**EYFS – Nursery – 2 Year Olds Autumn Term 1 – Week 1 Rhyme: Head, Shoulders, Knees and Toes**

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| **EYFS Curriculum** | | **Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).**  **Generally focus on an activity of their own choice and find it difficult to be directed by an adult.**  **Listen to other people’s talk with interest, but can easily be distracted by other things.**  **Find ways to calm themselves, through being calmed and comforted by their key person.**  **Find ways of managing transitions, for example from their parents to their key person.**  **Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.**  **Enjoy song and rhymes, tuning in and paying attention,**  **Explore different material, using all their senses to investigate them. Manipulate and play with different materials.** | | | | | | | | | | |
| **Books/Rhymes Links** | | **Head, Shoulders, Knees and Toes, Super Duper You, From Head to Toe** | | | | | | | | | | |
| **RESPECT Values** | | ***Resilience*** | ***Experiences*** | | ***Self-confidence*** | ***Pride*** | | ***Enterprise*** | ***Communication*** | | ***Teamwork*** | | |
| Separating from parents, knowing they will be coming back to collect them. | Going on an autumn walk around the setting and joining in with Forest Schools. | | Trying new activities and receiving specific praise and encouragement from my keyworker. | Say the rhyme and do the actions. | | Settling into the setting, knowing my key workers will support and comfort me. | Learning a new rhyme and taking it home to learn there too. | |  | | |
| **EY Skills Progression** | | | | **‘I can’ Statements** | | | **Activities** | | | **Key Vocabulary** | | **Next steps** | |
| **Comm & Lang** | **Listening, Attention and Understanding**  **Children sit and look at someone when they see it is storytime, knowing they have to listen.**  **Speaking Using word aware, children are learning one new term/word a week with a focus in many different contexts to embed.** | | | I can sit in a small group or individually to listen and join in with a rhyme with props or images to help me focus. | | | Sit in small groups or individually and listen to, watch and join in with the rhyme ‘Head, Shoulders, Knees and Toes.’  Use props, images and act out the rhyme, leaving the resources for children to ac out themselves.  Share rhyme with parents.  Model good sitting with prompt cards displayed (crossed legs, eyes looking, ears listening etc)  Word Aware – choose a word that is relevant to the group and model. Leave in environment for children to access. | | | ***Head***  ***Shoulders***  ***Knees***  ***Toes***  ***Eyes***  ***Ears***  ***Mouth***  ***Nose***  ***Body***  ***Point*** | |  | |
| **PSED** | **Self-Regulation**  **Children to be support as they find their own different ways to manage feelings of sadness when their parents leave them.**  **Opportunity for children to hold onto a special object from home to feel strong and confident in the setting.**  **Children to build relationship to be comforted by their key person.** | | | I can separate from my parent with support from my keyworker.  I can bring in a special object from home and show my key worker. | | | Welcome children in through the door and comfort and support children with the transition.  Praise for children when they separate with support and share home object together.  Collect images from home to collate a display of families and special people for children to go to and sit quietly. Special books about families can be shared with the children also, including book about the children in the setting too. | | | ***Mummy***  ***Daddy***  ***Goodbye***  ***Welcome***  ***Well done***  ***Happy***  ***Family wall*** | |  | |
| **PD** | **Gross Motor Skills**  **Include lots of opportunities for children to move freely and explore their surroundings** | | | I can explore my surroundings by running in large spaces, avoiding obstacles and others. | | | Take the children into the different outdoor areas in the nursery environment. Model running, walking, skipping and jumping in the different areas, avoiding obstacles and each other.  Give specific praise for children that are watching where they are going and avoiding others.  Include: Climbing frame, 2 year old area, quiet sand and water area, astro turf area, field. | | | ***Run***  ***Jump***  ***Stop***  ***Others***  ***Bang***  ***Careful***  ***Look*** | |  | |
| **Literacy** | **Comprehension**  **Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking. You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home.** | | | I can join in with the telling of a rhyme. I can use props or images to help me. | | | Sit in small groups or individually and listen to, watch and join in with the rhyme ‘Head, Shoulders, Knees and Toes.’  Use props, images and act out the rhyme, leaving the resources for children to act out themselves.  Share rhyme with parents. | | | ***Rhyme***  ***Join in***  ***Body parts***  ***Point***  ***Next*** | |  | |
| **Maths** | **Number**  **Use available opportunities, including feeding and changing times for finger-play.** | | | I can join in and sing some number rhymes and actions. | | | When children are eating snack, outside on the slide or having nappy changes, sing together some rhymes that involve children moving fingers such as ‘two little dicky birds’ and ‘1,2,3,4,5 once I caught …’ | | | **Sing, Fingers. Actions, Copy** | |  | |
| **EAD** | **Art and Design**  **Offer a wide range of different materials and encourage children to make marks in different ways. Suggestions: - invite them to submerge their fingers in cornflour - play with a stick in the mud** | | | I can make marks with different materials. | | | Using their hands and fingers, make marks in cornflour and glitter, finger painting, paint bags etc. Can they copy the marks you make? Can they use language such as ‘round and round’ or ‘down’? | | | **Marks, Flour, Paint, Hands, Fingers** | |  | |
| **UW** | **Past and Present Children to bring pictures of their families into nursery and display on a family tree in the classroom to help transition into nursery.** | | | I can talk about my family and bring pictures of my family into nursery for a display. | | | Collect images from home to collate a display of families and special people for children to go to and sit quietly. Special books about families can be shared with the children also, including book about the children in the setting too. | | | **Family Mummy Daddy Home Nursery** | |  | |