Gross Motor Skills

Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, and use outdoor climbing equipment, using alternate feet.

Use large-muscle movements to chalk, paint and make marks, particularly in the outdoor environment.

Fine Motor Skills

Use one-handed tools and equipment, in playdough, creative and investigating areas using scissors, cutters, rollers and hole-punchers.

Select and use activities and resources in the indoor and outdoor learning environments, with help when needed.

Develop their sense of responsibility and membership of a community through talking about home and school life.

Play with one or more other children, extending and elaborating play ideas.

Suggest ideas for classroom rules and begin to follow them, understanding why they are important.

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

Begin to understand how others might be feeling.

Health and Self-care

Start to eat independently and learning how to use a knife and fork at lunchtime.

Be increasingly independent as they get dressed and undressed: begin to put coat on and do up zips.

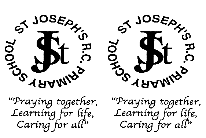
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

**Personal, Social and Emotional**

**Physical Development**

**Nursery Autumn 1**

**School, Myself, Family**



Listening, Attention and Understanding

Enjoy listening to longer stories and remember what happens though daily reading. Core texts: The Colour Monster, My Mum is fantastic, Harry and the dinosaurs go to school

Speaking  
Begin to use a wider range of vocabulary centred around our topic and shared books.  
Use talk to organize themselves and their play.

Reading

Begin to understand that print has meaning and we read English text from left to right and top to bottom.

Phonics

Distinguish between different environmental and instrumental sounds.

Recognise and join in with Nursery Rhymes

Writing

Develop muscle control through fine motor skills activities i.e. painting, drawing, cutting

Being Imaginative

Take part in simple pretend play in the home corner, small world area and outdoor.  
Develop simple stories around small world play linked to our topic .

Art & Design

Draw pictures of friends, family and book characters from imagination and Explore mixing and using colours to show different emotions.

Explore colour.

Design & Technology

Explore different household objects/recycled materials to create a model house.

Music

Learn and join in with new and familiar rhymes and songs.

Listen with increasing attention to instrumental sounds (See Phonics).

Play musical instruments to accompany stories and represent feelings.

History

Look at family photos and talk about own families beginning to gain a sense of their own life-story.

Geography

Talk about what they see and explore ‘Autumn’ natural materials and books.

Science

Learn about and explore using senses.

Come and See: ‘Myself’ & ‘Welcome’

To know and understand the importance of my name

To know and understand that God loves me

To know and understand what it is to welcome and be welcomed

To know and understand that Baptism is a welcome into God’s family.

**RE**

**Expressive Arts and Design**

**Understanding of the World**

**Mathematics**

Number

Opportunities to settle in. Number rhymes

Number 1 • Subitising • Counting • Numeral

Colours –

Colours • Red • Blue • Yellow

Colours • Green • Purple • Mix of colours

Match • Buttons and colours • Matching towers • Matching shoes

Match • Match number shapes • Match shapes • Pattern handprints – big and small

Sort • Colour • Size • Shape Sort • What do you notice? • Guess the rule • Guess the rule

Measure, Shape and Spatial Thinking

Key times of the day, Class routines.

**Curriculum Enrichment**

World Mental Health Day

Birthdays

**Communication and Language incorporating Literacy**