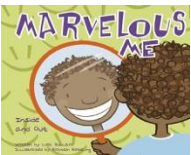

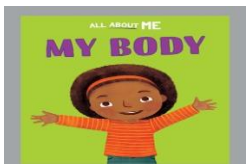
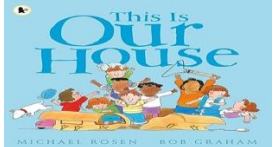

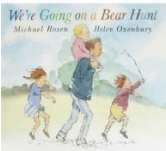
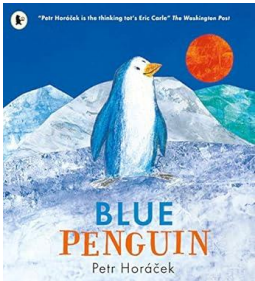


St Albans - Nursery Half Term Planning Tracker

Topic: Ourselves
 Class Spiritual Value and Whole School Spiritual Value: Friendship
 Term: Autumn Term 1

EYFS coverage	EYFS coverage	EYFS coverage	EYFS coverage	EYFS coverage
Themes:	9/09/24 All About Me!	16/09/24 Me and My Family	23/09/24 My Body	30/09/24 My House
Personal, Social & Emotional development	<p>Introduce classroom/ school rules and routines</p> <p>We will look at our personal history ‘how have we have changed?’ photographic evidence</p> <p>Jigsaw – Being me in my world – Who...Me?</p>	<p>We will make a collage of our house pictures. In each window and in the gardens, we will put people who are special to us with our comments on who the people are.</p> <p>We will look at different people in the family. Each one has a different expression on their face. We will talk about different emotions.</p> <p>Jigsaw – Being me in my world – How am I feeling today?</p>	<p>Explore the theme of differences, celebrating that we are all different. Play a game to help us consider how our body is the same/different to others. When the adult says a feature we have, such as curly hair, we jump in a hoop. If we don’t have said feature, we freeze.</p> <p>Jigsaw – Being me in my world – Being at Nursery</p>	<p>Circle-time- We will think about our home and say what is special about our home. What is their favourite room? Why?</p> <p>Jigsaw –Being Me in my world – Gentle Hands</p>
Communication & Language	<p>To join in familiar nursery rhymes.</p> <p>We will learn and use the word of the week. Every week we will learn a new word. We will use the new words that we have learned when talking to others.</p>	<p>We will share personal experiences about our family.</p>	<p>We will move our bodies freely to the music and use different parts of the body. For example, sway our arms, twirl around and march our legs.</p>	<p>We will learn a selection of rhymes relating to houses and homes, such as ‘The House That Jack Built’.</p>
Physical Development	<p>To develop fine motor control, hand/eye coordination by participating in fine motor activities such as threading activities, puzzles and small construction</p> <p>To move with control and co-ordination and in a range of ways in time to music</p>	<p>We will play a “Getting to Know You” ball game to learn each other’s names.</p> <p>We will practice our pencil grip and start to learn how to write our names.</p>	<p>We will play a mime game. Mime an action, such as washing our face or brushing our teeth.</p>	<p>We will use the pictures of houses for sale in a local newspaper to make our own ‘map’.</p>
Literacy & Useful texts	<p>Marvellous Me</p> <p><u>Focus Activity:</u> Can you draw your self-portrait and write your name?</p> 	<p>We are Family</p> <p><u>Focus Activity:</u> Can you make your family portrait?</p> 	<p>My Body</p> <p><u>Focus Activity:</u> Can you draw you draw and label the parts of the body?</p> 	<p>This is Our House</p> <p><u>Focus Activity:</u> We will draw a house on the blackboard. Write a letter in each of the house shapes.</p> 
Maths	<p>We will be counting daily using calendar, line – up, how many are here/not here</p>	<p>We will be counting and sorting family counters by colour and size.</p>	<p><u>Activity:</u> We will use our fingers to represent numbers to five.</p>	<p><u>Activity:</u> Use 2D shapes to make a house picture.</p>

	<p>today, how many chairs at the table, how many can play here, and finger rhymes.</p> <p>We will match the numeral to five candles.</p>			
Understanding the world	<p>Look at the past and present in relation to 'self'</p> <p>To Talk about self and immediate family in circle time</p>	<p>Look at pictures of a range of buildings on the interactive whiteboard. Make a game of recognising which are homes for people or not. Dolls house - different rooms within my own home.</p>	<p>We will discover a stethoscope and a first-aid kit. Who could the items belong to? When would we need to use them? We will pretend to be a doctor and look after a patient (Teddy).</p>	<p>We will look at pictures of homes and places in the local area and go for a walk close to the school. We will talk about what we can see.</p>
Expressive Arts & Design	<p>We will take part in observational drawings/paintings of faces using mirrors and window panels, noting similarities and differences.</p> <p>We will make self-portraits using mirrors to look at ourselves.</p> <p>To explore different materials/ textures to create collages of own face</p> <p>To trace/copy/write own name</p>	<p>We will take part in a cardboard tube family craft activity.</p> <p>To recreate our family experiences and the world around us: Role play-people who live with us</p>	<p>We will use whole-body movements to make marks inside the outline of a body on foil. We will use mashers, sponges, balls and rollers as well as using our fingers and hands to make marks.</p>	<p>We will build our home. We will create a house out of boxes and with a variety of art materials.</p>
RE	<p>What is precious to you?</p>	<p>How do Christians believe the world began?</p>	<p>What is special about the natural world?</p>	<p>What makes us unique?</p>

EYFS Coverage	Week Five What we will explore/experience/find out/learn	Week Six What we will explore/experience/find out/learn	Week Seven What we will explore/experience/find out/learn
	07/10/24 Black History Month, Harvest and Art Week	14/10/24 Going on an adventure	22/10/24 What am I good at?
Personal, Social & Emotional development	<p>We will play Handa’s board games.</p> <p>Harvest giving thanks for family, friends and food display</p> <p>Jigsaw –Being Me in my World – Our Responsibilities</p>	<p>We will talk about our friends. Do you have a special friend? What makes them special?</p> <p>We will investigate the ‘bear hunt station’ and prepare for going on a bear hunt with their friends.</p> <p>Jigsaw - Being Me in my World – Our Rights</p>	<p>Role-play: igloo/polar places</p> <p>Circle time- We will discuss about all things we can/can’t do.</p>
Communication & Language	<p>We will taste fruits from the story Handa’s Surprise. We will taste and feel the fruits. Can you use a word to describe each one? We will make a class list of vocabulary to describe the fruit.</p> <p>We will discuss the importance of healthy eating.</p>	<p>To come to the carpet to listen to a story - showing interest in stories</p> <p>Play a listening game with the children. Sit children in a circle and choose one child to curl up in the middle – this child is the ‘sleeping bear’. Once the ‘bear’ is asleep, choose someone in the circle to walk up to the bear and say, “Wake up, sleepy bear!” They then run back to their space. The ‘bear’ then says who they think woke them up.</p>	<p>Penguin songs</p>
Physical Development	<p>To play Fruit Salad. Followed by bean bag balancing. (Can you balance the ‘basket’ like Handa?)</p>	<p>To engage in activities using one-handed tools that require hand eye co-ordination – playdough, painting and, cutting, gluing</p>	<p>Name writing in shaving foam, slime, fake snow</p> <p>Cutting skills: making paper snowflakes,</p>
Literacy & Useful texts	<p>Handa’s Surprise</p> <p>Introduce the story of Handa’s Surprise. Look at the title and cover. Predict what the surprise might be. Then, read the blurb on the back cover. Does this give any more clues about the surprise?</p> <p><u>Focus Activity:</u> Draw a picture of your favourite fruit. Why do you like this fruit? Can you describe your favourite fruit?</p> 	<p>We’re Going on a Bear Hunt</p> <p><u>Focus Activity:</u> Can the children act out the story and learn how to share and take turns using masks?</p> 	<p>Blue Penguin</p> <p><u>Focus Activity:</u> We will draw Antarctica creatures.</p> 

Maths	<u>Activity:</u> We will count out five fruits.	<u>Activity:</u> We will begin to recognise and represent numbers using marks on paper. Choose a number and write it on the bear. We will count to 5.	Activity: We will compare the height of penguins.
Understanding the world	<p>The story is based in southwest Kenya. We will find this on a map. Can you find out more about the country? How is it similar/ different to where you live?</p> <p>To look at real pictures of Africa, animals and safari.</p> <p>We will find out about the animals that appear in the story. Where do they live? What do they like to eat?</p>	Find out about bears. What types of habitats do they live in? What do they eat?	<p>Exploring the changing of states: freezing/ melting/ investigate how to make ice</p> <p>Life cycle of a penguin: egg, chick, adult</p>
Expressive Arts & Design	We will look at fruit paintings of the artists' and will use them to paint fruits. We will also collect some fruit and vegetables in a basket and draw them. What colours/ textures will you need to show?	We will use a range of instruments and noisemakers to add sound effects to the story. We will perform individually or as a group when retelling the story.	Drawing whale songs, penguin noises with mixed media such as oil pastels, watercolours and inks.
RE	How can we show our thanks to God?	What and who do Christians believe is precious to God?	