

PRIME - Personal, Social and Emotional Development

Separates from main carer with support and encouragement from a familiar adult
Expresses own preferences and interests.

Can express their own feelings such as sad, happy, cross, scared, and worried.
Responds to the feelings and wishes of others.

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Activities

- ❖ Answering the register. Who is here today?
- ❖ Getting to know my teachers and learning my friend's names.
- ❖ Circle Time - Learning to speak clearly and confidently & develop the ability to listen and respond.
- ❖ Finding family groups - Am in Rainbows or Robins?
- ❖ Learning and participating in tidy up routines
- ❖ Morning, lunchtime and end of day routines.
- ❖ Class/School rules - Our class is happy when...
- ❖ Toileting Hygiene routines - How to wash my hands.
- ❖ My Family, My Body, My Feelings
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Story time - In my Heart, Only One You, When we're together, Monkey Puzzle...

PRIME - Communication and Language

SPECIFIC Literacy

Repeats words or phrases from familiar stories

Fills in the missing word or phrase in a known rhyme, story or game

Distinguishes between the different marks they make.

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

Activities

- ❖ Attainment on entry assessments.
- ❖ Use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts to make entries in their Learning Journey (photo, name, family, friends, feelings, likes/dislikes)
- ❖ Recognise and begin to trace and correctly write own name using different media - playdough, sand, shaving foam, finger painting, water on blackboard/playground.
- ❖ Letters and Sounds - Phase One
- ❖ Activities linked to books including Here We Are, Fill a Bucket, When we're together, Hug, Once there were Giants, I'm Special, I'm Me!, The Bear Who Wouldn't Share, Paper Dolls, Once there were giants, Titch, Hedgehugs, Hide and squeak, Squirrels busy day, That's when I'm happy, Oliver's vegetables, Oliver's Fruit Salad.

PRIME - Physical Development

Beginning to use three fingers (tripod grip) to hold writing tools

Imitates drawing simple shapes such as circles and lines.

Walks upstairs or downstairs holding onto a rail two feet to a step.

May be beginning to show preference for dominant hand

Can tell adults when hungry or tired or when they want to rest or play.

Observes the effects of activity on their bodies.

Understands that equipment and tools have to be used safely.

Activities

- ❖ Learning good hygiene routines - washing hands and using tissues.
- ❖ Funky fingers - To develop fine motor skills using a variety of resources.
- ❖ Funky Feet - To develop gross motor skills.
- ❖ Learning to negotiate the climbing frame and obstacles in the playground.
- ❖ PE - Movement (Running and walking, slithering, shuffling, skipping, crawling, balancing)
- ❖ Explore malleable materials (Rolling, squeezing, patting)
- ❖ Explore the sand pit inside (dry) and outside (wet)
- ❖ Explore the Mud Kitchen.
- ❖ Outside Area - riding scooters, bikes, negotiating spaces, climbing, balancing, throwing and catching a variety of resources.

NURSERY - AUTUMN 1 'Marvellous Me - Here We Are'

SPECIFIC - Expressive Arts and Design

Joins in singing favourite songs.

Creates sounds by banging, shaking, tapping or blowing.

Shows an interest in the way musical instruments sound.

Experiments with blocks, colours and marks.

Uses movement to express feelings.

Creates movement in response to music.

Activities

- ❖ Self portraits
- ❖ Arts and crafts linked to Family groups/Class Saint and the books - Here We Are, Fill a Bucket, Creation, I'm special, I'm Me! What Makes me a me?
- ❖ Join in with Nursery Rhymes/Funky Feet
- ❖ Explore instruments/sounds, beat, rhythm.

SPECIFIC - Mathematics

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

Recites some number names in sequence.

Notices simple shapes and patterns in pictures.

Beginning to categorise objects according to properties such as shape or size.

Begins to use the language of size.

Uses some number names and number language spontaneously.

Uses some number names accurately in play.

Activities

- ❖ Attainment on entry assessments
- ❖ Number of the Week
- ❖ Number recognition - Reciting, counting, matching, ordering.
- ❖ Counting songs.
- ❖ Colours and Shapes all around us - begin to talk about and recognise shapes in the environment.

We will be introducing the children to daily numeracy activities where they will learn to count in order to 5, 10, 20, recognize and count different quantities counting one to one and begin to represent numbers with fingers and marks on paper. The children will experience short sessions everyday so that they slowly become immersed in these activities and are able to use and transfer their mathematical skills to other activities.

SPECIFIC - Understanding the World

Has a sense of own immediate family and relations.

In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

Beginning to have their own friends.

Notices detailed features of objects in their environment

Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Shows interest in the lives of people who are familiar to them.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Activities

- ❖ Activities linked to 'Here we are' 'How to Catch a Star', and 'The Way Back Home by Oliver Jeffers.
- ❖ What makes me, a me?
- ❖ My favourite things/likes/dislikes
- ❖ My family and my friends
- ❖ Exploring how things grow
- ❖ Finding out about the season of Autumn
- ❖ Use ICT equipment.
- ❖ Learn to use a simple computer program.
- ❖ Explore and use technological toys

Religious Education

Has a sense of own immediate family and relations.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Activities

- ❖ Learning how to make the Sign of the cross.
- ❖ Who is St. Gerard?
- ❖ Who is our class Saint? St Francis
- ❖ Creation - God the Creator - The Story of Creation