



Nursery Autumn Term 1

	Comm and Language	PSED	Physical Development	Literacy	Mathematics	Understanding the World	EAAD
Prior learning	<ul style="list-style-type: none"> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Understand and act on longer sentences like 'make Teddy jump' or 'find your coat.'</li> <li>Understand simple questions about 'who,' 'what,' and 'where'...</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves or dress and undress.</li> <li>Learn to use the toilet with help and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name...</li> <li>Enjoying drawing freely.</li> <li>Add or make marks on their picture, which they give meaning to.</li> </ul>	<ul style="list-style-type: none"> <li>Count in everyday contexts...</li> <li>Compare amounts, saying 'lots,' 'more,' or 'same.'</li> <li>Compare sizes, weights, using gesture and language.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models.</li> </ul>
Week 1 (06/09)	<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed....</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding and ball skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 1. print has meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Developing fast recognition of up to three objects, without having to count them individually ('subitising').</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something.</li> </ul>
Week 2 (13/09)	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed....</li> </ul>	<ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 2. Print can have different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers past five.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something.</li> </ul>
Week 3 (20/09)	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed....</li> </ul>	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 3. We read text from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>
Week 4 (27/09)	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 4. The names of different parts of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle.')</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>
Week 5 (04/10)	<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts...</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: 5. Page sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Show 'finger numbers' up to five.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they can see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks an construction kits, such as a city with different buildings and a park.</li> </ul>
Week 6 (11/10)	<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts...</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to five.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they can see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks an construction kits, such as a city with different buildings and a park.</li> </ul>
Week 7 (18/10)	<ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print.</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to five.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they can see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>

