

Communication and Language

Children learn to: ▪ Understand simple questions - 'who', 'what' and 'where' ▪ Enjoy listening to stories and begin to remember some key events ▪ Pay attention to one thing at a time across the day ▪ Follow an instruction with one part ▪ Begin to understand some 'why' questions related to own experiences ▪ Begin to use a wider range of vocabulary, linked to daily routine / theme ▪ Begin to learn new rhymes / songs and develop a repertoire ▪ Continue to develop use of different tenses, not always correct ▪ Begin to use longer sentence of 4/5 words ▪ Begin to use talk to organise selves / play

Maths

Children learn to: ▪ Join in with number rhymes to 5 using props / fingers ▪ Begin to use fingers to represent numbers ▪ Use some numbers names in play ▪ Sort and match objects accordingly e.g. patterns, colour etc. ▪ Begin to copy and continue a pattern – ABAB, including actions, body percussion, objects ▪ Begin to compare quantities using language more / less ▪ Select some shapes appropriately for tasks ▪ Begin to talk about shapes and patterns e.g. round, pointy, spotty, stripy ▪ Compare objects using appropriate vocabulary according to size

Expressive Art & Design (Links to Music)

Children learn to ▪ Listen with increased attention to sounds ▪ Sing and remember some simple rhymes and songs ▪ Play instruments with increasing control ▪ Make movements to music

Expressive Art & Design (Links to Art)

Children learn to
▪ Begin to add more detail to their drawings
▪ Explore colour

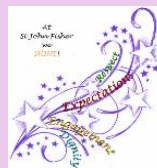
Expressive Art & Design (Links to Design Technology)

Children learn to:
▪ Explore different materials and textures
▪ Use lines / shapes to represent objects

Personal, Social and Emotional Development

Children learn to: ▪ Begin to show 'effortful control' ▪ Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". ▪ Begin to talk about their feelings using words like 'happy', 'sad' ▪ Begin to select and use activities and resources, with help when needed ▪ Begin to (with support) follow classroom rules ▪ Begin to develop independence within self-care routines ▪ Begin to play with one or more other children ▪ Begin to see themselves as part of a community – nursery class

Nursery – Autumn Term



Core Text

Happy to be me – Autumn 1

Wow said the owl – Autumn 2

You can help at home by...

Ask the children about their day. What story did we read? What numbers did we learn about? What activities were outdoors? Check the nursery blog (see the nursery page at the bottom of the page on school website) for pictures of your children and discuss with them.

Understanding the World (Links to Geography)

Children learn to compare and contrast different environments such as home / nursery, indoors and outdoors

Physical Development

Children learn to: ▪ Continue to develop movement skills – walking, running, jumping & climbing ▪ Continue to develop balancing skills – at low level ▪ Continue to develop riding skills – scooter / trike / balance bike ▪ Continue to develop ball skills – rolling ▪ Begin to use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ▪ Learn to use the toilet with help, developing independence ▪ Show a preference for a dominant hand ▪ Use some one-handed tools and equipment e.g. jugs for pouring ▪ Begin to hold a pencil with a comfortable grip ▪ Make vertical and horizontal lines – Beery Shapes

Literacy

Children learn to: ▪ Joins in with P1 activities, aspects 1 to 6: □ Distinguish between different sounds: Environmental Sounds, Instrumental Sounds & Body Percussion □ Enjoy and join in with rhymes and songs, tuning in and paying attention □ Begin to hear initial sounds in name during alliteration activities □ Explore different vocal sounds ▪ Enjoy sharing a book with an adult ▪ Begin to understand some of the five key concepts about print: □ handle books carefully & correctly □ name some book parts □ read name without visual prompt ▪ Recognise some familiar logos ▪ Make marks on picture to represent name ▪ Add some marks to their drawings, which they give meaning to ▪ Begin to attempt to write name with some recognisable letters – first letter

Understanding the World (Links to History)

Children learn to: ▪ Begin to make sense of their own life history and explore family history

Understanding the World (links to Science)

Children learn to: ▪ Name key body parts ▪ Begin to notice differences between people ▪ Begin to use all their senses in hands on exploration of natural materials ▪ Talk about what they see, beginning to use a wider vocabulary ▪ Begin to talk about changes in materials.