

Communication and Language Settling in activities Making friends Children talking about experiences that are familiar to them. Sharing facts about me (Me Board). How are we feeling - Sharing how they feel in different situations. (The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.	Personal, Social and Emotional Development Select and use activities and resources with help when needed. Making friendships Co-write and begin to follow class rules(Oracy Promise Voice21) Zones of Regulation Talk about their feelings using words such as sad, happy, angry or worried. (Children's personal, social and emotional development (PSED) is crucial for children to lead healthy happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.)	Physical Development <u>Gross Motor</u> Cooperation games i.e. parachute games Climbing - outdoor equipment. Different ways of moving to be explored with children <u>Fine Motor</u> Dough disco and squiggle while you wiggle Threading, cutting, weaving, playdough Making marks using gross motor movements Hold and use pencils/paint brushes. Funky Fingers (Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.)
Mathematics <u>Colours</u> Red, Yellow, Blue, Green, Purple, Mixing <u>Matching</u> Buttons and colours, Matching Towers, Matching Shoes, Number Shapes, Shapes, Handprints big and small <u>Sorting</u> Colour, Size, Shape <u>Height and length</u> -Tall and short. -Long and short. -Tall/long and short <u>Mass</u> -Balance/balance scales/balance scales numicon <u>Capacity</u> -Full or empty. -Nearly full or nearly empty	 <u>Autumn 1 Cycle 1</u> Marvellous Me! - Who is in my family? Starting nursery. Naming people in their family. Pronouns -I, me, he, she, they. - Who am I? New beginnings. Feelings. What makes me feel ...? How am I the same / different to others? Friendships.	<u>Possible texts and 'old favourites'</u> Who's in my family? Love makes a family You Choose Hug 5Minutes Peace by Jill Murphy Freddie and the Fairy by Julia Donaldson All are welcome Two Homes My Body Specs for Rex
	Understanding the World Begin to make sense of their own life-story and family's story. Talking about themselves and the people in their family. Making relationships and sharing how they are the same/different to others.	Expressive Arts and Design Painting self-portraits of themselves and pictures of their families.Resources for role playing familiar situations such as home corner and a shop. Create 'All About Me' board to share with class.
		Literacy - Book talk - talk about the books you read - extend to talk about characters and events. - Encourage children to predict events. - Daily story time. - Books to Treasure - Phase 1 phonics. - Listening games. - Singing a range of rhymes. - Mark making with a rage of materials. - Large muscle motor movements. - Dough disco and Funky Fingers Squiggle while you wiggle.