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| **Prime Areas** |
| **Personal Social and Emotional Development** | **Physical Development** | **Communication and Language** |
| Together children in Bumblebee Class will develop their sense of responsibility and membership of a community. Thinking about how they can keep each other safe and how they might solve a problem together. N1: Children will build friendships with others through adult modelling and observation of others children will find a way into others play.N2: Children will begin to sustain play with others, extending and elaborating play ideas.When children are feeling settled and if appropriate then we will begin to think and talk about their emotions and what they might feel like whilst gradually beginning to think about how others might be feeling. | In our daily music and movement sessions children will navigate space moving to music as individuals and learning how to work as a team .They will strengthen gross motor skills, improve balance and co-ordination.N1: Children will explore physical risks like climbing unaided and gaining confidence in knowing when to stop for themselves. Developing a sense of what they can do safely. N2: Children will be invited to create their own obstacle course where they will collaborate with others to manage large items like moving a long plank in to place as a ramp.All children will gain confidence in managing their own intimate care needs and being dry throughout the day. Children will explore and begin to make healthy choices about food, drink and tooth brushing. | Children will be focussing on tuning in their listening ears in order to follow new routines, understand what is happening next and navigate their world around nursery with greater independence. We will do this through whole group activities, games and stories.N1: Children will understand simple instructions like “stop” or “give too and will gain confidence in projecting their voices so that that they are heard.N2: Children will understand a question or instruction that has two parts such as “wait at the door” They will have confidence in initiating a conversation with an adult or friend and sustain a back and forth process.Children will sing, learn action rhymes and share books accessing a language rich environment. |
| Autumn Term 1What About You?Explore: Interests and the interests of others, and keeping healthy.Books: The Little Green Hen by Alison MurrayOnly One You by Linda KranzThe Go Away Bird by Julia Donaldson and Catherine RaynerC:\Users\rmillin\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DF319EA5.tmp | **Bumblebee Learning Map** In The Moment Planning is very much at the centre of Bumblebee classes approach to learning. This simply involves observing and interacting with the children as they pursue their own interests, assessing and moving the learning on in that moment. To ensure a rich learning experience, we ask big questions alongside this to invite the children to explore themes that link with key events throughout the year and their development.Much of our learning is achieved through stories, provocations and an ever-changing environment, which encourages the children to explore and make discoveries themselves. Bumblebee Images, Stock Photos & Vectors | ShutterstockN1 – children in their first year of nursery/N2 – children in their second year of nurseryMonday – A weekly Art session with Mrs Ollivier our Art teacher. Children will discover artists, explore different materials and techniques to create with.Autumn Term 2 – Field Adventure Club – this is a weekly outdoor learning session which enables children to build up their skills, confidence and explore the outside world before they start Forest School in Reception.  | Autumn Term 2What is going on outside of our Window?Explore: Seasonal Changes and celebrations around the worldBooks:Tidy by E.GravettHoot Owl, Master of Disguise by S.Taylor & J.JulienMy many coloured ways by Dr Suess |
| **Literacy**  | **Maths** | **Understanding and Knowledge of the World** | **Expressive Arts and Design** |
| N1: Children will enjoy sharing books and begin to develop play around favourite stories using props.N2: Children will begin to understand the five concepts about print:* Print has meaning
* Print can be used for different purposes
* We read from left to write
* The names for the different parts of the books.

All children will explore and develop an interest in mark making. This can be in many different ways such as making marks with theirs fingers in sand, mark making with sticks or using large brushes with paint or water.During Autumn Term 2 children will be invited to take part in 'Dough Disco'. This is a fun activity, which combines the use of play dough with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteemPhonics:Autumn 1 - Phase 1 – Environmental Sounds: All children will develop awareness of sounds and rhythms. They will be encouraged to talk about sounds we make with our bodies and what the sounds mean.Autumn 2 - Phase 1 – Instrumental Sounds: Children will experience and develop awareness of sounds made with instruments and noisemakers. | **Colours:** Children will explore naming and matching colours. **Sorting:** They will have many opportunities to sort with a focus on reasoning. **Pattern:** Children will develop an awareness for patterns with two repeating parts.**Size:** Children will measure and use size language to identify the large and small items initially starting with just 2.**Counting principles:** Children will explore different counting principles.**Comparing:** Children have the opportunity to explore and compare collections, beginning to talk about which group has more things. | N1: Children will notice differences between people and make connections between the features of their family and other families.N2: Children will be encouraged to talk about differences that they notice between people, whilst also drawing their attention to similarities between different families.Children will have the opportunity to explore the natural world around them. This will increase their knowledge and sense of seasonal changes and how they effect the environment. | Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. N1: Children will begin to express their ideas and feelings through making marks, and sometimes give a meaning to the mark they make.N2: Draw with increasing detail such as representing a face with a circle and adding details.Children will begin to build up a repertoire of songs from routine songs, counting songs and seasonal songs. N1: Children will join in with songs and rhymes and begin to anticipate phrases and actions in songs and rhymes.N2: Children will become aware of their ‘singing voice’ and how they can control it. |

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| **Personal Social and Emotional Development**  | **Physical Development** | **Communication and Language** |
| Risk assess together - before saying ‘no’ to something that looks like a risk for your child, share a conversation about how they might do it safely, setting some boundaries. By experiencing guided risk assessing, this equips children with the skills to do it themselves and also be part of the final decision. That final decision may also be ‘no’ but they will understand the reasoning behind this.Books about friendship:Sharing a shell by Julia Donaldson and Lydia MonkSuperworm by Julia DonaldsonLost and Found by Oliver JeffersHello Friend by Rebecca CobbBooks about emotions:The Colour Monster by Anna llenasThe Lion Inside by Rachel BrightMy Big Shouting Day by Rebecca PattersonThe Rabbit Listened by Cori Doerrfeld | **Gross motor skills** are important in everyday activities like walking, running, throwing, lifting and kicking. They also form the basis for fine motor skills and relate to body awareness, reaction speed, balance and strength.Some fun activities to support gross motor development at home:-Monster walking: Place soft objects, such as coloured bean bags and pillows, on the floor. Invite children to pretend that they are monsters, treading across the uneven surface, requiring the body’s core to work harder to keep the children upright.- Obstacle Course Stepping: Indoors or outside, set up an obstacle course with barriers for children to step over as they walk. Start with small objects and then progress to larger things as children gain confidence.- Bowling: Children practise balance and coordination while walking, leaning, and rolling a ball to knock down the pins. This can be played at the bowling alley or at home with a sturdy ball and pins made from recycled plastic bottles.- Explore and gain confidence in riding something with wheels.The importance of healthy eating is important to have an understanding of from an early age so that children can begin to make informed decisions about the food that they eat. You can support this by introducing children regularly to new foods, being positive and patient as they try them. Plan a meal a week with your child and let them take the lead. From choosing what to have, shopping and choosing ingredients and helping to prepare it. Dental health can sometimes be a difficult process for children to understand. We will be exploring what teeth are, what they do, how we can look after them and how often we should brush them. Here is some useful information <https://www.pacey.org.uk/Pacey/media/2015-images/Blog%20content%20images/Childrens-Teeth-support-iHV.pdf> | Before whole group activities in Nursery, we check that we are being a good listener. Here is our criteria for a good listener as agreed with children: * Sitting up
* Facing and looking at the person talking
* Hands are still
* Listening ears tuned in
* Brain boxes switched on

Extend children’s vocabulary by explaining unfamiliar words or concepts. Return to that vocabulary to ensure that it is understood. At nursery, we have introduced ‘Word of the Day’. This is a fun way to actively build upon children’s vocabulary.This is a really interesting document outlining how we can use books to develop language: <https://ican.org.uk/media/3303/using-books-to-develop-language.pdf>Games: Give children two part instructions in games such as Simon Says or Follow the Leader. |
| **What could you do at home to support areas of learning this term?****Please use Tapestry to keep us informed of home interests so that we can link them to their nursery experiences.** |
| **Literacy** | **Maths** | **Understanding and Knowledge of the World** | **Expressive Arts and Design** |
| Shared book reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.Here is some information about Norfolk’s Library service and what they have to offer for Under 5s: <https://www.norfolk.gov.uk/libraries-local-history-and-archives/libraries/libraries-for-children-and-young-people/libraries-for-under-fives>**Phonics:**Phase 1 – Aspect 1 - Environmental SoundsActivity ideas:* Sound bingo – there are some on YouTube that you could all do as a family.
* Listening walks. Go for a walk together and try to stop when you hear a new sound. Describe what you can hear to each other. Do you hear any new or similar sounds on your next walk?
* Talk about sounds that you like and don’t like.
* Play the game ‘I Hear with My Little Ear’! Take it in turns to imitate the sound of something and guess what makes that sound.

Phase 1 Aspect 2 – Instrumental SoundsActivity ideas:* Copy Me - Play a listening and copying game using a small set of instruments and noisemakers.
* Make your own noise-makers and put on a show.
 | Maths is everywhere, it occurs naturally in our everyday lives. There are plenty of opportunities to play with numbers, and help your child feel positive about maths. We like to identify that children are using their maths skills when we see it in use, so that it is viewed as something positive and not something to fear. Below are some activity ideas for home:* Talking about the day and thinking about it in relation to what is happening in your week.
* General counting, such as counting how many bananas there are in the fruit bowl.
* Counting songs.
* Noticing maths in the environment, such as asking children what they notice about a tree. They may say it is tall or has circles on it.
* Setting the table, how many bowls do we need?
* When popping to the shops, let your child tick items off the list. ‘How many items are left?’

This website below is very informative and has some really fun activities. <https://www.familymathstoolkit.org.uk/5-years-old-and-under/around-the-house> | **Books:**This Is Our House by Michael Rosen & Bob GrahamIn Every House, on Every Street by Jess HitchamMonkey Puzzle by Julia DonaldsonRavi’s Roar by Tom Percival* Gruffalo Explorers: The Gruffalo Autumn Nature Trail - Julia Donaldson.

Why Do Leaves Change Colour? By Rachel GriffithsTidy by Emily GravettGuess How Much I Love You in the Autumn by Sam McBratney**Autumn activity ideas:**Go Exploring - The woods or local parks are great places to explore, especially in the autumn.Collect conkers, pinecones and leaves – These are a great resource for counting and crafting.Den building - Whether you're out in the woods, or at home, den building is such a fun activity to do together. Challenge children to think about weatherproofing it. This can also be done indoors with some duvet covers and other inside objects. Get creative! | As well as enabling a child to learn to write, making marks can benefit a child physically, as well as help to develop their imagination and creative skills. Mark making opens the door for children to express themselves in a completely new way. Some ideas of multi-sensory mark making activities for inside and outside can be found here:<https://playofthewild.com/2021/01/24/eyfs-mark-making-ideas-activities-that-help-children/>We take part in many Action Songs in Nursery. These songs link physical actions with specific words, allowing children to reinforce their memorization by recalling the actions. The benefits of this can be seen in a strengthened memory and recall of the songs as well as an improvement in fine and gross motor skills.An increase in language skills, vocabulary and word understanding.Reinforcement in the learning of core educational concepts. |