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| <p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Play alongside other children and key adults, developing relationships. • Make choices about where to play. • Confident to come into Nursery and join in with shared activities. • Talking about starting Nursery, how we are all different and things that make us special. • Looking after ourselves – teeth. • Me and my family – talk about who you live with. • To begin to understand school rule. • To begin to talk about feelings: happy, sad, angry, upset, worried. • To begin to make decisions about keeping safe e.g using climbing frame. • Learn about road safety and how to safely cross the road. | <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Nursery rhymes – exploring familiar rhymes and build up vocabulary • Talk about likes and dislikes. • Talk about people who are important in their lives • Develop confidence to talk within small groups and listen to each other's ideas. • To follow a simple one step instruction (put your coat on, open the door) • To talk about a familiar tale or book • To use talk to organise their play (let's go on the bus, you sit here and I'll drive) | <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Dress and undress with greater independence – coats. • Wash and dry hands independently • Exploring different ways of moving outdoors. • Finger gym activities to develop fine motor skills. • Large scale mark making outdoors – brushing walls, cleaning windows, paint brushing vertically. • To develop movement and balance of bikes, trikes and scooters. • To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks and tyres. | <p><u>Literacy</u></p> <ul style="list-style-type: none"> • See T4W Plan – Rosie's Walk • Phonics preparation activities • Use narratives in role play • Explore a wide range of stories around the theme. • To introduce the different parts of a book: cover, author, front cover, page numbers, illustrations, words. Show children how to handle the book respectfully and to read left to right, top to bottom. • Engage in non-fiction books about people who help us • Share stories 1:1 and in small groups • Making marks using a range of media. |
| <p><u>Experiences:</u></p> <ul style="list-style-type: none"> • Go for a walk around school • Go for a walk around local area • Visit from Dentist and local lollypop person |  <p>‘All About Town’ Nursery: Myself/school/family/home/transport/people who help us</p> | | <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Rote Counting • Number rhymes and counting songs • Exploring number • Playing with manipulatives • Use language ‘more’ and ‘a lot’. • Develop a fast recognition of up to 3 objects (without having to count them individually subitise) • Sorting and matching • Say what is different and what is the same about collections. • Describe a familiar route. • Begin to understand that things might happen ‘now’ or at another time, in routines |
| <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Role play home area. • Self portraits using pencil, paint and playdough. • Use construction materials large and small scale to build vehicles, make tracks ,make narratives around e.g bus, fire engine. • Sing familiar and new songs related to the theme. • Make music using instruments • Increased attention to sounds – environmental sounds, emergency vehicles sounds. | <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Bring in photographs of our homes and begin to talk about our own lives. • Meet the Head teacher, cook and other members of our school community. • Explore the new environment and resources indoors and outdoors. • Show an interest in different occupations: doctor, police officer, fire fighter, lolly-pop person, dentist.. • To have a positive attitude towards the difference between people. • Learn about and celebrate Harvest. | | |

| Area of Learning | Enhancements for topic – to support child initiated opportunities | Stories & Texts | Vocabulary to introduce | Other |
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| Communication & Language | Nursery rhyme pebbles Nursery rhyme book Nursery rhyme puppets Bubbles outdoors. | Nursery Rhyme books Our house Can you choo choo too? What do people do all day? | Introduce vocab from familiar nursery rhymes: | Display: our self portraits and photographs of our family |
| Personal, Social & Emotional Development | Tooth brushes and model teeth to practise cleaning Emotions board in key group areas. Road Safety set | Guess how much I love you - relationship No matter what - relationship Beautiful oops – mistakes Huglass Douglas – loved ones | Safe, kind, share, yours, mine, care, find it, use it, put it back, wonder how he/she might feel | Parents view: Tell me about how your child has settled into school slips. |
| Physical Development | Finger gym activities and resources Play dough - cake cases Trikes, bikes, scooters, prams Washing windows - sponges, squeejies Vehicles and tracks Transport jigsaws Car garage Train track | | Pedal, climb, hold on, push, pull, turn, up, down, move | |
| Literacy | Rosie's Walk props and tuft spot. Develop writing area based on interests of the children. | Rosie's walk – T4W –journey Non fiction texts: Things that go books, People who help us books. | Prepositions: across, around, over, past, through, under, on top, through Story language- once upon a time, one sunny day | |
| Maths | Number song props: 5 little ducks, 5 speckled frogs, 5 currant buns Manipulatives Shape puzzles Matching puzzles Visual timetables focus of message board. | Hide and seek counting. Ten in the Bed – counting Ten little fingers & ten little toes - counting | One, two, three, four five, different, same, lots, more, now, next, later, before, more, lots | |
| Understanding of the World | Large and small vehicles and emergency vehicles Small world figures - multicultural, occupations Architect Town Push button cars Remote control cars. Happy Land small world town Fire fighter, dentist and lollypop person dressing up outfits for role play outside Crane and diggers in sand | Peace at last – families My First books (trip to dentist, day at school Topsy and Tim.. go to school, dentist | Dentist, teeth, tooth brushes, toothpaste, doctor, police officer, fire engine, police car, ambulance, bus, car, helicopter, train, ferry, bike, lorry, van, traffic, sirens, safe, crossing, lolly pop lady, headteacher, cook | |
| Expressive Arts & Design | Mirrors to explore own features. Prams and dolls to go to shops, bus, act out home scenarios, Real vegetables in home area and to print with paint. Small construction to build vehicles, buildings, town. People who help us tabbards | The three little pigs – houses It's okay to be different – differences My world, your world - differences | Faces, eyes, nose, hair, glasses, ourselves, journey, travel, places, beach, park, shop, family, ourselves, friends Pencil, paint, paint brush, glue, glue spreader | |