b></p> <p>Beginning to compare and recognise changes in numbers of things, using words like more, lots or same as. Begins to say numbers in order, some of which are in the right order. Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. Beginning to anticipate times of the day such as mealtimes or home time. Moves their bodies and toys around objects and explores fitting into spaces. Chooses puzzle pieces and tries to fit them in. Recognises that two objects have the same shape. Makes simple constructions.</p>	<p><b>Understanding the World</b></p> <p><b>People and Communities:</b> Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background. Beginning to have their own friends.</p> <p><b>The World:</b> Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows how to operate simple equipment.</p> <p><b>Technology:</b> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials:</b> Joins in singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways.</p> <p><b>Being Imaginative and Expressive:</b> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Begins to make believe by pretending using sounds, movements, words, objects.</p>
<p>Introduce phonics using Little Wandle phase 1, aspect 1, 2 and 3. Explore mark marking using different materials and techniques in a variety of situations. Listening to a story in a small group. Learning to sing a range of nursery rhymes and songs.</p>	<p>Sort a selection of objects found in the classroom and outdoors by colour.</p> <p>Develop awareness of number through singing a range of number rhymes.</p> <p>Introduce 2D shapes of circle, square, rectangle and triangle. Go on a shape hunt.</p>	<p>Awareness of seasons, summer leading into autumn. The weather becomes colder, wetter/damper, less sunny and darker. Begin to make own choices based upon likes and dislikes. Learning about Harvest Festival and using harvested vegetables from our nursery vegetable patch to create a snack. Naming our family members. Learning about different people who help us, i.e emergency services – linking to careers. What would you like to be? Discuss aspirations.</p>	<p>Children to explore painting hands for a welcome poem. Design a balloon for Nursery cloakroom. Draw a self-portrait or something special to display. Sing 'Dingle Dangle Scarecrow' and ask the children to think of actions to match the song. Printing using different leaves found in Forest School. Learning to mix red and yellow to make orange. Create a natural object picture using found items. Role play – home corner, people who help us role play dependent upon children's interests.</p>

N.B – this curriculum may be changed as necessary at discretion of staff members dependent on the needs and the interests of the children.