

Nursery Autumn Term

Colours – I can sing a rainbow

Hook (curiosity): Elmer the Elephant has lost his colour.

Text (reading, language, communication):

1. Elmer
2. Brown bear, brown bear
3. WOW said the owl
4. The Colour Monster
5. Mixed
6. Colour and me
7. How do you make a rainbow?
8. Which food will you choose?

End product (engagement): To create a rainbow hanging decoration.

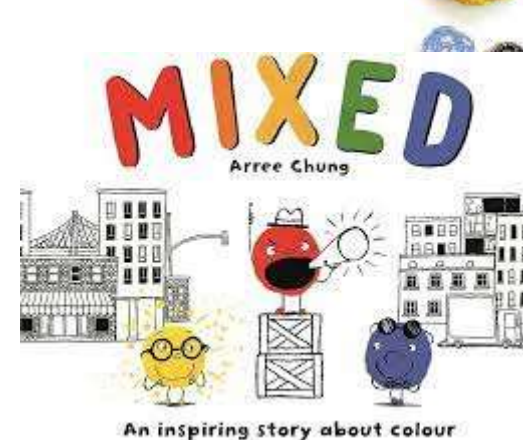
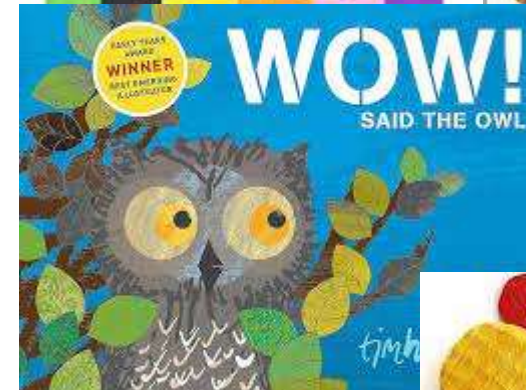
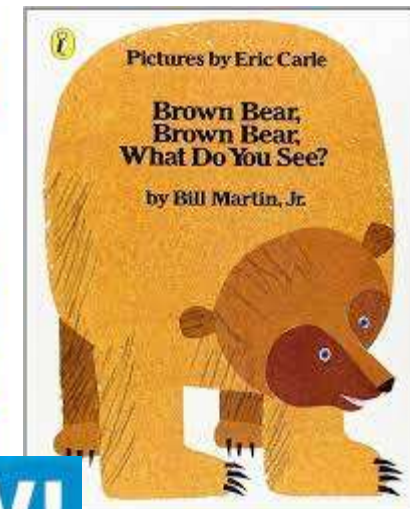
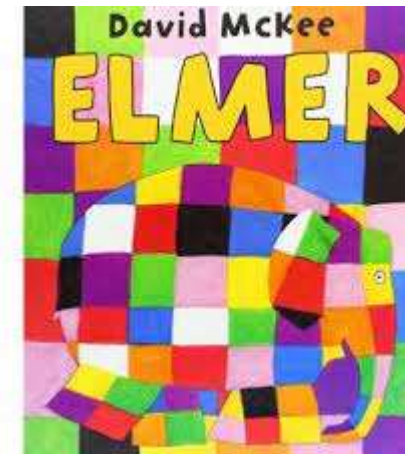
Vocab (reading, language, communication)

- Colour
- Rainbow
- Colour names (red / blue / yellow etc)

Sticky knowledge (learning that sticks):

1. I can name the colours in a rainbow (identify colours).
2. I know that the grass is green (link a colour to an object).
3. I know how to mix two colours together to make a new colour.

Driver: Expressive art and design



This term, the children will learn...

Physical Development:

- To climb
- To kick, throw and catch a large ball
- To pedal a tricycle
- To sit comfortably at a chair
- To become increasingly independent by feeding and undressing /dressing themselves.
- To undo zips or buttons on a coat/cardigan to take it on and off.
- To build independence.

Expressive Art and Design:

- To start to make marks intentionally.
- To explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- To express ideas and feelings through making marks.
- To start to develop pretend play, pretending that one object represents another.
- To make simple models which express their ideas.
- To join different materials and explore different textures.
- To enjoy and take part in action songs such as 'twinkle, twinkle'.

Mathematics:

- To count in everyday contexts
- To compare amounts saying 'lots', 'more' or 'same'.
- To notice patterns and arrange things in patterns.
- To say one number for each item in order 1-5.
- To show finger numbers up to 5.
- To compare size and weight.
- To understand position words 'under' etc.

Personal, Social, Emotional Development:

- To begin to talk about and manage their emotions.
- To talk about their feelings in more elaborated ways.
- To become more outgoing with unfamiliar people.
- To show effortful control such as waiting their turn and sharing.
- To use the toilet with help.
- To separate from parent/carer with ease.
- To begin to develop friendships with other children.

Understanding the World:

- To talk about something they did in the past and something they are looking forward to in the future.
- To understand yesterday, today and tomorrow.
- To show an interest in different occupations.
- To use all their senses in hands on exploration.
- To explore collections of materials with similar and different properties.
- To make connections between features of their family and other families.
- To notice differences between people.
- To explore and respond to natural phenomena.

Communication and Language:

- To shift attention when their name is used.
- To understand action words such as 'jumping, running' etc
- To start to develop conversation often jumping from topic to topic.
- To start to say how they are feeling using words as well as actions.
- To follow instructions with three key words.
- A wider vocabulary including words for time, space and function.
- To link up to 5 words together in a sentence.
- To use pronouns (he/she) plurals and prepositions (in, on, under).

Literacy:

- To have a bank of favourite books.
- To ask questions about the book.
- To make comments and share ideas.
- To repeat words and phrases from familiar stories.
- To pay attention and respond to the pictures or words in a story.
- To enjoy drawing freely.
- To add some marks to their drawing which they give meaning to e.g 'that's mummy'.
- To begin to notice some print.
- To make marks on their picture that stand for their name.

They will learn this through...

Physical Development:

- Bikes and trikes – making tracks outside
- Ball skills – throwing and catching, football
- Morning routine – coats on pegs etc
- Cooking activities to build independence

Personal, Social, Emotional Development:

- Morning routine – being greeted at the door by key person.
- The colour monster – Matching feelings to colours.
- Zones of regulation

Communication and Language:

- Listening to stories daily
- Phonics activities daily
- Nursery rhymes daily
- Day to day routine instructions.
- Learning BSL signs for key words.

Expressive Art and Design:

- Colour collage
- Colour mixing using paint
- Colour hunts
- Colour songs and rhymes
- Colour blocks
- Take part in the Nativity by learning and performing a song.

Understanding the World:

- Senses exploration
- Autumn hunt
- Daily calendar – yesterday was, today is, tomorrow will be.

Literacy:

- Mark making opportunities
- Interactive screen
- Morning routine – self registration

Mathematics:

- Number songs and rhymes
- Numberblocks
- Using colours to make or continue patterns.
- Sorting activities to sort colours/amounts.