



Year Nursery Term: Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
Literacy  Dear Zoo  Non -Fiction Animal text	<p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> <li>• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> </ul>	<ul style="list-style-type: none"> <li>-Read the story each day, encouraging children to join in with repeated refrains.</li> <li>-Create a story map to retell the story with actions and pictures.</li> <li>-Introduce actions to the story.</li> <li>-Roleplay the story with props.</li> <li>-Write a thank you letter to the zoo.</li> <li>-Explore alternative stories and forms (song/rap/story tape)</li> <li>-Think of other animals at the zoo</li> <li>-Use instruments to represent the - different animals</li> <li>-Plan own story using children's ideas.</li> <li>-Find out facts about different zoo animals</li> <li>-Make a wanted poster for a lost zoo animal.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Enjoys filling and emptying containers</li> </ul>	Birth to 5 Matters – Range 3	<ul style="list-style-type: none"> <li>- make collections so they can see and feel different amounts of objects.</li> </ul>

<p>More than fewer than</p> <p>Explore and build with shapes and objects</p> <p>Explore repeats</p> <p>Hear and say number names</p>	<ul style="list-style-type: none"> <li>• Investigates fitting themselves inside and moving through spaces</li> <li>• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</li> <li>• Beginning to select a shape for a specific space</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> <li>• Beginning to arrange items in their own patterns, e.g. lining up toys</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to words like lots or more</li> <li>• Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</li> <li>• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</li> <li>• Beginning to select a shape for a specific space</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> <li>• Joins in with and predicts what comes next in a story or rhyme</li> <li>• Beginning to arrange items in their own patterns, e.g. lining up toys</li> <li>• Enjoys using blocks to create their own simple structures and arrangements</li> <li>• Says some counting words</li> <li>• May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> </ul> <p>Birth to 5 Matters</p> <ul style="list-style-type: none"> <li>- Range 4</li> <li>• Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same</li> <li>• Chooses puzzle pieces and tries to fit them in</li> <li>• Makes simple constructions</li> <li>• Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul>	<ul style="list-style-type: none"> <li>- make different sizes of collections using a range of different or the same objects</li> <li>- make comparisons, ensure that there is a large difference between two amounts</li> <li>- Give many opportunities to explore shapes and objects as well as manoeuvring themselves into spaces and around each other</li> <li>- Allow time to explore construction materials and observe the objects that children naturally choose to build with</li> <li>- Encourage children to explore simple stacking and moving construction in different ways and into different positions</li> <li>- Introduce simple inset puzzles and shape sorters can support children's selections of shapes and objects and form the first instances of selecting and rotation of objects</li> <li>- explore simple pattern</li> <li>- listen to the stories and songs and notice when words are repeated.</li> <li>- listen to songs, encourage children to begin to clap along</li> <li>- children explored placing blocks in different positions</li> <li>- Model counting in play and during everyday routines, prompting children to repeat some of these counting words.</li> <li>- Use counting rhymes is an effective way to support children with the counting principle of stable order</li> <li>- Expose children to number names during familiar routines such as, "1, 2, 3, look at me" or counting back from 5 as activities are coming to an end.</li> <li>- Model counting on fingers so children begin to notice that we can show</li> </ul>
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			numbers this way. It is important to model counting forwards as well as backwards.
Phonics  Phase 1 Aspect 1 Environmental sounds Aspect 2 Instrumental Sounds	Expresses self through physical actions and sound <ul style="list-style-type: none"> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> <li>• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>• can play an instrument to describe a sound or action.</li> <li>• can copy loud or quiet sounds with an instrument</li> <li>• can stop and start playing an instrument at a signal</li> <li>• can identify and name an instrument being played.</li> <li>• can identify different instrumental sounds.</li> <li>• can listen and respond to an instrument being played.</li> <li>• can copy loud and quiet sounds with an instrument.</li> <li>• can stop and start playing an instrument at a signal.</li> <li>• can identify and name different instruments.</li> <li>• can play an instrument on my own or in a group.</li> <li>• I can explore how to make different musical sounds</li> <li>• can listen and copy a simple rhythm.</li> </ul>
RE  <u>I am Special</u>	<ul style="list-style-type: none"> <li>• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>• Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs</li> <li>• Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</li> <li>• Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to</li> </ul>	<ul style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> </ul>	<ul style="list-style-type: none"> <li>-Using mirrors to see how we are special.</li> <li>Drawing self portraits</li> <li>-Reading books to promote diversity (Only One You, My Hair, All are Welcome)</li> <li>-Look at our favourite things (food, colours, toys)</li> <li>-Talk about our emotions and what makes up happy and sad.</li> <li>-Talk about things we are good at.</li> </ul>

those of the adult or their peers; often saying no, me do it or mine

- Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

- Is gradually learning that actions have consequences but not always the consequences the child hopes for