**Nursery –** An introduction into nursery. The children will initially be given challenges that reflect who they are andwhat they are familiar with.

**As STEM thinkers and problem solvers can we…?**

**(Understanding the World-ICT)**

* Talk about and know how to operate simple equipment.
* Search for information using technology.
* Data handling – How do we come to nursery.
* Make a graph of the children’s eye colours and height.

**Hooks for Learning:**

**Books:** Starting School, The colour Monster Goes to School, Topsy and Tim Start School, Jake’s First Day.

Key Questions

Tell me about the best part of your day? What have you done today? What was the hardest thing you had to do today? Who did you play with today?

..

**As Thinkers and Problem Solvers can we…?**

Answer ‘how’ and ‘why’ questions about experiences in response to stories or events.

**As Geographers/ Historians can we…?**

**(Understanding of the World)**

* Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family Notices detailed features of objects in their environment.
* Discuss how the children have changed from when they were babies. Make a timeline.
* Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
* Map making – how do you come to school.

**As writers and communicators can we…? (Literacy & Communication and Language)**

* Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.
* Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.
* Can shift to a different task if attention fully obtained. Listens to others one-to-one or in small groups, when conversation interests them.
* Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Focusing attention – still listen or do, but can shift own attention.
* Is able to follow directions.

**As responsible members of a team can we…?**

**(Personal, Social and Emotional Development)**

* Separates from main carer with support.
* Expresses own preferences and interests.
* Shows understanding and cooperates with some boundaries and routines.
* Can select and use activities and resources with help.
* Discuss personal journeys the children have been on.
* Circle Time activities sharing achievements.

**As ‘artists and makers’ can we…?**

**(Expressive Arts and Design)**

Experiments with blocks, colours and marks. Beginning to use representation to communicate.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Begin to use their imagination and chose appropriate resources.