



'You Are What You Eat' - Autumn 1

Sticky Knowledge can be found in BLUE

NURSERY

What will I know by the end of this unit?

- New vocabulary.
- Fruit and vegetable names.
- What you see, touch, taste, smell.
- Rules and routines.
- What my Nursery setting looks like and what basic provision/areas there are.
- What healthy foods are.

Vocabulary and Questioning

-Show 5 (lips locked, eyes looking, tidy hands and feet, bottoms on floor, ears listening) - visual pictures of children demonstrating to refer to.

- Introduce the Whingate Superheroes Ray, Rita, Reggie, Robyn, Claude



- Food vocab (see below)



What is your favourite food?
What food do you think is good for your body?
What does it taste/small/feel/look like?
What colour is it?
Can you name these fruits/vegetables?

PSED

Settling into Nursery and the rules and routines
Turn taking and sharing games in Key Worker groups

- Enjoy the company of other children and want to play with them (0-3)
- Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? (0-3)
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (0-3)
- Increasingly follow rules, understanding why they are important.(3-4)



What ZONE Are You In?

Blue	Green	Yellow	Red
Sick Tired Bored Moving slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Out of Control

C&L

Classroom rules, tidying up modelling in the Areas
Children shift from once task to another if you get their attention (0-3)
Introduce classroom rules
Listen and respond to simple instructions (0-3)
Instruments, nursery rhyme activities and songs in provision.
Music sessions during phase 1 phonics and circle time
Enjoy singing music and toys that make sounds (0-3)
Introduce 2 wow words through the use of books- display these in reading area, discuss and use correctly when speaking on a weekly rotation.
Use a wider range of vocabulary (3-4)

Physical Development
PD

Children have trikes, balance bikes, climbing frame and bats and balls available outside.

Playdoh and creative areas encourage the use of tools

- Climb, catch a large ball and pedal a tricycle.
- Explore different materials and tools



Mathematics

- Talk about patterns in the environment (3-4)
- Comparing objects - e.g. shells and size/shape. (3-4)
- Take part in finger rhymes with numbers (0-3)

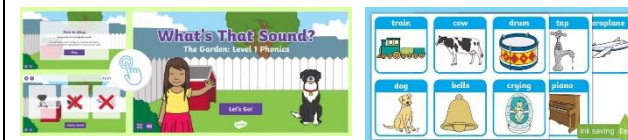


- Subitise 1-3 (3-4)
- Say one number for each item in order: 1,2,3,4,5. (3-4)
- Count in sequence (3-4)

Literacy/Phonics

Phase 1:

Rotation of focus on: Environmental sounds, instrumental sounds, body percussion, voice sounds



Set 1 sounds: Expose children to RWI:



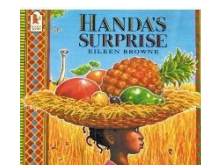
Emergent writing:

- Enjoy drawing freely.(0-3)
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (0-3)
- Making marks to represent name. (0-3)

Reading

- Engage in extended conversations about stories, learning new vocabulary. (3-4)
- Know that print has meaning. (0-3)

The Tiger Who Came to Tea



EAD

Creative/Paint: Printing with different materials.
Create pictures using paint and other media



Music: range of instruments in provision
Explore a range of sound-makers and instruments and play them in different ways. (0-3)
Enjoy and take part in songs (0-3)
Remember and sing entire songs (3-4)



Construction/Role Play: A range of resources available including small world
Enjoy taking part in pretend play (0-3)

UTW
(significant places & celebrations)

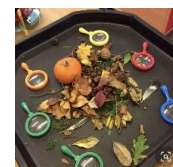
Talk about their **families** and who lives in their house.
Listen to others about who is in their family.
Display photographs of family members in home corner

- Make connections between the features of their family and other families.(0-3)
- Notice differences between people.(0-3)



Exploring Autumn-

Sorting and exploring natural materials and collections of objects.



Exploring the shape and texture of food.

- Use all their senses in hands-on exploration of natural materials. (3-4)
- Explore collections of materials with similar and/or different properties. (3-4)
- Talk about what they see, using a wide vocabulary. (0-3)



