

# Why Do you Love me So Much? – Nursery Autumn 1

## Overview:

What is special about me? How do we show that we care? Explore these questions and more in this project about love, families, friends and how people are the same and different. Possible lines of enquiry include: feelings, families, friends and all about me.

**Engage:** Baby visit and talk

**Events:** Children bring in and discuss family photos that go on display

**Express:** End of Topic – singing to parents and showing them the classroom

**UTW:** Under Standing the World

**CL:** Communication and language

**PD:** Physical development

**EAD:** Expressive Art and Design

**PSED:** Personal, Social, Emotional Development

## We are...Scientists. CL, PSED, UTW:

### Key Skills and Knowledge:

-Able to sequence the life cycle of a human

-Use observation knows some of the things that make them unique

-Seasonal Changes, Days of the Week

-To use songs and rhymes to help develop understanding of loud, quite, soft, quite etc.

**Key Vocabulary:** Head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal, Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun

## We are... Authors and Readers (literacy):

**Key Skills and Knowledge:** Have some favourite stories, rhymes, songs, poems and share them with an adult, peer or look at them alone. Join in with rhyming and rhythmic activities.

**Key Vocabulary:** rhyme, initial sound, alphabet

**Montessori Literacy:** Insets for design (writing /tracing skills)

**Storybooks:** **Owl Babies** by Martin Waddell, **Pip And Posy - The New Friend** by Alex Scheffler, **Colour Monster Starts School** by Anna Llenas, **Goat Goes to Playgroup** by Julia Donaldson, **Shark in the Dark** by Julia Donaldson and **Love You Hoo!** by Rachel Bright

## We are... Mathematicians:

### Key Skills and Knowledge:

• I can sing Number songs to 5

• I can recognise numbers within my environment

• I can recite numbers to order to 5

• I can recognise first numerals 1, 2 and 3 and begin to develop meaning of number

• I can begin to use the language of time-now and then

• I can compare objects using words such as big, small, bigger and smaller.

**Montessori Maths:** taught throughout the year: Sandpaper numbers, ordering sandpaper numbers, Number rods with/without number cards, small number rods, spindles, cards and counters, odd and even numbers with cards and counters, introduction to place value and teen numbers.

### Key Vocabulary:

Numerals 1-10, order, number, now, then, big, small, bigger, smaller.

## We are... Athletes, Physical Development:

### Key Skills and Knowledge: Intro to PE

• **Physical:** moving safely, running, jumping, throwing, catching, following a path

• **Social:** sharing, leadership

• **Emotional:** perseverance, confidence

• **Thinking:** decision making, selecting and applying actions

**Key Vocabulary:** balance, stillness, muscle, body parts, direction, target

## We are...Understanding the World (Geog):

### Key Skills and Knowledge:

• I can describe a familiar route.

• I can talk about what I see

**Key Vocabulary:** Home, School, House, Park, Shop, Road, Nursery, Classroom, Learning Garden, Conservation area, Hall, Daily Mile

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## We are... Theologians: Understanding the World (RE): Christianity

### Key Skills and Knowledge:

- Articulate why I am special. Identify someone special in my life and say why they are special.
- Know what 'Harvest Festival' means (linking to Autumn and the idea of being thankful – a way of sharing and giving thanks.
- Identify the cross as a Christian symbol. Know that Christians go to Church to celebrate.

**Key Vocabulary:** Thankful, Harvest, Christian, Church

## We are... A Community (PSHE):

### Key Skills and Knowledge:

- To Describe different feelings and use this skill to manage relationships
- To be able to recognise differences in families

**Key Vocabulary:** Like, special, feel, choose, look, head, friends, arms, legs, eyes, ears, nose, mouth, teeth

## We are... Coders (Computing): Key Skills and

### Knowledge: The skills are not bound within one term but have been

laid out separately so the range of skills across Nursery and Reception

- I can hold a computer mouse with my finger on the correct buttons.
- I can use a mouse to make the cursor move around the computer screen where I want it to go.
- I can click the correct mouse button to play games on the computer.
- I can use a mouse accurately to click and drag objects on the screen.
- I can use the mouse roller to scroll up and down a page.
- I can use a laptop touchpad

• **Key Vocabulary:** On, Off, Switch, Backwards, Forward, Instruction

## We are... Understanding the World (History):

### Key Skills and Knowledge:

- I can talk about things I remember.
- I can name people in my family.
- I can name people who help us.
- I know that people enjoy different things.

**Key Vocabulary:** Home, Mum, Dad, brother, sister, pet, baby, child, Policemen, firemen, teacher, doctor

## We are... Musicians: Key Skills and Knowledge:

- **CL:** Paying attention, develop vocabulary and sing a large repertoire of song
- **PD:** Use large muscle movement in time to music in sequences and patterns
- **Maths:** create repeating patterns
- **EAD:** call and respond, match pitch, sing melodies, create/improvise own songs, play instruments to share feelings

**Key Vocabulary:** Song, singing, Nursery-rhyme, Beat, Perform, Dance

## We are... Expressing Art and Design:

### Key Skills and Knowledge:

#### Painting

- I can use a paint brush.
  - I can begin to make a thick and thin stroke using a paintbrush.
  - I can explore finger painting.

#### Collage

- I can begin to make a collage.
- I can begin to stick different materials together to make a picture.
- I can begin to make a picture using cut out shapes.

#### Printing:

- I can make a handprint using paint.

#### Drawing

- I can begin to draw a person.
- I can make simple marks on a page with a pencil.

### Key Vocabulary:

Pencil, mark, person, draw, handprint, stick, finger-paint, thick, thin, paintbrush