

**Communication and Language**

Listen to others in small group situations.  
 Follow simple directions in context  
 Can explain the use of a particular object  
 Respond to use of positional language appropriately  
 Widen their vocabulary as they try out new experiences  
 Can recall stories in correct order, developing traditional language  
 Select registration name cards  
 Encourage reading of everyday print in the environment  
 Learning names of areas inside and outside, learning names of other children  
 Asking for objects and activities  
 Listening games, waiting games eg Mr Bear, Doggy, Doggy where's your bone...  
 Anticipates events through understanding language of adults or visual time-table  
 Enjoy listening to stories as part of a group

*Kilmorie EYFS Topic Planner : Families*  
*Class : Nursery 2 Area of Learning Focus: PSED Settling in*

**Learning Stimulus/Theme: Families**

The Gingerbread Man      The Tiger Who Came to Tea  
 Stories by Jill Murphy      Owl Babies

**Physical Development**

To explore large apparatus including balancing, climbing up and down and jumping  
 To negotiate space whilst moving in different ways, including riding bikes  
 To carry, push and pull equipment such as trolleys, bricks and buggies  
 To throw and catch different small apparatus over varied distances  
 To use an effective grip to pick up small objects, cut and mark make  
 To build large and small structures including dens  
 To negotiate obstacle courses  
 To use 'cage' to move in a big space in different ways including pedalling  
 To encourage mark making opportunities in all areas, including writers workshop  
 To provide scissors and materials for cutting  
 To enable children to use tweezers and playdough to help strengthen fingers for effective grip

**Personal, Social & Emotional Dev't**

Help children to show an interest in other children's play and help them learn to join in  
 Enable children to separate happily from their carer.  
 Enable children to choose an activity and select resources independently  
 Encourage children to express their feelings.  
 Help children to understand the boundaries and rules of the nursery and why we have them.  
 Learning names- games at group time eg roll the ball  
 Adults to spend time with children developing happy, secure relationships with them/ find things they're interested in/ dev stages  
 Photos of people from home/ key person,  
 Showing children different workshop areas and how to use them  
 Making and discussing rules/ why we have them  
 Modelling behaviour/ helping children to make friends

**Understanding the world**

Show interest in the lives of people who are familiar to them  
 Remember and talk about significant events within own experience  
 Ask questions about the world around them, including the natural world  
 Operate simple equipment including technology  
 Introduce weather/ seasons  
 Talk about where children live/ families/ routines/ cultures/ languages  
 Say hello in different languages inc signing (group times)  
 Introduce natural environment areas outside  
 Introduce the whiteboard, CD player and Bee Bots  
 Prepare for 'Around the world' feast end of half term.

**Literacy**

Encourage listening to a range of stories with enjoyment and begin to join in with repetitive phrases or words  
 Begin to understand that writing carries meaning  
 Share stories that support settling et Owl babies, Early phonics through Letters and Sounds activities  
 Share stories that support children learning to be in a group  
 Use of story props and simple repetitive stories as listed on yearly theme overview  
 Encouragement to regularly participate in book borrowing  
 Support mark making for a range of purposes throughout the nursery

**Mathematics**

Recite numbers to at least 10, encouraging one to one pointing  
 Show interest in numerals in environment  
 Begin to represent numbers using fingers, marks on paper etc  
 Anticipate events in the day such as home time, lunch time etc  
 Use positional language  
 Start to recognise 2D shapes  
 Introduce new number rhymes with props, each week  
 Support children to play games in a range of contexts, using equipment and number lines, including dice  
 Observe children to assess and plan activities for different developmental stages

**Expressive arts and design**

Begin to learn simple songs and rhymes  
 Explore how to make a range of sounds with different instruments and voices  
 Encourage and support children as they develop imagination and make up stories as they play  
 Enable children to use a range of paints independently and to encourage them to explore mixing colours  
 Encourage children to make choices when creating  
 Teach how to access and maintain the creative workshops  
 Introduce song/rhyme of the week  
 Encourage children to mix paint  
 Placing and arranging role play and small world play  
 Encourage use of construction using a range of materials in meaningful contexts

**Playing & Exploring (Engagement):**

First hand experiences  
 Stimulating environment  
 Open ended activities

**Active Learning (Motivation):**

Getting involved in activities over a period of time  
 Giving children time to immerse themselves

**Creating and Thinking Critically (Thinking):**

Making connections  
 Awareness of learning  
 Trying out new things and working out new ways of doing things

**Recordkeeping/observation focus**

Initial self portrait picture  
 Weekly focus children  
 Set up new record keeping linking to parents email.

**Other outdoor learning opportunities**

Mud Kitchen  
 Tin can instrument 'alley'  
 Setting up pots and plants  
 Visiting the wild garden

**Special Events / visitors / working with parents and carers**

Parent workshop on maths  
 Round the World feast