

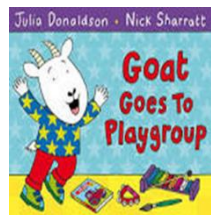
Me and My Community Nursery Overview

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| Year group: | Nursery | Term: | Autumn 1 | Number of weeks: | 4 |
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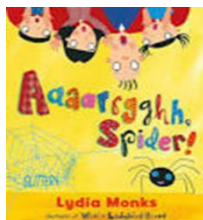
Unit Overview

This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

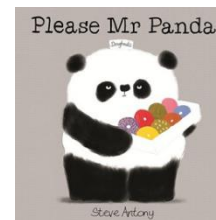
Unit texts : Recommendations from Cornerstones



Goat Goes to Playground
By Julia Donaldson



Aargh Spider
By Lydia Monks



Please Mr Panda
By Steve Antony

Unit outcomes

Communication & Language

Three and Four Year olds ...

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

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| Literacy | | Mathematics | |
| 3 to 4 years olds... | | 3 to 4 years olds... | |
| <p><i>To start to...</i> Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.</p> <p><i>To start to...</i> Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p><i>To start to...</i> Engage in conversations about stories, learning new vocabulary.</p> | | <p>Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small'</p> <p>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</p> <p>Make comparisons between objects relating to size</p> <p>Complete inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small'</p> | |
| Understanding the World | | | |
| Historical foundations | Geographical foundations | Scientific foundations | Religious & Cultural Awareness |
| 3 to 4 years olds... | 3 to 4 years olds... | 3 to 4 years olds... | 3 to 4 years olds... |
| Begin to make sense of their own life-story and family's history | Begin to understand the need to respect and care for the natural environment and all living things. | <p>Show interest in different occupations.</p> <p>Talk about what they see, using a wide vocabulary</p> | Continue developing positive attitudes about the differences between people |
| PSED | PD | EAD | |
| Three and Four Year olds ... | Three and Four Year olds ... | Three and Four Year olds ... | |
| Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Make imaginative and complex 'small worlds' with</p> | |

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| <p>Develop their sense of responsibility and membership of a community</p> <p>Increasingly follow rules, understanding why they are important.</p> | <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> | <p>blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds</p> |
| Linked Units | Entitlements | Curriculum Threads |
| Me & My Community (Reception) | Walk around the school environment | |

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| Knowledge | |
| Vocabulary | Schools, family, Friends, stories, Special, different, Rhyme, different, Rules, clean |
| C&L | <p>Talk about stories they have heard</p> <p>Use language to communicate their needs</p> <p>Begin to use new vocabulary in their play</p> <p>Discuss good listening skills and why they are important</p> |

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| Literacy | <p>To look at print in the environment and understand that words have meanings.</p> <p>Text is read from left to right</p> <p>Books have different parts including pages</p> <p>To recognise that some words rhymes</p> <p>To clap syllables in words</p> <p>To start to learn sounds for each letter and realise some words begin with the same sound.</p> <p>To talk about stories that have been read to them and listen to others' comments.</p> <p>To know the meaning of new words and say these words.</p> |
| Mathematics | <p>Children identify red objects and say if an object is red or not</p> <p>Children identify blue objects and say if an object is blue or not.</p> <p>Children identify yellow objects and say if an object is yellow or not.</p> <p>Children identify green objects and say if an object is green or not.</p> <p>Children identify purple objects and say if an object is purple or not.</p> <p>Children recap the colours they have already learnt and explore other colours. They talk about their favourite colours and match objects to the correct colour name.</p> <p>Children identify a button that is the same shape or colour as a set of buttons on a shirt.</p> <p>Children pair up shoes that match because they are the same colour or have the same shape on them.</p> <p>Children match up towers of blocks that are made up of the same colours in the same order.</p> <p>Children identify matching Numicon shapes and begin to identify how they have the same number of holes.</p> <p>Children match up handprints that are the same size or colour.</p> <p>Children sort objects that are 2 or 3 different colours.</p> |

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| | <p>Children match prints that are the same shape, even though they might be different colours.</p> |
| <p>UW</p> | <p>History Begin to make sense of their own life story and family history.</p> <p>Show an interest in different occupations.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Begin to use words relating to the passage of time when retelling a past event.</p> <p>Comment and ask questions about objects from the past.</p> <p>Begin to use words relating to the passage of time when retelling a past event.</p> <hr/> <p>Geography Know ways to care for their local environment.</p> <p>It is everybody's responsibility to look after the environment. Show care for living things and the environment.</p> <p>Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.</p> <hr/> <p>Science</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to offer simple explanations for why things happen.</p> <p>Talk about some of the things that they have observed using simple scientific vocabulary.</p> <p>Begin to offer simple explanations for why things happen.</p> <p>Talk about some of the things that they have observed using simple scientific vocabulary.</p> |

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| | <p>Religious and Cultural Awareness</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> |
| <p>PSED</p> | <p>Different resources are used in different areas of the indoor and outdoor classroom to help me achieve my goal</p> <p>It is a team effort to keep the classroom areas tidy</p> <p>Remembering rules help keep the environment safe</p> |
| <p>PD</p> | <p>Mark making shapes can be straight lines, zigzags or smooth curvy shapes.</p> <p>Most people write with the same hand all the time.</p> <p>Holding a pen or pencil in a comfortable way helps us learn how to write and draw.</p> <p>Letters are used in writing.</p> <p>Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction.</p> <p>Tools have different purposes. For example, scissors are used for cutting and glue is used for sticking.</p> |
| <p>EAD</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p> <p>Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p>Remember and sing well known rhymes and songs in a small group.</p> <p>Make simple prints using fingers, hands, feet and found objects.</p> <p>Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.</p> <p>Vehicles and ride-on toys have wheels to help them move. Explore, build and play with a range of resources and construction kits with wheels.</p> <p>Seek support from adults to use digital devices to create a digital record of their creations.</p> |

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| | <p>Listen with increased attention to sounds.</p> <p>The primary colours are red, yellow and blue. Explore colour and application of paint using a range of different tools.</p> |
| Nursery rhymes & poems | <p>Head, Shoulders, Knees and Toes If you're Happy and You Know It. Wind the Bobbin Up</p> |