

EYFS Half Term Learning Programme Nursery Autumn 1 "Incredible Me"

	Prime Areas			Specific Areas			
	Communication and language	PSED	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Intent "Curriculum"	Enjoy songs and rhymes. Listen to stories in a small group, become familiar with 3 books. Use sentences of 4-6 words. Start a conversation with an adult/child and continue for more than 2 turns.	Select and choose resources with adult support. Become more outgoing with unfamiliar people and recognise/ approach their key worker. Play with 1 other child. Use "happy/sad" to describe feelings.	Climbing stairs safely Paint and make marks using large muscle movements Make snips in paper with scissors-could be using 2 hands-cut across a sausage of playdough. Eat independently and start to use a fork. Put on own coat. Use the potty/toilet with support if needed. Try water/new fruits.	Engage in extended conversations about stories, learning new vocabulary. Begin to recognise their name. Make marks (begin to give some meaning)	Show number fingers up to 5. Recite numbers past 5 Be able to count a small amount of objects including fruit/cups at snack time. Make comparisons between hand/feet/size and heights of children. Identify patterns around them using words such as spotty/stripy. Understand position words "on/off/under/next to"	Talk about what they see using a wide range of vocabulary. Begin to make sense of their own life story. Continue to develop positive attitudes about the differences between people.	Take part in simple pretend play. Use small world toys to develop a simple story. Listen with increased attention to sounds. Remember entire songs. Improvise a song around one we already know.
Implementation "Pedagogy"	Books "All are welcome here" "Funnybones" "Let's make faces"-link with feelings and emotions.	Daily circle time "How do you feel?" Spend time with key worker children daily-building strong relationships.	Dough Disco-fine motor control and hand strength daily. Diddi Dance sessions x 4 (every other week)	Adult in the book corner for part of each day. When reading point to and trace along the words as you read. Self-registration.	Daily counting of number of children in circle.	Invite in a parent of a baby who cannot yet walk. Looking at photos of themselves as babies. Adults to model holding any child's hand at circle time. What do we "see/hear/smell" with?	Small world-dolls house and doll families. Role play area set up as a home with baby equipment in it. Songs about the body. Change the words to "Head, shoulders knees and toes" Action songs using parts of the body e.g. 1 potato or Tommy Thumb"

Impact "Assessment"	Wellcomm baseline within first 2 weeks. Short intervention plans. Children who are "significantly" below to start intervention. Devt. Matters "birth to 3" are children secure in all areas? Observation during child led activities. Discussions with parents-settling in meetings before half term holiday. Do children separate from parents without support by half term?	Devt. Matters "birth to 3" are children secure? Discussions with parents-settling in meetings. Observation during child led activities.	Devt. Matters "birth to 3" are children secure? Discussions with parents-settling in meetings. Observation during child led activities. Can children hold scissors in one/two hands and make snips? Can children roll a ball/make a sausage/a pancake with the playdough without using the table?	Observation during child led activities. Do children sit for a whole story? Request an adult to read to them? Look at books by themselves? Can children find their own name?	Observation during child led activities.	Observation during child led activities. Can children tell me things that a baby can do and what they can do that is different?	Observation during child led activities. Can children name a range of external body parts including finding their ankles/elbows/Hips? Can children draw a figure?
Non-negotiables Subject assessment strands	Phonics phase 1 activities Learn 4 nursery rhymes over the half term plus action rhymes about parts of the body. "head, shoulders knees and toes" "If you're happy and you know it" Humpty Dumpty Hickory Dickory Dock Baa Baa Black sheep Pat a cake	Scarf units "Me and my relationships" 1-Marvellous me "Health and Well being-Growing and changing" 2-When I was a baby 3-Girls, boys and families. Body changes/differences-"I can tell you how boys and girls can be different or the same."	Dough Disco daily Hall time x2 per week. DT-chopping with a dinner knife-link with eating school dinners/making snacks.	Phonics phase 1 activities		RE units Children should "Have a greater understanding of why we celebrate Harvest and the importance of thanking God for the Harvest and all his gifts to us." "Have begun to develop an understanding that it is our Christian responsibility to help those less fortunate than ourselves." Harvest-saying thank you to God To know about our bodies inside and out- To know what we hear, see and smell with.	Charanga unit 1 Ensure all children take part in a colour/painting activity