

Learning Journey Map		Term: Autumn	Weeks: 1
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
All about me – Talk about different family units, and celebrating differences.  Talk about turn taking and sharing toys.	Encourage the children to choose activities independently.  Use mirrors to create self-portraits.	Exploring different areas of the nursery, both inside and outside. Explore the sounds of musical instruments linked to our focus stories.	How can we look after our nursery environment? Talk about caring for toys and our environment.  Talk about how to look after our bodies and keep them healthy.

## Nursery

**Title:** All about me



### Big Bang

Show & tell –children to bring a photo of themselves / families to share & discuss.

### Celebration

Self-portrait art exhibition for parents.  
Share a story morning.

### Physical development

Explore play equipment in the nursery garden.

Explore mark making equipment – paintbrushes, chalks, pencils etc.

Move around in different way- over, under, through equipment.

Making large movements using body - up, down, around.

### Understanding the World

Begin to understand school rules and routines

Act out activities from home e.g. making a cup of tea.

Explore senses through sight, taste, touch, sound and smell.

Talk about home environments – Where do you live? Who do you live with?

Identifying and naming body parts.

### Personal, Social and emotional development

Transition from home to school - children to begin to follow basic rules and routines in the classroom. Talk about how we can look after the toys at nursery.

Talk about likes and dislikes.

Talk about self-care to promote independence - washing hands, using the toilet, brushing teeth.

Identify and talk about feelings – happy, sad, angry, scared.

### Communication, Language and Literacy

#### Story time;

- Nursery time” by Mij Kelly & Mary McQillan
- What I Like About Me by Allia Zobel Nolan
- The Family book by Todd Parr
- Eyes nose Fingers and Toes by Judy Hindley
- From Head to Toe by Eric Carle
- Colour Monster by Anna Lennas

#### Join in with Nursery Rhymes;

- Daddy Finger
- Heads shoulders knees and Toes
- This is the way we...
- If your happy and you know it

Understand simple questions e.g. Who is that? Where is mummy?

Develop an understanding of simple concepts e.g. big and small.

Have conversations that jump from topic to topic.

Begin to have conversations about stories that they have heard.

Count and clap syllables in names.

### Maths

#### Join in with counting songs;

- 5 little ducks
- 5 little men in a flying saucer
- 1,2,3,4,5 once I caught a fish alive
- 5 little monkeys jumping on the bed

Counting body parts – fingers, toes, arms, legs, nose etc.

Investigating size – small, medium and large, linked to baby, mummy and daddy.

Talking about shapes and using them to make pictures.

Sorting colours.

### Expressive Arts and Design

Act out activities from home life in the home corner.

Draw a self-portrait.

Begin to use tools to create art work e.g. play dough cutters, paint brushes, scissors.

Move like different animals.

Dance to music.