



Nursery: I Am Special

1. Key Vocabulary

Communication, Language and Literacy:

- **School**—a place we come to learn
- **Family**—a group of one or more parents and their children living together as a unit.
- **I, we, us, our** — we will learn to recognise and use these personal pronouns correctly

Personal, Social and Emotional Development:

- play**—take part in an activity for fun
- kind**—be good to one another
- help**—giving aid, support
- love**—like very much
- friend**—someone we like
- age**—how old you are

Mathematics:

- **Number**—a quantity or amount
- **count**—naming numbers or adding one by one
- **Full**—having a lot
- **Pattern**—repeated design
- **More**—a greater amount
- **less**—a smaller amount

Physical Development/Understanding of the World:

- Body**—what makes you!
- Exercise**—movement that makes you stronger and healthier
- Fruit**—a plant you can eat which grows on trees
- Vegetables**—a plant you can eat which grows in the ground
- Different**—not the same
- Heat**—when something is hot

Expressive Arts and Design:

- make**—create
- music**—the sound, melody
- choose**—to select
- shape**—the outline of the objects
- model**—a representation of something
- join**—to take part

2. Curriculum Knowledge

Our topic this half term is “I am special”. We will be focusing on settling the children into school, developing their confidence when exploring new

indoor and outdoor environments and building relationships with their peers and adults. We will also be introducing the children to school rules, routines and learning about the school and the local community.

Our young learners will develop their understanding that everyone is special and unique and celebrate these differences.

We will be learning about the different parts of our bodies as we sing ‘head, shoulders, knees and toes’.

	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Make a family picture or portrait.	Discuss our families and us as individuals.	Explore different emotions and feelings.	Build relationships with our peers.	Explore our immediate environment at school.

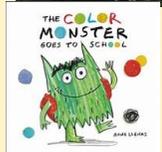
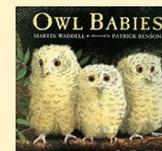
4. Communication and Language

Through daily story time, children will begin to listen to stories with increasing attention and recall and with encouragement join in with repeated refrains, such as in the familiar story ‘Owl Babies’. Children will be encouraged to bring in their favourite stories to share with the class to promote a love of reading.

As children become more familiar with the school day and routines, they will begin to follow directions and instructions independently, such as helping with tidying up time when asked.

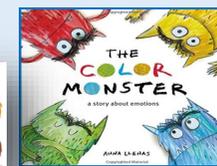
Children will be encouraged to talk about what they are doing with an adult and with support will begin to respond to ‘how’ and ‘why’ questions.

Children will learn to recognise their own name and begin to learn the letter names. With support, they will begin to practice writing their name.



5. Personal, Social and Emotional Education

The children will be supported to settle into Nursery and form friendships with their peers and teachers. The story ‘The Colour Monster’ will help to teach children to understand the different feelings they experience. Using mirrors the children will experiment with pulling different expressions to represent how they may feel. Children will be encouraged to talk about their feelings with an adult.



6. Physical Development

Children will be supported to develop their independence as they get dressed and undressed.

They will be developing their fine motor skills through manipulating different malleable materials to prepare them for drawing and writing tasks ahead.

Through the outdoor activities children will explore gross motor skills such as walking, spinning, running, jumping, climbing; as well as different ways of moving their bodies.



7. Mathematics

Through number songs, children will explore and learn about numbers and begin to recognise numerals to 10.



Through play and explorative activities, children will learn that numbers represent how many objects are in a group. Children will begin to match quantities to numerals, for example they will be able to park a bike with 4 spots in the corresponding parking space with the number 4.



They will explore counting both objects and actions, such as hops, jumps, clicks or claps to support children to develop their understanding of number.



They will explore capacity through pouring activities.



8. Literacy

Children will begin to understand that prints have meaning and different functions as their attention is drawn to a wide range of examples such as logos of shops. They would learn new vocabulary as they engage in extended conversations about stories.



Children will learn to recognise their own name through the morning self-registration and begin to learn the shapes of the letters in their names.



Children will be introduced to a variety of phase 1 phonics activities such as singing, rhyme and alliteration to support them in hearing and saying initial sounds in words. Adults will further develop that by using sound talk to help children tune in to different sounds in English.



9. Understanding the World

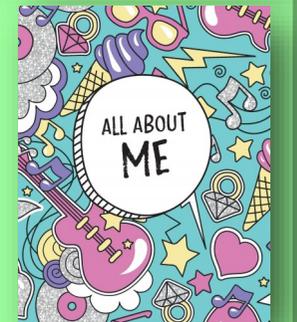
Children will learn about their bodies and body parts through games, songs and rhymes such as Head, Shoulders, Knees and Toes.



Children will talk about their families, discussing with their friends who they live with and important people in their lives. Through sharing family photographs and drawings, we will create a display to celebrate all of the families in our class.



They will listen to stories that celebrate us as being individuals and understand what makes us unique. We will look at ourselves in relation to our friends and families and talk about some similarities and differences we share.



10. Expressive Art and Design

Children will be introduced to a wide range of music and will be encouraged to join in with dancing and singing familiar songs.



They will experiment with using different media to create self-portraits of themselves and begin to choose particular tools, colours and shapes to represent their bodies and facial features.

Children will be supported to think about what they want to make, the processes that may be involved and the materials and resources they may need, such as a photograph of a house to remind them to include windows and doors in their construction models.

