

Nursery Class Autumn Plan

At Ordsall Primary School our vision is for all pupils to play, learn and grow together

Autumn Topic – Play

Prime Areas

7 Areas of Learnings in EYFS	What are children going to learn? Objective/ Skills (taken from the EYFS Nursery progression map) By the end of Autumn 2 children in Nursery will be able to:	Key Vocabulary (taken from whole school subject progression maps)
Personal, Social and Emotional Development	I am beginning to be more independent in my play. I am learning to use equipment. I am starting to feel confident in my play. I am beginning to help the adult in setting. I am beginning to help at tidy-up time. I can leave my main carer. I am beginning to show self-confidence. I am beginning to play with others. I can share and take turns, sometimes with support. I am beginning to understand that there are good choices and bad choices in behaviour. I can follow simple boundaries and routines, sometimes with support. I understand that I should not hit out when I feel angry or upset. I am beginning to understand that I have feelings. I am beginning to understand that other people have feelings too. I can pour steadily from one container to another. I can take off my coat and hang it up on my peg. I am independent in toilet routine. I collect and eat my snack with only a little support. I can choose my snack and milk or water.	healthy, food, teeth, drink, routine, care, feelings, happy, sad, angry, cross, upset, excited, nervous, sharing, taking turns, friend, team, kind, gentle, good choice, wrong choice

<p>Communication and Language</p>	<p>I am beginning to enjoy a longer story. I can stop what I am doing when I hear the stop sound in nursery. I can repeat unfamiliar words from stories, rhymes and during play activities and experiences. I am beginning to understand simple questions and instructions. I can answer 'who', 'what' and 'yes/no' questions. I am beginning to join in with nursery rhymes, action rhymes and songs. I use the pictures in a book to talk about what is happening. I am developing my language skills and will repeat a modelled sentence. I am able to use simple sentences. I am beginning to talk about my likes/dislikes/favourites. I initiate communication using words/action/gesture. I am beginning to use talk within my play.</p>	<p>Look, listen, story Who, what Like, do not like (dislike), favourite</p>
<p>Physical Development</p>	<p>I can explore how to use ride on toys, climbing equipment and balls in different ways. I can go up steps, stairs and apparatus, using two feet to two feet. I am learning how to stand still. I can move a flag or streamer by walking/running with it, or moving it from side to side. I can take part in adult led group activities and games, sometimes with support. I am beginning to join in with action rhymes and dough disco. I am beginning to move in a variety of ways. I understand what different resources are used for. I show an interest in playing with other children. I attempt to use one handed-tools and equipment independently. I can pick up a pen or pencil and use it to make marks. I can take off my coat and hang it up on my peg.</p>	<p>run, walk, jump, ride, throw, kick stop, still</p>
<p>Specific Areas</p>		
<p>Literacy</p>	<p>I know we are reading when we share a book. I know books have words and pictures. I am learning to turn the page in the right direction. I can point to the text in books. I can recognise signs from my local environment (shops, fast food, bus stop, brands) I am beginning to say/sing a few action songs and rhymes. I can repeat a simple clapping pattern. I can talk about what has happened in a story, using prompts and pictures from the book. I am starting to tell you about my mark making. I can sometimes recognise my name. I can add marks on my picture to stand for my name.</p>	<p>Book, Words, pictures, page, read, look, listen, story Sing, song Clap Make marks draw</p>

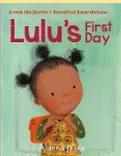
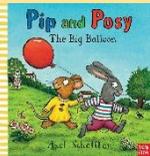
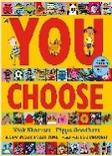
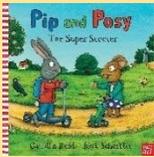
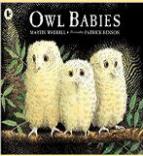
<p>Maths</p>	<p>I can recognise the colours red, blue, yellow, green, orange, purple. I can subitise up to two objects. I can recite numbers to 2 I can touch/move & count 2 objects in a row. I respond to 'how many?' by counting. I can show you 1 and 2 on my fingers. I can show you where our number line is and find other numbers in nursery. I can make up and down marks. I respond to mathematical ideas such as 'there are 5 children here, how many milks do we need?' 'I think Jasmine as more crackers, does she?' I can point to which group has 'more'. I can place an object (teddy) on top (of a box), under, next to, above and in/out, with support. I can show you the way to the cloakroom / toilet area. I can tell you which is bigger and which is smaller. I am beginning to use shapes to build. I recognise when something has a pattern. I can predict what comes next in an ABAB pattern I understand 'now' and 'next'.</p>	<p>Colour names – red, blue, yellow, green, orange, purple. Number names and numeral - zero, 0, one, 1, two, 2 Bigger, smaller, more next to, between, behind, under, in front, on pattern now next</p>
<p>Understanding the World</p>	<p>I explore sensory play activities such as sand, water, playdough, tuff spot. I know when something is different/ changes. I am beginning to tell you what I can see around me. I can tell you who lives in my house. I am beginning to learn who helps us in school. I repeat an activity to better understand what is happening. I know that plants are living things that grow. I know that I am growing and I used to be a baby. I recognise living things in the environment. I am beginning to explore forces in my play activities. I can talk about what I notice. I am developing a better understanding of 'difference'.</p>	<p>Different Family members – mum, dad, sister, brother, baby, nanny, gandad etc Plants, trees, grow (ing) Pull, push</p>
<p>Express Arts and Design</p>	<p>I can play in the home corner. I engage in play with small world. I can build with blocks. I am finding out what I can make in the creative area. I can tell you something about what I am doing. I am learning how to use glue or tape to stick join things. I can draw lines and simple shapes. I am developing my understanding of how materials can be used in different ways to draw/paint. I am beginning to understand that I have feelings, like happy and sad. I know which colours I am using when I paint. I show awareness of sounds around me. I match my movement/dance to the sounds/music I can hear. I know the words and actions to a familiar nursery rhyme. I can change the way I play an instrument.</p>	<p>sing, song, clap, dance, nursery rhyme, beat, listen, hear instruments- triangle, drum, maracas, play making marks, draw, pencil, pencil crayon, felt tips, chalk, pastels, paper cut, stick, glue, cardboard, box, tube, join, scissors, build, stack, fold, join, fix</p>

Nursery Class Autumn 1 Plan

At Ordsall Primary School our vision is for all pupils to play, learn and grow together

Autumn Topic – Play

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Starting Nursery	Friends Together	Feelings	Autumn
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>Lulu's First Day by Anna McQuinn – Starting nursery, settling in, who helps in school, provision & routines.</p> 	<p>Pip and Posy The Big Balloon by Axel Scheffler – being a good friend, being kind, sharing, helping, balloons and bubbles.</p> 	<p>The Colour Monster by Anna Llenas – feelings, colours, self-portraits, cross heads</p> 	<p>Autumn by Ailie Busby – Autumn walk, collect signs of autumn for sorting, noticing, describing. Changes of the season & weather.</p> 
<p>Poems and Rhymes across the term</p>	<p>Little Puffin Book - poems and rhymes Nursery Rhyme Time</p>			
<p>Books Following Possible Themes – story time</p>	<p>You Choose by Pippa Goodhart</p> 	<p>Pip and Posy The Super Scooter by Axel Scheffler</p> 	<p>Owl Babies by Martin Waddell</p> 	<p>The Leaf Thief by Alice Hemming</p> 
<p>Visits/Visitors/ Special Event Days</p>				<p>Autumn Walk in school grounds</p>
<p style="text-align: center;">Prime Areas Intentions and Outcomes to be covered across the term</p>				

<p><u>Personal, Social, Emotional Development</u></p> <ul style="list-style-type: none"> - Separate from carer - Develop a relationship with key adult(s) - Play near to others, alongside, with, begin to build friendships - Share and take turns - Establishing rules and expectations - Establishing routines - Modelling use of provision – how to choose, how to use and how to put away - Listen to others carefully - Follow classroom instructions - Manage own personal hygiene – toileting and hand washing - I can say what I want or need. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> - Listening to the teacher and to others. - Listening to stories. - Engaging with stories - Answering questions with yes/no or a relevant answer - Begin to interact with peers with gestures, actions or words - Learn rhymes, poems and songs in nursery rhyme time and singing with Mr Starr - Learn new vocabulary 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> - Classroom routines – lining up, queuing, taking turns for snack - Finding own peg and coat, putting on coat - Use tools to mark make – pencil, crayon, paint brush - Safely begin use a range of large and small apparatus/equipment e.g. bike or car outside, scissors or small building blocks inside - Explore and begin to find a dominant hand - Feed self at snack time (lunch time if applicable), drink from milk carton, bottle or cup without spilling
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**Specific Areas
Intentions and Outcomes to be covered across the term**

<p><u>Literacy</u></p> <ul style="list-style-type: none"> - Features of a book – routine for every story - title, author, cover picture, direction of text, turning page from the corner. - Listen to stories, join in when appropriate. - Independently look at a book in the correct direction, left to right, top to bottom, pointing and look carefully at each picture - Pencil grip – begin to develop a dominant hand, palm grip to digital grip to tripod grip - Mark making and drawing stages – scribble, controlled scribble, lines, shapes, enclosed shapes, pictures 	<p><u>Maths</u></p> <ul style="list-style-type: none"> - Colour names – red, blue, yellow, green, orange, purple. - Number names and numerals 0, 1, 2 - Point and touch for careful counting - Learn ‘more’ when comparing - Bigger and smaller - On top, in, out, next to
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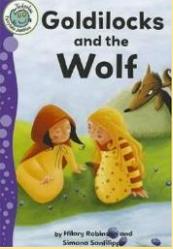
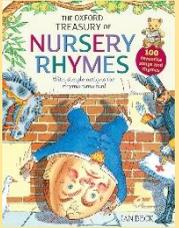
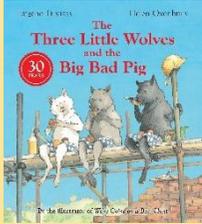
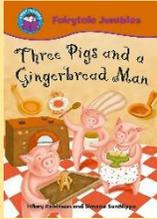
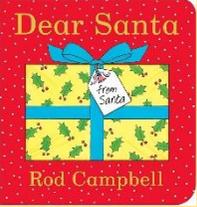
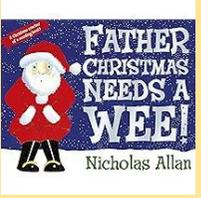
<p><u>Understanding the World (literacy/story/standalone/ circle time)</u></p> <ul style="list-style-type: none"> - Me, my family, my friends – who is my family, who lives in my house, who is at school - Growing – baby, child, adult <p><u>Autumn Week</u> Explore natural world and understand immediate environment – plants, trees, grass, leaves Season changes – summer to autumn Weather changes – sun, cloud, wind, rain</p>	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> - Learn Nursery Rhymes - Explore instruments - Sing in the hall with Mr Starr - Use paint brushes to make marks and paint shape and lines - Begin to use scissors, cellotape, masking tape to join to make creations, may need support. - Role play with storylines in home corner, small world, block play, outside etc
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Nursery Class Autumn 2 Plan

At Ordsall Primary School our vision is for all pupils to play, learn and grow together

Autumn Topic – Play

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Goldilocks and the Three Bears	National Nursery Rhyme Day/Week	The Three Little Pigs	The Gingerbread Man	The Christmas Story	Luna Loves Christmas
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	Goldilocks and the Three Bears – sizes, joining in with stories	A Nursery Rhyme a Day – singing songs/rhymes, action songs 	Describing materials, joining with stories, story ordering 	Joining in with stories, story ordering, 	Celebrations (Christmas) 	Celebrations (Christmas), different types of families 
Poems and Rhymes across the term	Little Puffin Book - poems and rhymes Nursery Rhyme Time					
Books Following Possible Themes – story time	Goldilocks and the Wolf 	Oxford Treasury of Nursery Rhymes 	The Three Little Wolves and the Big Bad Pig 	Three Pigs and a Gingerbread Man 	A range of Christmas storybooks, e.g. 	A range of Christmas storybooks, e.g. 
Visits/Visitors/ Special Event Days	Fire engine visit – 5/11/24	Nursery Rhyme Dress Up Day			Songs Around the Christmas Tree Performance	Christmas Party
Prime Areas Intentions and Outcomes to be covered across the term						

<p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> - Follow classroom instructions with two parts - Following rules and expectations - Building relationships and friendships - Stranger Danger - Making good choices, e.g. should Goldilocks have gone into the bears' house? 	<p>Communication and Language</p> <ul style="list-style-type: none"> - Listening to the teacher - Following good social routines (e.g. listening to peers) - Listening to stories. - Joining in with repeated refrains - Asking questions to check understanding - Use social phrases when talking to peers and adults - Learn and use new vocabulary - Learn rhymes, poems and songs in nursery rhyme time and singing with Mr Starr - Speak in sentences when talking to others 	<p>Physical Development</p> <ul style="list-style-type: none"> - Putting on and fastening coat - Sit at the table or on the floor with core strength and good posture - Safely use a range of large and small apparatus/equipment - Develop a dominant hand - Draw recognisable pictures - draw a picture of self, drawing a closed circle for a head, adding eyes and a mouth - Tracing/copying letters from first name - Joining in with dough disco and gross motor activities
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Specific Areas
Intentions and Outcomes to be covered across the term

<p>Literacy</p> <ul style="list-style-type: none"> - Listen to and join in with stories - Know that a book has words and pictures, and identify where the words are - Talking about what happens in a story using pictures for prompts. - Mark making independently - Recognising familiar logos from environment - Recognising name stars - Mark making to represent name - Listening to environmental and instrumental sounds and identifying them 	<p>Maths</p> <ul style="list-style-type: none"> - Beginning to count independently, e.g. how many children are on the carpet? - Recognising numerals 1 and 2 - Counting with one-to-one correspondence - Subitising 1 or 2 objects - Able to 'give' 1 or 2 objects - ABABA repeating patterns - ABCABC repeating patterns - Using language of size, e.g. 'bigger, smaller, big, small, medium' - Sorting objects, e.g. by size, shape, colour - Matching objects, e.g. using inset puzzles, matching winter gloves, etc
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<p>Understanding the World</p> <ul style="list-style-type: none"> - Exploring different materials and sensory items, e.g when discussing the pigs' houses - Talking about different families and who they celebrate Christmas with - Discussing the changes in the Winter months - Food tasting (porridge, gingerbread) - Making own food (gingerbread men, porridge) 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Colour mixing for a desired colour, explore and apply powder paints, water, sponge, paint method - Selecting glue/tape for different materials to create creations - Manipulating materials for desired effect e.g. snipping a line into a circle to make a cone/ rolling a rectangle to make a cylinder/ folding and snipping paper - Role play in home corner, dressing up, small world - Songs Around the Christmas Tree – learn songs, sing with a group, sing with pitch and melody - Christmas songs with actions - Making Christmas pictures, Christmas cards, etc.
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