

Intent: for the children to be aware of themselves and their family history.

Implementation: workshop with NHS nurse, images of family trees etc, toys from the past.

Impact: by the end of the topic the children will be able to understand different aspects of themselves, such as body parts, homes and emotions. They will know that they are unique and have aspects that are the same / different. Another impact is that they will know who is in their family tree and what toys they had.

**Early Years Foundation Stage – Nursery
Autumn 1 Medium Term Planning
3 Prime Areas of Learning
All about me (History link)**

Who am I and who are my family from the past?

Key Vocabulary:

Past – something that has happened.

Present – something that is happening now.

Family tree – the relationship between generations of a family.

Generations – people in your family from the past.

Emotions – a feeling based on your mood.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 Settling week.	First week at Nursery – use the first week to settle the children into the new environment.		
2 Our family tree.	<p>Ask the children to bring in pictures of people in their family tree for us to look at and discuss.</p> <p>PSED: MS (nur): Show more confidence in new social situations.</p>	<p>Family stick puppets in the small world area to encourage the children to create and retell stories.</p> <p>CAL: S (nur): Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>CAL: S (nur): Use a wider range of vocabulary.</p> <p>CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Talk about pencil grip and provide face templates in the writing area to cut out, colour and decorate.</p> <p>PD: FMS (nur): Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>PD: FMS (nur): Use a comfortable grip with good control when holding pens and pencils.</p> <p>PD: FMS (nur): Show a preference for a dominant hand.</p>
3 Homes.	<p>Encouraging the children to work together to build homes in the construction area.</p> <p>PSED: SR (nur): Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>PSED: SR (nur): Find solutions to conflicts and rivalries. PSED: SR (nur): Talk with others to solve conflicts.</p> <p>PSED: SR (nur): Develop their sense of responsibility and membership of a community.</p> <p>PSED: SR (nur): Develop appropriate ways of being assertive.</p>	<p>Family role play area – add props to encourage the children to engage in imaginative role play.</p> <p>CAL: S (nur): Use longer sentences of four to six words.</p> <p>CAL: S (nur): Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Talking about how to use equipment safely and then build a home in a group.</p> <p>PD: GMS (nur): Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>PD: GMS (nur): Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>PD: GMS (nur): Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>
4 Body parts.	<p>Circle game ‘Who is it?’ – use descriptive language to describe one of the children on the carpet and the children are to guess who it is.</p> <p>PSED: MS (nur): Show more confidence in new social situations.</p> <p>PSED: 3 – 4 Years: Play with one or more other children, extending and elaborating play ideas.</p> <p>PSED: BR (nur): Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Visit from a Nurse to learn about body parts and ask questions that we have about our bodies.</p> <p>CAL; L,SAU (nur): Pay attention to more than one thing at a time, which can be difficult.</p> <p>CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>Talking about how we grow and change.</p> <p>PD:GMS (nur): Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>
5 Emotions.	<p>Talking about what makes us happy / sad.</p> <p>Provide mirror and emphasise how their changes when making the different expressions.</p> <p>Use the colour monster feelings display.</p> <p>PSED: SR (nur): Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>PSED: BR (nur): Understand gradually how others might be feeling</p>	<p>Read stories about emotions and feelings, eg ‘the colour monster’.</p> <p>CAL: LAAU (nur): Enjoy listening to longer stories and can remember much of what happens.</p> <p>CAL: LAAU (nur): Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>CAL: LAAU (nur): Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Moving in a variety of different ways.</p> <p>PD: GMS (nur): Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>PD: GMS (nur): Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>PD: GMS (nur): Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>PD: GMS (nur): Increasingly be able to use and remember sequences</p>

			and patterns of movements which are related to music and rhythm.
6 Same but different.	Provide mirrors and encourage the chn to look in the mirror. Ask them to compare themselves to their friend, e.g. hair colour and eye colour. PSED 3 – 4 Years: Remember rules without needing an adult to remind them.	Talking about our favourite colours, animals, food, what they would like to be when we grow up. CAL: S (nur): Use a wider range of vocabulary. CAL: S (nur): Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Get the children to paint / draw pictures of their friends. PD: FMS (nur): Use a comfortable grip with good control when holding pens and pencils.
7 Favourite toys.	Circle time game – pass a small toy around the circle and encourage the children to talk about their favourite toy (focus on what /why questions). PSED: SR (nur): Develop their sense of responsibility and membership of a community	Looking at toys from the past and discussing the differences in toys from the past to toys in the present. CAL: S (nur): Start a conversation with an adult or a friend and continue it for many turns. CAL: S (nur): Use a wider range of vocabulary.	Running, kicking and catching large balls and talking about the effects on our bodies. PD: GMS (nur): Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Early Years Foundation Stage – Nursery
Autumn 1 Medium Term Planning
4 Specific Areas of Learning
All about me (History link)
Who am I and who are my family from the past?

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 Settling week.	First week at Nursery – use the first week to settle the children into the new environment.			
2 Our family tree.	<p>Drawing self-portraits and talking about the different features we have on our face.</p> <p>L: WC (nur): Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Counting to 5 – different ways each day, e.g. counting with the numeral, with fingers and with a fives frame.</p> <p>M: N (nur): Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>M: N (nur): Recite numbers past 5.</p> <p>M: N (nur): Say one number for each item in order: 1,2,3,4,5.</p> <p>M: N (nur): Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>M: N (nur): Show 'finger numbers' up to 5.</p>	<p>Looking at our family trees and talking about our family heritage – find images of family portraits taken in the past (black and white to colour).</p> <p>UTW: PAP (nur): Begin to make sense of their own life-story and family's history.</p> <p>UTW: PCAC (nur): Talk about the differences between materials and changes they notice.</p>	<p>Home corner role play.</p> <p>Face templates for children to add their own facial features on.</p> <p>Children to create their own family tree artwork.</p> <p>EAD: BIAE (nur): Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>EAD: CWM (nur): Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
3 Homes.	<p>Sing a different nursery rhyme each day and at the end of the week ask the children which is their favourite and why.</p> <p>Have 'the three little pigs' story and finger puppets out in the reading corner.</p> <p>L: C (nur): Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Looking at shapes and discussing what shapes make a house.</p> <p>M: NP (nur): Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>M: NP (nur): Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>M: NP (nur): Combine shapes to make new ones - an arch, a bigger triangle, etc.</p>	<p>Now the chn are settled into their new environment go for a walk around the school for the children to explore further.</p> <p>Looking at old and new homes / doll house in the small world area.</p> <p>UTW: PCAC (nur): Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>UTW: PCAC (nur): Explore how things work.</p>	<p>Building homes in the construction area.</p> <p>Designing their own home in the creative corner.</p> <p>EAD: BIAE (nur): Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>EAD: CWM (nur): Join different materials and explore different textures.</p> <p>EAD: CWM (nur): Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>EAD: CWM (nur): Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>

<p>4 Body parts.</p>	<p>Reading the story 'Funnybones' and talking about the different body parts. L:WR (nur): Understand the five key concepts about print. L: C (nur): Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Talking about big / small objects. M: NP (nur): Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Looking at x-ray pictures and talking about what we can see. UtW: 3 – 4 Years: Talk about what they see, using a wide vocabulary.</p>	<p>Singing action songs such as head, shoulders, knees and toes and if you're happy and you know it clap your hands. EAD: BIAE (nur): Listen with increased attention to sounds. EAD: BIAE (nur): Remember and sing entire songs. EAD: BIAE (nur): Sing the pitch of a tone sung by another person ('pitch match'). EAD: BIAE (nur): Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<p>5 Emotions.</p>	<p>Talking about key events in the story 'Worrysaurus' and looking at the illustrations in the book to find the different emotions that he feels. L: 3 – 4 Years: Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Sorting different shapes into groups. M: 3 – 4 Years: Understand position through words alone – for example, "The bag is under the table," – with no pointing. M: 3 – 4 Years: Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. M: 3 – 4 Years: Extend and create ABAB patterns – stick, leaf, stick, leaf. M: 3 – 4 Years: Notice and correct an error in a repeating pattern.</p>	<p>Talking about our shadows and why we have them – draw around them in chalk to see the differences. UTW: PCAC (nur): Continue developing positive attitudes about the differences between people UTW: PCAC (nur): Explore how things work.</p>	<p>Listen to different types of music and encourage the children to tell you how the music makes them feel. EAD: BIAE (nur): Create their own songs, or improvise a song around one they know.</p>
<p>6 Same but different.</p>	<p>Put out name cards for the children to begin to learn how to recognise their name independently and begin tracing their name. L: W (nur): Write some or all of their name. L: W (nur): Write some letters accurately.</p>	<p>All about the number 1 – looking at the numeral, different representations, practical activities and formation by discussing the rhyme and forming it correctly on paper. M: N (nur): Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. M: N (nur): Experiment with their own symbols and marks as well as numerals.</p>	<p>Get the children to use the IWB to draw pictures of them and then compare them to their friends. UTW: PCAC (nur): Continue to develop positive attitudes about the differences between people.</p>	<p>Explore different textures and talk about what they feel like. The children could investigate sandpaper, tissue, corrugated card, foil, cotton wool, velvet, fur and plastic, etc. They could then use them to make collages. EAD: CWM (nur): Explore different materials freely, to develop their ideas about how to use them and what to make. EAD: CWM (nur): Develop their own ideas and then decide which materials to use to express them EAD: CWM (nur): Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD: BIAE (nur): Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. EAD: CWM (nur): Explore colour and colour mixing.</p>
<p>7 Favourite toys.</p>	<p>Drawing pictures of their favourite toys. L: W (nur): Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<p>All about the number 2 – start to match numeral to quantity. M: N (nur): Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Playing with toys from the past – how they they different? UTW: TNW (nur): Talk about what they see, using a wide vocabulary.</p>	<p>The Old Toy Room role play masks to be put into the role play area to encourage the children to play and talk about toys from the past. EAD: BIAE (nur): Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>

