

PRIME- Personal, Social and Emotional Development

CST The Common Good

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available

Feel strong enough to express a range of emotions.

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.

Express preferences and decisions. They also try new things.

Play with one or more other children, extending and elaborating play ideas.

Activities

- ❖ Answering the register. Who is here today?
- ❖ Getting to know my teachers and learning my friend's names.
- ❖ Finding family groups – Am I in Rainbows or Robins?
- ❖ Learning and participating in tidy up routines.
- ❖ Morning, lunchtime and end of day routines.
- ❖ Class/School rules – Our class is happy when...
- ❖ Toileting Hygiene routines – How to wash my hands. Dental Hygiene
- ❖ My Family, My Body, My Feelings
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Story time – When Jelly had a Wobble, Colour Monster, Paper Dolls, I Love my mommu.

PRIME - Communication and Language

SPECIFIC Literacy

CST Family and Community

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Sing songs and say rhymes independently, for example, singing whilst playing.

Repeat words and phrases from familiar stories.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Make marks on their picture to stand for their name.

Activities

- ❖ Attainment on entry assessments.
- ❖ Use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts to make entries in their Learning Journey (photo, name, family, friends, feelings, likes/dislikes)
- ❖ Recognise and begin to trace and correctly write own name using different media – playdough, sand, shaving foam, finger painting, water on blackboard/playground.
- ❖ Sound! Start Phonics for Letters and Sounds – Phase One
- ❖ Activities linked to books including Incredible You, Guess How much I love you, Come on Daisy, Hug, How do you feel?, Little Princess stories, Where's my Teddy?, I'm Special, I'm Me!, Mine, mine mine..

PRIME - Physical Development

CST Participation

Develop manipulation and control.

Explore different materials and tools.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Match their developing physical skills to tasks and activities in the setting.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Uses large muscle movements to wave flags and streamers, paint and make marks.

Uses one-handed tools and equipment, for example, making snips in paper with scissors

Show a preference for a dominant hand

Activities

- ❖ Learning good hygiene routines – brushing teeth, washing hands and using tissues.
- ❖ Funky fingers – To develop fine motor skills using a variety of resources.
- ❖ Funky Feet – To develop gross motor skills.
- ❖ Learning to negotiate the climbing frame and obstacles in the playground.
- ❖ PE Fundamental PE Unit (Running and walking, slithering, shuffling, skipping, crawling, balancing)
- ❖ Explore malleable materials (Rolling, squeezing, patting)
- ❖ Explore the sand pit inside (dry) and outside (wet)
- ❖ Explore the Mud Kitchen.
- ❖ Outside Area – riding scooters, bikes, negotiating spaces, climbing, balancing, throwing and catching a variety of resources.

SPECIFIC - Expressive Arts and Design

CST Human Dignity

Join in with songs and rhymes, making some sounds.

Make rhythmical and repetitive sounds.

Explore a range of sound-makers and instruments and play them in different ways.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'

Move and dance to music.

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.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Activities

- ❖ Self portraits
- ❖ Arts and crafts linked to Family groups/Class Saint and the books – When Jelly had a wobble, Creation, I'm special, I'm Me! What Makes me a me?
- ❖ Join in with Nursery Rhymes/Funky Feet
- ❖ Explore instruments/sounds, beat, rhythm.

Religious Education Gospel Virtues Curious and Active

CST Stewardship

Make connections between the features of their family and other families.

Notice differences between people

Show interest in different occupations.

Continue to develop positive attitudes about the differences between people.

Activities

- ❖ Learning how to make the Sign of the cross.
- ❖ Who is St. Gerard?
- ❖ Who is our class Saint? St Francis
- ❖ Creation – God the Creator -The Story of Creation

NURSERY – AUTUMN I 'Incredible You'

SPECIFIC - Understanding the World

CST Dignity of the Human Person - Family and Community

Make connections between the features of their family and other families.

Notice differences between people.

Explore natural materials, indoors and outside.

Explore materials with different properties.

Use all their senses when exploring natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Activities

- ❖ Activities linked to families, Little Princess stories by Tony Ross, How do you feel by Anthony Browne, From Head to Toe by Eric Carle, Once there were Giants.
- ❖ What makes me, a me?
- ❖ My favourite things/likes/dislikes
- ❖ My family and my friends
- ❖ Exploring how things grow
- ❖ Finding out about the season of Autumn
- ❖ Celebrating Black History Month

SPECIFIC - Mathematics

Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Compare sizes, weights etc. using gesture and language – 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

Compare amounts, saying 'lots', 'more' or 'same'.

Recite numbers past 5. Show 'finger numbers' up to 5.

Activities

- ❖ Attainment on entry assessments
- ❖ Number of the Week
- ❖ Make an interactive number each week to take home.
- ❖ Number recognition – Reciting, counting, matching, ordering.
- ❖ Counting songs.
- ❖ Colours and Shapes all around us – begin to talk about and recognise shapes in the environment.

We will be introducing the children to mathematics activities where they will learn to count in order to 5 and then 10, recognise and count different quantities, count one to one and begin to represent numbers with fingers and marks on paper. The children will experience short family group teaching sessions everyday so that they slowly become immersed in these activities and are able to independently use and transfer their mathematical skills to other activities. They will make a number each week to take home with linked activities.