

# Nursery Autumn Term

## Physical Development

### **What we want the children to know**

Some action rhymes

Knows names of different movements- jump hop run gallop, and respond by demonstrating (May not be competent)

Know they need to use the toilet and can ask adults to help them with clothing

Begin to know about hand hygiene

That we should clean our teeth twice a day.

### **What we want the children to know how to do**

Drive scooters, bikes and trikes by pushing feet.

Climb steps or stairs with alternate feet, using a hand or handrail for support.

Travel by galloping with a leading foot.

Run safely and at speed in the outdoor space.

Kick, Roll, chase and collect a ball.

Copy some aspects of whole body action rhymes.

Develop appropriate independence in going to toilet when needed

Wash hands with guidance.

Snip with scissors or snips

Begin to mark-make with purpose when given adult support

Take off own coat, with some support

Take off own shoes

## Maths

### **What we want the children to know**

That more means 'lots' or a bigger number

Process simple positional vocabulary in the run of child initiated play.

Know that round things can roll

What 'same' means

knows numbers 1-3 in order when counting

### **What we want the children to know how to do**

Compare small sets of objects by processing language "more" "more than".

Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.

Says number names to 5 in songs and rhymes

Match pairs to demonstrate a secure grasp of commonality - eg by colour or shape

Can say whether 2 items or images are the same or different

Can make a set based on a simple observable feature - eg colour

er names to 5 in songs and rhymes

## Communication and Language

### **What we want the children to know**

Know some nursery rhymes by heart

Know that 'who' refers to a character and 'where' to a place when talking about pictures from a story.

That we try to try to sit still and listen at story time

Knows colour names and uses accurately**What we want the children to know how to do**

Demonstrate joint attention when the group chant favourite rhymes.

Join in with favourite rhymes – some lines, words and actions.

Imitate hand gestures and anticipate some words and join in with them.

Play alongside an adult, attentive as play is narrated.

Play alongside other children in self-chosen activities

Choose some of own activities during 'free choice', sometimes with adult support

Knows colour names and uses accurately

### **What we want the children to know**

"Who?" Refers to a character and "where?" to a place

### **What we want the children to know how to do**

Join in with favourite rhymes – some lines, words and actions.

Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated.

Begins to listen and chat to others as plays and works.

Follows a simple instruction related to familiar routines

Use a short phrase or sentence to communicate ideas

Begin to answer who and where questions, and identify

how characters are feeling using basic vocabulary

Begin to use 'because' to explain simple ideas when prompted.

## Understanding the World

### **What we want the children to know**

That we can investigate materials by using senses

That materials and objects must not be put in mouth, ears etc

That we take care of living things

### **What we want the children to know how to do**

Transport materials safely and appropriately (eg sand, water, toys in play)

Actively collect and enjoy transporting materials.

Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.

Sustain interest in action and reaction toys.

Engage in joint attention with adults for short periods of time in respectful observations of living things.

### **Personal, Social and Emotional Development**

#### **What we want the children to know**

Know *who* to ask for help

I know I can have different feelings at different

times Vocabulary - happy, sad

How to use different areas and resources safely and appropriately (eg that some resources stay in a particular area)

Follow adult directions to assist in tidying routines

Knows there are times when we need to do what an adult asks

How to stay safe in the sun

#### **What we want the children to know how to do**

Know *how* to ask for help and who to ask for help

Know what to do and who to ask if I feel unsafe or worried

Form a secure bond with staff and play in parallel, observing others and copying ideas.

Select from a small range of resources on offer within a single activity.

Use some resources safely and appropriately

Recognise when they, other or characters feel happy and sad

Understand and join in with some familiar routine activities, led by an adult

Recognise dangers in the house and classroom and what I should and shouldn't touch

### **Literacy**

#### **What we want the children to know**

That at story time we try to sit still and listen

That we handle books carefully

The names of appropriate features and objects within stories shared

#### **What we want the children to know how to do**

Begin to answer who and where questions

Maintain focus on a short picture book shared with an adult until the end.

Make marks on a range of scales with a range of tools and grips.

### **Expressive Art and Design**

#### **What we want the children to know**

The names for everyday items in role-play area - eg mop, cloth, kettle etc

Know that we make marks on paper and easel, not walls, furniture etc

#### **What we want the children to know how to do**

Use props, similar to the items they represent, appropriately, during simple domestic role play.

Use small world props in short non-verbal narratives.

Make marks with a wide range of tools and grips.

Explore mark-making with a range of media