

Term : Autumn (P.S.H.E and Science)	Project title: Autumn 1: What places can we go on our adventure outdoors? Autumn 2: What makes our world a special place to be?	Year group: Nursery
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Summary of the project block:

Autumn 1: Children will enter Nursery and begin to make friends and explore their new environment. They will share and understand their own family backgrounds and experiences and develop their interests, showing preferences for different activities and resources. This will include an increasing understanding about how best to use a wide range of materials available in producing their very own creations. Their imaginations will increasingly expand and they will consider a carefully selected set of props to support these familiar and unfamiliar worlds. As they settle in, they will increasingly become familiar with a variety of different adults in the setting and become confident in daily Nursery routines. They will build confidence in their abilities to distinguish between environmental sounds including musical instruments and begin to describe some simple properties. Over time, they will show an improved awareness of the main events in stories and be able to link plots with their own experiences, including the wider world and living things. Children will show an increasing preference for songs and rhymes and be able to count forwards and backwards as part of the song. They will develop an understanding of early number and shape, including what makes them. They will be increasingly aware of the space around them and develop their understanding of where objects are in relation to another. As their knowledge of books and stories develop they will begin to notice changes in their environment including freezing and melting and how best to transport materials, including water. This will lead into their science project in Autumn 2.

Autumn 2: Children will continue to develop their vocabulary and express their opinions including increasingly larger words. Children will be encouraged to become more independent with toilets, clothing and hand washing. Outdoors, children will develop their core strength through large tools using arms and shoulder gross motor movements understanding the need to be safe. Children will focus on developing their balance and coordination on one and alternative feet. They will continue to develop an understanding of their environment and select additional resources to achieve a goal. They will continue to develop their understanding of themselves and their feelings. Children will use their increasing vocabulary knowledge to describe the sensory properties of everyday materials. Additionally, they will develop their creativity and experiment with what they can do with them. Children will begin to prove how they can care for living things (plants and animals) and show an increasing awareness of light and dark. Children will be introduced to their first celebrations: Diwali, Harvest and Hanukkah. They will continue to expand their ability to use iPads effectively for a wide range of purposes. Children will continue to immerse themselves in new worlds and develop this in small groups with others and attempt retelling stories. They will continue to react to a variety of songs and show a knowledge of changes in dynamics and tempo through gestures and actions. They will be encouraged to tune into the music and copy a simple rhythm. In addition to songs, they should begin to learn some rhymes off by heart and show an increasing ability to recognise their own name. Children will continue to practice their understanding of numbers 1-5 and begin to develop an understanding of size.

What do we want children to **know** by the end of the block and what do we want children **to know how to** do by the end of this block?

<p>Communication and language</p> <p>Join in and pay attention when the group is singing rhymes. Join in with songs and rhymes using some words, gestures and props. Play alongside an adult, attentive as play is narrated. Begin to follow instructions at a 3 word level. Join in with favourite rhymes/songs using some lines, words and actions. Listen to a short book in a group with some joint attention. Participate with words, phrases or gestures as play is narrated. Begin to use vocabulary linked to familiar books. Begin to express points of view using words and actions.</p>	<p>Physical Development</p> <p>Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance. Uses a range of simple tools with support. Makes single snips with scissors Simple ring games Understand the vocabulary of movement. E.g. Gallop and slither. Hop on the spot and to travel. Run and freeze on command. Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Make marks with large tools using arms and shoulders. Understand how to handle simple tools safely. Can stand on one leg and hold a pose. Crossing the midline activities. Climb apparatus with alternate feet, using own hands for support.</p>	<p>Personal, Social and Emotional Development</p> <p>Form a secure bond with key workers. play in parallel with children observing and copying ideas. Select from a small range of resources. Follow simple rules with adult support. Become more outgoing with other adults and children in the setting. Locate and bring additional resources to activities to achieve a goal. Carry out tasks e.g. give out the milk Talk about what the characters are feeling. Adult support with hand washing.</p>	<p>Expressive arts and design</p> <p>Make marks with a wide range of tools and groups. Explores a range of materials and can develop ideas given to them. Children begin to give meaning to the marks they make. Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Identify a wider variety of less familiar environmental sounds. Name some percussion instruments and describe the sounds in simple terms. Explores a range of materials and are beginning to develop their own ideas independently. Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Hear and respond verbally or through spontaneous movement to a wide range of pieces from various sources, composers and cultures from over the years. Demonstrate understanding of clear changes in dynamics and</p>
<p>Mathematics</p> <p>Compare small sets of objects by processing language “more than”. Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality. Compare small sets of objects by processing language “more than”</p>	<p>Literacy</p> <p>Join in with actions/words of a rhyme Keep a steady beat alongside others using musical instruments. Distinguish between different instrumental sounds. Maintain focus on short picture book Hold books independently, turn pages noting items of interest along the way Find my name from a choice of names.</p>	<p>Understanding the world</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood. Begin to talk about family routines. Understanding of what jobs their family members do. Explore Freezing and melting. Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of</p>	

<p>and “fewer than”.</p> <p>Count within and up to 5 with correspondence.</p> <p>Count sets to 5, applying the cardinal principle.</p> <p>Process language of everyday size during play.</p> <p>Sort sets of objects such as building blocks into sets of identical members.</p>	<p>Know a few complete rhymes off by heart</p> <p>Can blend compound words e.g. foot - ball</p> <p>Copy a simple rhythm containing 1/2/3 beats using claps/body percussion.</p> <p>Can distinguish between environmental sounds.</p> <p>Name some pertinent features in book illustrations as the story is shared.</p> <p>Recognise my own name.</p> <p>Match the letters of my name.</p>	<p>everyday materials and demonstrate engagement facially or through body language.</p> <p>Sustain interest in action and reaction toys.</p> <p>Engage in joint attention with adults for short periods of time in respectful observations of living things.</p> <p>Use some very simple adjectives to describe the sensory properties of everyday materials.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p> <p>Improve techniques with a range of action and reaction toys.</p> <p>Act out and describe aspects of culture celebrations in simple terms.</p> <p>Use ipads to record what they have found. E.g. photos.</p> <p>Investigate light and dark.</p>	<p>tempo with hand gestures and body actions.</p>
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Which words and phrases do we want children to recall and define by the end of this block

<p>CLL</p> <p>Sing, song, rhymes, actions, role play, follow, favourite, like, not like, words, book, stories, listening, groups.</p>	<p>PD</p> <p>Toilet, flush, ask, help, clothes, jumper, skirt, dress, trousers, shoes, tools, scissors, games, gallop, moving, hop, run, freeze, spot, drive, ride, car, bike, scooter, steps, stairs, different, feet, hand, handrail, support, help, high, low, higher, lower, height, galloping, travel, move, speedy, fast, slow, outdoors, indoors, head, shoulders, leg</p>	<p>PSED</p> <p>Teacher, Teaching assistant, funky fingers, construction, creative, water, sand, rules, timetable, now, next, milk, snack, adults, children, tasks, feelings, enjoyment, happy, sad, cross, worried, hand washing.</p>	<p>M</p> <p>More, Less, Fewer, Big, Small Round, Tall</p> <p>On top, Under, Behind, Beside, Next to</p> <p>Same, Like, Not like, Different</p> <p>Enormous, Tiny, Huge, Little</p> <p>Colour, Size, Shape, Number</p>	<p>L</p> <p>Action</p> <p>Copy, Same</p> <p>Shaker, Tambourine, Wooden Blocks</p> <p>Stories, Book, Pages, Like, Dislike</p> <p>Name</p> <p>Body Percussion, Dance, Clap, Tap, Jump, Stomp</p> <p>Outside, Inside</p>	<p>UW</p> <p>Baby, grow, before, now, age, family, mam, dad, nana/grandma, grandad, young, old, activities, shops, park, jobs, freeze, melt, ice, cold, warm, hot. Move, place, transport, brick, plastic, wood, metal, feel, soft, hard, smooth, bumpy, sticky, alive, dead, water, feed, celebrations, Diwali, Harvest, Hanukkah, Christmas</p>	<p>EAD</p> <p>Pencil, stick, paintbrush, crayons, chalk, coloured sand, scissors, pipe cleaners, match sticks, pom poms, sequins, glitter, hats, shaker, tambourine, wooden block</p>
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<p>Which visits, visitors and special experiences will we organise to secure children’s knowledge ?</p> <ul style="list-style-type: none"> • Harvest- Local Vicar to visit children in school. • Howdon Park Aventure- M Wolfe and A Grant 6 children- G Wynn to cover. • Project Launch- Kirkley Hall to visit with animals. • Christmas chat- Local Vicar to visit children in school. <p>How can we involve families in learning?</p> <ul style="list-style-type: none"> • Via seesaw - parents to upload learning at home. • Notified when staff upload observations onto seesaw- parents can comment and give feedback on individual uploads. • Contact parents/carers at drop off and pick up. • Communicate via seesaw. • Invite parents in for various events. • Parents Evening. 	<p>Which books will help children secure and think more deeply about the knowledge in this block?</p> <p>Over and Over Reading (structured, repetitive, cumulative language): Solomon Crocodile, Pete the Cat, Dear Zoo, Eat Your Peas, Now, Not Now Bernard, Mrs Armitage on Wheels, Peace at Last, A Dark Dark Tale, The Smartest Giant in Town, One Duck Stuck, No-Bot, The Gingerbread Man, The Enormous Turnip.</p> <p>Phonics Texts (as recommended by Read, Write, Inc): 1 a week: Avocado Baby, Five Minutes Peace, Goodnight Moon, Gorilla, Guess How Much I Love You, Little Rabbit Foo Foo, Lost and Found, Meg and Mog, Mr Gumpy’s Outing, Odd Dog Out, Oh the Places You’ll Go, Oi! Frog, Owl Babies, Spinderella, Stick Man.</p> <p>Maths Texts (linked to carpet sessions): Sorting - Clean Up, Everybody; The Button Box; A Lost Button; Are you My Mother? A Mother for Choco; Is your Mama a Llama; Goldilocks and the 3 Bears; My Cat Likes to Hide in Boxes; Monkey Puzzle; Noah’s Ark. Comparisons - Seaweed Soup; A Squash and a Squeeze; The Enormous Turnip. Number - Anno’s Counting Book; 10 Black Dots; Count and See; Splash; One Gorilla; Fish Eyes; 5 Little Monkeys; More, Fewer, Less; 1,2,3 to the Zoo; I’m Number 1, 1 Bear at Bedtime. Three - 3 Little Pigs; Goldilocks and the 3 Bears; 3 Billy Goats Gruff, Pink Tiara Cookies for 3. Four - Pete the Cat and his 4 Groovy Buttons; Witches 4; Washing Line. Five - Kipper’s Birthday; 5 Little Fiends; 5 Little Men in a Flying Saucer. Zero - None the Number; Zero is the Leaves on the Tree. Comparing Numbers - Room on the Broom; I Spy Numbers; The Ugly 5. More/Less - The Very Hungry Caterpillar; Earth to Stella; Gingerbread Man; The Enormous Turnip; Mr Gumpy’s Outing; 1 Ted Falls Out of Bed; Quack and Count; My Granny Went to Market; Tad; The Shopping Basket; Monster Math; Elevator Magic. Size - A chair for baby bear, The Growing Story, The Carrot Seed, Next to an Ant, Actual Size, Prehistoric Actual Size; Mr Big; The Giraffe Who Got in a Knot; Titch; Tall; Jack/Jim and the Beanstalk Night and Day - The Fox in the Dark; Kipper’s Monster; Night Monkey Day Monkey; Funny Bones. Spatial Relationships - Skips Across the Ocean; Acka Backa Boo; We’re Going on a Bear Hunt; Little Red Riding Hood; Block City; The Village of Round and Square Houses; The Naughty Bus; Crash! Boom! Rosie’s Walk; Each Peach Pear Plum. Shapes - I Read Signs; When a line bends a shape begins; Color Farm; Color Zoo; Whoo Whoo; Woof Woof; Shapes, Shapes, Shapes</p> <p>Project Texts: P.S.H.E/Adventure linked: Starting School, The Rainbow Fish/It’s Ok to be Different; The Ugly Duckling; Peepo; The Nanny Goats Kid; Cinderella/Sleeping Beauty/Rapunzel/Snow White. Children to develop a greater sense of self and place, including emotions and consider different adventure stories and what happens. Where would you like to go on an adventure?</p> <p>Celebration Linked: Harvest - Celebrating Harvest. Diwali - Owl Babies/Lighting a Lamp; Halloween - Funny Bones; Hanukkah - Hanukkah Lights; Bonfire Night - Hovis the Hedgehog Christmas - The Elves and the Shoemaker; Twas the Night Before Christmas; Dream Snow.</p> <p>Science/Animal Linked: Once there were Giants; The Fox in the Dark; When I’m Big; Water - Explore Everyday Materials/The 3 Little Pigs; Science All Around Me: Magnets/My Winnie the Pooh Magnet Book; Move it: Motion, Forces and You. Help to explore and compare the features of the different animals. Children begin to develop a preference and discuss the differences between the different animals.</p> <p>Reading Spine Books: Autumn 1 - Each Peach Pear Plum. Autumn 2 - Owl Babies; The Gruffalo.</p>
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How will we enhance our continuous provision outdoors to extend learning through independent enquiry?

Investigation stations - different pieces of equipment in the kitchen - can change depending on links to the topic. E.g. birdwatching station - see ME for use of binoculars. Ramp Building; Transporting Water with Guttering, Strategy - moving across a set path over tyres. Crate Stack, small world play with animals - can children create a small world out of natural resources? Texture kitchen - make your own inventions through different kinds of resources e.g. potions, perfume, inventions. Climbing frame, Big bubble making - can you put your friend into a bubble? Can children follow the track using a wheelbarrow (challenging track). Mini me figurines outside in the area. Create obstacle course.

Outdoor

In the parking bays, place signs for 2 wheels, 3 wheels and 4 wheels. When children park their bikes or toy cars, can they match the vehicle to the correct bay?



Outside
Give each child a different compare bear. Have matching compare bears placed around the outside area. Ask the children to find a bear that matches theirs. How do they know it matches? Are their bears big or small?



Outside
Draw a large chalk circle on the ground. Ask the children to collect 3 quoits and to take turns to throw them into the circle. How many land inside the circle? How many land outside? How could they record their scores?

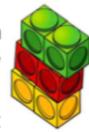


Washing Line

Hanging clothes - linking to the book suggested, provide children with items to hang on the washing line. Can they count as they hang the items? How many items do they have altogether? Can we count them back into the basket?

Outside

Build a tower using large outdoor blocks, cushions or crates. Challenge the children to make a shorter tower, a taller tower. How many crates or blocks did they use? What is the tallest/shortest tower they can build?



Fill a tuff tray with an assortment of wood, autumn leaves and seeds. Hide several ladybirds (painted pebbles) for the children to find. How many spots do the ladybirds have? Do all the ladybirds with 3 spots look the same?



Outdoors
Set up an obstacle course around the outdoor area. Ask the children to work in pairs - one giving directions to their partner. E.g. 'Go over the bridge, through the tunnel, around the cones, between the bricks...' Encourage the children to create their own obstacle courses.

Outdoor

Create a bus route around the outdoor area. Start with a driver on the bus and have different bus stops around the route. To start with, ask one child to stand at each stop. When the bus stops, one more child gets on the bus. Encourage them to say how many are on the bus altogether, noticing there is one more each time.



This activity can be extended as children explore one less when people get off the bus and further addition and subtraction as multiple people get on and leave the bus. Res to represent the steps for their own recipes in the mud kitchen.



Outdoor 1234

Set up a number hunt. Hide numerals or objects with numerals on them around the outside area. Ask the children to find the numerals and to sort them into 1, 2, 3, and 4. Encourage them to count out quantities to match each numeral.

Outdoors

You will need 5 beanbags, fly swatters, numerals 1-5 and a bucket or witches hat. Arrange the numerals around the edge of the area. Hide a quantity of bean bags under the bucket or hat and then reveal. The children subitise how many and then run to swat the correct number.



Outdoors

Provide children with a tray that has a range of natural items in - leaves, pebbles, conkers etc. Set out buckets that have the numbers 1 - 5 on the front. Can we put the right number of items in each bucket? Can we take a bucket and go and find up to 5 items?



Outdoors

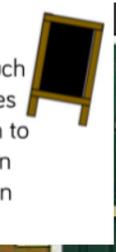
Set up your own bear hunt by hiding around the outdoor area. Ask the children to describe where they could locate where each bear was found. You could extend this into ever practice by having a bear which 'h' different place in the classroom ev for the children to find.



Have a bag containing numerals from 0 to 5. As you pull out a numeral combine it with a task for the children to do. For example, if you pull out a 2, the children could take 2 giant strides or 2 tiptoes, do 2 jumps, run to the hoop and back twice, find 2 pebbles and bring them back etc.

Outside

Provide a selection of equipment such as beanbags, hoops, quoits, sponges and buckets. Encourage the children to devise their own games. Provide an easel or clipboards so that they can record their scores.



Outdoors

Provide equipment for throwing and rolling games such as skittles, beanbags and buckets. Encourage the children to notice when they knock over 0 skittles or when 0 beanbags land inside the bucket. How could they record their score?



Which Characteristics of Learning will you be focussing on?

- Characteristics of Learning should be evident throughout continuous provision in activities set up.
- Extension to provision - look at NCETM Numberblocks resources - encourages use of using all 3 characteristics of learning.
- Playing and Exploring - Children are willing to explore what happens in the world during science investigations.
- Creative and critical thinking - children then link ideas to explain what has happened.
- Active Learning - Attempting and having a go to experience natural phenomena themselves.

What songs and nursery rhymes will children begin to learn and perform?

- If you're happy and you know it, Twinkle, Twinkle Little Star, Sleeping bunnies, The Dingle Dangle Scarecrow, 1 finger, 1 thumb (keep moving), The Animals went in 2 by 2, When Goldilocks went to the house of bears, 5 currant buns, 5 little monkeys jumping on the bed, 1 Elephant Went out to play, 5 little monkeys swinging in a tree, 5 little speckled frogs, 5 little ducks, Incey, Wincey Spider Row, Row, Row your boat, Wind the Bobbin Up, Head, Shoulders, Knees and Toes, Old MacDonald Had a Farm.
- Harvest and Christmas Themed Songs.
- Songs that link e.g. light etc.