Autumn 2
Nursery

Rhyme Time

Communication & Language

- Follows a simple instruction - fetch your yellow socks
- Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it
- Tries to join in with a range of songs and rhymes
- May start a conversation with a trusted adult or child
- Begins to talk about what has already happened
- Engages in own favourite make-believe play, some of which may be repetitive
- Is developing social phrases to help them in their play - Can I play?

Personal, Social and Emotional Development

- Begins to be able to move away from chosen activity with adult support
- Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes
- Can seek support from a trusted adult
- Listens to others with some interest, sometimes distracted by other things
- Is confident in accessing some familiar resources independently
- Is becoming aware of their own unique abilities
- Enjoys a range of familiar foods
- Feeds self competently
- Shows an interest in other children and adults and seeks out others to share experiences
- Is starting to understand they need to wait their turn
- Is beginning to recognise their friends' needs and ideas

Physical Development

- Is active and enjoys moving body
- Walks on a full foot
- Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll
- Shows familiarity with different spaces across the learning environment
- Joins in with ring games, songs and rhymes
- Manipulates objects with improving control, including turning, twisting, shaking, or positioning them during play.
- Shows awareness of how to adjust grip and movement to achieve a desired effect e.g. pouring carefully, tapping gently, pressing harder to make a mark.

Literacy

- Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them
- Joins in with stories and poems
- Fills in the missing word or phrase in a known rhyme or story
- Begins to experiment with sounds and words
- Begins to listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration
- Begins to speak clearly and audibly with confidence and control
- Begins to distinguish between different sounds in words and develop awareness of the differences between phonemes
- Can spot rhymes
- Begins to give meaning to drawings and marks they make

Understanding the World

- Uses the past tense of many common verbs - played, saw, ran - mainly accurately
- Shows an interest in fictional characters in stories and rhymes
- Comments on people and events in books read to them/in class
- Begins to explore simple maps in play
- Remembers and talks about significant events in their own experience
- Knows about special events, festivals, places of worship relevant in their own life
- Enjoys joining in with family customs and routines
- Is beginning to understand that there are differences in what people believe
- Knows about some festivals celebrated by others
- Knows about some places of worship
- Knows people in their community celebrate special days
- Begins to explore changing states of matter - freezing, melting

Expressive Arts & Design

- Can explore pre-made paint using large brushes, blocks, sponges held in the palm of the hand to create own pieces of art
- Draws from observation to create own pieces of art
- Explores malleable materials including clay
- Uses 3D and 2D structures to explore materials and/or express ideas
- Explores instruments from a range of cultures and times
- Listens with increased attention to sounds
- Uses simple small world resources e.g. farm, cars, dolls
- Sings a range of songs and rhymes
- Sings in a small group and copies some basic actions
- Watches short dances and performances

Mathematics

- Is beginning to use number names in the context of play
- Recites some numbers, not always in order
- Attempts to count in play
- Begins to recognise groups of 1 or 2 objects
- Begins to compare quantities – 'more than' - in play
- Explores patterns in the environment with adult support
- Explores 2D and 3D shapes e.g. through block play and modelling
- Selects shapes appropriately e.g. cube/cuboid for a house
- Talks about familiar places
- Combines shapes to make pictures
- Makes simple constructions
- Begins to explore big and small to compare size
- Anticipates times of the day, such as mealtimes or home time
- Explores money in play