

Why am I special?

During this topic the children will explore more about themselves as they begin to settle into Nursery. They will talk about who is important to them, talk about where they live, who they live with and what they like to do.

Intended learning:

- I can tell you what I like to do
- I can talk about my family
- I can tell you who is special to me and why
- I can talk about places I like to go
- I can talk about where I live
- I can talk about an object that is special to me
- I am beginning to understand that not all families are the same
- I know who I am special to
- I know I belong in my home and my Nursery



Key Vocabulary:

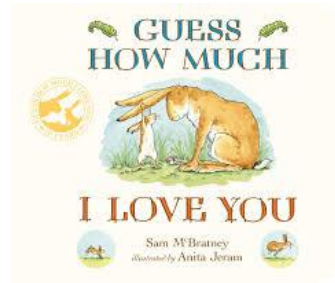
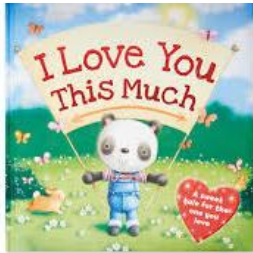
special	love
belong	respect
family	kind
community	
care	

Key Learning:

Developing confidence when accessing areas of provision, using resources purposefully and beginning to speak during key worker discussions. Beginning to speak about themselves in positive terms and recognises people who are special to them, beginning to give reasons why.

Key skills:

- Independence
- Confidence
- Cooperation
- Self awareness



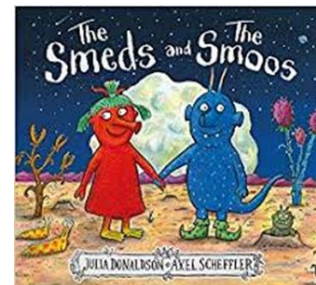
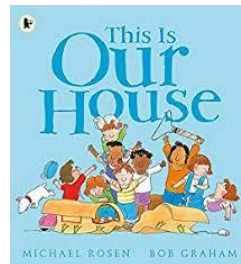
The children will also explore a range of songs and rhymes linked to this topic.

Barnes Values:

- B** – behaviour
- A** – attitude
- R** – respect
- N** – never give up
- E** – enthusiasm
- S** – staying safe

Children will also explore the three traditional tales from:

- The Three Little Pigs
- Goldilocks and the Three Bears
- Hansel and Gretel
- The Magic Porridge Pot



Why am I special?

Communication and Language:

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
 Understands more complex sentences.
 Responds to simple instructions.
 Listens to stories with increasing attention and recall.
 To become familiar with three traditional tales.
 Uses vocabulary focused on objects and people that are of particular importance to them.
 Builds up vocabulary that reflects their experiences.
 Uses talk in pretending objects stand for something else in their play.

Literacy:

Explore Phase 1 Aspects 1 and 2- Environmental and Instrumental sounds.
 Distinguish between the different marks they make.
 Begin to give meaning to marks as they draw and paint.
 Sharing of key texts.
 Repeats words or phrases from familiar stories.
 Begins to join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 Beginning to be aware of the way stories are structured.

PSED:

Beginning to be aware of own feelings.
 Explore what it feels like to belong – family, nursery, key worker group.
 Welcomes and values praise for what they have done.
 Beginning to understand why we need to follow nursery rules and Barnes Values.
 Begins to initiate conversation with others.

Understanding of the World:

Has a sense of own immediate family and relations.
 Beginning to have their own friends.
 Learns that they have similarities and differences that connect them to, and distinguish them from others.
 Beginning to understand how it feels to belong to a key worker group and school community in Nursery.
 lives.
 Shares memories and describes special times for family or friends.



Physical Development:

Introduced to outdoor learning environment including climbing equipment.
 Beginning to recognise danger and seeks support of significant adults.
 Understands that equipment and tools have to be used safely.
 Mounts stairs, steps and climbing equipment using alternate feet.
 Shows control in holding and using books and mark making tools.
 Developing fine motor skills when taking part in weekly fine motor activities.
 Uses one handed tool and equipment when making simple representations of themselves.

Exploring Media and Materials:

Beginning to use representation to communicate.
 Engages in imaginative role play based on first hand experiences.
 Builds stories around toys.
 Beginning to select tools and techniques.
 Beginning to select appropriate resources
Self Portraits:
 -Begin to use a variety of drawing tools.
 -Use drawings to tell a story.
 -Investigate different lines
 -Explore different textures
 -Create simple representations of people and other things

For maths planning please see separate maths plans.