

Literacy ENG 0-12a/LIT0-13a/LIT0-21a; LIT 0-21b; LIT 0-26a; LIT 0-02a

Talking and Listening: Take turns to talk in a group situation, becoming more confident to share simple info
**From long term calendar*

Reading and Writing: Develop accuracy in name writing, exploring letters in their name and other letters they are interested in;

Writing: Start to add detail to drawings to make recognisable items/figures

SAL: *create texts of increasing complexity using more sophisticated language *develop and apply knowledge and understanding of language,

Learning Statements: Reading *Recognises patterns in language and blends sounds to decode unfamiliar words. Recognises common words and reads aloud simple texts. Writing: *Is confident in forming letters and can use sounds and letters to construct words. *Understands that writing conveys meaning. Talking and Listening Communicates with others and is beginning to take turns and know when to talk and when to listen. Responds and contributes ideas, thoughts and feelings.

Building the Ambition: Communication

Milestones: Speech and Language-Understanding language and Talking skills; Attention; Fine Motor

Potential provision in Learning Environment:

Name Writing/ Letters: Name cards in trays, name writing at weekly focus table, rubbings cards and other interest items, e.g. stamps to encourage children to explore graphemes (letters) in mark making ***Observation opportunity focus- pre**

Drawing/Painting with increased detail: Provide a range of photos, graphics and real life items to engage children in drawing and painting activities e.g. laminated line outlines of trucks and tractors to explore; clear photographs of transport/vegetables, stencils and rubbings, gummed shapes at mark making, toy trucks and diggers/real veg on mark making table, large sheets of paper and paint to make outdoor truck making

Start to support talking in group time activities: Encourage and support children to talk in a range of situations in group time. Support older learners to talk in more detail and add to their vocabulary. Support younger learners to talk about their breakfast/lunch. Specifically focus on children developing turn taking skills when talking through only talking when holding the toy.

***Observation opportunity focus- pre/ ante-pre**

Nursery Overview Plan for September/October:

19.9.16-14.10.16 Trucks and Tractors/Autumn Harvest

Responsive Planning: This plan has been formulated following discussion with Nursery staff about areas of focus most relevant to children's needs and next steps over the next month. Children's next steps were checked as part of this process.

Discrete Planning: In appropriate areas, relevant learning linked to the *Calendar Year/Long Term Plan* has also been included and this is highlighted on the plan.

These activities are suggested only and may be changed depending on needs of children. Specific provision and themes for groups of children/individuals will also be developed if/when suitable and will be detailed on the weekly learning wall/weekly plans/big book/individual learning folders (as appropriate).

Numeracy MNU 0-01a MNU 0-02a MNU 0-03a MTH 0-16a

Count accurately, applying early numeracy principles

Develop recognition of numerals and their meaning

Investigate 2D and 3D shapes and colours **From long term calendar*

Explore early addition concepts- combining 2 sets (Pre)

SAL: *Using knowledge and understanding of the number system, patterns and relationships *Applying numeracy and mathematical skills *Using knowledge and understanding of shape and space

Learning Statements: *Concept of zero *Associates number with quantities *Subitising *Order of number *Grouping and sharing *Concept of pattern in number *Classification and grouping of 2D shapes and 3D objects

Building the Ambition: Promoting curiosity, inquiry and creativity; Wellbeing; Communication

Milestones: Attention, Fine Motor, Speech and Language-Listening

Potential provision in Learning Environment:

*Shape and Colour: 2D and 3D Shape and colour resources to encourage children to explore these concepts in numeracy area, shape and colour items on light box, shape blocks for construction, printing, shape playdough cutters, shape threading, sorting activities

*Number and Counting: *Weekly focus table number activities* with older children focusing on number recognition and naming, counting by rote forwards and backwards, counting larger groups accurately using number principles, sorting by colour and combining two sets; *Weekly focus* with younger children- counting forwards, numerals, counting small groups, sorting by colour, variety of number resources in free play numbers and counting items in role play area, outdoor counting/number. ***Observation opportunity focus- pre/ante-pre**

Health and Wellbeing HWB 0-17a 0-18a 0-19a 0-21a 0-22a

Learn to take responsibility for setting up/ tidying the Nursery and following Nursery rules and routines **From long term calendar*

Develop fine motor skills- cutting/scissor skills

Develop basic movement skills and spatial awareness **From long term calendar*

SAL: *Physical competencies - kinaesthetic awareness; balance and control; coordination and fluency; rhythm and timing; gross and fine motor skills. (Routines- No specific SAL/Learning Statement but is part of overall skills for learning, life and work).

Learning Statements: *Demonstrates simple movement skills and patterns through exploring a range of contexts

Building the Ambition: Wellbeing; Promoting curiosity, inquiry and creativity

Milestones: Attention; Fine Motor; Gross Motor; Speech and Language-Listening

Potential provision in Learning Environment:

Taking responsibility in learning environment: Helping to set up and tidy Nursery and names to be noted a chart to ensure all learners have opportunities to do this. Children to be supported to settle in environment. They will be encouraged to ask for items they would like to use in Nursery/ be involved in decisions. Children supported to follow rules and routines, making safe choices in Nursery. ***Observation opportunity focus - ante-pre**

Cutting skills: Range of cutting materials available at mark making and creative areas to explore on an ongoing basis, range of scissors available for children to choose, *weekly focus table cutting activity possibly linked to theme children are interested in*, craft activity involving cutting, resources in free choice part of creative area that will encourage children to cut, e.g. ribbons, strips of paper, ***Observation opportunity - pre/ante-pre**

PE Experiences: Visit hall and start to become familiar with hall routines/listening in hall. Start to develop spatial awareness through games and activities. Develop basic running and walking movement skills through games. Develop start/stop. Start Edinburgh Basic Moves- Use space cards 1 and 2. Key shapes from Edinburgh Basic Moves. ***Observation opportunity pre/ante-pre**

RME RME 0-03a RME 0-06a RME 0-07a RME 0-02a

Explore Harvest festivals **From long term calendar*

SAL: *investigating beliefs, values, issues, traditions and practices ; Appreciating the importance of respect for the beliefs, values and traditions of others

Learning Statements: *Understand that religions and other celebrations, practices, festivals and traditions are important to people. *Show that they know about ways in which people express their beliefs and viewpoints through celebrations, practices, festivals and traditions. *Know that people's practices and traditions can be different.

Building the Ambition: Promoting curiosity, inquiry and creativity; Communication

Milestones: Attention; Fine Motor-cooking

Potential provision in Learning Environment:

Harvest activities and make a harvest table with the class, links to seasonal outdoor play, photos of harvest items and real vegetables in play areas as a stimulus, e.g. mark making, in house/shop, make soup—cooking activity (links with HWB 0-29a/0-35a), Pictures, videos, etc of Harvest festivals in different religions.

Social Studies SOC 0-07a SOC 0-08a SOC 0-12a

Explore changes in the seasons- Autumn **From long term calendar*

Enjoy exploring the natural environment as part of messy play sessions

SAL: *understanding economic, political, social and environmental issues

Learning Statements: *describes the weather and its impact on our everyday life *shows awareness of how to care for the local environment *knows the main features of the immediate surroundings

Building the Ambition: Curiosity, inquiry and creativity

Milestones: Gross Motor

Potential provision in Learning Environment:

Explore the trees in the Nursery garden. Look at the colours and talk about how the colours will change as Autumn develops. Talk about colours associated with Autumn (Links with Maths learning). Children explore the changing seasons in the Nursery garden. Investigate and explore the trees and their leaves as they change over the seasons. Autumn games and talking activities in group time. ***Observation opportunity focus (exploration and ideas about seasons)- pre/ ante-pre**

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Science SCN 0-04a SCN 0-07a

(All about me—social studies and science bundle of experiences and outcomes explored through activities and provision in learning environment in first 4 weeks of term- see long term calendar)

Explore how things move and forces through practical investigation.

SAL: *Knowledge and understanding of scientific ideas, principles and concepts of Planet Earth, Forces, electricity and waves, Biological systems, Materials and Topical science

Learning Statements: *Forces and energy to make a variety of toys and appliances move

Building the Ambition: Curiosity, inquiry and creativity

Milestones:

Potential provision in Learning Environment:

Opportunities to explore forces through the provision of ramps to use with trucks. Exploring how the toys move.

Technologies TCH 0-03a TCH 0-04a TCH 0-01a

Demonstrate skills in using technologies: mouse skills, using pen on IWB and using 2Simple software

SAL: *skills in using tools, equipment, software, graphic media and materials

Learning Statements: *knowledge and understanding to use digital technologies and software to collect data, communicate, create, capture and manipulate sounds, texts and images to represent experiences

Building the Ambition: Communication

Milestones: Fine motor

Potential provision in Learning Environment:

Using the mouse and IWB pen to use the board for self registration, drawing and creating images on 2Simple

Expressive Arts EXA 0-02a EXA 0-04a EXA 0-05a

Develop skill in selecting appropriate amounts of glue, paint and other media to create detailed and varied pictures

SAL: *create images and objects that demonstrate increasing accuracy of representation from direct observation *independently select and apply media and techniques, demonstrating understanding of media properties through the images and objects that are created and the techniques and technology used.

Learning Statements: *Represent objects through using imagination and memory. *Experiment freely with media, techniques and technology to create images and objects that explore, for example, the use of line, shape and colour

Building the Ambition: Communication

Milestones: Fine Motor

Potential provision in Learning Environment:

A wide range of resources available in creative area for children to explore. Children to practise using glue sticks, runny glue, paint, glitter paint, items to cut such as ribbons and strips of paper, sequins, paper tissue. Adults to model using appropriate amounts of glue and paint.

Weekly focus activity related to printing pictures of trees in summer. (This will be repeated over 4 terms and the children's development and progress in their representation, fine motor and printing skills will be tracked).

***Observation opportunity focus—pre/ ante-pre**