

# Something New

This is a half term where everything feels very new. Settling, building relationships, and following rules and routines are our priorities and we will work closely with parents to achieve these. Children will become more settled as the term goes on and the team will focus on modelling the different areas of learning so that children can use the Nursery spaces independently. They will support children to understand our Nursery rules, alongside demonstrating different ways that the children can communicate their wants, needs and interests to us.

**Communication and Language:**  
**Talking focus- Talking about ourselves**  
 Communication and language underpin all that we do in Nursery and adults will begin this term by talking with children and understanding their levels of spoken English, and other languages. Stories will be used daily to introduce new vocabulary and adults will check children's understanding, for example-can they understand action words by pointing to the right picture in a book "Who's jumping?" "who's eating?". Adults will support children to switch attention from one task to another, for example tidy up time. Then, signs, symbols actions and songs will be used alongside language. Children will learn to sing simple songs and will know familiar stories.

**Personal, social and Emotional:**  
**Managing feelings and behaviour-** Physical- Keep safe and healthy  
**School value-** All-together  
 Rules, Relationships, Families, A new setting, Naming emotions, Being Yourself, Body parts  
**Celebration-** Halloween  
 This half term is all about children feeling safe, secure and independent within the Nursery setting. Adults will work alongside children to model how to use indoor and outdoor spaces, how to safely and hygienically use the toilet, wash hands and eat snack. Children will be supported to identify their feelings using words like 'happy', 'sad', 'angry' or 'worried', and stories, puppets, signs, symbols and songs will be used to demonstrate what these words mean and how we feel when we are experiencing these emotions. Children will be allocated a key worker and will understand who their special adults are. They will also be supported to select and use activities and resources independently and with confidence.

**Physical Development:**  
 Building on what children can already do, adults will support children to increase their independence when it comes to fine motor skills such as using simple tools, cutlery, and managing zips and buttons. Then, also supporting gross motor development, such as climbing, running, jumping and ball skills. Children will start to take part in some small group activities and team games. They will be encouraged to dance and move their bodies, becoming increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.



- Key events and experiences**
- Halloween celebration
  - Story sharing session
- Parental engagement**
- Parent focus: Transition and independence
  - Home visits
  - Stay and plays

**Expressive Art and Design:**  
 Creativity and imagination will be harnessed both inside and outdoors and children will be encouraged to explore different materials freely, in order to develop their own ideas about how to use them and what to make. Adults will model how to join different materials and explore different textures, colour and colour mixing. Children will be engaged in and take part in simple pretend play, using an object to represent something else even though they are not similar. Adults will model and support children to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Music and songs will be used daily to support transition and understanding of key events or concepts. Adults and children will sing together and children will begin to sing the pitch of a tone sung by another person ('pitch match').

**Literacy:**  
 The focus for Literacy across Autumn term is to develop the understanding of 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  
 Adults will develop this understanding through play-based approaches, using books within areas of learning, and through carefully planned adult-led activities. Children will be encouraged to explore mark making; for example, drawing a picture and sometimes talking about what it is. (Beginning to know that writing has a purpose)

**Maths:**  
 Mathematical concepts will be explored within provision and adults will use some number names and number language within play. This will not be capped and children may show a fascination with larger numbers or quantities. Adults will model the concept of 'the oneness of one' demonstrating how to point to or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Children will explore numbers that are familiar to them e.g. their door number or age.

**Understanding the World:**  
 The *Something New* topic lends itself to exploration and new experiences. Children have their new indoor and outdoor environment to explore, thinking about how things work, the natural world around them, and the things they like and don't like. Adults will use open questions to engage children in talking about events in their own experience, and the things that are important to them. We establish our Yorkmead rules from day 1 and the Early Years Team have consistent and high expectations of all the children in Nursery. Adults will work alongside children to model right and wrong choices and support them to understand why. Puppets, stories, group times and play will all be used as tools to support the development of positive attitudes about the differences between people. And children will understand their own and other's behaviour and its consequences, learning to distinguish right from wrong.