

## PSED

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.

Children to use the Nursery resources and activities. Daily activities, continuous

Show more confidence in new social situations.

Children to confidently enter the Nursery setting. Children to explore new and unfamiliar activities. Continuous provision, indoor and outdoor activities.

Increasingly follow rules, understanding why they are important.

Children to follow rules and routines of Nursery. Circle time, daily activities, PSED, Thrive, Family Group Sessions.

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

Children to learn the feelings happy, sad, angry and worries.

Circle time, emotions activities, Family Group Sessions, continuous provision.

## Parental Links

Parents evening

Parent Workshop – Supporting your child at home

Nursery Rhymes Workshop

HUB – ESOL

Early Parenting Courses

## Safeguarding Links:

Children to learn about how to keep themselves safe.

NSPCC Recourses

## My Family and Me

## Nursery – Autumn 1

### Communication & Language

Sing a large repertoire of songs.

Children to know 7 Nursery Rhymes by heart. Singing sessions, continuous provision. Parent workshops.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Children to follow daily instructions. Daily routines.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Children to talk in short sentences. Communication sessions. Wellcomm. Family Group Sessions. Continuous Provision.

Use longer sentences of four to six words.

Children to talk in short sentences. Communication sessions. Wellcomm. Family Group Sessions. Continuous Provision.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children to communicate with peers and adults in full sentences. Communication sessions. Wellcomm. Family Group Sessions. Continuous Provision.

### Physical Development

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

Children to ride bikes, trikes and scooters. Children to climb and balance on Nursery equipment. PE Sessions, Gross Motor Sessions, Outdoor Provision.

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

Children to use gross motor resources. Gross motor sessions, outdoor provision, continuous provision.

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. Children to explore a variety of tools and equipment. Outdoor provision, digging areas, exploration area, continuous provision.

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

Children to use pens, pencils and scissors. Fine and Gross Motor Activities. Continuous provision.

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

Children to identify their own pegs, select their own coat and put it on. Daily routines.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Children to use the bathroom facilities independently. Daily routines.

Make healthy choices about food, drink, activity and toothbrushing.

## **Maths**

Fast recognition of up to 3 objects, without having to count them.

Recite numbers past five.

Say one number for each item in order.

Show 'finger numbers' to five.

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

**Children to experience and explore a range of counting resources and activities. Children to be able to say number names in order and use this to count the objects accurately.**

Family Groups, Maths Sessions, indoor and outdoor continuous provision.

Talk about and explore 2d shapes. **Children name circle, square, triangle and their properties.**

Understand position.

**Children identify in front, behind, next to, on top and under.**

Make comparisons between objects (size) **Children use the language of big, smallest, biggest, smallest.**

Combine shapes to make new ones.

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

Family Groups, Maths Sessions, indoor and outdoor continuous provision.

## **EAD**

Take part in simple pretend play, using an object to represent something else. **Role play, continuous provision.**

Make imaginative 'small worlds' with blocks and construction kits. Explore different materials freely. Join different materials and explore different textures. **Construction activities, Small World Activities, Continuous provision.**

Explore colour and colour mixing. **Creative area, continuous provision.**

Listen with increasing attention, to sounds. Play instruments with increasing control. **Music area.**

Remember and sing entire songs. **Daily singing, music area, continuous provision.**



## **Nursery – Autumn 1**

### **Literacy**

Engage in extended conversations about stories, learning new vocabulary.

- 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

**Children to experience a variety of texts, stories and rhymes.**

**Model whole class and small group reading sessions.**

**Children to identify names and logos.**

**Children to know the front cover, blurb, author and illustrator.**

Reading area, Family Group Sessions, Literacy Sessions, Whole Class Storytime.

### **E Safety in the Curriculum:**

Copyright and Ownership: I can name my work so others know it belongs to me.

Privacy and Security: I can identify some simple examples of personal information.

### **Understanding the World**

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

**Children to explore natural materials using their sight, smell and touch. Continuous provision. Indoor and Outdoor provision.**

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

**Children sort objects by given and chosen criteria. Continuous provision. Indoor and Outdoor provision.**

Talk about what they see.

Begin to make sense of their own life-story and families history. **Children to talk about their immediate family and special events in their living memory. Sharing and talking about family through photographs. Family Groups.**

Explore how things work.

**Children to explore natural materials using their sight, smell and touch. Continuous provision. Indoor and Outdoor provision.**

Begin to understand the need to respect and care for the natural environment and all living things. **Children to learn and understand to importance of caring for living things eg pets, animals, plants. Outdoor provision. Family group sessions.**

Continue to develop positive attitudes about difference between people. **RE, Thrive, Family Group Sessions.**

Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. **Children to explore photographs and stories about different countries. RE, Thrive, Family Group Sessions.**