

## Communication and Language

- Show interest in play and learning with songs and rhymes including ones related to ourselves and animals: Heads, Shoulders Knees and Toes/ Happy and you Know it/ Little Peter Rabbit (had a fly upon his nose)/ Down in the Jungle, Jungle Boogie
- Listen to others one-to one or when in a small group
- Respond to simple instructions
- Identify action words e.g. jumping, running, sitting e.g. using songs or stories
- Understand the use of objects e.g. what we use crayons for/ what do we use to eat our lunch?
- Use simple sentences to express them-selves e.g. "Mummy gone home."
- Use vocabulary focused on objects and people that are of particular importance to them.

## Literacy

- Find out about our class author: Sam Taplin
- Enjoy and join in with a range of familiar songs and nursery rhymes, including ones related to our body and animals: Heads, Shoulders Knees and Toes/ Happy and you Know it/ Little Peter Rabbit (had a fly upon his nose)/ Down in the Jungle, Jungle Boogie
- Repeat words or refrains from familiar stories based on 'our wonderful self' or our class author e.g. A Squash and a Squeeze by Julia Donaldson/ what's that noise? By Francesca Simon/ The Lion Inside by Rachel Bright/ Fergal is Fuming by Robert Sterling/ Jungle Sounds by Sam Taplin
- Listen to stories one-to one or when in a small group
- Sometimes gives meaning to marks as they draw, write or paint

## Physical Development

- Show control in holding and using classroom objects e.g. jugs to pour, blocks to build or pencils to make marks
- Walk and climb confidently using the outside equipment
- Use chopsticks or tweezers to pick up or sort objects
- Move confidently in lots of different ways e.g. running, jumping, crawling, rolling
- Use gross motor movements to draw circles or lines
- Clearly communicate their need for the toilet
- Begin to be independent in self-care, with adult support e.g. putting arms in open coat or pulling up own trousers
- Can tell adults when they are hungry or tired
- use

## Personal, Social and Emotional Development

- Separate from main carer with support and encouragement from a familiar adult
  - Begin to express or communicate about what they would like to do in the learning environment
  - Select and use resources with support
  - Show understanding and cooperate with some boundaries and routines
  - Be aware of and name our feelings e.g. happy, sad, cross, scared with the aid of carpet time
  - Seek comfort from a familiar adult when needed
  - develop positive relations with a wider circle of children
- SEAL: Can describe self in positive terms and talk about abilities:  
To learn that each person is unique and special  
To know that we should treat everyone we meet as special

## AUTUMN TERM 1 Activities

50 Books To Read Before You're  
11 ¾

## All About Us Nursery

## Mathematics

- Recite some number names in sequence using familiar rhymes and songs e.g. "1, 2,3,4,5 once I caught a fish alive" or "zoom, zoom"
- Count our body parts, fingers, eyes e.g. using different materials or playdough to make faces with the correct amount of features.
- show an interest in numerals in the environment during exploring walks
- uses number names accurately in play
- Sometimes match numeral and quantity correctly
- Realise not only objects, but anything can be counted including steps, jumps or claps and count using different parts of our bodies.
- Count the children present each day
- Anticipate specific events such as mealtimes or home time
- Do the calendar daily to recognise the different days of the week

## Understanding of the World

- Imitate every day actions from our own family during pretend play e.g. making a cup of tea
- Begin to have our own friends
- Play with a variety of small world toys that are familiar in our lives e.g. houses, cars and train tracks
- Talk about some of the things we observe e.g. animals, plants, where we live or what we see around us
- Can distinguish different animals and mimic their sounds
- Share and talk about ourselves and our families
- Explore using our senses and investigate objects we use every day e.g. knives and forks
- Experiment with cooking different foods e.g. fruit kebab
- Knows how to operate simple equipment e.g. turn on CD player and use remote control
- Operates mechanical toys e.g. turning the knob on a windup toy

## Food for Life

Where does our food come from?

- Investigate different types of foods we eat
- Explore food preferences
- Exploring different types of fruit
- Learn how to make different types of simple healthy snacks

## Expressive Art and Design

- Learn and sing a range of familiar songs and nursery rhymes including ones related ourselves body and animals: Heads, Shoulders Knees and Toes/ Happy and you Know it/ Little Peter Rabbit (had a fly upon his nose)/ Down in the Jungle, Jungle Boogie
- Explore different construction materials
- Explore Animals through art: by combining different materials and colours to create a type of animal
- Experiment with different ways of moving rhythmically e.g. banging, clapping or tapping our own bodies using music
- Make believe and engage in roleplay; by re-enacting own experiences e.g. playing families in the home corner
- Make marks to communicate e.g. by attempting to draw or make ourselves/ our faces/ or families on paper or with play dough-
- Learn how to make different types of simple healthy snacks