



Nursery Autumn Planning 2023



Key Skills			
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Understand simple questions about 'who', 'what', and 'where' (but generally not 'why'). Enjoy listening to longer stories. Can find it difficult to pay attention to more than one thing at a time. Are usually still learning to pronounce l/r/w/y – s/sh/ch/dz/j – f/th – multi-syllabic words such as 'banana' and 'computer'. Use a wider range of vocabulary. Sing a large repertoire of songs. 		<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse of grab what they want or push their way to the front. 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. Increasingly follow rules, understanding why they are important. 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. Become more outgoing with unfamiliar people, in the safe context of their setting. 	
		<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed, for example, putting coats on. 	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> Ask questions about the book. Engage in extended conversations about stories, learning new vocabulary. Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo. Repeat words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subsidising'). Recite numbers past 5. Show 'finger numbers' up to 5. Notice patterns and arrange things in patterns. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. Develop positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop stories using small world equipment.



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<u>Outcomes</u>				
<u>Personal, Social and Emotional Development</u> Play with others and invites others to play. Selects and uses activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Confident to talk to other children when playing and will communicate freely about own home and community. Sharing and taking turns Teamwork		<u>Communication and Language</u> Role play – Home Corner – both indoor and outdoor Listening, learning, singing range of new songs and Christmas songs. Developing attention and listening skills – becoming familiar with expectations, following increasingly more complex instructions. Speaking in full sentences and conveying personal needs, Key worker and circle time activities. Listening to stories.		<u>Physical Development</u> Managing own hygiene. Physical activity outdoor – hoops, balls, ropes, steppingstones, stilts for balance. Using a pencil, scissors, and other tools. Dough gym and sensory activities. Construction within block area both indoor and outdoor. Large construction – crates, tyres etc. Using large sand pit – putting on own wellies and shoes. Water area – drainpipes, hose pipe, watering cans etc. Outdoor activities.
<u>Literacy</u> Listening to stories. Phase 1 Phonics – Letters & Sounds General Sound Discrimination – Environmental/Instrumental Sounds/Body Percussion Rhythm and rhyme and alliteration Phonics – Little Wandle School Library Buddy Session. Weekly library visit. Daily access to mark making/reading areas both indoors and outdoors.	<u>Mathematics</u> MTP Finger rhymes with numbers Counting numbers of children and objects. Grouping objects Talk about and compare sizes. Sort items by colour Looking at patterns Complete inset puzzles Subitising.	<u>Understanding the World</u> Learn about customs in other countries – Diwali, Bonfire night. Make a new potion for the Witch. Look at different animals/mammals that lay eggs. How can we take care of the dragon's egg? Look at space rockets – design a rocket for an alien. Discuss animals and their footprints. Build a 'Stick Man' using different materials. Circle time / Key Worker time Discussion topics Prayer and Liturgy Come and See	<u>Expressive Arts and Design</u> How to use the equipment within the creative area safely. Diwali paintings. Firework pictures on black paper using paint through straws. Make a rocket using junk materials. Design an alien. Use collage materials. Develop experience of model making. Exploring voices/musical instruments indoor/outdoor areas. Daily access to construction/small world areas both indoors and outdoors. Mixing colours.	
<u>Religious Education</u> Welcome Birthday Advent-Christmas Remembrance		<u>Enhancements</u> Dragon Eggs Large cauldron, various items Fir trees, leaves, cones, soil Selection of sticks Visit to Blue Planet Aquarium Christmas craft week Christmas activities		<u>Spanish</u> Greetings. How are you? Numbers to 10. Christmas song.



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Week 1 – Gruffalo (POR) – Deep Dark Wood in the classroom (Gruffalo footprints and surprise left by the Gruffalo)

Week 2 – Gruffalo

Week 3 – Gruffalo

Week 4 – Gruffalo

Week 5 – Room on the Broom – Scavenger Hunt – Find the items that the Witch loses – Help the Witch make a new potion.

Week 6 – Stick Man – Design a ‘Stick Man’ using sticks/pipe cleaners/eyes – Design a Stick Man cake using mini roll/chocolate matchmakers and edible eyes.

Week 7 – Christmas