

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

Moving on and settling in. Learning new routines.  
Getting to know one another and making friends.  
Following rules, routines and boundaries (Code of Conduct).  
Develop sense of responsibility and membership of community.  
Give children a tray to put their own belongings in.  
Learning whole school value-respect  
Share with children photographs of their

### **Mathematics**

Sorting and matching by colour.  
Sorting by different attributes.  
Talk about and identify the patterns around them.  
Extend and create ABAB patterns.  
Notice and correct an error in a repeating pattern.

### **Understanding the World**

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.  
  
What is a season?  
How have I changed since I was a baby? Then and Now.  
How does the environment change in autumn?  
What technology do I have in my home?

### **Physical Development**

Develop children's fine and gross motor skills, this will be promoted through continuous provision and purposeful activities indoor and outdoor.  
  
Teach fundamental skills through PE and outdoor play.  
  
Provide activities at the Doodle table and outdoors to promote early mark making skills.  
  
Encourage and develop independence in children's self-care.  
  
Time outdoors for children to experiment with equipment and to practise learning the skills to ride a balance bike, climb up the steps to the slide and learn how to use the slide safely. Plan activities that involve moving and stopping in PE.  
  
Plan time to sit with the children at the snack table to help them when they use a jug for pouring and opening their milk. Allow children to pour their own drinks and serve their own snack. Involve the children when preparing food for snack.

### **Communication and Language**

To further develop listening and attention, understanding and language skills at different times and places in class and with ETB.  
Carpet rules – good sitting, good looking and good listening – particularly at key learning times.  
Use of appropriate language, manners, turn taking etc. Understand a question and follow instructions.  
Talk for a specific purpose. Using appropriate vocabulary and extending vocabulary.  
Enjoy listening to stories and remember much of what happens.  
Sing nursery rhymes

### **Literacy**

Phonics Phase 1  
Reading stories and using pictures to talk about the characters and what is happening.  
Opportunities to early mark make in different areas around the classroom and outdoors.  
Adults to model writing whenever they can.  
Find picture and self- register and put photograph of themselves on feelings board. Understand the five key concepts about print: Print has meaning, 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.

## **Nursery Autumn 1**

### **Expressive Arts and Design**

Using a selection of given or self-chosen resources to create pictures and models in an imaginative way- painting-handprints footprints, collage,3D modelling.  
Take part in simple pretend play.  
Begin to develop complex stories using small world equipment.  
Make imaginative and complex 'small worlds' with blocks and construction kits.

### **Can you help?**

**Talk about our topic and do own research – books, computers, visits.**