

EYFS Half Term Learning Programme Nursery Autumn 1 "All about Me"

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

<p>"Assessment"</p>	<p>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?</p>	<p>to 3" are children secure? Discussions with parents-settling in meetings. Observation during child led activities.</p>	<p>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?</p>	<p>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?</p>	<p>child led activities.</p>	<p>child led activities. Can children tell me things that a baby can do and what they can do that is different?</p>	<p>child led activities. Can children name a range of external body parts including finding their ankles/elbows/Hips? Can children draw a figure?</p>
<p>Non-negotiables</p>	<p>Phonics phase 1 activities Learn one new Nursery rhyme each week/every other week. Vocab "grow change baby toddler child adult old person smell taste touch hear feel see blind deaf" ++"senses elderly"</p>	<p>Scarf units 1-Marvellous me 2-I'm special 3-People who are special to me</p>	<p>Dough Disco daily Hall time x2 per week.</p>	<p>Phonics phase 1 activities</p>		<p>RE units D.T-cutting a sausage of playdough with scissors. -Balancing differently shaped bricks on top of each other. Science-Talk about differences between materials. Know what we see/hear/smell with. Exploring change-shaving foam/jellibaff Making gingerbread men. Geog vocab "Lancaster"</p>	<p>Charanga unit 1</p>

Intent-What we want children to learn this half term

Implementation-ways in which learning will be taught (some key lesson ideas)

Impact-ways in which we will make an informed judgement about a child's learning and progress