

# All About Me!

## Routines

The children are encouraged to come into the Nursery with their parent/carer. The children have their own named peg to hang their coats onto. Parents/carers are encouraged to support the children in self-registration by answering the 'question of the day'.

Children will be able to access continuous and enhanced provision which have been carefully planned to allow children to explore, investigate and apply their skills. During this time the children will have access to snack, which will usually be milk, water and fruit. During the session the children will also have opportunity to work in key worker groups and whole class sessions.

At the end of the session, the children will be encouraged to tidy up and will participate in class story time

## Reading

Each Friday, the children will choose a book to bring home. Parents/carers are encouraged to support early reading skills through:

- Discussing the pictures on the front cover - asking questions such as 'What do you think this book is about?'
- Reading aloud to children, supporting children joining in with rhyming words/repeated phrases.
- Supporting children in turning pages
- Asking questions 'What do you think will happen next?/What was your favourite part?'
- Revisiting the book - 'What happened?'

## Homework

Each Friday, the children will be given a homework task to support early learning. If you need any support, please do not hesitate to ask!

Thankyou for all your support  
Mrs Higgs, Mrs Spencer and Miss Leach.

## Communication, Language and Literacy.

### Texts being used:

*Titch*  
*Peace at Last*  
*From Head to Toe*  
*Peepo!*  
*You Choose*

### Songs and Rhymes being used:

*If You're Happy...*  
*Heads, Shoulders, Knees....*  
*Put your Finger on your Nose...*  
*Finger Play Rhymes...*

Respond to simple instructions

- Listen attentively to stories
- Begin to join in familiar nursery rhymes
- Use words and/or gestures
- Listen to and distinguish initial sounds in own name and those of others
- Draw and paint sometimes giving meaning to marks
- Listen to others
- Ask questions
- Begin to distinguish sounds Aspects 1-3
- Begin to recognise/trace/copy/ write own name

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## Knowledge and Understanding of the World.

- Look at the past and present in relation to 'self'
- Investigate and use construction materials
- Ask why things happen and how they work
- Use ICT to support learning- create self - portrait on IWB
- Talk about self and immediate family in circle time

## Creative Development

Be introduced to a wide variety of art materials and how to use them safely  
Explore 2d and 3d art  
Observational drawings/paintings of faces using mirrors and window panels, noting similarities and differences  
Explore different materials/ textures to create collages of own face  
Make 3D structures with construction  
Explore music, sounds and sing songs

## Mathematical Development.

- Counting objects and/or actions to 5 (10)
- Match number cards to numbers and/or amounts
- Daily counting using calendar, line - up, how many are here/not here today, how many chairs at the table, how many can play here, finger rhymes
- Use size language big/small to differentiate objects/toys
- Look at shapes try to match and name them -circle, square
- Begin to recognise how the shapes are the same/different
- Can you find these shapes in the classroom/corridors
- Look at the similarities and differences of 2 groups of objects - how are they different, which group has more...
- Sort groups by colour -primary colours

## Personal, Social and Emotional Development

Introduce classroom/ school rules and routines showing understanding of other peoples needs including the adults who work in the setting  
Introduce circle time and calendar activities  
Look at personal history 'how have you changed?' photographic evidence (parental involvement/classroom display)  
Empathise with 'Titch' (literacy) when reading story and share own family experiences with class during circle time  
Try out new activities and select resources independently  
Show awareness of own and others needs

## Physical Development.

Use small and large equipment and one-handed tools  
Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc.  
Mount stairs and steps using alternate feet  
Repeat patterns such as in action rhymes and finger play  
Move with control and co-ordination and in a range of ways in time to music

