



Theme / Topic: Myself and My Family. Settling in.

Big Question: What makes me different? Who are your family? Which jobs do your family do?

Year Group:	Nursery	
<p>Focus of Learning / linked to topics:</p> <p>During the topic 'Myself and My Family' children will be settling into the new nursery year and getting to know new friends and staff members in our school. They will talk about themselves and their families and differences between each other. We will establish our nursery rules together and settle in to our routines.</p> <p>Within the topic 'My Family' children will have the opportunity to talk about who is in their family and what they do. They will draw pictures and talk about who is important to them. They may bring photos in and staff will share photos of their families. We will learn about the occupations of some of our family members and the roles of other people in our community. In this topic we will also learn about the role of the dentist and learn about the importance of dental hygiene.</p>	<p>Prior Learning / linked to topics:</p> <p>Children will know that they are part of a family. Children may be able to identify some features about themselves. Children may be aware of simple differences between people. Children will be aware of the need to follow some rules in nursery. Children may be aware of their parents, or other family members', occupations. Children may have visited the dentist.</p>	
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>		
<p>Prime Areas:</p>		
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Increasingly follow rules, understanding why they are important. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. • <p>Outside Visitor – Sure Start to talk about dental hygiene (4.10.21)</p>	<p><u>Key vocab / key questions:</u></p> <p>Friends, kind, family, brother, sister, nan, grandad, auntie, uncle, share, loving, good choices, consequence, behaviour (good to be green), kind hands, kind feet, turn taking, sorry, feelings, job, community, dentist.</p> <p>Who is in your family? How does ____ make you feel? What do you like doing at home? What do you like doing in nursery? What makes you special? What are our nursery rules? Why is toothbrushing important?</p>	
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. 	<p><u>Key vocab / key questions:</u></p> <p>Good sitting, good looking, good listening, rhyme, turn taking, instructions, song of the week, storytime.</p>	

<ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described:for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Sing a large repertoire of songs. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> -some sounds: r, j, th, ch, and sh -multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Start a conversation with an adult or a friend and continue it for many turns. 	<p>What do you think this story might be about? Who are the characters in the story? What happened in the story? Who helps you to get dressed? Who helps you to have a wash and brush your teeth? What did you do at the weekend with your family? What does a dentist do? Which song shall we sing today? Can you sing our song of the week?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p><u>Key vocab / key questions:</u></p> <p>Balance, ride, catch, throw, drop, climb,snip, cut, draw, paint, coat, fasten, peg. Can you put your coat on? Can you hang your coat up on you peg? What are you going to paint? Who is in your drawing? What have you made from the Playdoh? Can you snip the paper? Can you make a big circle with your ribbon? Can you ride the pedal bike? Can you ride the balance bike?</p>
<p><u>Specific</u></p>	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing • Engage in extended conversations about stories, learning new vocabulary. 	<p><u>Key vocab / key questions:</u></p> <p>Draw, paint, tell me, book, title, author, front cover, pages, hold, words, pictures, tell me.</p> <p>What do you think this book is about? What can you see in the picture? Show me one like this? Where is the...? Tell me about your drawing/painting? Which story do you like best? What happened in the story? Who are the characters?</p>

<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Show 'finger numbers' up to 5. 	<p><u>Key vocab / key questions:</u></p> <p>Count, how many?, 3 little pigs, 3 bears, 5 currant buns, 1,2,3,4,5 once I caught a fish alive, 5 little speckled frogs, 5 little men in a flying saucer.</p> <p>How many.....should be here? How many children are in our class today? How many children are in our line? What happens first? What happens next? What day is it today? What day was it yesterday? What day will it be tomorrow? Show me 1,2,3,4,or 5? How many are left? Show me...on your fingers?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. 	<p><u>Key vocab / key questions:</u></p> <p>Family, brothers, sisters, mum, dad, grandparents,auntie, uncle, cousin, same as, different to/from,</p> <p>Who is part of your family? Does anybody have a sister or brother? Do you have a nanna and grandad? Who lives in your house? Where does your mum/dad work? What do they do at work? Are your family the same as.....'s family? Who are your friends in nursery? Can you tell me their names?</p>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. 	<p><u>Key vocab / key questions:</u></p> <p>Colours, make, mix, listen, hear, sounds like, sing.</p> <p>What will you make? What are you making? What colour is this? What colour have you made? What can you hear? What does it sound like? Lets sing...</p>

R.E

Why am I precious?

Myself

Know and understand:

- The importance of my name – *Explore*
- God knows and loves me and each one by name – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

Why is welcome important? (Topic to be continued next half term)

Welcome

Know and understand:

- What it is to welcome and be welcomed – *Explore*
- Baptism: a welcome to God's family – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

RSHE

A Journey in Love:

The Wonder of Being Special and Unique

Section 1: Social and emotional

L1: to recognise the joy of being a special person in my family.

Wellbeing week

Black History Month

Safe Messages

A1-A3, B1, B2, B4, B6, B9, C1-6, I1.

Topic Resources:

Books to be used: The Family book (Todd Parr). People who help us stories-Topsy and Tim (Jean Adamson). Peppa Pig goes to the Dentist.

Other resources will be highlighted in the fortnightly continuous provision planning and the weekly carpet time planning.