

Autumn 1 Term 2019

Reception (Nursery Rhymes)

EYFS Principles	Development Matters		Additional Learning Covered through Theme/Interest/child initiation	
	Prime Areas			
<p>Unique child</p> <p>Practitioners • understand and observe each child’s development and learning, assess progress, plan for next steps • support children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally</p> <p>Positive relationships</p> <p>Positive relationships are:</p> <ul style="list-style-type: none"> • warm and loving, and foster a sense of belonging • sensitive and responsive to the child’s needs, feelings and interests • supportive of the child’s own efforts and independence • consistent in setting clear boundaries • stimulating • built on key person relationships in early years Settings <p>Enabling Environments</p> <p>Enabling Environments</p> <ul style="list-style-type: none"> • value all people • value learning They offer • stimulating resources, relevant to all the children’s cultures and communities • rich learning opportunities through play and playful teaching • support for children to take risks and explore 	<p>Personal, social and emotional development</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Can play co-operatively, taking turns with others.</p> <p>To show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>To talk about own and others feelings, talk about own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>SEAL / SEAD: New Beginnings</p>	
	<p>Physical development</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>		
	<p>Communication and language</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Able to follow a story without pictures or props.</p> <p>Questions why things happen and gives explanations.</p> <p>Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</p>		
	Specific Areas			
	<p>Literacy</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Knows that information can be retrieved from books. Hears and says the initial sound in words.</p> <p>To begin to segment the sounds in simple words and blend them together.</p> <p>Begins to break the flow of speech into words.</p>	<p>Phase 1/2 Letters and sounds</p> <p><u>Suggested books/rhymes</u></p> <p>Humpty Dumpty</p> <p>Baa baa black sheep</p> <p>Twinkle twinkle</p> <p>Incy wincy spider</p>	
	<p>Mathematics</p>	<p>Count actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Records, using marks that they can interpret and explain.</p>		
	<p>Understanding the world</p>	<p>Looks closely at similarities, differences, patterns and change when talking about toys from the past and present.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Talks about why things happen and how things work. Shows care and concern for toys and other resources in the classroom.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p><u>E- safety</u></p> <p>Self-image and identity</p>	
<p>Expressive Art and Design</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p>			

		Selects appropriate resources and adapts work where necessary. Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	
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Topics to be covered in nursery 2019/2020

Autumn	Spring	Summer
'The colours of Autumn'	'Animals in Spring time'	'Our area in the Summer'

The topic headings are just as a basis for our planning as we will also be taking a lead from the children's interests.