

| Subject | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| All the planning this term has been kept simple to be able to get to know the children's likes, dislikes, interests and to help them to settle into nursery | | | | | | | |
| Literacy | Settling in process for all the new children. | Settling in process continued. | Distinguishing between the different marks they make – what have you drawn? | | Stories, rhymes and poems, discuss favourites. | | Reading – filling in the missing word or phrase |
| Maths | | | Reciting number names in sequence 1-5 and 1-10 | Counting assessment, reciting numbers 1-10 | Shape assessment, naming simple shapes, square, circle, triangle and rectangle | Naming Shapes, shape activities | Numbers – selecting a small number of objects, 'please give me two.' |
| PSED | | | Separating from main carer | Begin to talk about things that are theirs, things that are shared and things that belong to others | Talking about boundaries and routines, class rules. | | Managing feelings and behaviour – being aware that some actions can hurt or harm others |
| CL | | | Talking about ourselves, saying our names. Saying hello to others | Listening to rhythmic patterns, rhyming stories | Understanding simple instructions, e.g. Put the toys in the box | | Speaking – recall and relive past experiences, e.g. holiday |
| PD | | | Showing control using mark-making tools, pens, crayons, chalks | Drawing simple lines and circles, (gross motor skills) | | Gross motor skills – Action songs | Self-care – putting on own coat |
| UW | | | Role-play, imitating every day actions, making tea or a meal. What is your favourite food? | Talk about friendship and why they are so important. | | | Small world models – expressing own thoughts and ideas |

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| EAD | | Singing favourite songs | Experimenting with blocks, colours and marks. | Being imaginative – building stories around small-world activities |
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Our overarching theme is 'All about me' this term.