

Personal, Social and Emotional Development Children will: - have the opportunity to make new friends - learn our classroom routines - learn where everything goes in their new environment - have the opportunity to share their thoughts and feelings in circle time - be encouraged to talk about their likes and dislikes and begin to identify similarities and differences between themselves and others	Mathematics Children will - count to 5 - play counting games - sing number songs - develop 1:1 counting skills - practise rote counting and number recognition - begin to match quantities to numerals -use simple prepositional language -understand and use specific attributes to height -explore rotating and flipping objects to make a match -sort by a single property - colour	Understanding the World Children will -to make sense of their own life story and family history - spend time with children talking about photos, memories. -talk about past events - stories and memories. How are we the same/different? -learn each other's names, modelling correct pronunciation. -talk about their 5 senses. -use all their senses in hands on exploration of natural materials -autumn. -use outdoor area for children to explore freely.	Communication and Language Children will -be encouraged to take part in circle time activities within small groups and whole class - have opportunities to express their views, share stories and become confident to speak in a familiar group - sing a variety of songs and action rhymes such as Head, Shoulders, Knees and Toes and One Finger, One Thumb. - be introduced to new words and discuss their meaning through discussions, stories and as part of a topic or theme - practise listening to stories 1:1 and in groups and then join in with words and actions - begin to recall story events and have the opportunity to re-enact stories in their play Phonics Aspect 1 – General sound discrimination – environmental raise awareness of the sounds around them and develop their listening skills through listening walk, drumming on different items outside and comparing the sounds, playing sounds lotto games and making shakers. Aspect 2 – General sound discrimination – instrumental sounds develop awareness of sounds made by various instruments and noise makers through comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.
Physical Development Outside children will: - have access to outdoors come rain or shine - strengthen their core muscles and develop skills such as climbing, balancing, riding and large mark making	Expressive Arts and Design Children will -manipulate malleable materials to create models -join in with songs; talk about differences - -join in with role play games and use resources available for props; build models	Literacy We will be reading the following stories this term: • So Much • Owl Babies • Peace at Last • The Colour Monster	Characteristics of effective Learning Children will - explore the Nursery and find out things for themselves - have the opportunity to play with open-ended resources and use them as they choose - be supported to think of and develop their own ideas



Nursery Autumn Term 1

Marvellous Me

In Nursery, we plan activities, ideas and key texts as a starting point. In addition to this we follow the children's interests, which are not always the same as ours! Our flexible approach allows the children to choose the path to their own learning, develop their own ideas and follow what they are interested in within each topic.

Inside children will: - develop their fine motor skills through opportunities such as tweezer activities, threading, manipulating playdough, drawing, writing and snipping - practise health and self-care routines including hand washing, blowing their nose and dressing for the outdoor environment Forest School: • Team Building Games • Exploring the school grounds • Ribbon wands and chalking • Observing creation • Treasure Hunts • Autumn crowns • Autumn walk • Shapes outdoors • Seasonal and weather changes • Make a Log dog • Forest animals and where they live - • badgers • Nocturnal animals • Clay Hedgehogs • Make forest pictures	using construction equipment. -sing call-and-response songs, so that children can echo phrases of songs you sing. -paint self-portraits. - work together to develop and realise creative ideas. Sculpture and 3D: DIVA Lamps Children will: -use one-handed tools and equipment, for example, making snips in paper with scissors. -explore different materials freely to develop their ideas about how to use them and what to make. -develop their own ideas and then decide which materials to use to express them. -join different materials and explore different textures. -use a comfortable grip with good control when holding pens and pencils. -show a preference for a dominant hand. DT Cooking and Nutrition Focus – using a grater safely Product – Pizza toppings -use a range of small tools, including scissors, paintbrushes and cutlery. -understanding the importance of healthy food choices.	Children will: - learn how to hold books the right way up and turn the pages from left to right. - begin to identify the front and back covers on the books that we share - develop on their upper body strength to support their writing - explore making marks with different tools - develop their understanding of general sound discrimination with a particular focus on environmental sounds RE: • Love • Creation Spiritual Development • I know I am loved by God for who I am • I can be curious • I can be thankful for the gift of creation • I can find wonder in all things • I know I am one of God's children	-be encouraged to take risks and to try new things - work alongside adults who will help them to work through problems and think about next steps - be given the opportunity to make their own decisions - be encouraged to make links and talk about the process that they are going through - be supported to 'have a go' & 'keep trying' if things become tricky - be given time to become deeply involved in their play & develop their concentration. - be praised for their effort when they persevere
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