**EYFS – Nursery – 2 Year Olds Autumn Term 1 – Week 2 Rhyme: Tommy Thumb**

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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** | | **Heads, Shoulders, From Head to Toe, Tommy Thumb** | | | | | | | | | | |
| **RESPECT Values** | | ***Resilience*** | ***Experiences*** | | ***Self-confidence*** | ***Pride*** | | ***Enterprise*** | ***Communication*** | | ***Teamwork*** | | |
| Separating from carers with support and encouragement. | Listening and watching music and dance from different countries. | | Dancing and moving to different music, showing others how it makes you feel. | | | Separating from carers with support and encouragement. | Make group patterns and pictures using natural materials found in autumn. | | | | |
| **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 ‘Tommy Thumb’.  Use props, images and act out the rhyme, leaving the resources for children to act 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. | | | ***Thumb***  ***Up***  ***Down***  ***Dancing***  ***Town***  ***Shoulder***  ***Head***  ***Bed*** | |  | |
| **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. | | | ***Welcome***  ***Mummy***  ***Daddy***  ***Nursery***  ***Teacher***  ***Cuddle***  ***Goodbye***  ***Family*** | |  | |
| **PD** | **Fine Motor Skills**  **Adults to join in with children’s movement play when invited and if it is appropriate. Model different ways of moving and engaging with the resources** | | | I can dance and move slowly and quickly depending on the music. | | | Listen to different music and move to it, modelling if the music is loud and fast, move quickly and jumpy. If the music is quiet and slow, be gentle and calm.  Can children change and regulate this themselves? | | | ***Dance***  ***Music***  ***Fast***  ***Slow***  ***Jumpy***  ***Gentle*** | |  | |
| **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 ‘Tommy Thumb’  Use props, images and act out the rhyme, leaving the resources for children to act out themselves.  Share rhyme with parents.  Dancing and music linked to children learning, singing and retelling the rhyme by heart. | | | ***Rhyme***  ***Join in***  ***Dancing***  ***Fingers***  ***Up***  ***Down*** | |  | |
| **Maths** | **Mathematical Patterns and Skills**  **When appropriate, sensitively join in and comment on: - interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls - pots and pans, boxes and objects to put in them,** | | | I can use some mathematical skills and language when playing with different shaped objects and boxes. | | | Treasure Basket Exploration  Allow children to explore treasure baskets:   1. Sparkly, glittery objects including material, sequins, jewels and containers to put them into. 2. Musical instruments to dance and move too (dancing ribbons also) | | | **Explore**  **Size**  **Sparkle**  **Shape**  **Colour**  **Sound**  **Music**  **Big**  **Small** | |  | |
| **EAD** | **Music and Movement**  **Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures.** | | | I can listen and move to different music from different cultures and countries. | | | Listen to music from different cultures and communities, commenting on how it makes you feel and move. Look at some images and dances from these countries. Can you copy some moves? | | | **Dance**  **Music**  **Different**  **Move** | |  | |
| **UW** | **People and Places**  **Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: collecting, jumping in and throwing leaves, conkers and acorns on the ground in Autumn.** | | | I can play and explore natural objects from autumn. | | | Tuff tray: Autumn  Explore with magnifying glasses, talking about what you see.  Can you make pictures using the natural objects? | | | **Autumn leaves change crunch brown conker acorns** | |  | |