**Communication and Language**

Start to develop conversation.

Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.

Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.

Understand simple questions about ‘who’, ‘what’ and ‘where’.

Listen to simple stories and understand what is happening, with the help of the pictures.

Listen to a range of stories including;

‘The Enormous Turnip’ ‘Colour monsters’

‘The Three Bears’

Lift the flap books e.g. ‘Spot’.

**Physical Development**

Use the nursery climbing equipment confidently.

Walk, run, jump and climb – and start to use the stairs independently.

Enjoy starting to kick, throw and catch balls.

Build independently with a range of resources.

Use push-along toy, ride a scooter or tricycle.

Develop manipulation and control.

Use large and small motor skills to do things independently, e.g. pour drinks.

Show an increasing desire to be independent e.g. using the toilet.

**Literacy**

Letters and sounds ~ phase 1 phonics.

Fill in the missing word in a known rhyme or story.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks for their name.

Develop play around favourite stories using props.

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**Term 1**

**Understanding the World**

Explore the nursery environment.

Investigate our bodies, our senses and our abilities.

Explore materials with different properties.

Explore natural materials, indoors and outside.

Make connections between the features of their family and other families.

Notice differences between people.

Celebrate Harvest and signs of autumn.

**Mathematics**

Recite numbers in order to 10.

Compare amounts, saying ‘lots’, ‘more’ or ‘same’.

Count in everyday contexts.

Climb and squeeze into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.

Notice patterns and begin to arrange things in patterns.

**![C:\Users\Hilary\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BAZUCHEY\Smiley_Face[1].jpg]()**

**Expressive arts and design**

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (using paint, chalk, crayons, fingers in foam etc).

Move and dance to music.

Print with harvest fruit, objects & hands.

Explore a range of sound-makers and instruments.

Begin to make-believe by pretending.

Use various construction materials.

Start to develop pretend play.

What will we talk about?

Meeting new friends

My family

Name my body parts e.g. leg, elbow

**Using my senses- see, hear, touch, taste, smell.**

**I can……**

**Colours**

**Personal, Social and Emotional Development**

Settling in & meeting new friends.

Play with increasing confidence on their own and with other children.

Be increasingly able to talk about and manage their emotions.

Notice and ask questions about differences.

Begin to show ‘effortful control’, e.g. turn taking.

**All about me!**