

Personal Social and Emotional Development

I will learn...

- To show interest in others play, sometimes seeking company.
- To select and use activities and resources, with help when needed.
- To become more outgoing with unfamiliar people.
- To cooperate with some boundaries and routines.
- To be able to take turns and share resources, with support when needed.
- To talk about their feelings in simple terms.

Physical

I will learn...

- To use fundamental movement skills such as rolling, crawling, walking, running, jumping, hopping and climbing.
- To show preference for a dominant hand.
- To develop upper arm and shoulder strength and move and rotate lower arms and wrists independently.
- To use one handed tools such as scissors to snip paper.
- To become increasingly independent to dress and meet own personal needs.

Prime Areas



Autumn1 Nursery Rhymes



Colehill Core Values:

Respect
Reflect
Resilience

I will learn to...

- Respect each other and build positive friendships.
- Learn and recite many Nursery Rhymes.
- Be inspired by the natural world (seasons, mini-beasts, space)
- Work together to perform in an event for an audience.

Topic related language:

Feelings, sad, happy, frightened, scared, worried, calm, angry, spiders, web, glisten, capture, water spout, drain pipe, rain, shower, storm, clock, watch, Grandfather clock, ticking, chimes, instrument, mouse, scurry, space, Earth, sun, moon, star, night, day, shadow, darkness, wobble, tumble, roll, break, smash, fix, bucket, plasters, bandages.

WOW words

Tuffet, curds and whey, dame, pendulum, percussion, solar system, fragile, reconstruct, assemble, pail, well, crown.

Learning Capture:

Look inside the Nursery Rhyme Bag and take out a props to prompt singing different Nursery Rhymes.

End of topic:

Perform in a Nursery Rhyme Performance for parents.

Enrichment:

Ask Mrs Radford (The Music teacher) to play her piano accordion to accompany our singing as we practice our Nursery Rhymes.

Communication & Language

I will learn...

- To use a wider range of vocabulary.
- To understand a question or instruction that has two parts, such as 'Get your coat and wait by the door.'
- Use longer sentences of four to six words.
- To start a conversation and continue it for many turns.
- To understand how to listen carefully and why listening is important.
- To develop social phrases.
- To engage in storytime.
- To learn rhymes, poems and songs.

Specific Areas

Maths

I will learn...

At first offer opportunities for settling in, establish key times of the day and class routines. Where do things belong? Positional language.

- To match. (same/identical/different)
- To sort based on an attribute, encouraged to choose own criteria. (colour, size, shape)
- To compare amount. (same, more than, fewer than)
- To compare and order according to length, height, weight and capacity.
- To copy, continue and create simple repeating patterns. (AB patterns using shapes, colours, sizes, actions, and sounds)
- To talk about night and day and order key events in their daily routines.
- To use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow.
- To begin to measure time in simple ways, e.g. counting the number of sleeps or using timers to measure durations of events.

Expressive Arts and Design

I will learn...

- To explore colour mixing with others.
- To work with others to develop creative ideas.
- To begin to think about what they want to make and construct with a range of materials.
- To make representations of what is seen.
- To listen to a wide variety of music (from around the globe and more traditionally from Britain, sometimes live).
- To experience live performance art and make responses.
- To become aware of a steady beat and explore moving to a pulse.
- To begin to tap rhythms to match words.
- To echo phrases in call and response songs.
- To begin to match pitch using songs with words or without, ie. hums or sounds like 'ba'.
- To join in with singing songs and nursery rhymes, beginning to participate more readily.
- To begin to use role play resources such as drapes, dressing up clothes and props to play imaginatively with their friends.

Understanding the world

I will learn to...

Science

- Explore the natural world around them during hands-on experiences, fostering curiosity, making observations and talking about what they can see.
- Observe natural processes as occasions arise - ice melting, sound causing a vibration, light passing through transparent materials, shadows, magnets, boats floating.

Geography

- Notice and describe the weather and seasons, using first hand experience as well as texts about changing seasons.

RE

- Share information about your own family possibly sharing pictures of your immediate family.
- Begin to learn about different religious and cultural communities within this country through books and stories.
- Take up opportunities to engage with religious and cultural communities and their practices at appropriate times of the year.
- Learn about the communities that do not celebrate Christmas and find out about other celebrations.

History

- Use texts and oral stories to begin to develop an understanding of the past and present.
- Talk about images of familiar situations in the past, such as home, school and transport.
- Begin to use basic chronology to recognise the things that happened before they were born.
- Begin to explore events from the past through characters and stories read in class.

Literacy

I will learn...

- To listen and participate in story and rhyme time with good attention.
- To understand terms book, cover, beginning, middle and end.
- To retell an event from a story and state a like or dislike.
- To hear initial sounds in words and orally recognise words with the same initial sound.
- To show some awareness of rhyming.
- To use developmental writing in their play. (Squiggles, letter strings)
- To recognise and write some or all of their name.

EYFS Knowledge & Skills Organiser - Nursery Rhymes

In our topic we will also be learning about...

Spiders

Using first hand experiences
observe spiders and their webs.
Identify their features and
habits.



Clocks

Consider the many types of clocks,
digital, analogue, sand timers, watches,
Grandfather clocks, ticking or quiet,
chimes, alarms.



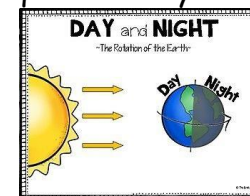
Key Vocabulary/Definitions	
Tuffet	A tuffet is a small grassy mound or clump of grass or alternatively a low seat. Tuffet came from the word 'tuft'.
Curds and whey	Curds and whey is the curdled milk which separates into lumps of cheese called curds and a liquid called whey. It might be something similar to modern cottage cheese.
Dame	A woman of rank or authority such as the mistress of a household.
Pendulum	It swings back and forth to regulate the movement of clocks and keep time constant.
Percussion	Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped.
Solar system	Our solar system has a star which is the sun and planets including Earth orbit around it.
Pail	A pail means a vessel of wood, tin, plastic, etc., usually cylindrical and having a handle - used especially for carrying liquids, for example water or milk.
Well	A well is a hole created in the ground sometimes by digging to access most usually water.
Crown	The top of the head is often referred to as the crown

Please share this with your child and talk about our new topic and what these terms mean. ☺

Night and Day

Learn about how the Earth rotates and
turns towards the sun to give us daylight
and turns away to give us night-time.

Think about typical activities and
sequence daily events.



The past

Using the context of Nursery Rhymes
consider how people lived years ago and
compare to modern times. (Compare
clothes, food, health, access to water)



Key Texts

