



Nursery Autumn Planning 2026



<u>Key Skills</u>				
<u>Communication and Language</u> - Listen and respond to a simple instruction. - Generally, focus on an activity of their choice and find it difficult to be directed by an adult. - Listens to simple stories and understand what is happening with the help of the picture. - Start to say how they are feeling, using words as well as actions. - Start to develop conversation, often jumping from topic to topic.		<u>Personal, Social and Emotional Development</u> - Find ways to calm themselves, through being calmed and comforted by their key person. - Express their preferences and decisions. - Find ways of managing transitions, for example from their parent to their key person. - Feel strong enough to express a range of emotions. - Play with increasing confidence on their own and with other children because they know their key person is nearby and available. - Develop friendships with other children.		<u>Physical Development</u> - Enjoy moving when outdoors and inside. - Clap and stamp to music. - Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. - Explore materials and tools. - Develop manipulation and control. - Use large and small motor skills to do things.
<u>Literacy</u> - Enjoys songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo. - Copy finger movements and other gestures. - Sing songs and say rhymes independently. - Enjoys sharing books with an adult. - Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to.	<u>Mathematics</u> - Take part in finger rhyme with numbers. - Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5.’ - Combine objects like stacking blocks and cups. Put objects inside other and take them out again. - Build with a range of resources. - Complete inset puzzles. - Notice patterns and arrange things in patterns.	<u>Understanding the World</u> - Make connections between the features of their family and other families. - Notice differences between people. - Explore materials with different properties. - Explore natural materials, indoors and outdoors.	<u>Expressive Arts and Design</u> - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Use their imagination as they consider what they can do with different materials. - Show attention to sounds and music. - Move and dance to music. - Explore their voices and enjoy making sounds. - Join in with songs and rhymes, making some sounds.	



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<u>Outcomes</u>			
<u>Personal, Social and Emotional Development</u> Introduction to school – teachers and environment Meeting new friends. Separating from parents/carers Introducing rules and routines. Actions which are and aren't appropriate. Talk about feelings. Sharing and taking turns Baseline Assessment		<u>Communication and Language</u> Role play – Home Corner – both indoor and outdoor Listening, learning, singing range of new songs and nursery rhymes. Listening to stories. Baseline Assessment	<u>Physical Development</u> Managing own hygiene. Specific P.E lesson planning Using a pencil, scissors, and other tools. Dough gym and sensory activities. Explore block area both indoor and outdoor. Large construction – crates, tyres etc. Outdoor activities. Baseline Assessment
<u>Literacy</u> Listening to stories. Phase 1 Phonics – Letters & Sounds School Library Buddy Session. Daily access to mark making/reading areas both indoors and outdoors. Baseline Assessment	<u>Mathematics</u> MTP Finger rhymes with numbers Counting numbers of children and objects. Grouping objects Shape Talk about and compare sizes. Sort items by colour Looking at patterns Complete inset puzzles Baseline Assessment	<u>Understanding the World</u> Special Me - Emotions/Feelings - Likes and dislikes. - Family/Sharing - Friendships Circle time. Prayer and Liturgy. Come and See.	<u>Expressive Arts and Design</u> How to use the equipment within the creative area safely Exploring paint – Self Portrait - using fingers/brushes/other tools (Peter Edwards portrait artist). Develop experience of model making. Exploring voices/musical instruments indoor/outdoor areas. Daily access to construction/small world areas both indoors and outdoors.
<u>Religious Education</u> Creation and Covenant Other Faith Week – Judaism Feast of St Wilfred		<u>Enhancements</u> Feast of St Wilfrid Culture Week Hello Yellow Judaism Black History Month	<u>Spanish</u> Greetings. How are you? Numbers to 10.
<u>Week 1</u> – Settling into St Austin's Family. <u>Week 2</u> – Baseline/Hello Friend – Emotions/Friendships <u>Week 3</u> – Baseline/Hello Friend – Emotions/Friendships <u>Week 4</u> – Hello Friend – Emotions/Friendships <u>Week 5</u> – Hello Friend – Emotions/Friendships <u>Week 6</u> – Goldilocks and The Three Bears - Myself – Likes/Dislikes <u>Week 7</u> – Autumn – Activities chosen by the children			