

All About Me (0-3 year olds)

Autumn Term

Intent

Area of Learning	Focus and observational Checkpoint	Autumn Term 1	Autumn Term 2
		Positive sense of self Family and friendships	My interests Children's rights
Communication and Language	Listening, responding, and early speech Respond to sounds, voices, and music. Turn towards familiar voices and begin to understand simple words. Use gestures, sounds, and facial expressions to communicate. Begin to understand and follow simple instructions. Enjoy listening to songs, rhymes, and stories. Start to use single words and simple phrases.	Exploring photos, displays and resources from home to talk about families, interests and home life supporting children to use familiar words (e.g. mum, dad, cat) (DM: 25, RRS: 6 Children are Valued)	Recognise and starting to use single words related to body parts, emotions and senses. Continue to talk about feelings such as sadness, happiness or feeling cross. Label body parts when getting dressed, during play or during nappy change times.
Personal Social and Emotional	Attachment, self-awareness, and emotional expression Develop strong bonds with familiar adults. Begin to express a range of emotions (joy, frustration, fear). Show awareness of others and begin to play alongside them. Start to show preferences and make choices. Begin to understand boundaries and routines. Express needs and feelings through gestures, sounds, or words. Show increasing independence in exploring surroundings with support	Explore, notice and recognise differences (DM 48) Grow in independence and to have a go 'me do it'. Involve all children in welcoming and caring for one another RRS: 3 Relationships.	Play and develop friendships with other children. Explore emotions and feelings and start to develop awareness of others feelings (DM 48) Developing independence by making choices. Start to communicate when needing the toilet.
Physical	Sensory exploration, movement, and coordination Move freely with confidence in a range of ways (rolling, crawling). Develop control of head, limbs, and body. Begin to grasp and manipulate objects. Explore movement through music and play. Show increasing control in sitting, crawling, standing, and walking. Use hands to explore/ manipulate objects (e.g. stacking, banging). Begin to feed themselves and use a cup. Show awareness of toileting and begin to communicate needs.	Enjoy a range of movements in nursery and out and about in our community RRS:9 Claim rights (DM:61). Develop own likes and dislikes in food and drink, children's choice trying something new and healthy.	Recognise body parts through hand and feet painting and printing. Explore body parts through action songs and simple physical activities. Develop increasing control of hands, feeding, and helping to serve and prepare food and cooking activities exploring healthy eating.
Literacy	Early communication and enjoyment of books Join in with actions and sounds in familiar songs. Begin to understand that print has meaning (e.g. logos, labels). Handle books and explore them with interest. Enjoy sharing books with adults, turning pages and pointing to pictures. Repeat words and phrases from familiar stories. Begin to make marks and give meaning to them (early writing).	Enjoying books about families, friendships and interests responding to pictures using single words. Begin to understand print has meaning exploring labels on nappy boxes and pegs (DM:77) RRS:9 Claim Rights.	Enjoy reading all about me and my learning and development through Learning Stories. Using a range of tools to make marks and give meaning to them
Mathematics	Early awareness of number and space Develop an awareness of number names through songs and rhymes. Begin to notice patterns and sequences in daily routines. Explore shape, space, and measure through play (e.g. stacking blocks, filling containers). Use fingers, objects, or body movements to show quantity (e.g. one finger for "one")	Opportunities to count objects and become familiar with numbers in sequence (how many people in your family, characters in books, pets, friends, numbers on displays). Develop understanding of size and shape e.g. where/ how things fit, in context through tidy up and play (staking, posting, filling).	Use their bodies to explore shape (DM:86-87) RRS:3. Start to use language of size and weight (big, small, heavy) and to explore patterns with words like 'the same' and 'Repeated'. (DM:87)
Understanding the World	Sensory exploration and early awareness Use all senses to explore natural materials. Explore collections of materials with similar/ different properties. Begin to notice differences in people and environments. Show interest in objects, animals, and people. Begin to understand simple cause and effect (e.g. pressing a button to make a sound)	Explore and talk about connections and differences between people, families and friends. Start to explore a range of cultures, customs (DM:103) RRS:1	Investigate objects and materials with different properties by using all of our senses. Explore differences and similarities (DM:101) RRS:4.
Expressive Arts and Design	Sensory exploration and early expression Respond physically and emotionally to music and sounds. Enjoy making sounds and vocalising. Explore instruments and soundmakers. Begin to make marks and explore materials like paint. Use imagination with materials (e.g. building simple models). Start pretend play with objects representing something else	Move and dance to familiar music from home. Explore cultures and interests through opportunities to dress up in traditional clothes and playing cultural instruments (DM:117) RRS:9 Claim rights.	Explore paint with fingers and other parts of the body (DM:118) RRS:9 identify emotions

Implementation

Parent and family support and engagement Discuss learning that's happening at home to extend in the setting, and learning that's happening in the setting so this can be reinforced at home. Parents can support by: - sharing resources e.g. junk modelling, music, cultural items - supporting trips and special events - spending time in the setting, reading or sharing activities - supporting children learn about differences and develop a sense of community, by sharing traditions, cultural food, clothing and music, or sharing what's important to different families. - Support trips out in the community.	How you can support us this term Provide photos of children's family, and other important things (pets, home, favourite things to do). Share how you communicate with your child, special/ chosen words and people, words in other languages used at home. Support children's developing independence by encouraging them to do things like offer the sleeve for them to put in their arm and feeding themselves. Talk about body parts and emotions. Take a sensory box home and explore and discuss. Contribute to a Learning Story (a book all about your child) Support practitioners to explore and plan for children's learning and interests through the PLOD (Possible Lines of Direction).	Dates for the Diary Wednesday 15th October - Parents Evening Meet your keyworker to discuss and plan for your child's learning and development. Give feedback on our curriculum and share ideas for next term. Tuesday 4th November (LPC) / Thursday 6th Nov (HHC)- Show and Tell Join us to celebrate children's learning and achievements.
Key words, questions and BSL signs Family: My name, friends and family's names Body parts: head, shoulders, knees, eyes, ears, mouth, nose, nostrils, eye lashes, eyebrows, lips, Emotions: happy, sad, cross, excited Questions: Where are you...? what colour are you...? How many fingers, feet...	Focus books, poems and texts Songs: Heads, shoulders knees and toes. Hocky Cokey. Books: Guess How Much I Love You (Sam McBratney) Baby Faces (Margaret Miller) Ten Little Fingers and Ten Little Toes (Helen Oxenbury) Written words and text: name badges, displays, Learning Stories	
Team training and development opportunities Intent, Implementation and Impact Development, implementation and quality assurance of Focused Activities Welfare and Wellbeing: Community Services and How are You Doing	Environment and resources to inspire learning Refer to children's 'All About Me books'. Sensory bins - containers with different textures, rocks, twigs, water rice, cotton wool	

Impact

How will we know if children have learned what we intended? Activity plans include how learning will be assessed. Leuven Scale will be used periodically to assess engagement and quality of activities, environment and overall provision. ITERS Interaction: 69, 71, 49, 27, 45, 61, 63	How will we capture and respond to children's voices, and build on interests and engagement? Children's feedback and ideas for what they want to learn next, are captured throughout the week and incorporated and extended in environment plans and keyworker activity. Activities are extended and developed based on children's interests and engagement.
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All About Me (3-4 year olds)

Autumn Term

Intent

Area of Learning	Focus and observational checkpoint	Autumn Term 1	Autumn Term 2
		Me and my interests Family and friendships	Culture Children's rights
			Continue Autumn 1 Emotions
			My senses Body parts
Communication and Language	Expanding vocabulary and conversational skills Understand and respond to multi-step instructions. Use a growing range of vocabulary to express ideas and feelings. Engage in conversations and take turns in speaking. Ask questions and describe events or objects. Use language to imagine and recreate roles in play. Begin to use more complex sentences and connect ideas.	Recognise children's rights and the difference between wants and needs (RRS 2: Enjoy rights). Using photos, displays and group discussions to talk about families, culture, friends and pets, and why they are important (RRS: 6 Children are valued) Describe daily routines at home and at nursery DM:32-36.	Able to listen with interests and ask questions about others interests, families, culture and friends. Expanding knowledge and vocabulary on body parts, emotions, senses, internal body parts. Discussing situations that evoke feelings or injustices and how this makes us feel RRS:7 Learning about Fairness.
Personal Social and Emotional	Confidence, cooperation, and emotional regulation Develop confidence in exploring and trying new activities. Begin to understand and follow rules and routines. Express feelings and consider the feelings of others. Show increasing independence in self-care and decision-making. Take turns and share and begin to manage conflicts with support. Show resilience and persistence in the face of challenges.	Developing understanding of 'family' and 'friend.' Explore respect and how children can help each other access their rights. For example, by being kind to each other and asking others to play (DM: 52, RRS 3: Relationships)	Talk about and recognise own and others feelings and emotions (DM 53) Start to learn how to resolve conflicts RRS:3
Physical	Gross and fine motor development Develop strength, balance, and coordination through active play. Use large muscle movements (e.g. climbing, jumping, running). Begin to use tools with control (e.g. scissors, paintbrushes). Show increasing independence in self-care (e.g. dressing, toileting). Develop hand-eye coordination through mark-making and manipulation. Use a comfortable grip with writing tools.	Enjoy a range of movements investigating local interest points and community (RRS:5 Healthy Lives). Using tools with control including preparing, serving and making choices at mealtimes. Explore healthy food and food from from different cultures through cooking activities and shopping for ingredients at the local market (DM:66 -67) RRS:9 Claim Rights..	Developing fine motor skills through mark making and hand painting to explore body parts. Develop understanding of self care- understanding how/ why we keep our bodies clean- (DM:66-67) RRS:9 Claim Rights.
Literacy	Phonological awareness and mark-making Develop phonological awareness (e.g. rhyme, syllables, initial sounds). Recognise words with the same initial sound. Begin to link sounds to letters. Enjoy mark-making and begin to assign meaning to marks. Understand that print carries meaning and can be read. Begin to write some letters, especially those in their name.	Understanding parts of a book by creating own book about family, interests and important things. Share with friends and family. Exploring a range of printed materials and see print in different context (magazines, newspapers, books, packaging, signage). (DM:79)	Developing an understanding that print has meaning. Starting to recognise own name alongside photo and labels in the nursery and alongside activities, including those for body parts and emotions. (DM:80)
Mathematics	Early awareness of number and space Recite numbers in order and begin to count objects accurately. Compare quantities (e.g. more/less/ the same). Recognising small quantities without counting (subitising: e.g. seeing 3 dots and knowing it's 3) Explore shapes and spatial relationships (e.g. fitting pieces together, describing position). Notice patterns and begin to create their own.	Opportunities to count objects and become familiar with numbers in sequence (how many people in your family, characters in books, pets, friends, numbers on displays). Develop understanding of size and shape e.g. where/ how things fit, in context through tidy up and play (staking, posting, filling).	Fast recognition of numbers up to 3 (subitising) using pictures of interests. Understand and talk about 2D and 3D shapes including body parts using words like 'corner', 'pointy', 'curvy' (DM:89)
Understanding the World	Observation, comparison, and vocabulary development Use senses in hands-on exploration of natural materials. Talk about what they see using a wide vocabulary. Explore and compare materials and living things. Begin to understand changes over time (e.g. seasons, growth). Show interest in different occupations and ways of life.	Exploring culture and family- differences in thoughts, beliefs and opinions (RRS:6 Children are valued) Children to tell stories about places and journeys they have been to using 'me on the map' display. Celebrate and value cultural, religious and community events DM:107)	Explore a range of natural materials with different properties using all of our senses. Talk about similarities, differences, patterns and change. DM:104)
Expressive Arts and Design	Creativity, expression, and imagination Explore a variety of materials and tools to express ideas. Use colour, shape, texture Create representations of people, objects, and events. Develop storylines in pretend play and role-play scenarios. Move rhythmically to music, play instruments with increasing control. Sing songs from memory exploring pitch and rhythm. Show enjoyment in creative activities, independently and with others.	Start to develop complex stories about interests through small world play. Draw simple shapes to represent family and home. (DM:119) RRS:2	Listen and move to music from home. Represent ideas, sounds (from music) and emotions in drawings. (DM:212)

Implementation

Parent and family support and engagement

Discuss learning that's happening at home to extend in the setting, and learning that's happening in the setting so this can be reinforced at home.

Parents can support by:

- sharing resources e.g. junk modelling, music, cultural items
- supporting trips and special events
- spending time in the setting, reading or sharing activities
- helping us to plan our curriculum by sharing your thoughts and ideas and giving constructive feedback

Key words, questions and BSL signs

Descriptive vocabulary: big, little, tall, short, corner, pointy, curvy

Body parts: philtrum (the bit between nose and lip), heart beat, brain, bones, hair

Emotions: happy, sad, cross, excited, lonely, calm, angry

Senses: sight, smell, touch, hear, listen

Questions: Do all families look the same? Who lives in your house? Is it the same for everybody? What makes us the same and what makes us different? What makes you angry, happy?

Team training and development opportunities

Intent, Implementation and Impact
Development, implementation and quality assurance of Focused Activities
Welfare and Wellbeing: Community Services and How are You Doing

How you can support us this term

Supporting children learn about themselves and differences, and develop a sense of community- share photos, traditions, cultural food, clothing, music, or coming into our setting to share with small groups of children what's important/ different/ the same for individual families.
Community trips, e.g. market, local parks, Wetlands, town hall.
Contribute to children's Learning Story (book about your child) and PLOD (Possible Lines of Direction- a plan for children's learning and interests)
Help plan activities/ share resources to explore this term's 'All About Me' topics
CALLING ALL CREATIVES: can you help us design and make activity sacks? Can you use a sewing machine and help children make activity sacks?

Dates for the Diary

Wednesday 15th October - Parents Evening

Meet your keyworker to discuss and plan for your child's learning and development. Give feedback on our curriculum and share ideas for next term.

Tuesday 4th November (LPC) / Thursday 6th Nov (HHC)- Show and Tell

Join us to celebrate children's learning and achievements.

Focus books, poems and texts

Songs:

Books: Discuss the rights or denial of rights of characters in books. So Much (Trish Cooke), Friends (Eric Carle) Every Child a Song (Nicola Davies & Marc Martin) Dont Put Your Finger in the Jelly Nelly (Nick Sharratt), Garland of Lights (Chitra Soundar), The Same but Different Too (Karl Newson & Kate Hindley)

Written words and text: name badges/ signage, family tree, displays, Learning Stories, magazines, newspapers, packaging.

Environment and resources to inspire learning

Displays with text for body parts and emotions, children names.

Impact

How will we know if children have learned what we intended?

Activity plans include how learning will be assessed.

Leuven Scale will be used periodically to assess engagement and quality of activities, environment and overall provision. ECERS Interaction: 69, 71, 49, 27, 45, 61, 63

How will we capture and respond to children's voices, and build on interests and engagement?

Children's feedback and ideas for what they want to learn next, are captured throughout the week and incorporated and extended in environment plans and keyworker activity.

Activities are extended and developed based on children's interests and engagement.