

## 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)
<b>Personal, Social and Emotional Development</b>	<p>I am beginning to be more independent in my play.                      I am learning to use toys and equipment.                      I am starting to feel confident in my play.                      I am beginning to help the adult in setting.                      I help at tidy-up time.                      I can leave my main carer independently.                      I am beginning to show self-confidence.                      I 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 reminders.                      I understand that I should not hit out when I feel angry or upset.                      I am beginning to understand that I and other people have feelings.                      I can pour steadily from one container to another.                      I can take off my coat and hang it up on my peg independently.                      I am independent in toilet routine.                      I choose, collect and eat my snack independently.</p>	<p>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>
<b>Communication and Language</b>	<p>I am beginning to enjoy a longer story.                      I can stop what I am doing when I see the stop sign 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 independently.                      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><b>Physical Development</b></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, such as stopping in a freeze game.  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.  I am beginning to move in a variety of ways.  I understand what different resources are used for.  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><b>Specific Areas</b></p>		
<p><b>Literacy</b></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, familiar brands)  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, e.g. by sticking on my name star.  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><b>Maths</b></p>	<p>I can compare quantities using language such as 'more than', 'fewer than' and 'less than.'  I can talk about and explore 2D and 3D shapes, such as circles, triangles, rectangles and cuboids, using mathematical language such as 'sides,' 'corners,' 'straight,' 'flat' and 'round.'  I can combine shapes to make new ones, e.g. two triangles to make a square.  I can talk about and identify patterns around me, such as a design on a rug, stripy clothes, spotty patterns, etc.  I can extend a repeating ABAB pattern, e.g. stick, leaf, stick, leaf  I can recite numbers to 3  I am beginning to say one number name for each item in order  I am beginning to develop fast recognition of up to 3 objects, without having to count them individually (subitising)  I am beginning to understand position through words alone, such as 'the bag is under the table' or 'the pen is on the mat'</p>	<p>Circle, square, triangle, rectangle  Flat, round, curved, straight  Sides, corners  Pattern  Next to, between, behind, under, in front, over, on top, in, on</p>

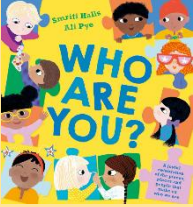
<p><b>Understanding the World</b></p>	<p>I explore sensory play activities such as sand, water, playdough, tuff spot.  I know when something is different/changes.  I am beginning to tell you what I can see around me.  I can tell you who lives in my house.  I am beginning to learn who helps us in school.  I repeat an activity to better understand what is happening.  I know that 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><b>Express Arts and Design</b></p>	<p>I choose to engage in role play, e.g. I 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 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, e.g. loud, fast, quiet, slow.</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 | Plan

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### Autumn Topic – Play

How will children learn?

Possible Themes & Interests	Settling In w/b 15.9.25	All About Me w/b 22.9.25	Feelings w/b 29.9.25	Friendships w/b 6.10.25	Autumn w/b 15.10.25
<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 &amp; routines.</p> 	<p>Who are you? By Smiriti Halls – all about you, families, likes/dislikes, similarities and differences</p> 	<p>In My Heart by Jo Witek – feelings, how did we feel starting school, what makes us feel different emotions, self regulation</p> 	<p>Pip and Posy: The Big Balloon by Axel Scheffler – friendships, what makes a good friend, sharing</p> 	<p>I Love The Seasons: Autumn by Lizzie Scott</p> 
<p>Poems and Rhymes across the term</p>	<p style="text-align: center;">Traditional Nursery rhymes, e.g. using nursery rhyme book, Singing Kettle, during transitions. Autumn themed songs, e.g. Dingle Dangle Scarecrow, Autumn Leaves Are Falling Down</p>				
<p>Books Following Possible Themes – story time</p>	<p>I Can Find It: Ready for School by Huda Mohsina</p> 	<p>We Are All Different by Twinkl Ebooks</p> 	<p>The Colour Monster by Anna Lenas</p> 	<p>Learning to Share by Twinkl</p> 	<p>The Leaf Thief by Alice Hemming</p> 
<p>Visits/Visitors/ Special Event Days</p>					<p>Making vegetable soup Autumn Walk in school grounds Pumpkin decorating</p>

**Prime Areas**  
Intentions and Outcomes to be covered across the term

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

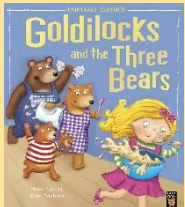

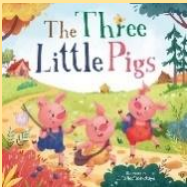
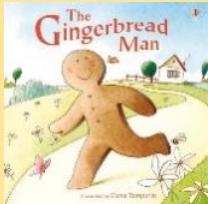
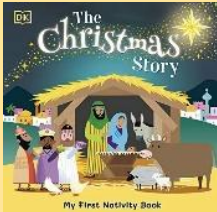
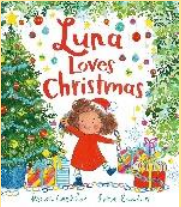
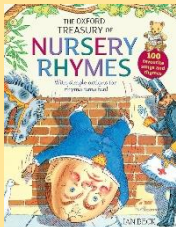
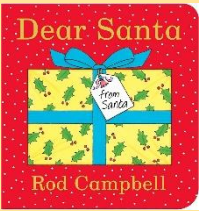
<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>- Features of a book – routine for every story - title, author, cover picture, direction of text, turning page from the corner.</li> <li>- Listen to stories, join in when appropriate.</li> <li>- Independently look at a book in the correct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

## Nursery Class Autumn 2 Plan

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### Autumn Topic – Play

#### How will children learn?

Possible Themes & Interests Linked to objective/ skills	Goldilocks and the Three Bears w/b 3.11.25	National Nursery Rhyme Day/Week w/b 10.11.25	The Three Little Pigs w/b 17.11.25	The Gingerbread Man w/b 24.11.25	Christmas – The First Christmas w/b 1.12.25	Luna Loves Christmas w/b 8.12.25
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>Goldilocks and the Three Bears – sizes, joining in with stories, stranger danger</p> 	<p>A Nursery Rhyme and a traditional counting song each day</p> 	<p>Describing materials, joining with stories, story ordering, talking about our houses</p> 	<p>Joining in with stories, story ordering, using our senses</p> 	<p>Christmas celebrations, Christian beliefs, Christmas nativity</p> 	<p>Different types of families, how we celebrate, Christian beliefs</p> 
<p>Poems and Rhymes across the term</p>	<p>Nursery Rhymes, Nativity Songs</p>					
<p>Books Following Possible Themes – story time</p>	<p>Goldilocks and the Three Dinosaurs by Mo Willems</p> 	<p>Oxford Treasury of Nursery Rhymes</p> 	<p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> 	<p>Three Pigs and a Gingerbread Man by Hilary Robinson</p> 	<p>A range of Christmas stories, e.g. Dear Santa by Rod Campbell</p> 	<p>A range of Christmas stories, e.g. Father Christmas Needs a Wee by Nicholas Allan</p> 
<p>Visits/Visitors/ Special Event Days</p>	<p>Fire engine visit linking to Bonfire Night Making/tasting porridge</p>	<p>Nursery Rhyme Dress Up Day</p>		<p>Baking Gingerbread Men Winter Disco</p>	<p>Songs Around the Christmas Tree Performance</p>	<p>Christmas Party</p>
<p><b>Prime Areas</b> Intentions and Outcomes to be covered across the term</p>						

<p><b><u>Personal, Social, Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>- Fire safety</li> <li>- Follow classroom instructions with two parts</li> <li>- Following rules and expectations</li> <li>- My Feelings, the feelings of others</li> <li>- Building relationships and friendships</li> </ul>	<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>- Listening to the teacher and to others.</li> <li>- Listening to stories.</li> <li>- Engaging with stories</li> <li>- Answering questions – what, who, why?</li> <li>- Asking questions to check understanding</li> <li>- Use social phrases when talking to peers and adults</li> <li>- Learn and use new vocabulary</li> <li>- Learn rhymes, poems and songs in nursery rhyme time and singing with Mr Starr</li> <li>- Speak in sentences when talking to others</li> </ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>- Putting on and fastening coat</li> <li>- Getting changed for PE routine</li> <li>- Weekly PE slot covering Autumn objectives</li> <li>- Sit at the table or on the floor with core strength and good posture</li> <li>- Safely use a range of large and small apparatus/equipment</li> <li>- Develop a dominate hand to learn how to form lower case letters</li> <li>- Draw recognisable pictures - draw a picture of self, drawing a closed circle for a head, adding eyes and a mouth.</li> </ul>
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**Specific Areas  
Intentions and Outcomes to be covered across the term**

<p><b><u>Literacy</u></b></p> <p>-</p>	<p><b><u>Maths</u></b></p>
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<p><b><u>Understanding the World (literacy/story/standalone/ circle time)</u></b></p> <p><b><u>Religious Education</u></b></p>	<p><b><u>Expressive Arts and Design</u></b></p>
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