



Deanery C.E. Primary School

Programme of Work in Nursery
AUTUMN TERM 2017

TOPICS THIS TERM ARE 'ALL ABOUT ME' AND 'FESTIVALS'

<p>Communication and Language / Literacy</p> 	<p>Communication and language are an integral part of everything that we do in nursery. The particular foci for this term will be:</p> <p><u>Listening to and Discussing Stories</u></p> <ul style="list-style-type: none">• To listen with enjoyment, responding to and making up stories, songs, rhymes and poems.• To show an understanding of the elements of stories e.g. main characters. <p><u>Phonics</u> Attempting to:</p> <ul style="list-style-type: none">• Hear and say initial sounds in words.• Link sounds to letters.• Name and sound letters of the alphabet.• Sounds learnt this term – s,a,t,i,p,n,ck,e,h,r. <p><u>Writing</u> To attempt to:</p> <ul style="list-style-type: none">• Use a pencil and hold it effectively.• Form letters correctly.• Write own name.• Make marks for different purposes. e.g. labels, lists and letters. <p>Children will have experience of the writing table, the role play area and the book corner.</p>
<p>Mathematics</p> 	<p>The elements of mathematics covered this term will be:</p> <ul style="list-style-type: none">• To count to 10.• To recognise 2d shapes e.g. circles, squares, rectangles, ovals.• To begin to add one more/to find one less.• To compare two objects by size naming big and small objects.• To compare weight recognising heavy and light.• To know big and small numbers.• To recognise numbers to 10.• To match pictures and shapes that are the same.• To look at day and night and times of the day. <p>Mathematical activities in Nursery are practical involving activities such as: play dough, sand and water play, cooking, construction, the role play area and jigsaws.</p>
<p>Understanding the World</p> 	<p>The elements of Understanding the World covered this term will be:</p> <ul style="list-style-type: none">• To know about their own beliefs and cultures and those of other people, through the study of the Christmas Nativity and festivals around the world.• To investigate objects and materials using their senses.• To find out about, and identify, some features of living things, objects and events, through posters, pictures and stories and by observing and examining.

	<ul style="list-style-type: none"> • To select the tools and techniques they need to shape, assemble and join materials that they are using such as collage and junk modelling. • To operate simple technological equipment such as a CD player. • To use information and communication technology to support their learning. A selection of programmes on the computer will develop 'mouse' control.
<p>Expressive Arts and Design.</p>  	<p>The elements of expressive arts and design covered this term will be:</p> <ul style="list-style-type: none"> • To sing familiar songs. • To use a variety of construction materials, joining them together to build and balance. • To use a range of resources and medium to explore colour, texture, shape, form and space in two or three dimensions. • To explore instruments and sound focusing on fast and slow, loud and quiet. • To respond to music through movement. • To express and communicate their ideas, thoughts and feelings (by using a wide range of materials, suitable tools, imaginative role play, designing and making and a variety of songs and musical instruments). <p>The children will experience all aspects of the creative curriculum through painting, cutting and sticking, printing, modelling, construction, dancing, making music, ring games and imaginative play including role play.</p>
<p>Physical Development</p> 	<p>During games and P.E. the children will learn to:</p> <ul style="list-style-type: none"> • Move with confidence, imagination and in safety. • To move with control and co-ordination. • To travel, balance and use climbing equipment. • To use a range of small and large equipment (such as bats, balls, quoits, bean bags, hoops, skipping ropes, large construction and climbing frame). • To show awareness of space, of themselves and of others through games such as musical statues. • To handle tools, objects, construction and malleable materials safely and with increased control, such as playdough, clay, stickle bricks, duplo and wooden bricks.
<p>Personal, Social and Emotional Development</p>  	<p>These ideas are discussed at Circle Time but are also an integral part of our Nursery day crossing over all of the Areas of Learning.</p> <ul style="list-style-type: none"> • To be confident to try new activities, initiate ideas and speak in a familiar group. • To maintain attention, concentration and sit quietly when appropriate. • To have a developing respect for their own cultures and beliefs and those of other people. • To form good relationships with adults and peers. • To work as part of a group or class, taking turns and sharing fairly. • To select and use activities and resources independently. • To consider the consequences of their words and actions for themselves and others.
<p>Homework</p> 	<ul style="list-style-type: none"> • Jolly Phonics sound books added to weekly with an action and a new sound to practice at home. • Maths targets issued after the 99 club. • Activities on the Talk Talk newsletter, sent home on a Thursday.