

**Understanding the World**

To understand and follow the daily routine with the use of a visual timetable.

To develop an understanding of special events that don’t happen every day such as harvest festival, bonfire night.

To develop an awareness of the different seasons.

To develop friendships and respect different likes and dislikes.

To predict what might happen next in the daily routine such as morning and afternoon.

To understand and engage in key events to complete an activity such as washing hands before snack time.

To have a sense of their family history/birthdays/celebrations, and begin to talk about their family.

To talk about what they see around them in the outdoor learning space.

To develop a sense of a ‘long time ago.’

To explore how things work and travel.

**Mathematics**

To begin to compare quantities (group, lots, more, same, less).

To sort, match and label groups.

To notice and compare patterns around them.

To begin to copy and talk about a pattern (ABAB).

To recite numbers to 5 in correct order.

Explore 1:1 correspondence.

To begin to say one number for each item to 3.

Join in with number rhymes/songs with props and actions.

To use number names in play.

To show an interest in shapes around them.

To talk about shapes (round, pointy, spotty, stripy).

To manipulate and turn shapes.

To understand objects of different size (big/small, bigger).

To understand positional language (in/on/under).

To begin to understand time (next, later, after).

**Autumn Term Learning Overview Nursery**

**Literacy**

To join in with phase 1 phonics. Distinguish between different sounds (environmental, instrumental, body percussion).

Begin to be aware that some words sound the same (rhythm/rhyme).

Begin to identify alliterative words that start with the same phoneme.

Explore and copy different voice sounds.

To understand some of the 5 key concepts about print (handle books correctly, name some book parts, identify print in the environment and that it has meaning – familiar logos, labels and signs, know print is read left to right).

To enjoy sharing a fiction/non-fiction book with an adult 1:1 or a small group.

To begin to read their name with visual support.

To attempt to write the first letter of their name.

To understand the own marks represent meaning – point to marks and talk about the marks they have made.

To begin to label marks and things that they have made.

**Expressive Arts and Design**

To explore free colour mixing.

To explore mark making creating lines, circles.

Explore their face, body to do self-portraits.

To paint using a range or large tools (rollers, sponges, chunky brushes, hands, fingers, welly prints in mud)

Printing lines/circles/using autumn materials.

To use different materials to collage and introduce joining with glue.

To create 3d sculptures with playdough using a range of cutters and tools. Create a self-portrait of their face.

To explore with recycled materials to make 3d shapes.

To take part in pretend play. Create small world scenes.

To create simple stories using own experiences.

To move to a steady beat.

To play instruments with increasing control.

Free exploration of musical instruments to tapping, banging, shaking. To sing and remember simple rhymes and songs.

**Physical Development**

To continue to develop gross motor skills of walking and running, negotiating space, speed and direction.

To develop climbing skills, using stairs with alternate feet, explore the climbing frame.

To continue to develop balancing skills, standing on one leg, using obstacle courses, using ramps.

To begin to learn to hop.

To continue to develop riding skills on bikes, trikes and scooters (stop/start/right direction).

To continue to develop ball skills (rolling, kicking, circle games).

To use large muscle movements to wave flags and streamers, paint (top to bottom/anti-clockwise).

To begin to show a preference for a dominant hand

Use one handed tools for rolling, cutting, painting

To get dressed independently for outside play.

To model and encourage a tripod grip.

**Personal, social and Emotional Development**

With support to follow the daily routine.

To play with others, sharing resources and taking turns.

To begin to talk about their feelings.

To begin to show awareness of how others might be feeling.

To offer comfort to a child who is upset or laugh with others.

To identify feelings of main characters in texts, looking carefully at the illustrations.

To recognise that some actions can hurt the feelings of others.

To find solutions to conflicts, sharing resources and taking turns.

To choose resources and put them back in the right place.

To begin to be independent with self-care (toilet, handwashing).

**Communication and Language**

To pay attention to one thing at a time (listen 1:1).

Enjoy listening to stories and recall key parts, name the main characters, join in with repeated phrases.

To follow an instruction with one part.

To understand simple questions about (who, what, where).

To begin to understand some ‘why’ questions related to their own experiences (Autumn/family/nursery events).

To learn and join in with action songs and rhymes.

To fill in some missing words from familiar songs/rhymes.

To begin to user longer sentences and start a conversation with and adult or friend.