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| **Foundation Stage, Nursery** | | | | |  |  |
| **Autumn 1** | | | | |  |
| **Walking ‘Bearfoot’!** | | | | |  |
| As the children settle into Nursery we will be getting to know all of our new friends and discover our learning environment. We will also take the time to develop the confidence to speak and listen in small groups. Through our theme of ‘Bears’ we will be sharing well known stories and will role play these stories to learn how a story has a beginning, middle and end. We will sing rhymes together and share pictures and knowledge of our families and things that are important to us.    We will also be learning about Autumn by observing physical changes to the environment. | | | | Image result for royalty free bear clipart | |
| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** | | | |
| • Interested in others’ play and starting to join in  • May form a special friendship with another child.  • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  • Separates from main carer with support and encouragement from a familiar adult.  • Expresses own preferences and interests.  • Can select and use activities and resources with help.  • Shows confidence in asking adults for help  • Seeks comfort from familiar adults when needed.  • Aware of own feelings, and knows that some actions and words can hurt others’ feelings. | •Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  •Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  •Draws lines and circles using gross motor movements.  •Drinks well without spilling. •Clearly communicates their need for potty or toilet  •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands | • Listens with interest to the noises adults make when they read stories.  • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.  Listens to stories with increasing attention and recall.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”  •Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’  •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions.  •Uses a variety of questions (e.g. what, where, who).  •Uses simple sentences (e.g.’ Mummy gonna work.’)  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences  •Beginning to use more complex sentences to link thoughts (e.g. using and, because) | * Finding out and exploring: showing curiosity about objects; engaging in open ended activity * Playing with what they know: pretending objects are things from their experience; taking on a role in their play; acting out experiences with other people * Being willing to have a go: initiating activities; seeking challenge; taking a risk, engaging in a new experience and learning by trial and error. | | | |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** | | | |
| •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories.  • Listens to and joins in with stories and poems, one-to-one and also in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  • Listens to stories with increasing attention and recall.  •Sometimes gives meaning to marks as they draw and paint.  •Ascribes meanings to marks that they see in different places. | •Selects a small number of objects from a group when asked.  •Recites some number names in sequence.  •Uses some number names accurately in play.  •Recites numbers in order to 10.  •Notices simple shapes and patterns in pictures.  •Beginning to categorise objects according to properties such as shape or size.  •Shows an interest in shape and space by playing with shapes or making arrangements with objects.  •Shows awareness of similarities of shapes in the environment. | . •Has a sense of own immediate family and relations.  •Beginning to have their own friends  •Remembers and talks about significant events in their own experience.  •Recognises and describes special times or events for family or friends.  •Enjoys playing with small-world models such as a farm, a garage, or a train track.  •Can talk about some of the things they have observed such as plants, animals, natural and found objects. | •Seeks to acquire basic skills in turning on and operating some ICT equipment.  •Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.  •Knows how to operate simple equipment,  •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones  • Joins in singing favourite songs.  •Creates sounds by banging, shaking, tapping or blowing.  •Enjoys joining in with dancing and ring games.  •Sings a few familiar songs.  •Taps out simple repeated rhythms. | | | |