

Communication and Language

- Listen to and recognise sounds heard in the environment
- Listen to the grown ups and your peers
- Join in with nursery rhymes and listen to stories

Frogs:

- Follow instructions that have two parts eg "get your coat and sit back on the carpet"
- Start conversations with other children and adults

Tadpoles:

- Follow simple instructions eg "wash your hands"
- Engage in activities that follow your interests
- Listen to others talk

Personal, Social and Emotional

- Meet new friends/grown ups and learn their names
- Build relationships with your key worker and seek them out
- Learn new nursery routines eg carpet time, snack time, choosing time and lunch time
- Select activities/resources to play with

Frogs:

- Ask grown ups for help
- Take turns and share resources and gain an understanding of why this is important
- Think and talk about 'who is important to me?'

Tadpoles:

- Transition into the nursery with increasing confidence



Literacy

- Handle books carefully
- Notice signs/print in the environment and learn what they mean eg stop sign, visual timetable, toilets and handwashing

Frogs:

- Name different parts of books eg front cover
- Talk about the purpose of print
- Explore making different lines and shapes using a range of different mark making materials



Tadpoles:

- Draw freely with a range of mark making materials
- Share books with adults and respond to pictures



Autumn 1

Theme: 'My Family and Me'

Little Wandle Letters & Sounds

Revised- Phase One (Frogs):

- Environmental Sounds

Woodland

- Learn how to stay safe in my environment by following boundaries and routines
- Den building

Seasonal/Celebration

- Harvest Festival

Trips/Visits

- Explore new areas of the school eg woodlands, big garden, library and hall.



Maths

- Listen to positional language eg- behind, on top of
- Explore number through singing nursery rhymes
- Use language of time based events eg home time

Frogs:

- Recite numbers to 5 through songs and rhymes
- Represent numbers on our fingers
- Discuss and describe routes and locations using words like in front of and behind
- Talk about and identify patterns around us eg stripes on clothes, designs on rugs and wallpaper

Tadpoles:

- Explore fitting into different spaces eg dens/ tunnels
- Complete inset puzzles
- Combine objects to construct, build and balance

Physical Development

- Negotiate space when running
- Talk about and model the importance of hand washing
- Try new foods with different tastes and textures
- Use chunky chinks and paintbrushes to make marks

Frogs:

- Climb steps, ladders and climbing frames
- Practise taking off and putting on shoes/wellies/ waterproofs
- Use large muscle movements to wave flags and streamers, paint and make marks

Tadpoles:

- Clap and stamp to music
- Move your body in different ways eg waving, rolling, crawling



Understanding the World

- Talk about who is in our family/who we live with and about what makes us special
- Use all of our senses in hands on exploration of natural materials

Frogs:

- Talk about our similarities and differences
- Talk about our own life stories

Tadpoles:

- Make connections with your family and other families through story, sharing photos and discussions



Expressive Arts and Design

Frogs:

- Engage in pretend play and use resources to support role play ideas
- Explore different materials and think about how to use them

Tadpoles:

- Explore our voices, make different rhythmical and repetitive sounds
- Join in with songs and rhymes
- Explore and manipulate different materials using our senses to investigate them



We promote the Characteristics of Learning through all that we do.

PARCC-we are Aspirational,

Resilient and challenge seeking, Caring and collaborative, Creative and curious.

⇒ Sing nursery rhymes and teach your family a new nursery rhyme that you have learnt.

⇒ Tell your family about the new nursery routines that you have been learning. What do we do in the morning? What happens at lunch time?

⇒ Have a go at putting your own shoes and socks on before you come to nursery.

⇒ Draw a picture of your family and bring it in to show an adult.
⇒ Share, read and talk about your favourite stories.

Activities to Try at Home

Key Vocabulary from Focus Stories

All About Families: Family, different, home, adopted, separated, celebrations, feelings

The Gruffalo: Stroll, kind, tusks, claws, jaws, roasted, stream, feast, prickles, lake, afraid

The Gingerbread Man: Baker, wife, bake, ran, catch, chased, river

We Are Going On A Bear Hunt-Wavy, over, under, stumble, snow-storm, forest, cave, narrow

What Type of Family are We?: Cubs, camel, distance, calves, swinging, protect, relative

You Choose: Imagine, jungle, city, castle, hungry, pet, snooze

We will also be using non fiction books to learn all about the world around us

⇒ Sing some number nursery rhymes eg—5 little speckled frogs, 1 2 3 4 5 once I caught a fish alive or 10 green bottles.

⇒ Talk to your family about what you have been doing at nursery.
⇒ Look at the trees when you walk to school, what is happening to the leaves?

⇒ Collect some leaves and paint them, you could then glue them down to some paper.

Useful link: What to Expect, When? www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

Please bring in photos to add to our WOW Wall if you have tried one of these activities at home or add photos to Tapestry.