



Aston Tower Primary School

**Year: Nursery**  
**Autumn 1**

### **Literacy**

Sing songs and say rhymes independently.

Ask questions about books. Make comments and share ideas.

Notice some print such as the first letter of their name and familiar logos.

Understand 5 key concepts about print: Print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, English is read from left to right and top to bottom.

Develop their phonological awareness: spotting and suggesting rhymes count or clap syllables in a word and recognise words with same initial sound.

#### **How you can help your child at home**

Look out for print in your local environment, in books and at home.

Learn familiar songs and rhymes such as "I'm a little tea pot, Jack and Jill, Old MacDonald has a farm."

Play rhyming games and match rhyming words.

### **Phonics**

Little Wandle – Letters and Sounds Revised

Oral blending

Tuning into sounds

#### **How you can help your child at home**

Encourage your child to listen to sounds around them. Explore what sounds they can make with objects in their environment. Listen to different sounds and learn to copy them.

Make different voice sounds, e.g. hiss like a snake - sssss, moo like a cow – mmmooooo.

Encourage your child to listen to initial phonemes, e.g. s for snake, a for astronaut, t for tiger.

Play blending games to help them blend CVC words using oral blending and objects around the home, e.g. s-o-ck (sock), p-e-n (pen), t-i-n (tin). Put some objects into a box and reveal them one by one using oral blending. Get your child to repeat after you.

### **Mathematics**

Subitising – Fast recognition of up to 3 objects.

Recite numbers past 5.

Say 1 number for each item in order (1, 2, 3, 4, 5).

Know the last number reached when counting tells you how many there are in total (cardinal principle).

Show finger numbers up to 5.

Link numerals and amounts.

#### **How you can help your child at home**

Practise counting daily. How many seconds to brush your teeth? How many steps to get up the stairs? etc.

Look out for numbers everywhere you go and point them out to your child such as numbers on front doors, front of buses, on price tags etc.

Encourage your child to count their toys and say how many they have e.g. 1, 2, 3- 3 cars.

Build structures with blocks, duplo, lego or boxes. How many do we have?

Sing songs and rhymes that involve numbers that count forwards, '1, 2, 3, 4, 5, once I caught a fish alive.' Sing songs that count backwards, 'Five current buns or five speckled frogs.'

### **Communication and Language**

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult

Use a wider range of vocabulary.

Know many rhymes, be able to talk about familiar books and be able to retell a long story.

Use longer sentences of four to six words.

Use talk to organise themselves and their play.

#### **How you can help your child at home**

Share picture books and talk about what happens using the pictures as prompts.

Talk to your child about their day, likes, dislikes and repeat sentences back to them replacing the mistake with corrections.

Play with toys and puppets and role-play and act out familiar stories or create your own.

Encourage your child to learn and use new words by sharing books, modelling and describing and commenting on the things you do.

### **Physical development**

Start eating independently and learning how to use a knife and fork.  
Use a comfortable grip with good control when holding pens and pencils.  
Use one handed tools and equipment.  
Continue to develop their movement, balancing, riding (scooters, bikes and trikes).  
Go up steps and stairs or climb up apparatus, using alternate feet.  
Use large muscle-movements to wave flags and streamers, paint and make marks.  
Being increasingly independent, as they get dressed and undressed.

### **How you can help your child at home**

Support your child using a knife and fork at meal times and encourage independence.  
Explore using a wide range of tools such as paintbrushes, glue sticks, scissors, spades, pencils, felt-tips, trowels etc.  
Model how to get dressed and undressed and give your child the opportunities to do this independently.  
Visit parks and outdoor spaces and encourage your child to be physically active.

### **Understanding the world**

Use all their senses in hands-on exploration of natural materials.  
Explore collections of materials with similar or different properties.  
Talk about what they can see using a wide vocabulary.  
Make connections between the features of their family and other families.  
Begin to make sense of their own life-story and family history.

### **How you can help your child at home.**

Look at family pictures and talk about similarities and differences. Talk about your family history so your child has an understanding of the past.  
Look at pictures when your child was a baby. Talk about growth and how they have changed over time.  
Explore the outdoor environment and describe what they can see, hear and feel. Focus on natural material such as leaves, pinecones, conkers.

### **Personal, Social and Emotional development**

Select and use activities and resources, with help when needed.  
Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people in the safe context of their setting and show more confidence in new social situations.

Increasing follow rules, understanding why they are important and remember rules without needing an adult to remind them.

### **How you can help your child at home.**

Encourage your child to have a go at new activities and try different things.  
Provide opportunities for your child to carry out small tasks such as tidying up the toys, washing a plate etc.  
Visit interesting places like local museums, theatres and libraries.  
Talk to your child about the importance of listening and encourage your child to listen to their sibling and friends.  
Talk to your child about why we have rules and how they keep us safe.

### **Expressive Arts and Design**

Explore different materials freely, in order to develop their ideas about how to use them and what to make.  
Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing control and complexity and detail such as representing a face with a circle and including details.  
Explore colour and colour mixing. Explore and experiment with different media and materials.  
Remember and sing entire songs. Sing the melodic shape of familiar songs.  
Sing the pitch of a tone sung by another person. Listen with increasing attention to sounds.

### **How you can help your child at home.**

Allow your child to be creative and imaginative and build using different materials.  
Encourage your child to draw, paint and make marks to represent people and objects. Practise singing familiar songs and rhymes.