

Reading and Rhyme Spine

Rhymes, Poems and Songs

One, two, three, My Mother caught a flea

If you're happy and you know it

One, two, three, Blow!

Going home song/prayer

Story Map Texts

The Three Little Pigs

Other Texts

I don't want to wash my hands Tony Ross

Dear Zoo Rod Campbell

Each Peach Pear Plum Janet and Allan Ahlberg

The Dot by Peter Reynolds

But Why Can't I? - A book about rules Sue Graves and

Desideria Guicciardini

Oi Frog Kes Gray



1, 2, 3...now I'm three!

Autumn 1



Festivals and Celebrations

Harvest Festival

International Dot Day – 15th September

Recycling Week – 21st-25th September

Black History Month – 1st October

Month Birthdays added to year timeline as well as key event

Key Vocabulary

Friend, nursery, like, baby, family, mom, dad, sister, brother,
happy, sad, scared, worried, wash, hands, dryer, share,

Cultural Capital and British Values

During this topic we aim to increase the children's Cultural Capital and develop their British Values by learning about the following:

Harvest Festival

Black History Month – Mary Seacole, nurses and the NHS

International Week – Spain

Voting – on rhyme/book/song to say

Visits – from family members to talk about they were a baby, midwife visit to talk about babies

Recycling – recycling week

Artist – Picasso

Sparky Start

The Three Little Pigs

Straw all over the Nursey – crime scene with tape

Real Life Experience

Icing biscuits

Food tasting – International Week

Parental Involvement

Book Look – Last week of the half term

Stay and Play Session

Friday Reading Session – take home book



Makaton Signs

Hello, thank you, please, toilet, yes, no, drink, cup, stop,
home, help, me, same, different, hard, soft,

Concept Cat

Quality – Same and different

Texture – hard, soft

Enterprise

N/A – children to settle

Knowledge

PSED

- Know the name of their key work and some children in their colour group.
- Know who they can go to when they want to seek comfort.
- Knows simple words and gestures to express their feelings, sad, happy, scared, worried, modelled by teachers using Makaton signs and Widget symbols.
- Beginning to know the rules and boundaries in Nursery, through modelled behaviour from teachers

- Children are familiar with the nursery environment, know where to put their coat and bag, where the toilet is and where the hydration station is for when they need a drink
- Know that they have their own shape on the carpet.
- Know that they are safe in Nursery and that their main carer will be coming back to collect them at the end of the day.
- Know what interests them and what they like to do

C and L

- Knows the use of some simple objects (e.g. "What do we use to cut things?" What do we use to paint/draw?), modelled by teachers
- Know that they can talk to staff and children using simple sentences (e.g. 'Mummy gonna work.')
- Knows the names of some other children and key workers

- Knows the story of the Rainbow Fish and know that it is important to share.
- Knows the story of The Three Little Pigs and can join in with retelling it using the story map.
- Uses a variety of questions (e.g. what, where, who), modelled by teachers within the setting.
- Beginning to use word endings (e.g. going, cats), modelled by teachers within the setting.
- Know that it is important to listen to others, one to one (friends and adults) or in a small group when the conversation interests them.

PD

- Know where to wash and dry hands, and is beginning to do this independently.
- Know that they need to put their arm in a coat or shirt, pull up their trousers or zipper when adults are helping them to dress.
- Know how to hold books carefully and turn the pages at the bottom, modelled by teachers.

- Know gross motor movements for Dough Disco – Jazz Hands, Milk the Cow, Around the World and Sharks
- Scissor skills – know that they must use two hands to tear paper
- Beginning to know that they need to use three fingers (tripod grip) to hold writing tools, modelled by teachers
- Know that they can tell adults when hungry or tired or when they want to rest or play.
- Know how to imitate drawing simple shapes such as circles and lines.

Literacy

- Know some favourite stories, rhymes, songs, poems or jingles from our Reading and Rhyme Spine, filling in a missing word.

- Know that the different marks mean different things and can distinguish between these marks, modelled by adults when drawing, painting and writing

Maths

- Know number names in order to 3
- Know counting vocabulary such as a lot, less, more

- Know that numbers can be represented using fingers, marks on paper or pictures (to 3)
- Beginning to recognise numerals to 3 and say if numerals are matching

Understanding of the World

- Finding Out About the Past – using photos from the past, they will know that they were once a baby and can recognise how they have changed in simple terms
- Finding Out About the Past – know who is in their immediate family
- Finding Out About the Past – Know simple words to talk about the passing of time and is beginning to use them, (before, when I was a baby...), modelled by staff

- In pretend play, can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, bathing the baby
- Beginning to know children who they enjoy playing with.
- Multimedia Sound and Motion – Know how to operate simple equipment, e.g. CD player and a tablet
- Geographical Skills & Fieldwork – Know that they can play in the small world, using make-believe play – modelled by staff.

EAD

- Knows/joins in with the key rhymes, poems and songs from the Reading and Rhyme Spine for this half term
- Know that they can use the small word area and role play area to make-believe by pretending, modelled by teachers
- Drawing – know they can use mark-making tools to create a drawing inspired by Picasso

- Make – Know that they can use tools, such as paint brushes, scissors, pencils, hammers, can be used for a purpose.
- Know that musical instruments make sounds

Skills

PSED

- Can separate from main carer with support and encouragement
- Can express own preferences and interests using words or gestures

- Can seek comfort from familiar adult (group teacher) when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried using words and gestures

C and L

- Understands use of some simple objects (e.g. "What do we use to cut things?" What do we use to paint/draw?)
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Beginning to share (Rainbow Fish Story)

- Uses a variety of questions (e.g. what, where, who), modelled by teachers within the setting.
- Beginning to use word endings (e.g. going, cats), modelled by teachers within the setting.
- Listens to others one to one (friends, adults) or in a small group when the conversation interests them
- Can say the name of their key worker (teacher) and some other children in the setting
- Can join in with retelling the story of The Three Little Pigs using a story map.

PD

- Can wash and dry own hands
- Can dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Can hold a book and turns pages in a book, sometimes several at once.
- Can imitate drawing simple shapes such as circles and lines.

- Can complete gross motor movements during Dough Disco – Jazz Hands, Milk the Cow, Around the World and Sharks
- Scissor skills – beginning to tear paper with two hands
- Beginning to use three fingers (tripod grip) to hold writing tools
- Can show control in holding and using jugs to pour, hammers, books and mark-making tools
- Can tell adults when hungry or tired or when they want to rest or play.

Literacy

- Can join in with some favourite stories, rhymes, songs, poems or jingles. .
- Can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

- Can distinguish between the different marks they make, modelled by adults when drawing, paint and writing

Maths

- Rote count to 5
- Counting objects – 1:1 correspondence to 3
- Use language associated with counting such as more, a lot and less

- Can represent numbers to 3 using fingers, marks on paper or pictures.
- Can pick out a matching numeral to a numeral that is shown to them (to 3)

Understanding of the World

- Finding Out About the Past/ Animals Including Humans – Children notice similarities and differences in relation to people, using photos of them as a baby, discuss how they have changed
- Finding Out About the Past – Can use simple words to talk about the passing of time (before, when I was a baby..)
- Geographical Skills & Fieldwork – Enjoys playing with small world models such as farm and train track.

- In pretend play, can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, bathing the baby
- Beginning to have their own friends.
- Multimedia Sound and Motion – Can operate simple equipment, e.g. turns on CD player and uses a tablet to take a photo

EAD

- Can join in with the key rhymes, poems and songs from the Reading and Rhyme Spine for this half term
- Is beginning to make-believe by pretending.
- Can create sounds by banging, shaking, tapping or blowing, showing an interest in the way musical instruments sound

- Drawing – experiments with blocks, colours and marks, beginning to use representations to communicate e.g. drawing a line and saying 'That's me.'
- Make – realises tools can be used for a purpose.
- Investigating and Exploring – beginning to be interested in and describe the textures using simple vocabulary

