

Autumn Term 1 Advent 1

Nursery Mrs. Macey

22-36 months 30-50 months 40-60 months

Week	Topic	R.E.	Books	Cooking	Development Matters
1 Staggered start: 6 children in each day	Myself Class rules and routines.	Children settling in	Jack and Lily Go to Nursery by Moira Butterfield Don't Worry little bear by Stacey Kelly		PSED Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.
2 Staggered start: 6 children in each day	Myself Names	Domestic Church – family Nursery focus: investigate the importance of my name. Hairy Maclary by Lynley Dodd	What do I Look Like? By Nick Sharratt	Face biscuits	Self- confidence and self -awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions hurt or harm others.
3 12 children 2 days each	Myself Senses Sound And taste	Nursery focus week 1: God knows and loves me. God knows my name.	This is Our House by Michael Rosen and Bob Graham	Fruit taste: bitter, sweet,	Communication and Language listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Single channelled attention.
4 12 children 2 days each	Myself St. Vincent feast day	Nursery focus week 2: God loves me.	In My Heart by Jo Witek	Decorate St Vincent cup cake.	understanding Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.

	Senses touch, sight and smell				<p>Speaking</p> <p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. going, cats).</p> <p>Physical Development Moving and Handling</p> <p>Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>Health and self-care</p> <p>Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to be independent in self-care, but still often needs adult support.</p> <p>Literacy Reading</p> <p>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 ...'.</p> <p>Writing</p> <p>Distinguishes between the different marks they make.</p> <p>Mathematics Number</p> <p>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. Creates and experiments with</p>
5 22 children in for 4 days none on weds.	Myself/ Autumn Our Environment	<p>Respond</p> <p>Remembering, celebrating and responding to the importance of names, and to God who knows each one by name and loves them.</p>	Leaf Man by Lois Ehlert VD		
6 All in for 5 days	Autumn	<p>How we welcome people into God's family.</p> <p>Welcome sign</p>	<p>The Colour Monster goes to School by Anna Llenas</p> <p>Rosie's Walk by Pat Hutchins VD</p>	Bread	
7	Autumn	Invite the children to share their memories of how they were welcomed into	<p>Enormous turnip by Nicola Baxter/</p> <p>Pumpkin soup by Helen Cooper</p>	Vegetable soup	

		<p>school on their first day.</p>		<p>symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Shape, space and measure</p> <p>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.</p> <p>Understanding the World People and Communities</p> <p>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</p> <p>The World</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>Technology</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Expressive Arts and Design</p> <p>Exploring and Using Media and Materials 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.</p> <p>Being Imaginative</p> <p>Beginning to make-believe by pretending</p>
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