
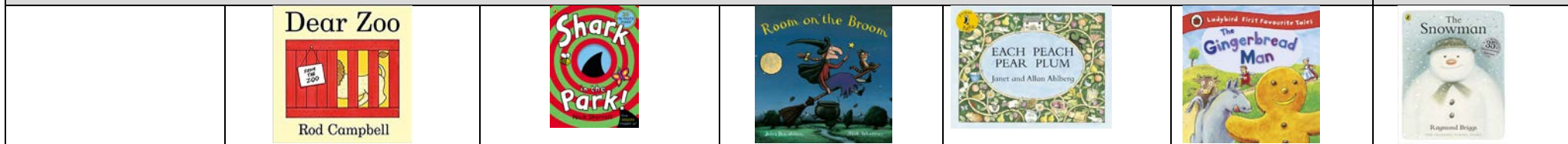


In the Autumn term children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Baking gingerbread man biscuits - Make a mud pie 	<p>KSU Passports</p> 
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Core Books



<p>Communication and Language</p> <ul style="list-style-type: none"> - <i>Listening, attention and understanding</i> - <i>Speaking</i> 	<p>Within the ALP Trust we take great pride in ensuring we provide a language rich environment which is accessible to all of our learners. Communication and Language skills will be developed this term by beginning with establishing listening skills, learning to listen to practitioners and peers when they are talking. Practitioners will model new vocabulary in context and provide opportunities for the children to practise the language in the environment through meaningful and memorable experiences. New vocabulary is carefully planned and considered through the use of our language plans. The children will listen to and become familiar with a variety of key texts and be encouraged to join in with the repeated refrains. An early awareness of rhyme will begin to form through the emphasis of rhyming words in familiar stories. The children will be given opportunities to anticipate key phrases or events and to finish rhyming couplets in familiar stories and songs. My turn, your turn will be modelled from an early stage using auditory and visual prompts to encourage turn taking. We use Launch Pad for Literacy as our approach in order to identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and Quality First Teaching.</p>
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<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - <i>Self regulation</i> - <i>Managing self</i> - <i>Building relationships</i> 	<p>This term focuses on settling into our nursery classes, building relationships with individual key workers, meeting new friends and learning nursery rules and expectations. Children will develop an identity within the nursery. For example, they will know where their peg is, know what belongs to them and know that they can make choices within their play. Children will learn how to respect the learning environment (for example, where toys and resources live) and will become familiar with behavioural expectations in the setting. This is heavily modelled by practitioners. Children will begin to learn self regulation strategies using the Thrive principles (VRFs). Key workers quickly identify those who would benefit from additional Thrive support. Children will begin to learn basic self care such as how to access the toilet safely (including hand washing). Practitioners will create opportunities for conversation, turn-taking and sharing, and will model appropriate responses frequently. For example, simple turn taking games will be on offer. Children will be taught to wait their turn, sometimes with adult support. Skills Builder and F1 Jigsaw (Being Me in My World and Celebrating Differences) will be used to support practitioners when planning for activities to develop children’s personal, social and emotional development.</p>
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<p>Physical Development</p> <ul style="list-style-type: none"> - <i>Gross motor skills</i> - <i>Fine motor skills</i> 	<p>This term we will focus on developing both gross and fine motor skills. Children will develop these skills through access to both indoor and outdoor provision. The children can choose to access daily fine motor challenges throughout a range of the available activities and areas. The specific skill is modelled by practitioners accordingly. For example, activities may include opportunities to pour, lace, thread, cut and mark make. Children will participate in whole class/small group sessions of “squiggle while you wiggle”, yoga and skill-based physical sessions. Children will be provided opportunities to use large equipment and to explore large open areas. They will be given access to a range of large stationary and movable equipment including bikes, scooters, climbing apparatus, tyres, etc.</p>
<p>Literacy</p> <ul style="list-style-type: none"> - <i>Comprehension</i> - <i>Word reading</i> - <i>Writing</i> 	<p>The children will focus on a range of key texts, as seen above. They will take part in a daily storytime or story vote. Practitioners will explore favourite and new books and encourage discussions around the story by talking about the characters and settings and by asking simple questions about the plot. The children will be motivated to join in with repeated refrains in familiar stories. Launch Pad will be used to develop early literacy skills, planned sessions will focus upon recognising rhythm in words and beginning to orally blend compound or two syllable words. Syllable clapping will be modelled when introducing new words. Practitioners will model creating marks for a purpose whilst talking about the marks they make. The children will be encouraged to distinguish between their marks and ascribe meaning as they draw or write. The children will begin to realise that writing and drawing are different. They will have access to a range of resources to motivate them to make marks, e.g. clipboards and notepads.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> - <i>Number</i> - <i>Numerical pattern</i> 	<p>Stories, songs and rhymes are used to promote mathematical understanding. Opportunities for incorporating maths into the daily routine are maximised (for example, during registration and snack times). White Rose Maths and Numberblocks are used to support maths sessions.</p> <p>Children will be focusing on the 5 principles of counting in order to develop their number sense. These are:</p> <ol style="list-style-type: none"> 1. Stable order (to count number names in order orally - 1, 2, 3, 4...) 2. One-to-one correspondence (when counting, each object receives one count only) 3. Cardinality (the last number counted is the total amount) 4. Abstraction (anything can be counted, including non-physical things such as sounds) 5. Order irrelevance (it does not matter which order objects are counted - left to right right to left, randomly etc) <p>The children will also be given opportunities to develop their spatial reasoning skills, including in space, shape and measures. This term, children will begin to sort by size, colour and shape. They will explore 2D shapes and begin to learn their mathematical name and their properties. There will also be a clear focus on developing children’s mathematical vocabulary in relation to size, shape, pattern, weight, time and capacity.</p>
<p>Understanding the World</p> <ul style="list-style-type: none"> - <i>Past and present</i> - <i>People, culture and communities</i> - <i>The natural world</i> 	<p>Nursery routines will be established from the outset. The children will begin to develop a sense of time through planned opportunities to anticipate familiar events and talk about what they have done each day and throughout the week using pictures and prompts. We will begin to explore similarities and differences between ourselves and explore a range of different occupations. Related vocabulary will be modelled and encouraged by practitioners during role-play and conversation. Attention will be drawn to the natural world around us. We will observe seasonal changes by using our senses. The children will observe the effect of wind through a range of investigations and experiences.</p>
<p>Expressive arts and design</p> <ul style="list-style-type: none"> - <i>Creating with materials</i> - <i>Being imaginative and expressive</i> 	<p>Role-play areas will be carefully set up to ensure the children can engage in pretend play, based on their own experiences. Practitioners will stimulate the children’s imagination through sharing experiences and stories. The children will be familiar with nursery rhymes and songs as they are embedded into the Nursery routine. There will be a range of opportunities to explore a wide range of creative materials. The children will be taught to use colours for a purpose and how to join materials to create models to express their ideas.</p>

