

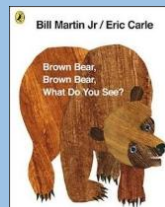
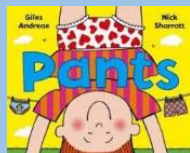
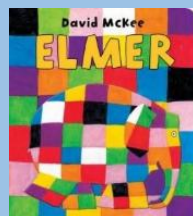
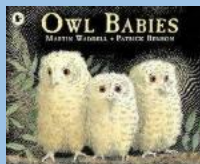
Nursery Autumn Term Learning

This term our learning themes are:

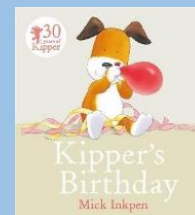
Autumn 1 – ‘Ourselves’

Autumn 2 - ‘Festivals and Celebrations’

Core Books for Autumn 1



Core Books for Autumn 2



Please note: We will be reading other books too.

Communication and Language

To be able to use simple sentences, sometimes with irregular tenses and word endings.
To be able to use some correct pronunciation.
To talk to familiar people, they know well.
Use limited and familiar vocabulary when speaking.
To be able to sing some familiar songs.
To be able to talk to others, sometimes moving from one topic to the next.
To begin to use talk in their play.
To be able to listen to short familiar stories, with the help of pictures.
To start to recall some key facts from a familiar story.
To be able to understand simple questions.
To be able to follow simple one-part instructions.
To be able to concentrate for short periods of time on an activity of their own choosing.

Personal, Social and Emotional Development

To use familiar resources.
To express and begin to recognise their own emotions
Find out about emotions through stories
Take turns with other children, with adult support during play activities.
To begin to ask for help from familiar adults with support
To say ‘please’, ‘thank you’ and ‘excuse me’ at appropriate times with modelling from adults.
Separate from their parent at the start of the Nursery day with support.
Begin to learn the daily routines, with reminders or visuals.
To begin to follow adult instruction
To start to recognise some of the behavioural expectations in Nursery, needing occasional reminders.
Use the toilet with prompts and support, showing some awareness of bladder and bowel control. Wash and dry their own hands with prompts from an adult after using the toilet.
To begin to understand the importance of oral health, through discussions about cleaning their teeth in the morning and before bed at home.
Engage in discussions about healthy foods and activities as part of a group.
To attempt to put on own coat.
With support interact with unfamiliar people, in the safe context of their setting
To cope in new social situations with support from an adult.
To play with familiar adults or friends.
To start to form attachments to familiar adults and friends.
To begin to play with others rather than independently.

Physical Development

Fine Motor Skills

To be able to use some familiar one-handed tools and equipment, sometimes needing help.
To be able to use some mark making resources, sometimes swapping between hands or needing larger tools to grip.
To start to help with putting on some items of clothes/shoes.
To start to snip paper, with squeeze scissors.
Take part in some fine motor activities, e.g. threading, using tongs, pipettes etc.
To mark make using a preferred grip, drawing simple marks, lines and circles.

Gross Motor Skills

To be able to use some gross motor movements, walking up/down steps, running, kicking a ball.
To begin to balance, sometimes with help or something to hold.
To be able to use some active ways of moving, crawling, jumping etc.
To be able to sometimes use large-muscle movements.
To start to take part in small groups during physical activities.
To start to choose their own resources during their play, needing help with large and heavy items.
To be able to copy simple sequences of musical movements.

	To start to play with peers who are engaged in similar activities. To begin to develop appropriate ways of being assertive. with support. To start to realise other people have different ideas and may need support to manage this. To start to share resources with a familiar adult or friend.	To run within a large space, becoming aware of others and objects. To start to climb and balance on apparatus, with some support.
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Literacy	Mathematics
To enjoy sharing books with a familiar adult or friend. To be able to pay attention when listening to stories and respond to the pictures or the words. To explore books, turning the pages sometimes several at once or the wrong way. To recognise books, have letters and words, pointing them out. To begin to recall key events from familiar stories. To talk about favourite books, using pictures to recall. To recognise some familiar environmental sounds. To notice the difference of some instruments and start to experiment by making their own sounds. To copy some body sounds such as clapping, tapping and clicking their fingers etc To start to join in with some familiar songs and rhymes, copying some words. To be able to make marks on their picture to stand for their name. To be able to use some mark making resources to write/draw/paint etc.	We follow White Rose Maths, we will covering topics: More than fewer, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names I see 1, 2, 3 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') 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. Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings Solve real world mathematical problems with numbers up to 5. Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

Phonics	Understanding the World	Expressive Arts and Design
Firm Foundations phonics will be taught in Nursery according to the 7 aspects: 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and Segmenting Each aspect will be embedded into continuous provision, along with daily phonic lessons. We follow Supersonic Phonics Friends phonics scheme of work and prepare children to start Basics 2 phonics in Reception.	To begin to make sense of their own life story and family history. To start to recognise that everybody grows as they get older. To start to understand that some things have already happened, and some things have not yet happened. To start to recognise simple changes over time. To know that people celebrate different festivals/events. To know that we are all different and start to understand the differences between people. To know some job roles of familiar people in their life i.e. family and friends. To be able to say who is in their family and who they live with in their home. To know some familiar aspects of where they live such as the country or town. To start to talk about what they may see/hear/smell/taste/feel. To begin to realise objects may feel differently. To begin to notice changes within their environment. To begin to notice different man-made features in their familiar environment. To begin to talk about different familiar animals and the foods they may eat or where they may live. To begin to talk about the weather. To notice that animals and plants are alive and need care.	To begin to move to music. To learn a few simple songs. To play with small world resources (farm, cars, trains, dolls) To be able to use familiar resources to act out familiar experiences. To begin to express own creative ideas. To listen to some familiar songs and music, knowing some words. To explore different instruments. To be able to copy basic beats. To be able to use pre-made paints and can name some colours. To be able to print with large tools. To be able to makes marks, draws circles and lines. To explore joining resources i.e. glue sticks, tape To explore glue to stick materials. To begin to build towers by stacking objects. To explore and mould playdough/clay, using familiar tools (rolling pins, mould cutters).