A group of white swans

Description automatically generated

**As readers and writers/mark-makers we will be…**

• Enjoying songs and rhymes, tuning in and paying attention.

• Joining in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Enjoying drawing freely

Understanding the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book

- To be able to mark make and identify their marks.

• To recognise my own name

As communicators, we will be…

• Turning towards familiar sounds and accurately locating the source of a familiar person’s voice, such as key person or parent.

• Gazing at faces, copying facial expressions and movements like sticking out tongue. Making eye contact for longer periods. • Watching someone’s face as they talk.

• Copying what adults do, ‘taking turns’ in conversations (through babbling) and activities. Trying to copy adult speech and lip movements. • Enjoying singing, music and toys that make sounds.

• Recognising and calmed by a familiar and friendly voice.

• Listening and responding to simple instruction.

• Listening to longer stories with enjoyment and remembering much of what happens.

• Paying attention to more than one thing at a time, which can be difficult.

•To sing rhymes and look at picture books.

•To talk about the different characters and what they are doing.

•To talk about themselves and their families.

Learning about people & the world, we will be…

• Repeating actions that have an effect.

• Using all our senses in hands-on exploration of natural materials.

• Beginning to make sense of our own life-story and family’s history

•To be able to talk about their body parts and what their Functions

•To be able to identify similarities and differences between themselves and peers.

•To make self-portraits.

Four Swannes Primary School

**Physical Development/P.E.**

Physically, we will be…

• Enjoying moving when outdoors and inside.

• Reaching out for objects as co-ordination develops.

• Passing things from one hand to the other. Let go of things and hand them to another person, or drop them.

•Continuing to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills.

• Going up steps and stairs, or climb up apparatus, using alternate feet.

• Skipping, hopping, standing on one leg and hold a pose for a game like musical statues.

• To use a dominant hand

• To use tweezer to transfer objects

• To use large pegs

Imaginatively and as artists, musicians and designers we will be …

• Showing attention to sounds and music.

• Starting to make marks intentionally.

• Starting to develop pretend play, pretending that one object represents another, for example, holding a wooden block to my ear and pretending it’s a phone.

•Listening with increased attention to sounds.

• Exploring different materials freely, to develop our ideas about how to use them and what to make.

•To name colours & To experiment with mixing colours

•To draw and colour with pencils and crayons

Personally, Socially and Emotionally we will be…

• Finding ways to calm ourselves, through being calmed and comforted by our key person.

• Expressing preferences and decisions. Trying new things and start establishing our autonomy.

• Engaging with others through gestures, gaze and talk.

• Using that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

•To separate from main carer & learn to adapt to environment.

•To seek comfort from familiar adults, when needed

• Selecting and using activities and resources, with help when needed. This helps us to achieve a goal we have chosen, or one which is suggested to us.

• Developing our sense of responsibility and membership of a community.

• Becoming more outgoing with unfamiliar people, in the safe context of our setting.

•To respond to a few appropriate boundaries, with encouragement and support

•To begin to show effortful control ‘waiting for a turn or resisting pushing to the front’.

As mathematicians we will be…

• Combining objects like stacking blocks and cups. Putting objects inside others and take them out again. (Matching and sorting)

• Climbing and squeezing ourselves into different types of spaces. (Shapes)

• Taking part in finger rhymes with numbers.

• Show ‘finger numbers’ up to 5. (Number rhymes & songs)

•To attempt to join in with number rhymes.

•To bring one or two objects when an adult request.

•To understand some talk about immediate past and future; ‘before’, ‘later’ ‘soon’.

•To anticipate specific time-based events such as mealtimes or home time.

•To use blocks to create my own simple structure or arrangement.

•To talk about what happened today, yesterday and tomorrow.

**‘Wonderful me’**

**All About Me**

(Working towards 3-4 Year olds)

**Autumn 1 ‘24**

**‘Wonderful me’**

**All About Me**

**2.9 Week 1**

Settling

**9.9 Week 2**

Settling

**16.9 Week 3**

Baseline Assessment

**23.9 Week 4**

Baseline Assessment

**1.10 Week 5**

My Mum and Dad Make Me Laugh by [Nick Sharratt](https://www.bing.com/ck/a?!&&p=3eb549b6e4c6b4cbdbb0b4ef95330e065c4442eaa0aa73a31bc18df797194d95JmltdHM9MTY1Njc0NDM0NiZpZ3VpZD1lMzYxMWUyZS0xMmJiLTRjN2MtYmI4Ni0xZGJjN2MyNDMzZmImaW5zaWQ9NTUzNg&ptn=3&fclid=99c55f44-f9d2-11ec-8ace-ecc6f0ca2970&u=a1L3NlYXJjaD9xPU5pY2srU2hhcnJhdHQmZmlsdGVycz11Zm4lM2ElMjJOaWNrK1NoYXJyYXR0JTIyK3NpZCUzYSUyMmRlNTA3YzIwLTM1ZWMtYWNkMS0zYWZmLWQwYzI0YjgxYWFjZCUyMitnc2V4cCUzYSUyMmQ5NGUxYzUzLWRhNmYtYmRmYS0wZGRmLTMyOTFlMDQ0YjcwZV9iWE52TDJKdmIyc3VkM0pwZEhSbGJsOTNiM0pyTG1GMWRHaHZjbnhVY25WbCUyMiZGT1JNPVNOQVBTVA&ntb=1)

**7.10 Week 6**

Owl Babies by Martin Waddell

**14.10 Week 7**

It’s My Birthday by Helen Oxenbury

**21.10 Week 8**

Funny Bones by [Allan Ahlberg](https://www.bing.com/ck/a?!&&p=a700033d26755e6e74b7f9f33ab721af55eeea8034aff1cabef5f0edbd9e7201JmltdHM9MTY1Njc0NDU2NCZpZ3VpZD1iZDg1MThjMy05NzI3LTRhZDAtODkxMi00MThjZWQwYzY1OGEmaW5zaWQ9NTg2NA&ptn=3&fclid=1bba8aeb-f9d3-11ec-a607-9badc3441ae3&u=a1L3NlYXJjaD9xPUVuZ2xpc2grV3JpdGVyK0FsbGFuK0FobGJlcmcmZmlsdGVycz11Zm4lM2ElMjJFbmdsaXNoK1dyaXRlcitBbGxhbitBaGxiZXJnJTIyK3NpZCUzYSUyMjM4MTIxMTY0LTY3YzAtM2YxNC0yNmE5LWYwMjgyODk5NzY4ZSUyMitjYXRndWlkJTNhJTIyMzRkOWVkYmQtZTI1OC04ZjQwLTRlMmQtZjYwNDc5OGMyMTQ5XzIxNjcyZmE0JTIyK3NlZ21lbnQlM2ElMjJnZW5lcmljLmNhcm91c2VsJTIyK2dzZXhwJTNhJTIyMzRkOWVkYmQtZTI1OC04ZjQwLTRlMmQtZjYwNDc5OGMyMTQ5X2JYTnZMMkp2YjJzdWQzSnBkSFJsYmw5M2IzSnJMbUYxZEdodmNueFVjblZsJTIyJkZPUk09U05BUFNU&ntb=1) · [Janet Ahlberg](https://www.bing.com/ck/a?!&&p=3edc137f088ce1a29ade0f44416944668807a3cbf91afd36b77a4f2ab1053a26JmltdHM9MTY1Njc0NDU2NCZpZ3VpZD1iZDg1MThjMy05NzI3LTRhZDAtODkxMi00MThjZWQwYzY1OGEmaW5zaWQ9NTg2NQ&ptn=3&fclid=1bba8dd4-f9d3-11ec-a52e-d932d3da3a1f&u=a1L3NlYXJjaD9xPWphbmV0K2FobGJlcmcmZmlsdGVycz11Zm4lM2ElMjJqYW5ldCthaGxiZXJnJTIyK3NpZCUzYSUyMjU5YmQ1YTEwLWNkZDctM2NjZC0zODMyLTI1ZDExMmZjMWMyNCUyMitjYXRndWlkJTNhJTIyMzRkOWVkYmQtZTI1OC04ZjQwLTRlMmQtZjYwNDc5OGMyMTQ5XzIxNjcyZmE0JTIyK3NlZ21lbnQlM2ElMjJnZW5lcmljLmNhcm91c2VsJTIyK2dzZXhwJTNhJTIyMzRkOWVkYmQtZTI1OC04ZjQwLTRlMmQtZjYwNDc5OGMyMTQ5X2JYTnZMMkp2YjJzdWQzSnBkSFJsYmw5M2IzSnJMbUYxZEdodmNueFVjblZsJTIyJkZPUk09U05BUFNU&ntb=1)

**Festivals/Special Occasions:**

Eid ul-Adha (Islam)

Harvest (multi-faith)

**Trips/Experiences:**

Medium term plan Nursery

Autumn 1

2024