



Nursery – Autumn 1- Theme: All About Me

Literacy

We will be exploring a range of texts including 'Once There Were Giants', 'The Little Red Hen', 'Rosie's Walk' and 'Pumpkin Soup'. We will be learning to repeat words or phrases from familiar stories and to have the confidence to suggest how a story might end.

Mathematics

We will be selecting a small number of objects from a group when asked, for example, 'please give me one conker', 'please give me two'.
We will be making shapes pictures and telling our adults what we know about shapes.
We will be talking about the different sizes and weights of pumpkins, focussing on the language big, small, heavy and light. Some of us might order the pumpkins from smallest to biggest or heaviest to lightest.

Physical Development

We will be encouraged to dress ourselves with help, for example by putting our arms into an open-fronted coat when it is held up and pulling up our own trousers. If we are ready, we will learn to pull up the zipper on our coats once it is fastened at the bottom.

We will be tapping golf tees into pumpkins with child friendly hammers to develop the muscles in our arms, wrists and fingers.

Communication and Language

In small groups we will be sharing our likes and dislikes with our new Nursery friends.
We will be developing our listening skills when stories are read to us; increasing our attention and recall.



Personal, Social and Emotional Development

We will be separating from our main carer with support and encouragement from a familiar adult.

We will be thinking about the value of co-operation and linking this to our stories. For example, the Little Red Hen did all the jobs by herself in the story.

Expressive Arts and Design

Exploring media and materials: We will be sharing our favourite songs and learning some new ones. We will be given many opportunities to construct and will be encouraged to stack blocks vertically and horizontally, making enclosures and create spaces. We will be exploring paint such as powder paint; mixing red and yellow to make orange. We will also be mixing red and yellow play-dough to learn through discovery what secondary colour they make.

Being imaginative: We will be engaging in imaginative role-play based on own first-hand experiences. Some of our role-play areas will include a home corner and a bakery. We will be creating a self-portrait using paints and pastels. In addition, we will be looking closely in the mirror at our facial features and using a pencil and pens to draw a self-portrait.

Understanding the World

We will be developing our understanding of change through a variety of ways. An example being a chance to collect apples from our school orchard, seeing the process of how apple crumble is made and experiencing what it tastes like. We will also look at the process of wheat being turned into flour.

We will be talking about our own families at circle time and learning that we have similarities and differences that connect us to, and distinguish us from others.

Highlighted objectives show Development Matters coverage in Autum Term.



Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

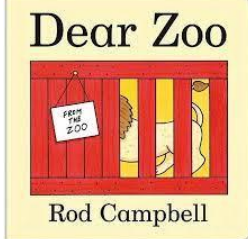
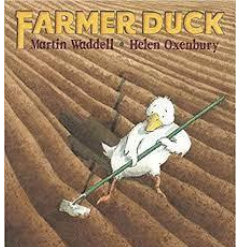
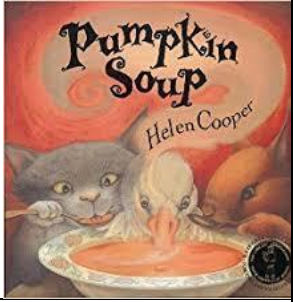
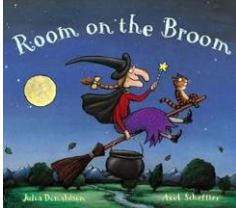
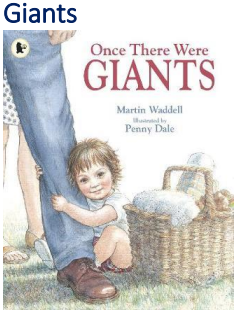
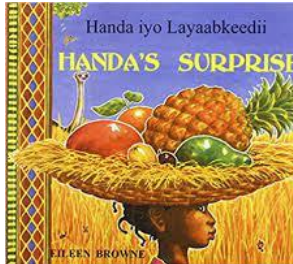
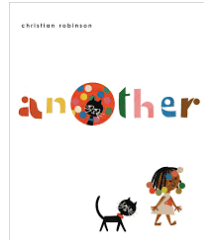
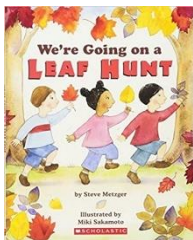
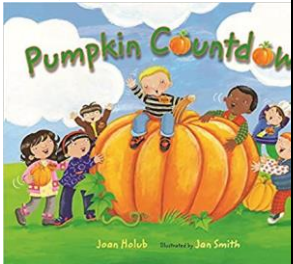
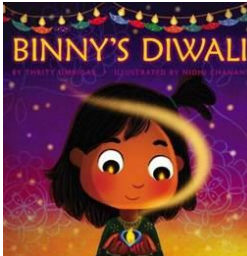
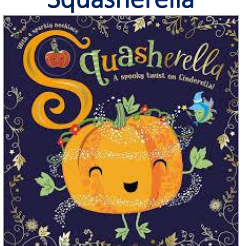
Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

[illegible]

	Autumn The Colour Monster 	Autumn Dear Zoo 	Autumn Rosie's Walk 	Autumn Little Red Hen-Harvest 	Autumn Farmer Duck 	Autumn Pumpkin Soup 	Autumn Room on the Broom 
Enhancement Texts	Mixed 	Once There Were Giants  Love Makes a Family 	Handa's Surprise 	Another 	We're Going on a Leaf Hunt 	Pumpkin Countdown 	Binny's Diwali  Squasherella 
New Vocabulary (Grandma Fantastic) 	Emotion vocabulary happy – cheerful sad – miserable angry – annoyed calm – peaceful loved – adored scared - frightened	Size vocabulary big – gigantic, enormous little – teeny, tiny	Preposition vocabulary across around over past through under	Bread making vocabulary wheat grind dough yeast	Farm vocabulary combine harvester tractor barn bale	Tasting vocabulary delicious tempting scrumptious	Diwali vocabulary 
Circles							
	How are you feeling today? What is your favourite colour?	What could you do when you were little? What can you do now you are bigger?	Would you prefer to go over the bridge or through a tunnel? (pictures to refer to)	Would you prefer to grind the wheat or make the dough?	What is your favourite farm animal?	What is your favourite soup?	Which is your favourite Rangoli pattern and why? Show selection.

			Extension: Why?				
Writing	Write-Dance = Sandy Hill Straight or rocking movements – upwards or downwards or swaying	Write-Dance = Kringeli-krangeli Swinging movements and lines	Write-Dance = Pat-a-cake Circular movements	Write-Dance The Staircase Angular movements	Write-Dance = The Toy Train Looped movements upwards and downwards	Revision of weeks 2-6	Revision of weeks 2-6

3-4 year olds will be learning to:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

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.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

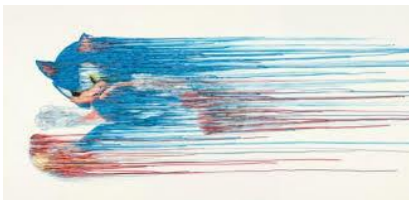
Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Week	Expressive Art & Design (Art)	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	To be able to express emotions through art.	Emotions Feelings Happy Sad Angry/cross Fear/surprise	Drawing skills	Lines and shapes can be used to show emotions in art.
2	Develops an understanding of using lines to enclose a space, and begins to use drawing based on observation. Self-portraits (pencil and felt tip pens)	Identify features (using a mirror) Look carefully Draw what you see	features circle line draw	Drawing skills	Circles and lines A mirror reflects your own image
3	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Self-portraits (paint)	Choose colour Mix colours to create a new colour	Create Mix Combine features	Brush and paint skills Drawing skills Pastel skills	Know that colours can be mixed to create new colours Circles and lines

	Develops an understanding of using lines to enclose a space, and begins to use drawing based on observation. Adding features to self-portraits (pastels)	Identify features (using a mirror) Look carefully Draw what you see	circle line draw		A mirror reflects your own image
4	Experiments with ways to create shapes. Handprint art 	Use your hand Choose a paint Print with your hand and paint	experiment print shape/s patterns	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns
5	Use drawing to represent ideas like movement or loud noises. https://www.accessart.org.uk/talking-points-molly-haslund/ Introduce the children to Danish artist, Molly Haslund, who uses her body and a large compass to make spirals. Use this as inspiration to create different spirals - quiet and loud (use loud and quiet music). Then create spirals to represent quickly and slowly. Finally, the children can choose whether to use chalk or oil pastels and create their own spiral artwork.  Show Sonic art as inspiration to create speed in art at the easel. Orchard - Experiments with ways to create shapes. Printing with conkers, leaves and pine cones	To be able to show loud and quiet, fast and slow through drawing. Choose an object Choose a paint	Circle Spiral Fast Slow Loud Quiet experiment print	Drawing skills Printing	The shape is closed (the line connects back to the starting point). That an object can leave a print when placed in paint

		Print with the object and paint	shape patterns		The print can make different shapes and patterns
6	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Exploring powder paint– mixing red and yellow to make orange. Mixing powder paints into puddles when raining.	Choose colour Mix colours to create a new colour	create mix combine	Brush and paint skills	Know that colours can be mixed to create new colours Knows primary colours can be mixed to make secondary colours
7	Experiments with ways to create shapes. Handprint art (for art gallery – children’s handprints on neon paint background)	Use your hand Choose a paint Print with your hand and paint	experiment print shape/s	Printing	That an object can leave a print when placed in paint The print can make different shapes and patterns

3-4 year olds will be learning to:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Induction				
2	Has a sense of own immediate family, relations and pets. Share photographs of children's families, friends, pets or favourite people	Name your family members	family unique	Identifying	Vocabulary related to family NB/Support children's understanding of difference ensuring that negative stereotyping is avoided Some children may be fostered or adopted
3	Can talk about some of the things they have observed such as plants. Visit to orchard – collecting apples for apple crumbles (apple- from tree = pip inside)	Make observations Look carefully Say what you see	Observe change seeds seedling sapling tree blossom fruit	Observing	First- hand experience – An apple seed changes into an apple tree (plant an apple seed)

	Describe a familiar route. In groups discuss familiar routes such as from home to Nursery – focus on language such as past the trim trail and through the alley.	To be able to use vocabulary to describe a route.	past across through around over under	Geographical skills	Know what is meant by route - getting from a starting point to a destination (get from one place to another)
4	Developing an understanding of growth, decay and changes over time. Process of making an apple crumble and being given the opportunity to taste it	Make observations Look carefully Say what you see	Observe change seeds seedling sapling tree blossom fruit	Observing	First- hand experience – An apple seed changes into an apple tree
5	Developing an understanding of growth, decay and changes over time. Process of wheat being changed into flour and flour being used to make bread. Make bread and eat it.	Make observations Look carefully Say what you see	Observe change wheat grind flour bread yeast	Observing	First- hand experience – A grain of wheat changes into edible wheat.
6	Show interest in different occupations. Talk about the jobs of a farmer. <i>Consider opportunities to challenge gender and other stereotypes.</i>	Know that there are different occupations.	Combine harvester Tractor Barn Bale	Identifying	To know that there are different occupations and different skills are required.
7	Developing an understanding of growth, decay and changes over time. Show a pumpkin. What do you think is inside? Show a pumpkin cut in half. What do the children know already (seeds – start of life-cycle, skin is hard and pulp is soft)	Make observations Look carefully Say what you see	Observe change seed fruit pumpkin hard soft	Observing	First- hand experience – A pumpkin seed changes into a pumpkin.
8	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Diwali	To know why Hindus celebrate Diwali.	Diwali Hinduism Hindus Other related vocabulary (see GF)	Identifying	To know that different people have different beliefs. <i>For many people, Diwali honours the Hindu goddess of wealth, Lakshmi. The lights and lamps are said</i>

					to help Lakshmi find her way into peoples' homes, bringing prosperity in the year to come!
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3 and 4 year olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
	Induction				
2	Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Show children how to use the 'trick' to put their coat on.	Get your coat Put it on the floor/table Make sure the hood is nearest to your body Put your arms in the arm holes 'Flip' the coat over your head	near holes	Dressing independently	Parts of coat – arm holes, hood
3	Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support.	Put soap on your hands Wash your hands for 20 seconds	soap wash clean dry	Handwashing	Washing your hands is the best way to stop germs from spreading

	Teach 'handwashing song' and ensure children wash hands after going to the toilet. Visuals on display in bathroom.	Dry your hands properly			
4	Begins to walk, run and climb on different levels and surfaces. Rosie's Walk journey – obstacle course (climb–haycock)	Use both hands and both feet to climb	Climb Hands feet	Climbing	Using Your Feet Feet are the foundation of climbing. Lots of beginners try to pull themselves up the wall and quickly tire out. Think about climbing a ladder—you don't pull yourself up, you step up, and use your arms and hands for balance. It's the same in climbing.
5	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. Introduction to balance bikes	Sit on the balance bike with legs astride Hold the handlebars with both hands Push away from the ground using your feet	sit balance push glide	Balancing	There are 4 steps most riders go through in learning to ride a balance bike. Stand and walk Sit and walk Sit, run, and balance Sit, run, and glide
6	Jumps up into the air with both feet leaving the floor and can jump forward a small distance. Jump over the pond	Eyes focused forward Ankles, knees and hips bent Arms swing behind the body Forceful forward and upward swing of the arms Legs straighten in the air Ankles, knees and hips bend on landing	jump bend/bent swing forwards upwards straighten	Jumping	Gross motor
7	Moves in response to music. Different tempos = outdoor time	Listen to the music	fast slow	Movements matched to speed of music	Different movements – fast and slow

		Is the music fast or slow? How could you move to the music?	move		
8	Match their developing physical skills to tasks and activities in the setting. Climbing a tree in the orchard	Encourage children to start climbing, partially holding their body weight to make it easier.	climb grip balance	Climbing	Using Your Feet Feet are the foundation of climbing. Lots of beginners try to pull themselves up the wall and quickly tire out. Think about climbing a ladder—you don't pull yourself up, you step up, and use your arms and hands for balance. It's the same in climbing.

3 and 4 year olds will be learning to:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Week	PSED	Learning Intention/Success Criteria	Key Vocabulary	Key Skills/British Values	Key Knowledge
					
1	Induction				
2	Knows their preferences and interests. Jigsaw 1 - favourite toys	Understand how it feels to belong and that we are similar and different.	belong same similar different unique	We know that we are all special.	Knowing we are different (unique) because we like different things
3	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Jigsaw 2 – happy and sad	Understand how feeling happy and sad can be expressed.	happy sad feeling kind caring	We try to help.	Knowing that we need to be kind and caring friends:
4	Participates more in collective co-operation. Jigsaw 3 – working as a team	Know how to work together and consider other people's feelings.	teamwork together feelings	We try to help.	Know that working together as a team is much more fun and jobs get done!
5	Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. Jigsaw 4 – using gentle (caring) hands	Use gentle hands and understand that it is good to be kind to people.	gentle kind caring	We understand the consequences of our actions.	Know what you can say or do when you are feeling angry

6	Seeks out others to share experiences with and may choose to play with a child who has a similar interest. Jigsaw 5 – children’s rights - play	Understand children’s rights and this means we should all be allowed to learn and play.	learn play	We know that we are all special.	Know that we all want to be happy and we can help each other to be happy with the things that we do.
7	Enjoys a sense of belonging through being involved in daily tasks. Jigsaw 6 - responsibilities	Know what responsible means.	responsible	We try to help,	There are certain things that you are responsible for.
8	Participates more in collective co-operation. Focus on stories read this half term such as Farmer Duck, Pumpkin Soup and Room on the Broom. Relate to tidy up time.	Know how to work together and consider other people’s feelings.	teamwork together feelings	We try to help.	Know that working together as a team is much more fun and jobs get done!

3 and 4 year olds will be learning to;

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'. – Rosie's Walk

Make comparisons between objects relating to size, length, weight and capacity. – Pumpkin Soup

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

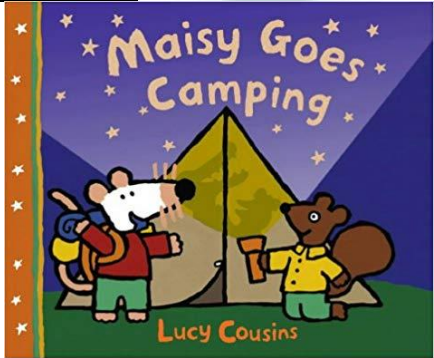
Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Week	Mathematics	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1-8		Mathematics Book for the half term			
					Read and enjoy the book and discuss any camping experiences. Retell the story with small world characters going into folded card 'tents', one at a time. Repeatedly ask, "Is there room for one more?" until children decide

	it's a squeezey squish-squash and characters POP! out of the tent one at a time. Add wooden numerals and cards with POP! written on. Children can act out their own versions with props or with dens made outside. Describing Tell me about this picture (with characters going into or popping out of the tent). What do you notice? What do you wonder? Tell me what is happening. How many are inside now? And now? Reasoning How many will fit without a squeezey squish-squash? Why do you think that? What will happen if another person goes in/out now? Can you explain why you think that? How do you know that there will be six in the tent? Shall we act it out to check? Opening Out Play a game with five toys - hide some in the tent. One is outside, so how many are inside? Shut your eyes and imagine - if there are three campers inside the tent and one more goes in, how many are there now? Two go inside, three are outside - how many are there altogether? Children can check by modelling. What if we have a larger tent? What if we have two tents? Recording Can you find some numbers to go with your story? Would you like to draw a picture to show how many children are inside and outside the tent? Can you put something to show how many have gone in/come out?				
1	Induction				
2	Fast recognition of up to 4 items – number of items at snack	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
3	Fast recognition of up to 4 items – stacking chairs into four at tidy up time	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
4	Fast recognition of up to 4 items – gems in a shoe-box	Can take or give two or three objects from a group. Can instantly recall the number of objects or	give take one two three	perceptual subitising	understanding of how a number is made up

		images without needing to count them individually.	four		
5	Fast recognition of up to 4 items – gems arranged in different ways	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
6	Fast recognition of up to 4 items – gems in different arrays such as egg box and mega-blocks	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four	perceptual subitising	understanding of how a number is made up
7	Fast recognition of up to 6 items - dice	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four five six	perceptual subitising	understanding of how a number is made up
8	Fast recognition of up to 5 items – make a potion.	Can take or give two or three objects from a group. Can instantly recall the number of objects or images without needing to count them individually.	give take one two three four five	perceptual subitising	understanding of how a number is made up