

# Autumn - Nursery

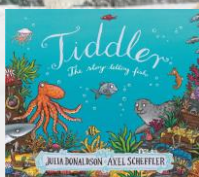
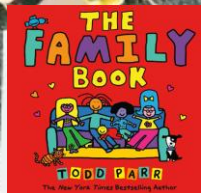
## Specific areas

### Literacy

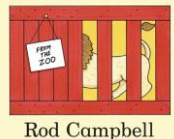
I can:

- .Show engagement and begin to make relevant comments.
- .Seek out books independently, handling them correctly. Turn pages in a book one at a time.
- .Draw lines and circles.
- .Answer simple questions based on familiar text. Use props to retell key parts of a story.
- .Recognise some familiar logos. Read own name with visual support.
- .Talk about my drawings.

### We are reading...



### Dear Zoo



### Maths

- Recite numbers and explore 1:1 correspondence. Join in with number songs.
- .Describe a familiar route and locations.
- .Use some number names in play. Begin to use mathematical language more/less.
- .Describe a sequence of events. Make comparisons between size and capacity of objects.

### Expressive Arts and Design

- .Recognise and name different colours. Explore making marks in different media.
- .Explore a variety of tools and materials to create. Begin to participate in pretend play linked to home experiences using similar objects to represent another. Engage in story talk during small world play. Explore how to use simple construction equipment.
- .Talk about what's been drawn/painted.
- .Explore printing.
- .Remember and sing some simple rhymes and songs.

### Understanding the World

- .Use simple language to talk about the daily routine. Talk about significant events that have happened recently.
- .Talk about experiences in the local area. Explore a 3D map.
- .Use sense in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
- .Talk about how we have changed since we were babies.
- .Understand that different people have different roles in our school. Know there are different countries in the world.
- .Explore how things work. Talk about what can be seen.





## Communication and Language

I can:

- .Listen to short stories and remember some parts. Pay attention to one thing at a time.
- .Understand a simple question or one-part instruction. Understand 'What' and 'Who' questions.
- .Begin to use some key vocabulary resting to taught topics. Join in with nursery rhymes and songs- copying actions and filling in some missing words. Talk about a familiar book.
- .Listen and attended to a dialogue 1:1.
- .Understand prepositions in, on and under. Talk about interests and play.
- .Use a variety of tenses in conversation. Use simple sentences commentate on play.

## PSED

- .Identify feelings and emotions with support from an adult. Show awareness of the emotions of others.
- .Recognise who can help us. Select activities and use resources with support, begin to follow the rules.
- Recognising we are special and unique.
- .Play alongside others.
- .Recognise some actions can hurt others' feelings.
- .Communicating online.
- .Attempt to be independent with self-care.
- .Approach different children and adults during play.

## Physical Development

I can:

- .Begin to demonstrate balance and negotiate space safely taking turns.
- .Use simple tools with support.
- .Explore movement. Follow instructions with support and explore a range of ball skills.
- .Use simple tools safely with increasing control and intent.

## Prime Areas

## PSHE

### .Journey in Love - Social & Emotional

To recognise the joy of being a special person in my family.

### .RSHE - I am me - we are special

Say what I think.  
It's OK to be different.

## Computing

I can:

- .Show an interest in technological toys with knobs or pulleys. Real objects such as cameras, and touchscreen devices such as interactive screen, table top computer and tablets.
- .Operate simple equipment, e.g. turn on a CD player, use a remote control, can navigate touch-capable technology with support.

## Religious Education

- .**Myself** - Why am I precious?
- .**Welcome all** - Why is welcome important?
- .**Judaism** -Hanukkah.
- .**Birthday** - Why do we celebrate Birthdays?.