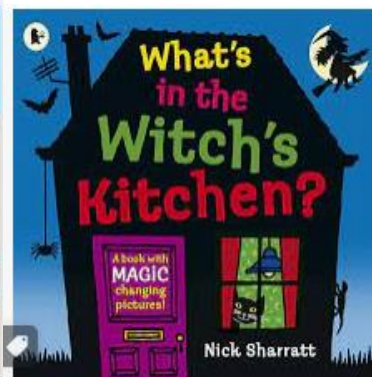
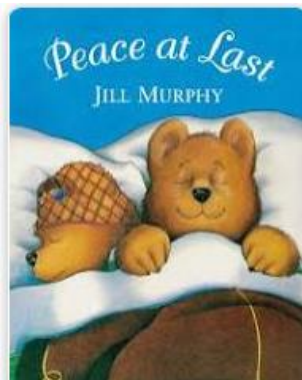
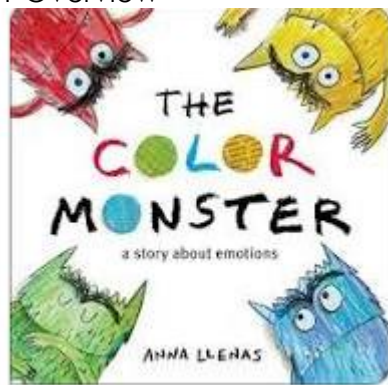
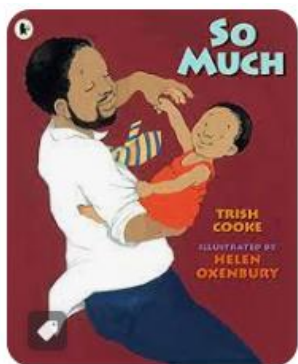


RMPA Nursery Autumn 1 Overview



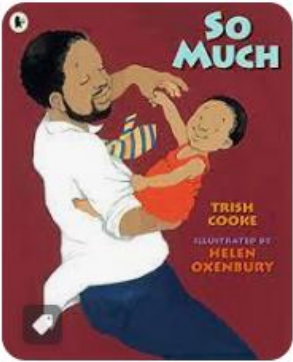
Celebrations – Birthdays, Halloween,

Events – Welcoming new children to nursery, autumn walk

C&L- Listening , Attention and Understanding	PSED: Managing self	Maths: Shape, Space and Measure
<p>Pay attention to one thing at a time</p> <p>Concentrate for 3 minutes</p> <p>Join in with rhymes by singing and moving</p> <p>Respond to name</p> <p>Match objects to names</p> <p>Respond to simple requests when shown first</p> <p>Understand simple instructions "where is your"</p> <p>Can identify my friends</p> <p>Can operate ICT and mechanical toys.</p>	<p>Learn some things are mine and some are shared</p> <p>Respond to wishes and feelings of others.</p> <p>May feel frustrated and show this through big emotions.</p> <p>May distract myself when upset by playing.</p>	<p>I can fit shapes into board puzzles or shape sorters</p> <p>I begin to build using simple blocks</p> <p>I can fill and empty a container.</p>
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and communities/Past and Present
<p>Copy sounds and request using two words</p> <p>I can use 50 or more single words</p> <p>I use 2-3 word sentences</p> <p>Use everyday words to talk about people I know</p> <p>I can copy sounds and words like all gone</p>	<p>I can play alongside others</p> <p>I can use familiar adult as secure base and seek comfort.</p>	<p>I can recognise my own immediate family</p>

Physical Development: Fine motor	Literacy: Reading	UTW: The Natural World
<p>I can use a fist grip/ palmer or four finger grip</p> <p>Begin to make lines and circles using a 5 or 4 finger grasp.</p> <p>Use large pegs to make dens with fabric.</p> <p>Make circles and lines on paper.</p> <p>Make some letter like shapes.</p> <p>Use dough to make shapes, pinching and pulling, squashing and squeezing.</p>	<p>I can repeat songs rhymes and stories</p> <p>I can fill in missing words from well known rhymes.</p>	<p>I can play with small world models</p>
Physical Development: Gross motor	Literacy: Writing	EAD: Creating with materials
<p>I can walk confidently</p> <p>I can climb</p> <p>I can walk upstairs with hand held</p> <p>I can run safely on whole foot.</p> <p>I can squat and pick up toys</p> <p>I can climb onto a large chair turn and sit</p> <p>I can attempt to kick a ball</p> <p>I can stand on one foot with support</p> <p>I can scoot along on a trike</p> <p>I can negotiate spaces and objects</p>	<p>I can scribble on paper with both hands</p> <p>I can begin to balance when sitting</p> <p>I can hold mark making grip with palmer grip</p> <p>I can control marks on the page</p> <p>I can distinguish between the marks I make.</p> <p>I can make lines and circles</p>	<p>I can join in with singing favourite songs</p> <p>I can create sounds by banging, shaking, tapping, blowing.</p>
PSED- Self-Regulation	Maths: number and numerical patterns	EAD: Being imaginative and expressive
<p>I can explore new toys but check in with familiar adult</p> <p>I can separate from carer</p> <p>I can join in activities that interest me.</p>	<p>I can recite some number names in sequence</p> <p>I can mark make and ascribe some concept of number to marks</p>	<p>I can begin to use representation to communicate e.g drawing a line and saying that's me.</p> <p>I can begin to make believe by pretending.</p>

Week 1 4 days



story time - Where is your game ... **Understand simple instructions “where is your?”** During story time talk through where different parts of the body are. Can they find simple easy body parts followed on by more unusual body parts including ankle and eyebrow etc.

Creative table -Self-portraits **I can begin to use representation to communicate e.g drawing a line and saying that’s me.** **Begin to make lines and circles using a 5 or 4 finger grasp.**

Using mirrors support the children to look at their faces, can they see what is different about their faces what is similar. Discuss melanin and how our skins are different and why this is. Encourage the children to recreate this on a piece of paper using paint and mirrors.

Cooking - **Making Bread** children to follow instructions, take turns and share the equipment. Can they talk about the change. Talk about hygiene and healthy eating.

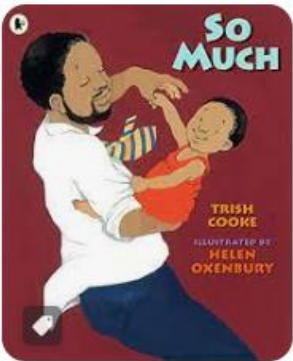
Carpet area **Dominos** - **Learn some things are mine and some are shared** Adults to show children how to play with dominos, turn taking, matching the numbers and or pictures to make a long line of dominos. Focus on sharing and turn taking.

Key vocabulary

Chatter words - scrunch, cosy, wrestle, dominos, squeeze, wide, eyebrows

Key words squeeze, read, looked, small, kiss, eat, singing, dancing, sleeping, fight, ride, wrestle, laugh, slap, pinch, play, bounce, Big, wide, high, cosy, tired, family names, cards door, brolly, hat, handbag, eyebrows, whiskers, food

Week 2



Story time **Family picture discussion** - **I can recognise my own immediate family** Parents to provide family photos, children to discuss in pairs who is in their photo who is important to them, is there anyone missing from the photo who is important. Share with the whole group how all families are different and how we all love them and that they love the children.

Creative table - **Paint family pictures** **I can recognise my own immediate family** **Make circles and lines on paper.**

After discussion of family photos children to use them to create pictures of their family. Talk about body parts, can they use paints to recreate their photo. Discuss colours needed.

Drawing table **Who lives in your house sheet** **Use everyday words to talk about people I know** Using the house outline sheet discuss who lived in their house, can they draw the people in their house, adults to scribe who is in the house.

Cooking – **Making cakes** to follow instructions, take turns and share the equipment. Can they talk about the change. Talk about hygiene and healthy eating, why would you make a cake?

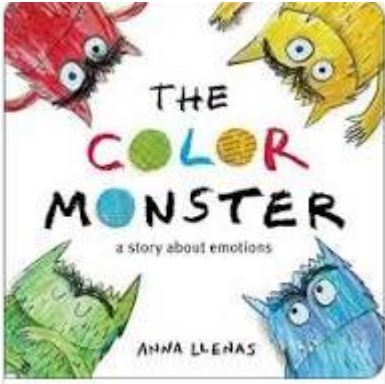
Dominos - **Learn some things are mine and some are shared** Adults to continue to support children in how to play with dominos, turn taking, matching the numbers and or pictures to make a long line of dominos. Focus on sharing and turn taking.

Key vocabulary

Chatter words - scrunch, cosy, wrestle, dominos, squeeze, wide, eyebrows

Key words squeeze, read, looked, small, kiss, eat, singing, dancing, sleeping, fight, ride, wrestle, laugh, slap, pinch, play, bounce, Big, wide, high, cosy, tired, family names, cards door, brolly, hat, handbag, eyebrows, whiskers, food

Week 3



Story time discussion of feelings **May feel frustrated and show this through big emotions.** Look at all the feelings, can children show these feelings through the making the face. Can the children talk about when they have these feelings. Adult to give examples of in nursery to help.

Playdough table - Make different colour monsters using playdough **I can join in activities that interest me. Use dough to make shapes, pinching and pulling, squashing and squeezing.** Help the children to make playdough, split the playdough into 5 sections. Talk through the feelings in the story as you colour each section. Can they create one of the colour monsters, talk through what their colour monster would look like.

Water Create feeling bottles and label **I can fill and empty a container.** Provide a selection of clear containers, with coloured water in, show the children how to fill and empty the containers. Talk about empty and full, what happens when the colours mix.

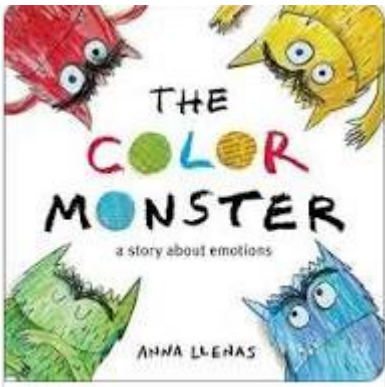
Cooking Make face/feelings biscuits **Respond to simple requests when shown first** using the gingerbread cutters talk with the children about the feelings on the faces, how would they like the person to feel on their biscuit. How are the children feeling, how do they feel about the activity.

[Key vocabulary](#)

Chatter words - anger, fear, calm, sadness, happiness

Key words confused, mixed, feelings, stirred, twinkle, bright, gentle, alone, stomp, blazes, shadow, scaredy, afraid, scared, quiet, peace, deeply, finished, different, love.

Week 4



Story time how to deal with big feelings discussion **May distract myself when upset by playing.** Talk with the children about what they could do when they are upset, give examples of when children want a toy, what can they use, timers, sheets for names, ask for help. Link to school rules.

Creative table paint colour monsters **I can distinguish between the marks I make. I can make lines and circles** Provide photos of the colour monsters and a range of paints. Show the children how they can look at the pictures and recreate the colour monsters, how do they feel today, what monster will they paint and why.

Cooking colour monster fruit salad **Respond to simple requests when shown first** Talk through the colours linked to the feelings. Explain that you need to experience all the feelings. Explain that we are making a fruit salad using all the colours in the story. Teach children how to use cutting skill safely (bridge method) What fruit would they like to put in their fruit salad.

Carpet area **I can use familiar adult as secure base and seek comfort. Use large pegs to make dens with fabric.**

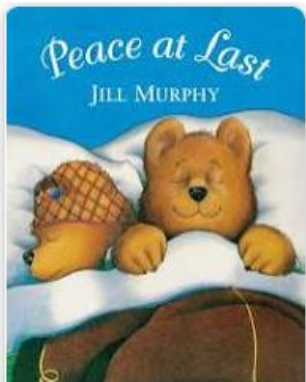
Make a calm den talk about feelings, where can we go to feel calm. Show the children how they can use the calm den if they have big feeling, model how to use the calm den, ask the children what items they think might be useful in a calm den such as books, lights.

[Key vocabulary](#)

Chatter words - anger, fear, calm, sadness, happiness

Key words confused, mixed, feelings, stirred, twinkle, bright, gentle, alone, stomp, blazes, shadow, scaredy, afraid, scared, quiet, peace, deeply, finished, different, love.

Week 5



Autumn walk- trip

Story time Family bags **I use 2-3 word sentences** ask parents to add items to the family bags to be shared at story time. Share with the children what items are in their family bags, why are they important to the child. Talk about differences and similarities.

Creative table **I can play alongside others** making paper aeroplanes provide a range of shaped paper and show children how to fold a simple paper aeroplane. When the children have finished the planes, take the planes outside to see how far they can fly, mark who came first, second and third.

Cooking bear bread, **I can recite some number names in sequence** remind children of the process of making bread. Remind children of turn taking, counting out scoops, hygiene and discuss the change that happens. Children to follow the written instructions. Children to make the bread into a shape of a bear and share at story time. How many bears did we make? Can we count how many children to share it between.

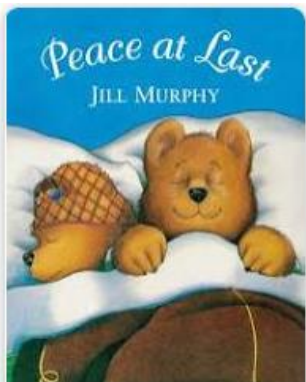
Trip Autumn and noise walk what can we hear. **I can negotiate spaces and objects** **I can walk confidently** Children to be given photo sheets to use on the walk with parents. Children to look for signs of autumn and listen out for sounds of nature, can they hear birds tweeting, squirrels moving. Children to discuss what changes they can see, what do they think will happen next with the leaves on the trees, what colours can they see.

Key vocabulary

Chatter words - late, pretending, leaky, uncomfortable

Key words hour, tired, asleep, snore, living room, kitchen, refrigerator, garden, noises, hedgehog, owl, uncomfortable, falling, asleep, peeped, tweet, shine, peace, alarm clock,

Week 6



Story time where do items go in the house game. **I can recite some number names in sequence** Using the dolls house and dolls house furniture talk about where it belongs in the house, up, down, behind, under, on top, in front. Put an item in the wrong place and see if the children are able to spot the mistake How many people are in the house, can we count. .

Creative table make musical instruments **I can create sounds by banging, shaking, tapping, blowing.** provide a selection of bottles and quiet and noisy filling options such as rice, paper, dried peas, pasta. Make loud and quiet noises. Can the children follow the musical pattern that the adult makes.

Cooking make porridge **I can hold mark making grip with palmer grip. I can control marks on the page** children to add porridge oats and warm milk to a bowl to make their own porridge. Follow the instructions on the recipe, focus on key words such as scoop, mix and add, count the scoops of oats. Ask if the children want to add any fruit to their porridge. Children to write a recipe for other children to follow.

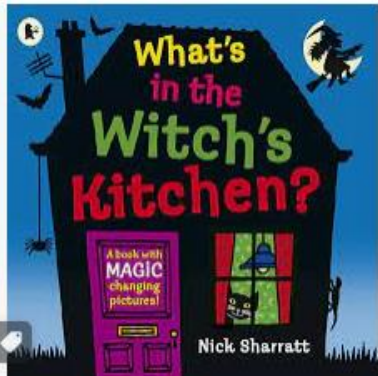
Carpet area role play story **I can play with small world models** children to use small bears and dolls house to act out the story of peace at last. Adult to model how to do this first using the props. Where did the bear go to sleep, how many places did he try, what was wrong in each place.

Key vocabulary

Chatter words - late, pretending, leaky, uncomfortable

Key words hour, tired, asleep, snore, living room, kitchen, refrigerator, garden, noises, hedgehog, owl, uncomfortable, falling, asleep, peeped, tweet, shine, peace, alarm clock,

Week 7



Story time Make a witches caldron children to remember ingredients. **Join in with rhymes by singing and moving** Adult to provide a selection of ingredients for children to add to the cauldron, some will be nice and some nasty like the book. Adult to introduce a simple song to the tune of here we go around the mulberry bush as they add the ingredients.

Creative table make a lift the flap book provide a range of pictures, **I can use a fist grip/ palmer or four finger grip** **I can scribble on paper with both hands** Make some letter like shapes.

colours, and pens for children to make their own whats in the witches kitchen book. Provide flaps for the children to add onto the book. Support with mark making and pencil control.

Cooking group time make spider bread **I can recite some number names in sequence** remind children of the process of making bread. Remind children of turn taking, counting out scoops, hygiene and discuss the change that happens. Children to follow the written instructions. Children to make the bread into a shape of a spider and count how many legs are needed and share at story time.

Key vocabulary

Chatter words - late, pretending, leaky, uncomfortable

Key words left, right, fridge, kitchen, fright, bowl, yuck, delight, dreadful, shudder, horror, grin, clown, tin, brewing, dresser, relief, squeal, surprise, appetite, escape, strange.