

**Topic web-
Autumn 1: all about
me and nursery
rhymes**

Communication, Language and Literacy

- Listening to songs/rhymes; joining with actions and sounds
- Using and responding to new topic related vocabulary in play with peers (using single word/two-word phrases)
- developing understanding of single words in context
- answers who, what and where questions
- imitates words and sounds, uses single words and two word phrases

Personal, Social and Emotional development

- Learning to share and take turns with peers.
- Playing alongside peers with small world and construction play.
- Learning about their own self-awareness.
- Thinking about their own family unit.
- Learning the names of their peers.
- Making new friends with their peers in school.
- Following routines more independently.
- Accepting adult direction with the support of symbols.
- learning to name emotions

Physical development

- Practicing taking shoes/socks off for sensory room, coats on/off for outside play.
- Exploring a range of fine motor skill activities-threading, cutting, using pegs, hammers etc.
- Practicing using cups and utensils at snack and lunch time.

Mark Making:

- Exploring different textures/mark making tools
- Using different forms types of toys to make tracks- dinosaur, car, teddy bear etc.
- Making road maps for our toy cars etc.
- Observing and supporting use of dominant hand.
- Supporting firm/effective pencil grip

Expressive arts

- Exploring various toys in the new environment (trains/cars/dinosaurs etc.).
- Exploring role-play toys and taking part in representative play (making tea/food, putting dolls to bed, changing nappies etc.)
- Exploring musical instruments and the sounds they make.
- Singing, dancing and playing instruments to the favourite songs.
- Exploring various media and mark making tools to creating images of themselves, their families and their friends.

Literacy

- Exploring reading area, including song books and rhymes
- Writing/ copying/ tracing our names
- Joining in with familiar books using key words, sounds and actions

Books/rhymes and songs:

- The tiger who came to tea
- Peace at last
- I like me
- Marvellous me
- Guess how much I love you
- Rainbow friends
- colour monsters
- each peach, pear, plum

Mathematics

- Number recognition- learning to recognise numerals of importance to me- my age for example
- Joining in with counting songs and rhymes
- Counting various small world resources
- Completing picture puzzles
- Becoming familiar with new routines and individual timetables.
- Exploring early capacity skills, filling and emptying containers
- Construction- building walls, homes

Songs/music:

- <https://nancymusic.com/Som-Cat.htm>
- **Motown music (Black history month)**
- <https://www.youtube.com/watch?v=cu17n5V-hHk>
- Twinkle twinkle little star
- Humpty dumpty
- The wheels on the bus
- 5 little ducks/speckled frogs/monkeys on a bed

Characteristics of Effective Learning

- Observing pupils interest in general and related to the topic.
- Observing pupils as they explore and use toys within their play.
- Observing pupils interaction with peers and familiar adults.
- Observing pupils investigation skills making links between//making patterns/ sorting different resources in a variety of ways.

Understanding the world

- Sharing pictures of ourselves and friends in school.
- Looking at family photos from home.
- Exploring home environments using cultural influences in our role-play
- Exploring special cultural influences (Black History Month)
- Using real examples of technology (old mobile phones, remote controls, laptops etc.)
- Exploring our outside environment to look for signs of autumn and exploring the leaves, seeds, twigs etc. that we find.