

Physical development Gross motor skills – Run confidently, beginning to negotiate space. Kick a ball. Explore different materials and tools. Jump with both feet off the ground at the same time. Catch a large ball. Develop manipulation and control (tearing paper). Continue to develop their movement, balancing, riding (scooters, trikes and bikes), and ball skills. Fine motor skills – Explore different materials and tools. Begin to use one-handed tools and equipment (making snips in paper) Making marks with a purpose	Personal, Social and Emotional Development Generally take turns with others, with adult support. Feel confident to explore the environment with a familiar adults. Play on their own, and with other children. Understand ‘yours’ and ‘mine’. Use the toilet with support and encouragement. Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to show good manners (saying ‘please’ and ‘thank you’). Select and use activities and resources, with support to achieve a self-chosen or teacher-chosen goal. Begin to tolerate delay and needs not being met (waiting for a turn, resisting the strong impulse to grab or push). Develop their sense of responsibility and membership of a community. Begin to discuss their feelings in simple terms (sad, happy, upset) and link to the Zones of Regulation. Wash their hands independently. Copy an adult modelling self-regulation techniques. Show more confidence in new social situations.	Mathematics Number Build with a range of resources. Talk about ‘my day’. Show ‘finger numbers’ up to 3. React to changes of amount in a group of up to 3 items. Build with a range of resources. Show ‘finger numbers’ up to 3. Count objects in everyday contexts, sometimes skipping numbers. Sort groups of objects according to different criteria. Shape Space Measure Match shapes and pictures (complete an inset puzzle). Explore 2D and 3D shapes using language (big & little; small & large). Use informal language (pointy, spotty, blobs) to describe shapes and patterns. Show some understanding of tall, short or long. Notice patterns i.e. spots and stripes and arrange things in patterns. Make comparisons relating to size and weight using language such as bigger/smaller.	Literacy Enjoy sharing books with adults. Enjoy drawing freely. Name the characters from a familiar story. Enjoy sharing books with adults. Enjoy drawing freely. Begin to develop a narrative about a book they have read, using props in play. Notice some print in the environment (the first letter of their names, a bus or door number, a familiar logo). Add some marks to their drawing, which they give meaning to (‘that’s my mummy’). Name the characters from a familiar story. Repeat words and phrases from familiar stories. Develop their phonological awareness so that they can: begin to clap and count syllables in words, with support; join in with rhymes. Make marks to represent their name. Mark make for purpose (writing a pretend shopping list). Core Books Olu’s Teacher Super Duper You This is me Happy to be me Happy in our Skin My First Heroes Black History Month Room on the Broom My first Festivals- Diwali Pumpkin Soup The Very Helpful Hedgehog Owl Babies The Christmas Story Goodnight Santa
Nursery Autumn 1: Amazing Me Autumn 2: Celebrations	Religious Education Daily prayers, songs and hymns Making the sign of the cross Taking part in a liturgy ‘Come and See’ Diocesan scheme Myself – Domestic Church - family Welcome – Baptism - Belonging Birthdays – Advent and Christmas - Loving		

Communication and Language Listen to simple stories and understand what is happening. Listen to other people’s talk with interest but can be easily distracted by things. Say how they are feeling, using words as well as actions. Identify familiar objects and properties i.e. ‘the big boat’ Understand action words by pointing to the right picture in the book: ‘who is jumping?’ Follow instructions with three key words. Understand simple questions like ‘where is your hat?’ or ‘what is the boy in the picture doing’? Link 5 words together. Enjoy listening to longer stories and can remember much of what happens. Use pronouns (me, him, she). Enjoy listening to longer stories and can remember much of what happens. Develop a conversation, jumping from topic to topic. Develop their ability to speak clearly and fluently in sentences. May still find the following challenging: irregular tenses and plurals; speech sounds; multisyllabic words. Use words demonstrating an understanding of time (now, later), space (over there) and function (a cup for drinking). Use prepositions (in, on, under) Enjoy listening to longer stories and can remember much of what happens. Develop their ability to speak clearly and fluently in sentences. May still find the following challenging: irregular tenses and plurals; speech sounds; multisyllabic words.	Expressive Arts and design Make marks intentionally with pencils, crayons and paint. Show an interest in different materials. Make simple models which express their ideas. Listen to sounds and music. Join in with songs and rhymes, making some sounds. Explore different materials freely (paint, crayon, pencils, felt tips, printing materials, collage, scrap, Sellotape, masking tape, glue stick, PVA, dough, dough tools, construction materials, loose parts, small world, and role play resources). With adult support, learn to use the above resources safely and appropriately. Begin to explore a range of instruments and play them in different ways. Use objects as representations in pretend play (a child holds a wooden block to their ear and pretend it is a phone) Explore different materials freely (paint, crayon, pencils, felt tips, printing materials, collage, scrap, Sellotape, masking tape, glue stick, PVA, dough, dough tools, construction materials, loose parts, small world, and role play resources). With adult support, learn to use the above resources safely and appropriately. Develop their own ideas. Take part in simple, pretend play often based around familiar experiences (making dinner). Know and join in with some Nursery rhymes or favourite songs and poems. Respond to music with movement. Take part in simple, pretend play often based around familiar experiences (making dinner).	Understanding the World Talk about the people who live in their house. Begin to talk about what they see using some scientific vocabulary Notice differences between people in Nursery which distinguish them, and learn their names. Notice similarities and differences between people and families, and their lifestyles. Notice differences between people in Nursery which distinguish them, and learn their names. Notice similarities and differences between people and families, and their lifestyles. Talk about significant occasions in their past and events shared on Tapestry Begin to understand the concept of ‘the past’ through significant family events (birthdays, holidays). Show an interest in natural materials, inside and outside. Use all of their senses in hands-on exploration of natural materials and collections of materials with similar and/or different properties. Reflect and comment positively (discussing family structures, houses, family activities such as birthdays and community celebrations such as Diwali, Halloween and Christmas). Identify change (how they have changed as they have grown, seasonal changes from Autumn to Winter). Listen to stories which happened in the past.	
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	Create closed shapes with continuous lines, and begin to use these shapes to represent objects (my face). Use an object to represent something else, even though they are not similar. Develop storylines through small-world or role-play.		
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