

Nursery

Autumn Term



Welcome to Nursery

In this booklet you will find expectations for this term in Nursery.

Please use this to support your child at home to meet these milestones.

Communication and Language

(Speaking and listening)

- Sit and listen to a story and enjoy joining in.
- Follow a simple instruction - eg put your coat on, tidy up.
- Talk about what happened in a familiar story
- Understand who and what questions.
- Speak in simple sentences using at least 3 key words.



Physical Development

- Begin to hold a pencil using the tripod grip (3 fingers)
- Move freely with pleasure in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Draw lines and circles using big movements with their arms and shoulders.
- Hold a pair of scissors in one hand and make little cuts in paper.
- Go to the toilet by themselves.
- Put their arms in their coat and put on their shoes and socks.
- Draw a picture of themselves by using lines and circles.
- Wash and dry hands independently.



Personal, social and emotional

- Follow the routine of the nursery day.
- Can go to the toilet and wash hands independently.
- Share and take turns with other children.
- Express when they are feeling happy, sad, tired or upset.

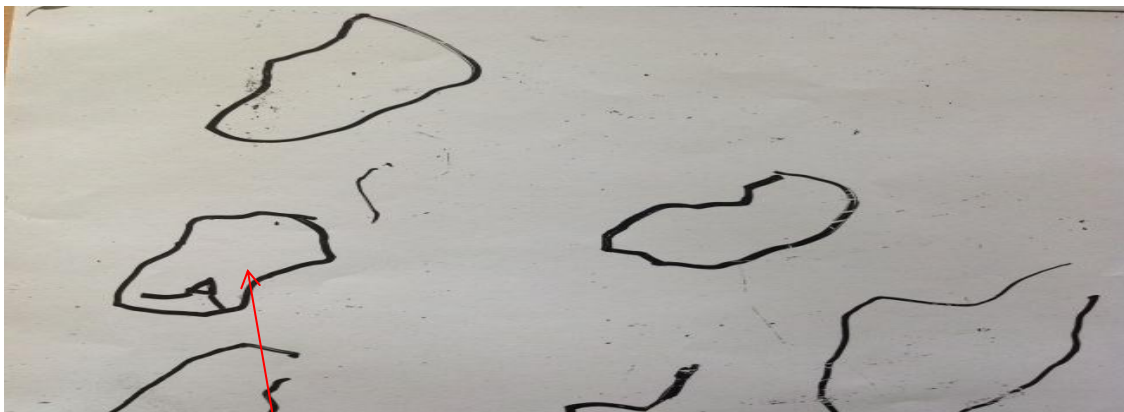


Reading and Writing



- Join in with rhyme, suggesting any missing words e.g. Humpty Dumpty sat on a _____.
- Talk about a book – characters and what is happening in the pictures.
- Make marks (lines/circles) with a pencil and draw independently.
- Tell you about what they have drawn.
- Hold a book up the correct way
- Turn pages in a book
- Recognise their name

Examples of children's writing by the end of the Autumn term.



"this is a car."

I am beginning to tell you
about what I am drawing

Maths

Number

- Sing number rhymes such as '5 little speckled frogs, 5 little ducks'
- Talk about 'how many' - looking at groups of objects and saying who has more/less/the same.
- Count by touching objects and saying one number for each item in order 1,2,3,4,5 up to 10
- Recognise up to 3 objects without counting them e.g. a small group, dice, fingers
- Recite numbers to 10.
- Represent numbers using fingers to 10 or pictures.



Shape

- Begin to identify 2D shapes e.g. circles, rectangles, triangles
- Find set shapes in the world around them e.g. on doors, windows
- Use shapes appropriately for tasks e.g. to make a house.
- Understand position through words alone - for example, 'the bag is **under** the table' with no pointing
- Identify and describe the patterns around them. e.g. stripes on clothes, designs on rugs and wallpaper.
- Extend and create ABAB (stick, leaf, stick, leaf) patterns using a variety of different resources



Understanding the World

- Identify things they can see in their environment that humans have made e.g. houses, school
- Express their likes and dislikes in the local environment
- Identify aspects of their surroundings e.g. buildings, grass, house
- Able to say who they are and who they live with including animals
- Can talk about some members of their family
- Sequence family members by size and name (baby, child, adult)

- Begin to make sense of their own life-story and family's history in their own life through photos and memories e.g. "this was me at the farm...."
- Explore how we change from a baby to a child. What can we do now that we could do as a baby?
- Learn the names of different body part.



Being Creative

- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Move to music.
- Copy dance moves.
- Take part in simple pretend play, using an object to represent something else even though they are not similar e.g. mud for a cake
- Draw and paint on a range of surfaces
- Draw different emotions e.g. happy, sad, fear
- Draw representing movement or loud noises e.g. draw quick to fast music



Other basic skills

- Wipe nose



- Share and take turns with others.



- Put equipment away when finished with it.



- Take off and put on their coat

