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| C:\Users\egoodall\Desktop\CPD\School logo.jpgNursery and Reception Weekly overviewAutumn 1 2020**C:\Users\egoodall\Desktop\CPD\Veg cartoon.jpgAll About Me!** | **Week 1,2,3**The first few weeks of nursery and reception will focus on transition from home and settling into a new setting. We will establish our “ways of being” in our classroom and practice communicating with one another in play situations with support. Observations will be carried out to form baseline assessments. Story times will focus on children’s needs and choice. Phonics sessions will be introduced in short sessions and through rhyme time and singing. Welly fun! Please insure your child has a pair of wellies and if possible a set of waterproof clothes and a change of clothing including underwear and socks each day that they attend school. Welly fun sessions will be introduced when the children are settled and will focus on boundaries, expectations and individual preferences.  | **Week 4****Focus job: Hand printing** Area: Mathematics: Number 22-36: recites some number names in sequence 30-50: recites numbers in order to 10 40-60+: counts up to three or four objects by saying one number name for each item**Observations** – Child Initiated Play (outside) Area: PSED:SCSA 22-36: expresses own preferences and interests 30-50: can select and use activities and resources with help 40-60+: confident to speak to others about own wants, needs**Story time** – my history, sonny’s birthday surprise, kipper’s birthday, funny bones, children’s choice.**Nursery Phonics** – General Sound Discrimination (Environmental Sounds): Mrs Hocking has a box of nursery things can you guess what they are by the sounds they make? |
| **Week 5****Focus Job:**  **house modelling** Area: Expressive Arts and Design: EUMM 22-36: experiments with blocks, colours and marks 30-50: realises tools can be used for a purpose 40-60+: constructs with a purpose in mind, using a variety of resources Observations – Home Corner Area: Communication and Language: Understanding 22-36: understands who/what/where in simple questions 30-50: responds to simple instructions 40-60+: responds to instructions involving a two part sequence Story time – this is the house that jack built , six dinner sid , big sister little sister, let’s play house, N Phonics – General Sound Discrimination (Instrumental Sounds) : which instrument? | **Week 6- My Family****Focus Job:**  **self portraits** Area: Expressive Arts and Design: Being Imaginative 22-36: beginning to use representation to communicate 30-50: developing preferences for forms of expression 40-60+: creates simple representation of people, sounds and objects Observations – Child Initiated Play (outside) Area: Communication and Language: Speaking 22-36: uses simple sentences 30-50: builds up vocabulary that reflects their breadth of experiences 40-60+: links statements and sticks to a main theme… Story time – my family tree, peace at last, all in one piece, Mr large in charge N Phonics– General Sound Discrimination (Environmental Sounds) : describe and find the family member using images sent from home.  |
| **Week 7 – My Nursery Rhymes** **Focus Job – Name Writing** Area: Physical Development: Moving and Handling 22-36: imitates drawing simple shapes such as circles/lines 30-50: can copy some letters e.g. from name 40-60+: begins to form recognisable letters Observations – Music Area Area: Expressive Arts and Design: EUMM 22-36: joins in singing favourite songs 30-50: sings a few familiar songs 40-60+: begins to build a repertoire of songs and dances Story time – the new children, big nursery rhyme book twinkle twinkle, five little men N Phonics General Sound Discrimination (Environmental Sounds) : socks and shakers | **Week 8 – Healthy Eating**  **Focus Job – food tasting** Area: Physical Development: Health and Self Care 22-36: feeds self competently with spoon 30-50: can tell adults when hungry 40-60+: eats a healthy range of foodstuffs and understands the need for variety in food Observations – Story Room Area: Literacy: Reading 22-36: has some favourite stories, rhymes… 30-50: looks at books independently 40-60+: uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Story time – the enormous watermelon bb, the little red hen bb, goldilocks bb, kitchen disco N2 Phonics - Aspect 1 – General Sound Discrimination (Instrumental Sounds) : adjust the volume |