

### PRIME - Communication and Language SPECIFIC Literacy

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 seek 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.

Develop phonological awareness

#### **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). Exploring mark making in 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..

### SPECIFIC - Expressive Arts and Design

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. 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. Develop own ideas and decide how to express them.

#### **Activities**

Self portraits, Arts and crafts linked to celebrations...

•Diwali, Bonfire night, Remembrance, Christmas

Join in with Nursery Rhymes/Funky Feet, Explore instruments/sounds, beat, rhythm.



### Religious Education

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.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### **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

Learning how God Our Father cares for us.

Finding out about how Advent is a special time.



### PRIME - Physical Development

#### CST Participation

Develop manipulation and control.

Explore different materials and tools.

Use gross and fine 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.

Use 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

Develop fine motor skills using a variety of resources independently.

Develop gross motor skills through play and PE sessions. (Aston Villa planning scheme)

Explore malleable materials (Rolling, squeezing, patting)



## NURSERY – AUTUMN

### PRIME- Personal, Social and Emotional Development

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. Begin to understand how other might feel. Develop their sense of responsibility and membership of a community.

#### **Activities**

Answering the register.

Getting to know my teachers and learning my friend's names.

Finding family groups – Am I a Busy bee or a Clever caterpillar?

Learning and participating in tidy up routines.

Morning, lunchtime and end of day routines. Lean to adhere to the school rules.

Attend to their own personal hygiene.



### 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 and quantities saying 'lots', 'more' or 'same'. 'more than, fewer than'

Recite numbers past 5. Show 'finger numbers' up to 5. Talk about 2D and 3D shapes using informal and mathematical language.

#### **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.

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

### SPECIFIC - Understanding the World

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.

Show interest in different occupations.

Know there are different countries in the world and talk about the differences.

#### **Activities**

Activities linked to families,

Exploring textures and natural objects (seasonal)

Finding out about the season of Autumn

Celebrating Black History Month

My body

