

Personal, Social & Emotional Development

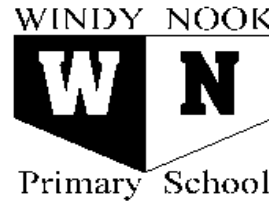
We will be learning to:

- Build relationships with special people.
- Separate from close carers and explore new situations
- Know own name, their preferences and interests and is become aware of unique abilities
- Develop an understanding of and interest in differences of gender, ethnicity and ability
- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
- Seeks comfort from familiar adults when upset

Class: Nursery

Class Teacher: Miss Clough

Term: Autumn 1



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Communication and Language Development

We will be learning to:

- Listen with interest to the noises adults make when they read stories
- Identify action words by following simple instructions
- Begin to understand more complex sentences
- Use language to share feelings, experiences and thoughts
- Hold a conversation, jumping from topic to topic

Physical Development

We will be learning to:

- Sit comfortably on a chair with both feet on the ground and run safely on whole foot
- Move in response to music, or rhythms played on instruments such as drums or shakers
- Jump up into the air with both feet leaving the floor and can jump forward a small distance
- Begin to understand and choose different ways of moving
- Develop increasing understanding of and control of the bowel and bladder
- Independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots

Learning Hook: All About Me and Nursery Rhymes

This half term we will be....

Celebrating: Ourselves and diversity through stories and practical activities which link to our families, friends and homes.

Literacy

We will be learning to:

- Know some favourite stories, rhymes, songs, poems or jingles
- Repeat and use actions, words or phrases from familiar stories
- Fill in the missing word or phrase in a known rhyme, story or game
- Distinguish between the different marks
- Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. draw and paint.

Mathematics

We will be learning to:

- Begin to compare and recognise changes in numbers of things, using words like more, lots or 'same'
- Move bodies and toys around objects and explore fitting into spaces
- Choose puzzle pieces and try to fit them in
- Join in and anticipate repeated sound and action patterns
- Explore differences in size, length, weight

Understanding the world

We will be learning to:

- Have a sense of own immediate family and relations and pets
- Notice detailed features of objects in their environment
- Seek to acquire basic skills in turning on and operating some digital equipment
- Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Talk about some of the things they have observed plants, animals, natural and found objects

Expressive arts and design

We will be learning to:

- Join in singing songs
- Create sounds by rubbing, shaking, tapping, striking or blowing
- Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow
- Use everyday materials to explore, understand and represent our world – ideas, interests and fascinations
- Begin to make believe by pretending using sounds, movements and words

British Values

Individual Liberty: The right to an education, the right to play

Rule of Law: school / class rules & charter. Understanding and accepting the difference between right and wrong

Mutual Respect: Class charter, circle time / PSHE. Welcoming visitors to class. Exploring Religions and beliefs

Democracy: Special helper rota. Turn taking

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Characteristics of learning

Playing and exploring – engagement

Showing curiosity about objects, events and people. Pretending objects are things from their experience. Initiating activities

Active learning – motivation

Showing a deep drive to know more about people and their world. Persisting with an activity or toward their goal when challenges occur. Showing satisfaction in meeting their own goals (I can!)

Creating and thinking critically – thinking

Thinking of ideas that are new and meaningful to the child. Making links and noticing patterns in their experience. Planning, making decisions about how to approach a task, solve a problem and reach a goal.