

Physical Development (PD)

Moving and Handling:

22-36 run safely on whole foot

30-50: draw lines and circles using gross motor movements

Uses on-handed tools and equipment. E.g. makes snips in paper with child scissors

- Explore movements with my body
- Move with confidence, control and safety
- Develop my hand control using a variety of one-handed tools e.g. scissors, pencils, sticks

Health and self-care:

22-36 clearly communicates his/her need for potty or toilet.

30-50: dresses with help e.g. puts arms into open fronted coat, pulls up his/her own trousers, pulls zipper once fastened at the bottom.

- Learn to put on/take off coat.
- Manage own personal hygiene/care - washing hands/toileting needs
- Learn about a healthy lifestyle/making healthy choices

PE: Jumping

All about me Topic Web Term 1 2019 Nursery



Communication and Language (CL)

Listening and attention:

•30-50

Listens to others in one to one or in small groups, when conversation interests him/her

- Listen attentively to stories and rhymes

Understanding:

30-50: Responds to simple instructions e.g. to get or put away an object.

- Follow routines and expectations of the nursery

Speaking:

22-36: uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts

30-50: Uses vocabulary focused on objects and people that are of particular importance to them

- Singing a variety of action/nursery rhymes
- Asking questions to get to know my friends in my new class.
- Talking about myself/my family

Hook:

Personal Social Emotional Development (PSED)

Making Relationships:

22-36

Shows affection and concern for people who are special to him/her

30-50: Demonstrates friendly behaviour, initiating conversations and forming good relationships.

- Playing games with others
- Learning our friends names/finding out about each other/likes and dislikes

Managing feelings and behaviour:

-30-50: Begins to accept the needs of others and can take turns and share resources, sometimes with support

- Create classroom/school rules together as a class and routines showing
- learning to think about the feelings of others
- Introduce carpet/circle time

Self-confidence and self-awareness

30-50 can select and use activities and resources with help.

Jigsaw: Being me In My World

Understanding the World (UW)

The World:

30-50: Developing an understanding of growth, decay and changes over time.

- Comments and asks questions about aspects of their familiar world
- Tour of the school
- Find out about the different parts of the body.

Technology:

30-50: Knows how to operate simple equipment,

- Use the class Smart Board to find out information about the body
- Use cameras/i-pads to take photos

People and communities:

30-50: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

- Be introduced to class/school daily prayers
- Talk about self and immediate family in circle time
- Look at the past and present in relation to 'self'
- Look at personal history 'how have you changed?' photographic evidence (parental involvement/classroom display)

RE: God's World

Expressive Arts & Design (EAD)

Exploring and Using Media and Materials:

30-50: Enjoys joining in with dancing and ring games.

- Sings a few familiar songs.
- Be introduced to a wide variety of art materials and how to use them safely
- Explore different materials/ textures to create collages of ourselves, using mirrors
- Explore music, sounds and sing songs

Being Imaginative:

30-50

Developing preferences for expression

- Notices what adults do imitating what is observed and then doing it spontaneously when the adult is not there
- Selecting colours and using them appropriately in pictures.
- choosing activities independently
- Acting out personal experiences in the home corner