

Nursery Autumn Term 1

Key Question: **Who am I?**

Literacy:

Throughout the Autumn term, Nursery will be focussing on...

Understanding the five concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Developing their phonological awareness, so that they can:

- Spot and suggest rhymes
- Count and clap syllables in a word
- Recognise words with the same initial sound
- Phase 1 phonics activities.

Engaging in extended conversations about stories, learning new vocabulary.

Using some of their print and letter knowledge in their early writing.

Writing some or all of their name.

Writing some letters accurately.

Texts:

- Mr and Mrs Large
- Dear Zoo
- Little Rabbit Foo Foo!
- Aliens love underpants
- All about me
- Happy to be me

Mathematics:

Throughout the Autumn term, Nursery will be focussing on...

- Fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order: 1,2,3,4, 5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal Principle)
- Show 'finger numbers' up to 5
- Links numerals and amounts e.g. Show the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Compare quantities using language: 'more than', 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects relating to size, length, weight and capacity
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...

Through this topic, the children will be developing listening skills, using their language skills and speaking to each other about themselves and relating their own experience, through these reading texts which are about belonging to your own family and feeling special and unique.

Phonic scheme: Little Wandle
Phonic Book: 'Monster Clothes'
by Daisy Hirst

Key Vocab: number names, shape names, and, altogether is, total, after, before, different sizes (big, bigger, biggest) and lengths (long, longer, longest), more than, fewer than, faces, sides, corners, straight, flat, round, heavy, light, stripes, pointy, spotty

Texts:

- What's the Shape?
- 5 Little Ducks
- Ten Little Ladybirds
- More or less?
- Measuring
- Sizes

Communication, Language and Literacy key skills:

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication skills using tenses, plurals, sounds and blends
- Use longer sentences of four to six words

Personal, Social and Emotional Development key skills:

- Select and use activities and resources, with help when needed
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending

Physical Development:

Gross Motor Skills:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large muscle-movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting e.g. deciding

- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play

Key Vocab: How, Why, When, Who, What, What if

Through this topic, the children are encouraged to learn songs naming their body parts, looking at senses and colours of their eyes, hair and skin. They can discuss what is the same and what is different about each other using their speaking skills.

and elaborating play ideas.

- Increasingly follow rules, understanding why they are important
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'

Key Vocab: Share, take turns, please, thank you, be kind, be caring, say sorry, be helpful, make good choices, make friends, ask for help

Through this topic, each child becomes more aware of their own feelings and emotions. They are learning about what is acceptable behaviour and supported by strategies to help them manage their feelings. The children are learning that they belong to their family and their school community. They are

whether to crawl, walk, or run across a plank depending on its length and width

- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items, such as moving a long plank safely, carrying hollow blocks

Fine Motor Skills:

- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Start to eat independently and learning how to use a knife and fork
- Show preference for dominant hand
- Be increasingly independent as they get dressed and undressed
- Be increasingly independent in meeting their own care needs
- Make healthy choices about food, drink, activity and tooth brushing

Key Vocab: Be safe, be careful, balance, go slowly, copy actions, move like a..., go fast, go slow, jump, hop, skip, run, dance

beginning to build up their friendships and become aware of their role in society is linking to our British values.

Understanding of the World key skills:

- Use all their senses in hands on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice
- Continue to develop positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Through this topic, the children will begin to understand and value what is special about them as individuals and the importance of family and friends.

Expressive Arts and Design key skills:

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses etc
- Make imaginative and complex 'small worlds' with blocks and construction kits
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Join different materials and explore different textures
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour mixing
- Show different emotions in their drawings- happiness, sadness, fear etc
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Create their own songs, or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Through this topic, the children will explore the home corner to imitate their real life experiences and make sense of their home life. The children will use mirrors to look at themselves and use a variety of media to draw, paint, collage themselves in the art area. They will use their imagination in the small world area using the doll's house, cars and train set. The children will be encouraged to make props related to the text books.