

Nursery Planning –It's okay to be different Term: Autumn 1 2024

Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
<p>Shows interest in play with sounds, songs and rhymes. (Range 4)</p> <p>Listens to familiar stories with increasing attention and recall. (Range 5)</p> <p>Listens with interest to the noises adults make when they read stories. (Range 4)</p>	<p>Holds mark-making tools with thumb and all fingers. (Range 4)</p> <p>Creates lines and circles pivoting from the shoulder and elbow. (Range 5)</p> <p>Develops some independence in self-care and show an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. (Range 4)</p> <p>Can name and identify different parts of the body. (Range 5)</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark-making tools. (Range 4)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p> <p>Runs safely on whole foot. (Range 4)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5)</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support. (Range 4)</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. (Range 5)</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (Range 4)</p> <p>Can grasp and release with two hands to throw and catch a large ball, bean bag or an object. (Range 5)</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles. (Range 4)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p> <p>Distinguishes between the different marks they make. (Range 4)</p> <p>Sometimes gives meaning to their drawings and paintings. (Range 5)</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p>	<p>Begins to say numbers in order, some of which are in the right order (ordinality) (Range 4)</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4, 5. (Range 5)</p> <p>Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. (Range 4)</p> <p>Compares two small groups of up to five objects, saying when they are the same number of objects in each group. (Range 5)</p> <p>In everyday situations, takes or gives two or three objects from a group. (Range 4)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (Range 5)</p> <p>Responds to some spatial and positional language. (Range 4)</p> <p>Responds to and uses language of position and direction. (Range 5)</p> <p>Makes simple constructions. (Range 4)</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (Range 5)</p> <p>Explores differences in size, length, weight and capacity. (Range 4)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. (Range 4)</p> <p>Enjoys joining in with family customs and routines. (Range 5)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Range 4)</p> <p>Developing an understanding of growth, decay and changes over time. (Range 5)</p> <p>Notices detailed features of objects in their environment. (Range 4)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment. (Range 4)</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (Range 5)</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.(Range 5)</p>	<p>Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. scary music. (Range 4)</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p> <p>Plays alongside other children who are engaged in the same theme. (Range 5)</p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. (Range 4)</p> <p>Explores and learns how sounds and movements can be changed. (Range 5)</p>
<p>Developing understanding of simple concepts (e.g. fast/slow, good/bad). (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes & stories. (Range 5)</p> <p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (Range 5)</p> <p>Learns new words very rapidly and is able to use them in communicating. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle. (Range 5)</p>					

	Notes	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1-	**** Getting to know children **** Name game to get to know children. Jack and Jill focus in rhyme time.	Song and rhyme time Encourage the children to join in with a variety of songs and rhymes. *Including the new children starting to learn the routines and songs of Register and Welcome time. Bee bee bumble bee song to learn names. What nursery rhymes do you know? Which are your favourite? Can you sing any parts yourself? Focus on Jack and Jill.	Encourage the children to start making marks. Squirting water out of bottles, making tracks from paint with vehicles. Using gross motor large circular movements. Can any of the children start to represent some letters of their name? We will play "copy me do" and introduction ball games to learn names.	Mind Map "It's okay to be different" - about the children's thoughts and knowledge of what the story might be about. Look at the different pictures. What do you notice? What's the same? What's different.	Children to practise chanting and counting in order on coloured spot markers. How far can different children go/count? Number games in circle time.	What have you been doing with your family over the Summer holidays? Have you seen other family members? Have you been to different places? What do you like to do at home and or with your family? *Link to it's okay to be different. Are our families the same? Play inside out where each member of the class says something nice about a chosen child. Play circle games to emphasise taking turns.	Using mirrors to look at ourselves we will create a self-portrait. *Link to it's okay to be different. Are all our portraits the same?
Week 2	Incy wincy spider focus.	Word Wall-explanation of focus vocabulary. Word Wall= Help Different Wheels Medium Large Small Feelings Do you know these words? Where have you heard them. Rhyme time during phonics session.	Use songs & rhymes to concentrate on the face & mouth and then movement songs to join in with for the body parts.	Learn the first part of the story "It's okay to be different". Introduce the first section of the story with the children in whole class and small groups. Can the children point to the main pictures and name or repeat the names of the objects or characters?	Learn about adding ones and simple counting. Rehearse counting 1-3 with the different objects. Investigate number 4 and counting 4 objects. Relate to number blocks.	Children to be introduced to the rota and charts for children's responsibilities within our snack time routines. Discussion about healthy eating, especially regarding eating a variety of fruit and vegetables. Talk about what kinds of fruits will be available at school within snack time. Can children reflect on what kind of fruit and vegetables are their favourites to eat at home?	Exploring different sounds and different movements to represent these sounds, Encourage children to think about using different parts of their body, moving in different ways around the space, high, low etc. Listen to the music and then reflect in discussion, what are the children's thoughts? * Link to it's okay to be different. Look at everybody else's movements. How are they different?
Week 3	Row row row your boat focus in rhyme time.	Use opposite card games to discuss different concepts. Encourage the children to take turns and listen to their peers whilst playing. Identify what children find easily and What they struggle with.	Encourage children to create an elephant using a variety of resources and techniques; threading and weaving using ribbon/wool in holes. Adding colour using pen, paint & brushes and toothbrushes	Learn the middle part of the story "It's okay to be different2. Focus on learning the middle part of the story Then can the children build on rehearsing the story from the beginning to the end of the middle section.	Introduce and explore the Numicon with the whole class, explain their properties, count the holes. Group work -Hide lots of Numicon-either carpet area or outside. Gather back when all found, compare amounts found or even if the children notice how many of each type they have?	Promote discussion with children in small groups whilst exploring different types of materials. How does it feel? How does it look? Do you like the feel?	

				Can the children remember the main repetitive phrases in the story?			
Week 4	Twinkle twinkle little star focus in rhyme time.	<p>Can children have a go individually to repeat the first, the middle and the end part of the story "it's okay to be different"?</p> <p>Identify gaps.</p> <p>Can they remember the main repetitive sections?</p> <p>Check children's understanding of the word wall.</p>	Children to use a variety of tools and materials including paintbrushes and pencils, felt tip & marker pens to create pictures.	<p>Learn the end part of the story "it's okay to be different".</p> <p>Can children repeat repetitive sections? Can children join along with the story?</p> <p>Practise rehearsing the story all the way through from beginning to end.</p> <p>Discuss why we have read this book and the key message behind it- diversity.</p>	<p>Using different types of construction materials to design a houses.</p> <p>Can they use large wooden bricks to create a house structure?</p> <p>*Link to it's okay to be different. Do all houses look the same?</p>	<p>Show the children how we can use the internet to search for information.</p> <p>Look up different types of families. Discuss and compare.</p> <p>Look up different types of houses. What's the same? What's different? Do we all have the same house?</p>	<p>Role Play-Home corner</p> <p>Encourage children to play and explore in the role play area. Can they work together, or with a friend to explore different roles? Can they take turns in roles following adult's examples? Can they pretend to be the adult in charge of the home organising the others?</p>
Week 5	Wind the bobbin up focus in rhyme time.	Use characters from the story to focus on opposites and preposition: big/small, on top/under, in front/behind, high/low, loud/quiet. Model language for children and check understanding.	Move all 5 animals over the climbing frame, one at a time, transporting in a pot until they are all on the other side in the bucket.	Can the children learn their addresses? & then try to write it, mimicking adult's writing with lines, circles and squiggles or letter type shapes?	<p>Explore and complete different types of jigsaws throughout the week.</p> <p>Check understanding of shapes that fit and when they may need rotating.</p> <p>Encourage group work.</p> <p>Can they count the pieces of the puzzle?</p>	<p>Thinking of the story 'It's okay to be different' as a starting point to think about the kinds of jobs people do.</p> <p>What kinds of job aspirations do the children have or think about at this early age/what jobs are in their family?</p> <p>What job would you like?</p>	<p>Singing & circle games</p> <p>Everybody's different song.</p> <p>Old MacDonald had a zoo.</p> <p>"Puppy, puppy, dog"</p>
Baselines- of new children							

<p style="text-align: center;">Week 6</p>	<p style="text-align: center;">The grand old duke of York focus in rhyme time.</p>	<p>Small group discussion- what is your favourite colour? What objects can you see that are that colour?</p> <p>Discuss we have all got different favourite colours. Link back to book It's okay to be different.</p> <p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p>Use Simon says to see how children move different parts of their body in different ways e.g. rub your tummy.</p> <p>How tall can you make yourself? How small? How wide?</p> <p>Explores differences in size, length, weight and capacity. (Range 4)</p> <p>Can name and identify different parts of the body. (Range 5)</p>	<p>Practise writing own name mimicking adult's writing with lines, circles and squiggles or letter type shapes.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p>	<p>Taller/Shorter-Play with different ways of measuring different lengths. Compare heights and stand in a line in height order.</p> <p>Can they compare 2 different lengths at a time and explain their thinking?</p> <p>Draw around hands and measure in non-standard units.</p> <p>Explores differences in size, length, weight and capacity. (Range 4)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>Can the children explore individually how navigate the touch screen technology to mark make using the drawing/paint tools?</p> <p>Can they try to create a self portrait?</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment. (Range 4)</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (Range 5)</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4)</p> <p>Sometimes gives meaning to their drawings and paintings. (Range 5)</p>	<p>Junk modelling a 3D model of yourself.</p> <p>Discussion around how every child has a different model. Link back to it's okay to be different.</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas (Range 4)</p> <p>Knows some of the things that make them unique. (Range 5)</p>
<p style="text-align: center;">Week 7</p>	<p style="text-align: center;">The wheels on the bus focus in rhyme time.</p>	<p>Favourite things circle time session</p> <p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p>Can the children practice to pass the large balls back and forth to the adults?</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (Range 4)</p> <p>Can grasp and release with two hands to throw and catch a large ball, bean bag or an object. (Range 5)</p>	<p>Draw a picture of yourself.</p> <p>Children to make marks and draw shapes to help to distinguish and talk about what they are trying to draw/represent.</p> <p>Distinguishes between the different marks they make. (Range 4)</p> <p>Sometimes gives meaning to their drawings and paintings. (Range 5)</p>	<p>Heavier/Lighter- Play with weighing scales and different types of shoes/ footwear.</p> <p>Can the children compare two very different types of weights at a time?</p> <p>Can they explain their thoughts to the children in their group, do all the children agree, are they right or not, why?</p> <p>Explores differences in size, length, weight and capacity. (Range 4)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>Discussion about different occupations. Research together on the internet. Which one interests you? Discussion about everybody having different occupations and interests. Link to it's okay to be different.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors. (Range 5)</p>	<p>Using a variety of musical instruments introduce the children to several different types.</p> <p>Encourage the children to explore what different sounds and noises can be created when playing the instruments.</p> <p>Can they remember any names and discuss which they like the best and why?</p>

							<p>Practise fast/slow and loud/quiet.</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. (Range 4)</p> <p>Explores and learns how sounds and movements can be changed. (Range 5)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad). (Range 4)</p>
		Ceo Christmas Card Challenge.					