

<p>Main Focus Developing relationships in Nursery with others and skills/concepts acquired in Autumn 1. Increasing Parental involvement. Continue to develop routines, rules, introduce more independence in learning. Introduction to the library and hall (PE).</p> <p>Topic: Colours (Autumn -Winter)</p> <p>Displays: Topic, Topic Learning Knowledge Ladders – Grandma Fantastic, Early Reading: review m a s d t, introduce: l n p g o c. Rainbow Reading, Maths Working wall.</p>	<p>Assessment On-going observational assessment</p> <p>Knowledge trees, Recall Robin, Use of Learning Journals. Google Classroom -homework activities. Group/Individual Observations - ongoing daily AFL-end of term summative assessment.</p> <p>Daily ongoing observation to inform assessment for learning, next steps and planning...</p>	<p>Environment and Resources:</p> <p>Reflect new topic and focused stories. Begin to build learning knowledge ladders, working walls. Role play area will become a fire station.</p>
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PRIME AREAS OF LEARNING are largely **skills-based** aspects of learning. However **Procedural/implicit knowledge and Word knowledge** is key in the Prime Aspects .

<p>Communication and Language This area of Prime learning largely focuses on 'Word Knowledge' – understanding what a word means.</p> <ul style="list-style-type: none"> • I know the words: 'who', 'what' and 'where' and what they mean. I who 'who' is talking about a person or thing. 'What' is asking for information about something. 'where' is asking about a place or position. • If I want to find out about something, I can ask a grown up a question about it using the words: 'what' 'where' or 'who'. • I know some position words and what they mean, such as 'under' and 'next to'. • I know and use some pronouns, such as 'me,' 'him,' 'she.' (story link) • I know and can use language for time – see UW/History section. • I know and use some language for function. • I know and can use three to five words together. • Understand a question/instruction with two parts... • I can use my words to share my ideas, thoughts or feelings with others. PSED link. <p>Continue to build their repertoire of songs and vocabulary.</p> <p>Key Vocabulary Listen, sound, action words, who, what, where, when, big, small, question, position words, under, next to, in, on, behind, me, she, him, her, now, next, tomorrow, yesterday, later, time.</p> <p>Early Reading: Revise speed sounds: m a s d t.</p> <ul style="list-style-type: none"> • A letter is linked to a sound. • Every letter in the alphabet has a speech sound. • Some words start with the same letter sound 'monkey, man, map...' • To know that l n p g o c are letter sounds • To be able to match the phonemes l n p g o c to the graphemes. <p>Key Vocabulary: Letter, sound, phoneme, grapheme, m, a, s, d, t, l n p g o c - all letter rhymes, stretchy, bouncy, long, short.</p>	<p>Physical Development –Gross Motor: Procedural Knowledge and word knowledge</p> <ul style="list-style-type: none"> • Know that we can move our body in lots of different ways. • To know and be able to name key parts of the body- hands, arms, feet, legs, knees, head, body – science link. • To know the basic body movements: walk, run, Jump, roll and hop, crawl and march. • Run: To know that we move at a faster pace lifting one leg/foot at a time, picking it up and placing it back on the ground. • Jump: To know that you need to push yourself off of the ground with both feet at the same time, up into the air, bending your knees. I can travel when I jump. • Hop: To know that it is the same as jumping, using one foot. • Space: To know that finding my own space, means that I will not be touching anyone or any object. • Having my own space keeps myself and my friends safe. • Crawl: To know that we move on the hands and knees or by dragging the body close to the ground. • Balance: if I am balanced, my body is steady, I will not wobble and fall to one side. • To know that I can use my arms to help my balance by holding both of them out to the side. • A march is moving one leg up high towards our chest at a time. When marching we move the opposite arm and leg. • Direction: This is the way my body is moving, I can change my direction by stopping, turning and moving the opposite way. <p>Key Vocabulary Balance, space, walk, walking, run, running, Jump, jumping, roll, rolling, hop, hopping, crawl, crawling, march, marching, body, hands, arms, feet, legs, knees, head, move, stop, direction.</p> <p>Fine Motor:</p> <ul style="list-style-type: none"> • I can hold a crayon, paint brush and other tools with my fingers to make marks that go around, up and down to draw people and objects. • I can hold scissors in one hand and move my fingers – opening and closing them to make snips in paper. • To know that I need to hold my mark making tools close to the tip to improve control. • To know how to move my tool with my arm and hand to draw a line and a circle. 	<p>Personal, Social and Emotional Procedural Knowledge and word knowledge</p> <ul style="list-style-type: none"> • Feelings -I can feel different feelings/emotions. Sometimes I feel happy and I am smiling. I also might feel scared, sad, angry or shocked. All feelings are okay. My feelings can change quickly and other people can help to make me feel better. • Toys in Nursery belong to everyone, I have to take turns with my friends, I cannot keep things all to myself. I can play with the other children or next to them. • I sometimes have to wait to play with something if another person is playing with it. This is called taking turns and sharing. • If I am kind to someone it can make them feel better and not sad anymore. • I know the class rules and why I need to follow them – to keep myself and others safe. • I will like some things that are the same as my friends. I will like some different things to my friends. It is good to be the same and different to others. • Being the same as someone else means to be very much like them in some way. • Being different to someone is not being like them, not being the same. <p>Key Vocabulary Feeling, happy, sad, scared, angry, shocked, upset, unhappy, mad, annoyed, smile, laugh, scream, shout, cry, take turns, share, wait, kind, help, rules, safe. Same, different, alike, unlike.</p> <p>Jigsaw: Knowledge... Celebrating Difference What am I good at? I'm Special Family Home</p> <p>I know how it feels to be proud of something I am good at I know that I am special and unique, there is only one me. I know that all families are different I know there are lots of different houses and homes. I know how I could make new friends. I know that I can use my words to stand up for myself</p>
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	<ul style="list-style-type: none"> •To know that a circle is formed by making one continuous movement with my arm/hand in a curved shape. •To know that a line is formed when we move our pen across a page or up and down a page or in the air. •To know that the movement 'up' means moving something higher and 'down' means to move something lower. <p>(Link to writing) Key Vocabulary Move, hands, arms, one, both, together, draw, paint, mark, hand, fingers, snip, scissors, cut, open, close, circle, line, around, across, Up, down, big, small.</p> <ul style="list-style-type: none"> •know how to use the toilet and dress themselves with increasing independence. 	<p>Key vocabulary:</p> <p>Me, I, good, proud, special, unique, same, different, family, families, house, home, friends, words, happy, sad, angry.</p>
<p style="text-align: center;">Prime Aspect</p>	<p style="text-align: center;">Specific Aspects: Literacy and Maths – Largely Procedural and Word Knowledge</p>	
<p>Physical Development –Gross/Fine Motor Linked to Self-Care: This is largely Procedural Knowledge – knowing the importance of and how to perform key health and self-care skills...</p> <ul style="list-style-type: none"> •I need to hold and use all objects carefully and safely. •I must not run when I am carrying objects – I could hurt myself and/or others. • I know I need to call to an adult for help to stay safe. •If I hurt myself, I know that I need to go to a grown up for help. •To put my coat on I know I need to put one arm in at a time. •I know that I need to pull my skirt/dress/trousers/underwear down to sit on or stand and use the toilet and afterwards pull them back up. •Know that when I have been to the toilet, I need to wash my hands to keep healthy and clean. <p>To know that germs can stay on my hands and I need to use warm water and soap to wash them away.</p> <p>Key Vocabulary: Careful, safe, safety, walk, clean, wash, hands, water, soap.</p>	<p>Literacy: Reading Language Comprehension is main focus at this early stage. See Reading Weekly Outline for specific Rainbow Reading lens...</p> <ul style="list-style-type: none"> •Retrieve - Know the words in at least five Nursery rhymes and sing them. •To build and use words to talk about stories, rhymes and other books based on their knowledge of the world around them, stories they have read and their experiences. Link this to knowledge/understanding of question words (CAL). • Know that most stories have pictures and words. The words and pictures tell the story. •Know what a word looks like/what a picture looks like. •Enjoy listening to longer stories and can remember much of what happens – recall/retell. •Join in with a repeated refrain and anticipate key events and phrases in a known story. •Inference - Fill in the missing word or phrase in a new rhyme, story or game, using a picture for support. •I - Listen to a story and understand, talk about what is happening in and with the support of pictures, ask questions. <ul style="list-style-type: none"> •To know what a 'word' looks like and point to a word on a page or within their environment. Begin to know that words mean something. •Begin to talk about the meaning of key 'words.' • To be able to name the different parts of a book, pointing to the Cover, author's name, page number, title etc. •Page sequencing: to hold a book the correct way up and turn pages one at a time. <ul style="list-style-type: none"> •I - Engage in extended conversations about stories, learning and using new vocabulary. <p>SEE EARLY READING IN CAL</p> <p>Writing: Main link to Physical Development: Gross and fine motor</p> <ul style="list-style-type: none"> •I know I can draw lines and circles that go around and up and down 	<p>Mathematics: Developing Word knowledge is a key focus-knowing the words involved in early maths and their meaning. Number:</p> <ul style="list-style-type: none"> • I know the words in at least five Number rhymes. • I know that numbers tell me how much or how many of something I have. • I know that the total number of things in a group/collection can change if I add or take away something from that group/collection (begin with numbers to 3, then up to 5.) • I know that the numbers 0,1,2,3,4,5 have to be said in this certain order when counting. (Recite numbers to 10 in order if possible) (The stable-order Principle.) • To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • I know what a 'number' means and I know that numbers can be found all around me, in my home, in the outdoors and the wider world. • I know that I can show numbers/amounts on my fingers. • I know that I can use marks to show numbers – using lines or circles. I know if I have 3 things, I have to make 3 marks to show this. Begin with numbers to 3, then move to 4, 5. • More means a bigger/greater number of things. • Less/few means a smaller number of things, not as much or many. • I can use words like 'more' or 'lots' 'same' to describe how many things I have. <p>Shape</p> <ul style="list-style-type: none"> •Objects can be different sizes and shapes; some shapes are the same. •We can group objects together that are the same shape, size or colour.

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to show things, words, numbers and amounts.

- I know that my drawings and writing can share/show ideas, thoughts, feelings and experiences. Art link.
- I can draw and write about something I have done or seen.
- We can talk about a drawing at what it means. Art link
- I know that writing is made of letters.

Writing is linked to our focus story or topic every week.

Introduce Grandma Fantastic 'Rainbow Writing' –
See Reading/Writing Weekly outline for specific writing lens.

Week 2 -Feeling
Week 3/4 -Noticing
Week 5 -Action
Week 6- Feeling
Week 7- Checking

Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds m, a, s, d, t.
Introduce I n p g o c

Main stories/rhymes...Autumn 2
week 1 special focus:
*London's Burning – Historical Rhyme -
*Firefighter -nonfiction

Weeks 2-5 Colour link
*We're Going on a word hunt in our town.
*Goldilocks and the Three Bears – Fiction/drama/fairy tale
*Elmer – fiction
*Brown Bear, Brown Bear what do you see? -fiction
*Colourful Chameleon-fiction

Weeks 6-7 -Winter/Christmas
*One Winter's Day -fiction
*Stickman
*The Christmas Story

- I know that things all around me are different shapes.
- I know that shapes can be different sizes, the size does not change their shape.
- I know the names of some 2D shapes including circle, triangle, square and rectangle.
- I know that a 2D shape is flat.
- I know that a circle can roll, it does not have straight sides. A circle is round.
- I know that a triangle has 3 sides and 3 corners. Its corners are pointy.
- I know a square has 4 straight sides and 4 corners. All the sides are the same length.
- I know that a rectangle has 4 straight sides. It has two longer side and two shorter sides.

Pattern:

- I know that patterns can be found in lots of different places, all around me.

I know that material can be patterned; animals' fur/skin can be patterned; I can see patterns in the world around me-on flowers and trees.

Position: Linked to daily language carpet session...

I know that position talks about where an object, person or thing is in relation to something else.
I know some position words and what they mean, such as 'under' and 'next to'.
I know I can use words like "under", and "next to" behind,' 'above' 'on top, 'below.' to describe where things are or where I am.

- Know and use some words about time – now, next, tomorrow...(History Link)

Key Vocabulary
Number, numeral, numeral names, how many, count, counted, order, show, marks, fingers, more, most, more than, few, fewer, fewest, less, less than, fewer than, same, quantity, equal, circles, lines, pictures, marks, group, collection, set.

Pattern, repeated, the same, over and over, first, second, first, last, next, copy, same, spotty, stripy, polka dots, stripes, gingham, lines, loops, zig-zags, colours, shapes, ...

Also, lots of use of informal language to describe a pattern: such as, 'blobby,' 'pointy

Position, direction, location, in, on, under, underneath, up, down, besides, between, over, next to, besides, below, in front of, behind, above, top, bottom,

Specific Aspects – Key Knowledge and Vocabulary

Understanding the World: Links to Primary History

THIS WAS A MAIN FOCUS IN Autumn 1 – this will be built upon and recalled throughout Autumn 2.



All about me and my Family – Personal History.

Knowledge:

Question: What is special about my own history?

Daily Life (clothing food toys etc)

What is special about my own history?

- I have my own history and so does my **family**. My **brother/sister, parents** and **grandparents**.
- Know that families and people can share similarities and differences with other families and people.
- Knowing some **time** related vocabulary – **before, now, then, next, soon, today, tomorrow, yesterday** and what it means – use it to talk about **past** events in their history.
- The toys I play with and clothes I wear **today** have changed from when I was a baby and will keep changing as I grow older.
- The toys my **grandparents** played with in the **past** and the clothes they wore were different to what I play with and wear **today**.

Significant events:

(EYFS: In their own lives and the lives of family members)

- Knowing that history means things that have happened in my **past/before** – when I was little, **parents** were little.
- Know that the future means things that will happen **tomorrow, next, soon** or in years to come.
- **Knowing that there are special days linked to time that we celebrate** -Remembrance Day, Fireworks/Bonfire night – things that happened in the **past** – a **long time ago**. (see sort term planning sheets for focused knowledge linked to these special occasions.)

Period Specific:

- Focus is on developing the children's knowledge and skills in preparation for Primary history teaching and learning. By talking about **past** and present events in their own lives and the lives of their **families** and friends they are developing an early understanding of **'time'** and time related vocabulary.

Vocabulary:

Today, tomorrow, before, now, then, time, next, soon, long time ago, past, parent, grandparents, brother, sister, Family.

Understanding the World: Links to Primary Geography

All about me and my Family – Personal Environments. Main focus Autumn 2

Question: What makes where I live special?

- I live in a house/flat with my family. Other members of my family live in a different house/flat.
- Houses can look different – a house is a building where people live.
- Flats are usually taller than houses, they are larger, taller buildings that contain lots of smaller houses.
- My house is in a town. A town is a place with a lot of houses, shops, schools, buildings, parks and people.
- In my town I might see houses, shops, schools, parks, playgrounds, a doctors, a vets, a police station, a fire station, a train station and bus stations.
- Know the meaning of all vocabulary linked to features/landmarks named above.
- Towns are also full of streets, roads and pavements.

- My school is a building where I go to learn with my friends. It is in a town.
- On my way to and from school every day I see the same buildings, shops and signs – these are called landmarks.
- My school has lots of landmarks indoors and outdoors– these include the playground, classroom, office, buildings, forest school, the office, the hall.
- Landmarks help me to remember where I am and how to get to places.
- A map is a drawing or picture showing selected 'features' (things that stand out) of an area. It can help us to find places and/or objects.

- Weather is all about whether it is hot, cold, rainy, cloudy, icy, sunny, or snowy.
- Know some weather-related vocabulary and recognise a pictorial image linked to each: rain, snow, ice, wind, cloud, sun, fog, storm, wet, dry, hot, cold, warm.

Vocabulary

- House, flat, building, town, house, shop, school, park, people, street, road, pavement, playground, doctor, vet, police station, fire station, train station and bus stations, sign, features, landmarks, places, classroom, office, forest school, office, hall, map, drawing, pictures, weather, hot, cold, rainy, cloudy, sunny, snowy, rainy, icy, snow, ice, wind, cloud, sun, fog, storm, wet, dry, hot, cold, warm.

Understanding the World: Links to Primary Science

links to living things and habitat - Plants.

Seasonal Change

Plants

- All around me in the outdoors I can see trees and plants.
- A plant grows in the ground. It is alive and has leaves and / or flowers.
- A tree has a trunk that is made of wood, branches and leaves. Some trees grow to be very tall. Trees have leaves that are usually green but can be other colours.
- Know that plants are a group of objects that have similarities -things the same: they have leaves, flowers, are usually green and they grow.
- Know that plants are a group of objects that have differences-things that are not the same. They can look very different.
- Plants need water and light to grow.
- Water comes from rain and also people water them.
- Light comes for the sun.

Seasonal/weather

- We have 4 different seasons – Autumn, Winter, Spring, Summer.
- It is Autumn now; the weather is getting colder and leaves change colour and fall off of the trees.
- Autumn turns in to Winter. It is even colder in Winter. It is Winter now; the weather is getting even colder; it is really cold in Winter.
- Most of the leaves have fallen off of the trees.
- It is too cold for some birds and animals in Winter, they have to fly to somewhere warm or sleep until it is Spring time – this is called hibernation.
- The weather can be frosty, icy and snowy in Winter.
- Frost and ice is what happens to water when it gets really cold – it freezes, goes hard and solid.
- We wear warm clothes and coats in Winter to keep our bodies warm.

Vocabulary

Tree, flower, leaves, grass, grow, plants, plant, soil, sun, water, types of weather sun, rain, cloud, snow, ice.
Autumn, Winter, colder, change, freezing, ice, frost, snow, water, hard, solid, body, warm.

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Expressive Arts and Design – linked to Developing imagination and creativity

- Know that in play we can pretend that one object can represent another.
- Know that materials can be used to make things and share our ideas.
- Know that I can make 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Know that materials all look at feel different. Know, understand and use texture related words, such as 'hard,' 'soft,' 'spiky,' 'fluffy,' 'smooth,' 'bumpy.'

Vocabulary: Texture related language hard, soft, spiky, fluffy, smooth, bumpy.

Moving and Dancing:

- We can move our bodies to match music.
- Rhythm is a pattern of sound or movements.
- Beat is like a heartbeat, a steady pulse, sound underlying the movements.
- Tapping/banging an 'instrument' or a part of my body again and again at a steady pace makes a beat.
- **Teach the procedural knowledge of how to move their body to achieve specific actions, such as a tap, clap or jump.**
- **Teach word knowledge – know what movement words mean and how to carry out the action – PD/CAL link.**

Expressive Arts and Design – linked to Primary Art

Pillar 1: Knowledge and Vocabulary rich

SUBJECT/TITLE: Painting – main focus Autumn 2

Knowledge: Art Practice

- Painting is a type of art where pictures/drawings/marks are made using colours, shapes, and lines.
- Artists paint pictures usually using a tool called a paint brush and materials called paint.
- Paint brushes come in different sizes; a thick paint brush paints a thick line. (A bigger line.)
- A thin paint brush paints a thin line. (A smaller line.)
- We can mix paint colours together.
- If we mix colours they can change and look different.
- We can apply paint by brushing, stroking.
- We wear an apron when painting to keep our clothes clean.

Knowledge: Art Theory

- Artists are what we call people who make paintings.
- There are lots of different Famous artists.
- Museums and galleries are buildings that are full of famous paintings and other types of art.
- Lots of people paint for fun or because it makes them happy.
- We can talk about a painting at what it means to us.
- There are different types of paint –(dry) powder, (wet) ready mix.
- Paint comes in lots of different colours.
- Know the names of at least 4 colours.
- Piet Mondrian was a famous artist that used the colours red, blue, yellow and white in lots of his paintings.
- Mondrian used blocks of colour and black lines in his paintings.
- Mondrian used shapes and colour in his work, such as rectangles.

Key Vocabulary:

Paint, painting, picture, art, artist, painter, mix, change, tool, size, colour, shape, line, brush, spatula, hands, fingers, roller, sponge, thick, thicker, thin, thinner, wet, dry, flaky, thick, thin, brushing, stroking, colour names, drying rack, apron. Piet Mondrian, blocks.

Expressive Arts and Design –

Aspects of Music learning include:

- Listen And Respond
- Vocalising and Singing
- Explore and Create – musical activities
- Share and Perform

Knowledge linked to the aspects of music:

- Musical sounds are made by instruments or our voices.
- An instrument is anything with sound making possibility – this can even be pots and pans, our hands and our voices.
- Sounds can be made by tapping, shaking, banging objects.

Listening and Respond:

- Pulse is a musical heartbeat that never stops – we can hear it beating all through the song.
- We can tap along to the pulse of a song.

Vocalising and Singing:

- Know the words in at least four Nursery rhymes/songs.

Explore and Create:

- Volume is how loud or quiet a sound is: loud, quiet, louder, quieter...
- Speed is how fast or slow a sound/piece of music.
- Tempo is the word we use to talk about the speed of music or sounds.
- Pitch is the word we use to describe how high or low a sound is.
- **Teach the procedural knowledge of how to hold, move and play instruments to make sounds and change sounds.**

Key Vocabulary:

Hearing, Listening, Singing, sound, sounds, listen hear, instrument, voice, tapping, shaking, banging, rhythm, pulse, beat, volume, loud, quiet, louder, quieter, speed, fast, slow, faster, slower, tempo, pitch, high, low, higher, lower.

Links to Primary Technology

- Some objects and toys are called 'electrical' they need something called 'electricity' to work.
- Electricity is a special kind of energy that makes things like toys or games move, light up or shows pictures.
- I need to press a button or switch to turn on some toys/objects to make them work with electricity.
- Some toys/objects need batteries to give them power (electricity) to work.
- Old Batteries run out of power and sometimes need to be changed to new ones.
- Some toys/objects need to be plugged in to a plug to make them work or charged up using a plug.

Understanding the World: Links to People and Communities

Linked to developing knowledge about early geography/different occupations/Bonfire night and fire safety.

Know that on the 5th November we celebrate Bonfire Night. We might do this with fireworks and a bonfire.

Know that firefighters have to wear special fire safety clothes, boots, gloves and a helmet to keep them safe. This is all very heavy but it is fire proof and will keep them safe if they are in building on fire.

- In my town I might see a fire fighter and a fire station, fire engine.

Know that a fire fighter can be a man or a lady.

- Know that you call 999 if you need a fire engine to respond to a fire.

- Word knowledge – know and understand the names of key pieces of equipment and actions, such Fire engine, hose...

Discovery RE: Special People. Key Question: What is Christmas?

Religions: Christianity

- Christmas is a time of giving. We can give gifts, our time and our love.
- Giving and receiving presents makes us feel happy.
- The Christmas Story is a special story for Christians.
- Christmas is the story of Jesus' birth.
- Mary gave birth to baby Jesus, in a stable in Bethlehem.
- Baby Jesus was a very special baby, kings, shepherds, and angels travelled a long way to welcome the new special baby into the world.
- Everyone gave special gifts to baby Jesus.

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• I know that I need to press or turn buttons or switches to make something happen when I am using electrical toys or objects.
Vocabulary: Electric, electricity, invisible, power, charge, move, light up, turn on, turn off, batteries, energy, switch, button, knob, screen, press, turn, wind, pull back, push.

• Use knowledge associated with firefighters—that they put out fires, ride in a fire engine, use large hose pipes full of water to put out fires. That they do an important job and can save people's lives.

Know safety message linked to fire and fireworks.

- Christmas is a celebration for Christians.
- Christians believe that Jesus is a special gift to the World.

- When Jesus was born three wise men came to visit him.
- The Wise Men thought Jesus was a King, so they brought him special gifts – Gold and special precious perfumes – Frankincense and Myrrh.
- For Christians, Christmas is a time to celebrate Jesus' birth.
- Other people celebrate Christmas that are not Christian. They decorate their houses and give people gifts.

Vocabulary:

Gifts, giving, present, time, love, kind, happy, share, thank you. Christmas, story, Christian, light, candle, important, special, Jesus' birth, Mary, Joseph, stable, Bethlehem, Kings, shepherds, wise men, angels, celebration, gift, God, save, role model, good.