



## Understanding of The World

1	Body Parts	Talk about body parts and what their function is (Science Link)
2	Draw silhouettes	Orally label body parts (Science Link)
3	Similarities and differences	Identify similarities and differences between themselves and peers (History Link)
4	Make self portraits	Notice identifying features about themselves (History Link)
5	Significant events	Children begin to talk about significant events in their life (History Link)
6	Technological Toys	Using a range of toys that need an action to make it work (Computing Link)
7		
8		
9		
10		

## Key People/Places/Facts

1	Family	Who are our family? Are all families the same?
2	Home	Where do we live? What's my address? Who lives with me?
3	School	How does school help me? Where is my school?
4	Teachers	Discussion about teachers being helpful, responsible members of the community
5	Community	Discussion about who lives in a community and how a community can be a supportive and caring environment.
6	Police	How do the police help us? What is the emergency number?
7	Doctors	Why do we go to see the doctor? How do the doctors help us?
8	Firemen	Who are fire people? Where do they work? What do they drive?
9	Neighbours	Do you know your neighbours?
10		

## Big Questions

1		
2		
3		
4		

## Vocabulary

	Tier 2	Tier 3	
	Similar	Community	
	Different	Neighbour	
	helpful	Body	
	responsible	Elbow	
	Trustworthy	Hip	
	Supportive	Joint	
		Jaw	
		Ankle	

## Literacy

### Reading:

Class Novel – Different short stories each day with a general theme of 'community' and 'supportive environments'.

The books we read are recorded on our reading display.

- To recognise familiar logos and labels within the environment.
- To know that text can be used as a form of identification.
- To know that text has a meaning
- To know that text is read left to right and top to bottom in English.

- To name and talk about the different parts of a book e.g. front cover/back cover/spine/pages

-To learn a range of nursery rhymes.

-Phase 1 Phonics- Tuning into sounds

- Acknowledging pictures that represent sounds, emphasising initial sounds of words (Links to music)

### Writing Opportunities:

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

This will be done in a range of ways:

-Continuous provision such as painting and drawing opportunities, messy play (shaving foam, glitter, playdough), sand and water play.

-Focused activities- self-portraits, family pictures, name writing.

## MATHS

### SKILLS

-To talk about what happened today, yesterday, tomorrow

- To count out a group of up to 5 objects

- To show an understanding of 1:1 correspondence when counting to 5

- Knowing that the last number you count represents the total number of objects (cardinal principle)

- Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/straight/corners

### KNOWLEDGE

-Singing a range of number songs

- To say number names to 5 in order

- To know that time can be measured using days

- To know that the last number said represents the total number of objects

- To show an awareness and name some 2D shapes in the environment

**Year:2023/2024**

**Term: Autumn 1**

**Theme: Our  
Community**

## PSED

### Skills

-To separate from main carer and learn to adapt to the Nursery environment

-To select and use activities and resources, with some support if needed

-To wash hands after using the toilet

-Know that they can approach adults in the Nursery when needed.

### Knowledge

-To describe a friend

-To demonstrate friendly behaviour

-To understand how to be a good friend

-To choose an activity independently

## Communication & Language

-To sing rhymes and look at picture books

- To talk about different characters and what they are doing

-To talk about themselves and their families

- Develop communication that can be understood by others

- Know that stories have different characters which could be real and pretend

-To know and sing words clearly so that they are audible.

- To know that it is OK to talk to others about wants and needs.

## Expressive Arts

