

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 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.	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
Communication and Language	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.	Look, listen, story Who, what Like, do not like (dislike), favourite

Physical Development	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.	run, walk, jump, ride, throw, kick stop, still
Specific Areas		
Literacy	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.	Book, Words, pictures, page, read, look, listen, story Sing, song Clap Make marks draw
Maths	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'	Circle, square, triangle, rectangle Flat, round, curved, straight Sides, corners Pattern Next to, between, behind, under, in front, over, on top, in, on

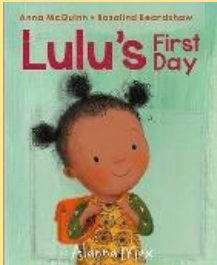
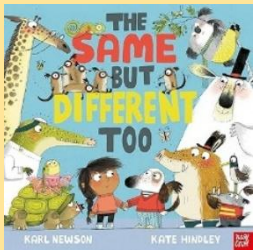
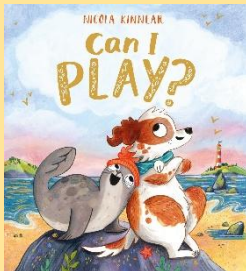
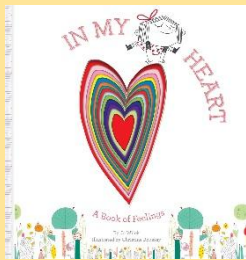
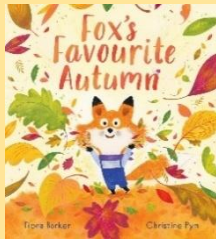
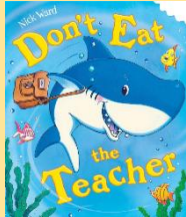
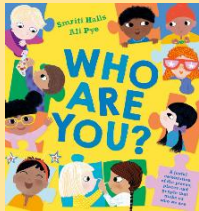
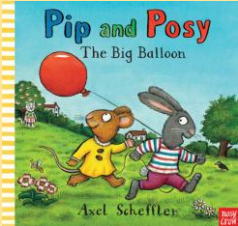
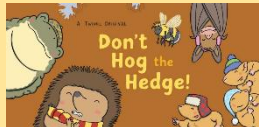
Understanding the World	I explore sensory play activities such as sand, water, playdough, tuff spot. I know when something is different/changes. I am beginning to tell you what I can see around me. I can tell you who lives in my house. I am beginning to learn who helps us in school. I repeat an activity 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'.	Different Family members – mum, dad, sister, brother, baby, nanny, gandad etc Plants, trees, grow (ing) Pull, push
Express Arts and Design	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.	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

Nursery Class Autumn | 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	Settling In & Starting Nursery w/b 7.9.26	All About Me w/b 14.9.26	Making Friends w/b 21.9.26	Feelings w/b 28.10.26	Autumn w/b 5.10.26	Autumn w/b 12.10.26
Key Texts for teaching and learning sessions and focused story time	Lulu's First Day by Anna McQuinn – starting school, routines, learning rules 	The Same but Different Too by Karl Newson – similarities and differences, showing respect for others 	Can I Play? By Nicola Kinnear – learning friends' names, playing nicely, Ordsall values 	In My Heart by Jo Witek – feelings, how did we feel starting school, what makes us feel different emotions, self regulation, zones of regulation 	Fox's Favourite Autumn by Fiona Barker – seasons, what happens in Autumn? 	I Love The Seasons: Autumn by Lizzie Scott – seasons, changes in weather, what can we see? 
Poems and Rhymes across the term	Traditional Nursery rhymes, e.g. using nursery rhyme book, Singing Kettle, during transitions. If You're Happy and You Know It, Autumn themed songs, e.g. Dingle Dangle Scarecrow, Autumn Leaves Are Falling Down					
Books Following Possible Themes – story time	Don't Eat the Teacher by Nick Ward 	Who are you? By Smiriti Halls 	Pip and Posy: The Red Balloon by Axel Scheffler 	The Colour Monster by Anna Llenas 	The Leaf Thief by Alice Hemming 	Don't Hog the Hedge! By Twinkl Originals 
Visits/Visitors/ Special Event Days				A bag sent home for children to collect Autumn items at home	Making vegetable soup Autumn Walk in school grounds	Pumpkin decorating Halloween Disco

Prime Areas Intentions and Outcomes to be covered across the term		
<u>Personal, Social, Emotional Development</u> – 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.	<u>Communication and Language</u> – 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	<u>Physical Development</u> – 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
Specific Areas Intentions and Outcomes to be covered across the term		
<u>Literacy</u> – 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	<u>Maths</u> – 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	
<u>Understanding the World (literacy/story/standalone/ circle time)</u> – Me, my family, my friends – who is my family, who lives in my house, who is at school – Growing – baby, child, adult <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	<u>Expressive Arts and Design</u> – 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	

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	w/b 2.11.26	w/b 9.11.26	w/b 16.11.26	w/b 23.11.26	w/b 30.11.26	w/b 7.12.26	w/b 14.12.16
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)							
Poems and Rhymes across the term	Nursery Rhymes, Nativity Songs						
Books Following Possible Themes – story time							
Visits/Visitors/ Special Event Days	Fire Engine visit	Nursery Rhyme Dress Up	Butterfly House Trip			Christmas Show New Starter visits	New Starter Visits Christmas Party

Prime Areas

Intentions and Outcomes to be covered across the term

<u>Personal, Social, Emotional Development</u> – Fire safety – Follow classroom instructions with two parts – Following rules and expectations – My Feelings, the feelings of others – Building relationships and friendships	<u>Communication and Language</u> – Listening to the teacher and to others. – Listening to stories. – Engaging with stories – Answering questions – what, who, why? – 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	<u>Physical Development</u> – Putting on and fastening coat – Getting changed for PE routine – Weekly PE slot covering Autumn objectives – 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 dominate hand to learn how to form lower case letters	
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		– Draw recognisable pictures - draw a picture of self, drawing a closed circle for a head, adding eyes and a mouth.	
Specific Areas Intentions and Outcomes to be covered across the term			
Literacy –		Maths	
Understanding the World (literacy/story/standalone/ circle time) Religious Education		Expressive Arts and Design	