

Early Years Foundation Stage – Autumn Term Nursery 2019-20

# Marvellous Me

Our big question

How can I be a good friend?

Our big aim is:

To learn our nursery routine and to be kind to our new friends.



## Personal, Social and Emotional Development

*The intent for this term is for children to feel happy, safe and secure in the setting. The children will be learning how to interact with other people, and understand how to control and express their own emotions.*

- Interested in others' play and starting to join in.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests
- Seeks comfort from familiar adults when needed.
- Shows understanding and cooperates with some boundaries and routines.

## Communication and Language

*The intent for this term is that the children's vocabulary will be encouraged and extended. The children will use and refine language and communication skills to make their wants and needs known, solve problems, ask questions and play with others.*

- Shows interest in play with sounds, songs and rhymes.
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'
- Developing understanding of simple concepts (e.g. big/little).

## Physical Development

*The intent for this term is that the children will develop and refine both their fine and gross motor skills. The children will take part in a wide range of indoor and outdoor experiences to enable more stability and control over large muscles. The children will learn to do more with their hands to develop the small muscles needed for writing.*

- Runs safely on whole foot.
- Imitates drawing simple shapes such as circles and lines.
- Turns pages in a book, sometimes several at once.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.

## Literacy

*The intent for this term is for the children to have many different language and reading experiences which are playful and fun, including lots of nursery rhymes, stories and rhyming games to expose them to the sounds of language and language in its written form.*

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Distinguishes between the different marks they make.

## Mathematics

*The intent for this term is that the children are introduced to maths skills through daily routines and playful informal maths activities. The children will build on skills and knowledge needed for number sense, spatial sense and representation.*

- 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.
- Anticipates specific time-based events such as mealtimes or home time.

## Understanding the World

*The intention for this term is that the children are aware of their surroundings and be encouraged to explore them. The children will interact with the others and objects around them learning about themselves, their home and the world around them.*

- Shows interest in the lives of people who are familiar to them.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Seeks to acquire basic skills in turning on and operating some ICT equipment.

## Expressive Arts and Design

*This term the intention is for the children to experiment with media and materials finding out about the properties, modifying and manipulating them. The children will explore the world of pretend through role play, music and a range of other areas.*

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Experiments with blocks, colours and marks.
- Beginning to make-believe by pretending.

## Literacy

I like to turn pages in books - let me.

Let me use my toys to help me tell you stories that we've shared.

When you read me stories that I know really well, stop at different parts and let me tell you the missing word.

Let me explore lots of books from the library or nursery with friends or on my own.

Sing lots of different nursery rhymes with me.

## Understanding the world

Let me taste food from different countries and cultures.

Let me explore bubbles, windmills or streamers when it's windy.

Let me use toy cars, buses and other small toys to make up stories about going to the shops, the park or nursery.

Let me press buttons on things like torches or remote control cars to see what happens.

## Communication

Share stories with me.

When we are doing something together tell me what you are doing.

When we are playing with things, use new words to describe what I am doing with them and tell me what they are called.

## Personal, Social and Emotional Development

Take me to places where I can play with other children.

Let me make choices and decisions sometimes.

Talk to

at home!

## Expressive Arts and Design

Let me explore the different sounds I can make with everyday things like spoons, pots and plastic bowls.

Make a box with paper, glue, scissors and crayons that I can use to make pictures with.

Let me dress up using grown ups' clothes, fabric, hats and bags so that I can pretend to be someone else.



## Waiting

## Mathematics

Make skittles with me from plastic bottles.

Play games where we have to count things.

Sing counting rhymes with me.

Go on number and shape walks.

Let me sort lots of things and help me learn how they are sometimes the same and sometimes different.

## Physical Development

Let me help get lunch ready by cutting up a banana.

Let me practice dressing my teddies or myself.

Let me climb and ride my bike.