

To establish Nursery expectations and routines throughout the day.

To listen to a story for a short amount of time- shared stories.

To understand simple instructions –using picture cards and prompts.

To understand simple questions through modelling and discussions.

To start to understand 2- part instructions- through continued modelling, discussions and in shared activities.

To start to understand ‘why’ questions- discussions, through stories and during carpet sessions.

Introducing basic Makaton sign language.

## Communication and Language

## Mathematics

To talk about different sizes using the correct vocabulary eg cups, bears.

To notice patterns in their environment through practical activities and assorted resources.

To start subitising to 3- using practical resources such as counters, dice etc.

Count and recite numbers past 5- through number songs and rhymes.

One to one correspondence – start to touch count assorted objects.

Cardinality – start knowing that the last number counted is the amount.

Start to match the numeral to the amount through practical activities.

Show finger numbers to 3.

Start to compare quantities – using coloured water, containers or using assorted resources.

To start being able to dress and undress themselves – using picture cards and prompts. Getting coat to go out to play.

To start to being more independent in eating with a knife and fork during lunchtime setting with adults.

To be more confident in riding scooters and bikes through activities in outside classroom.

To skip, hop, stand on one leg and use large-muscle movements with arms- through P.E, fine motor and outdoor classroom sessions.

## Physical Development

NURSERY Autumn 1 2023

Theme: All about me

Celebrations & Events– Autumn

Writing sessions – class story maps

Outdoor – wheeled bikes and scooters

## Understanding the World

To talk about themselves and their immediate family in carpet and adult focus sessions.

To begin to make sense of their own life-story and family’s history: sharing I am special posters and class discussions.

To talk about difference between people through stories and PSHE sessions.

To talk positively about differences between themselves and others through topic sessions, stories and discussions.

## Expressive Arts and Design

To use imagination in play- role play opportunities and resources

To develop storylines in play- through role play opportunities

To make imaginative small world- using resources and toys

To explore different materials-e.g conkers, shells, tree bark, wooden objects,

To explore how to join different materials- cut and stick activities and junk modelling  
Start developing their own ideas with different textures and materials

To start to develop friendships in the settings through games, play and discussions.

To start to develop confidence within the setting through interacting with adults and peers.

To start to understand their emotions and to talk about how they are feeling through games, stories and discussions.

To start to become more responsible- coats, bags and lunchboxes and share tidy up of resources.

To use the toilet mostly independently with gentle prompts and reminders.

To take part in PSHE Jigsaw sessions and activities.

## Personal, Social and Emotional

## Literacy

To start to understand the five key concepts about print- through sharing stories and discussions.

**Phonics activities-** Environmental sounds/ body percussion/instrumental sounds.

**Reading-**stories about starting Nursery and discussions.

My name activities- self- registration and draw over my name.

**Writing opportunities**

Give meaning to their marks and drawings and make marks to represent their name using a wide range of media eg chunky crayons, pencils, brushes.

To continue to establish Nursery expectations and routines throughout the day.

To listen to a variety stories for a short amount of time-shared stories.

To understand a range of simple instructions – picture cards and prompts.

To understand a range simple questions through modelling and discussions.

To develop understanding 2-part instructions- through continued modelling, discussions and in shared activities.

To start to understand ‘why’ questions- discussions, through stories and during carpet sessions.

Develop use of Makaton sign language.

## Communication and Language

## Mathematics

To talk about different sizes using the correct vocabulary eg cups, bears.

To notice patterns in their environment through practical activities and assorted resources.

To start subitising to 3- using practical resources such as counters, dice etc.

To count and recite numbers past 5- through number songs and rhymes.

To touch count assorted objects using one to one correspondence

Cardinality – start knowing that the last number counted is the amount.

Start to match the numeral to the amount through practical activities.

To show finger numbers to 5

To compare quantities – using coloured water, containers or using assorted resources.

To start being able to dress and undress themselves – using picture cards and prompts. Getting their coat to go out to play/ pumps on for PE.

To develop being more independence in eating with a knife and fork during lunchtime setting with adults.

To develop confidence in riding scooters and bikes through activities in outside classroom.

To skip, hop, stand on one leg and use large-muscle movements with arms- through P.E, fine motor and outdoor classroom sessions.

## Physical Development

### NURSERY Autumn 2 2023

Theme: All about me/ Christmas

Celebrations & Events– Christmas

Writing sessions – Class story maps/ actions

Outdoor – Wheeled bikes and scooters/ small gross motor equipment

## Understanding the World

To talk about themselves and their immediate family in carpet and adult focus sessions.

To begin to make sense of their own life-story and family’s history- through activities and class discussions.

To talk about difference between people through stories and PSHE sessions.

To talk positively about differences

between themselves and others through topic sessions, stories and discussions.

Continue developing positive attitudes about the differences between people.

## Expressive Arts and Design

Using imagination in play- role play opportunities and resources.

To further develop storylines in play-through role play opportunities.

To make imaginative small world- using resources and toys and make props.

To explore different materials-e.g conkers, shells, tree bark, wooden objects in activities.

To explore how to join different materials-cut and stick activities and junk modelling.

To further develop their own ideas with different textures and materials.

To continue developing friendships in the settings through games, play and discussions.

To further develop confidence within the setting through interacting with adults and peers.

To develop more understanding of their emotions and to talk about how they are feeling through games, stories and discussions.

To continue to develop more responsibility- own belongings and share putting out and putting away of resources.

To use the toilet independently with reminders if needed.

To take part in PSHE Jigsaw sessions and activities.

## Personal, Social and Emotional

## Literacy

Develop understanding of the five key concepts about print- through sharing stories and discussions.

**Phonics activities-** Rhythm and rhyme/ alliteration and voice sounds.

**Reading-** Assorted stories and discussions- Reading book session discussion.

My name activities- self- registration and copy my name/ make my name.

### **Writing opportunities**

Give meaning to their marks and drawings and make marks to represent their name using a wide range of media eg chunky crayons, pencils, brushes.

Starting to write own name using resources.