

Nursery – Magical Me! – Autumn 1

Phonics-Phase 1

Environmental Sounds and Instrumental Sounds

- Listen attentively to environmental and instrumental sounds
- Identify and respond to familiar sounds in the indoor and outdoor environment
- Explore and make sounds using a range of simple instruments
- Follow simple listening instructions (e.g. listen, stop, go)
- Use talk, gesture, or actions to express what they can hear

Literacy

Nursery? Not Today!

- Listen to a short story with adult support and increasing attention
- Respond to simple questions about the story (e.g. What happened? How do they feel?)
- Use single words or short phrases to express preferences and emotions
- Follow simple one-step instructions linked to routines and play
- Join in with repeated words, actions, or phrases
- Begin to engage in pretend play linked to familiar experiences

In Every House On Every Street

- Listen and respond to stories about everyday life and families
- Use talk to describe familiar people, places, and routines
- Show interest in pictures and talk about what they can see
- Follow one- and two-step instructions within adult-led activities
- Use pretend play to recreate home experiences
- Begin to understand that stories reflect real-life experiences

The Three Little Pigs

- Listen to and recall key events from a traditional story
- Join in with repeated refrains and predictable language
- Use new vocabulary related to the story (e.g. house, pig, wolf)
- Retell parts of the story through role play or small-world play
- Follow instructions during structured play activities

Maths

Baseline Assessments

- Engage with adult-led activities designed to observe mathematical understanding
- Demonstrate early number awareness through play (e.g. counting-like behaviour)
- Show awareness of similarities and differences between objects
- Use mathematical language modelled by adults (e.g. same, different, more)
- Follow simple one-step instructions during assessment activities
- Communicate preferences and choices using talk, gesture, or pointing

Sorting and Colours

- Sort objects by a single criterion (e.g. colour, size, type)
- Recognise and name basic colours (e.g. red, blue, yellow)
- Match objects that are the same and identify those that are different
- Use mathematical language during play (e.g. same, different, match)
- Follow one- and two-step instructions linked to sorting activities
- Explore patterns through repeated sorting and matching

▪ Handle books carefully and show understanding of how books work <u>The Same, But Different Too</u> ▪ Listen attentively to stories about similarities and differences ▪ Use talk to describe themselves and others ▪ Begin to use language to compare (e.g. same, different) ▪ Respond to questions about feelings and experiences ▪ Engage in pretend play that reflects different roles and people ▪ Show confidence speaking in a small group <u>Communication & Language Focus</u> ▪ Follow simple classroom instructions and routines ▪ Listen to and engage with daily stories and rhymes ▪ Use talk to express ideas, needs, and experiences ▪ Develop pretend play and early storytelling skills ▪ Show enjoyment and interest in books and shared reading			
<u>Celebrations-</u> Harvest			
<u>Rhyme</u> <u>Baa Baa Black Sheep</u> ▪ Listen attentively to a familiar rhyme and respond with actions ▪ Join in with repeated words and phrases ▪ Begin to anticipate key words and sounds ▪ Follow simple one-step instructions linked to actions and routines ▪ Use single words or short phrases from the rhyme during play ▪ Show enjoyment through movement, gesture, and vocalisation <u>Dingle Dangle Scarecrow</u>	<u>Understanding the World</u> <u>Structures and Buildings-Building Houses for The Three Little Pigs</u> ▪ Explore different materials through hands-on building and play ▪ Talk about what they are building using simple language ▪ Begin to understand that different materials have different properties ▪ Follow simple instructions when building with others ▪ Work cooperatively with peers during construction play ▪ Use pretend play to recreate parts of a familiar story <u>Where Do We Live? – Houses and</u>	<u>Expressive Art and Design</u> <u>Exploring Colours</u> ▪ Explore and experiment with a range of colours using different media ▪ Name and talk about colours they use and see ▪ Mix colours freely and notice changes ▪ Use tools such as brushes, sponges, and fingers to apply paint ▪ Express preferences and make independent choices ▪ Engage confidently in creative activities <u>Exploring Printing-Harvest Vegetables</u> ▪ Explore printing techniques using	<u>Physical Development</u> <u>Space</u> ▪ Move confidently in a variety of ways within shared spaces ▪ Show awareness of personal and general space ▪ Follow simple movement instructions (e.g. stop, go, change direction) ▪ Travel in different ways (e.g. walking, running, crawling) ▪ Avoid obstacles and other children while moving ▪ Respond to visual and verbal cues during physical activities <u>Fundamental Movement Skills</u> ▪ Develop basic movement skills

- Join in with rhyme-based actions and whole-body movements - Listen and respond to changes in rhythm and tempo - Follow instructions linked to movement (e.g. stop, go, jump) - Develop coordination and control through action rhymes - Use talk or sounds to express excitement and engagement - Take turns and join in with group rhyme sessions <u>Incy Wincy Spider</u> - Listen to and recall a short sequence of events within a rhyme - Join in with repeated language and actions - Use vocabulary linked to the rhyme (e.g. spider, rain, sun) - Begin to retell the rhyme through actions or pretend play - Follow one- and two-step instructions during adult-led sessions - Show increased confidence joining in with familiar rhymes	<u>Buildings Around School</u> - Talk about where they live using familiar words - Show awareness of different types of buildings - Explore the school environment through guided walks - Use language to describe what they can see around them - Recognise that people live and work in different places - Begin to understand that environments vary <u>Exploring and Building Bridges</u> - Explore how to join and balance materials to create structures - Experiment with blocks, planks, and construction resources - Talk about what works and what does not during building - Follow simple one-step instructions during adult-led activities - Develop problem-solving skills through trial and error - Use language such as over, under, across during play <u>What Is Harvest and How Is It Celebrated?</u> - Begin to understand that Harvest is a special time of year - Talk about food and where it	vegetables and natural materials - Talk about the shapes and patterns they create - Use sensory experiences to explore texture and materials - Follow simple instructions during creative activities - Link creative work to seasonal learning about Harvest - Show pride in their finished artwork <u>Portraits-What Do I Look Like?</u> - Explore drawing and painting faces and features - Talk about their own appearance using simple language - Notice similarities and differences between themselves and others - Use mirrors and images to support self-observation - Express ideas through mark making and colour choice - Develop confidence in representing themselves creatively <u>Creative Music-Bounce into Action</u> - Explore music through movement, action, and play - Join in with songs, rhymes, and musical games - Respond to changes in tempo, pitch, and dynamics - Use their bodies to express ideas	such as running, jumping, hopping, and balancing - Experiment with rolling, throwing, catching, and kicking objects - Use large equipment safely with adult support - Show increasing control and coordination in movement - Take part in simple games and movement activities - Begin to understand rules such as taking turns and stopping on signal
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	comes from ▪ Explore Harvest through stories, songs, and role play ▪ Show awareness that people celebrate events in different ways ▪ Engage in activities that promote sharing and thankfulness ▪ Use new vocabulary related to Harvest (e.g. food, farm, celebrate) <u>Our Families</u> ▪ Talk about their own family and people who care for them ▪ Listen to others talk about their families ▪ Recognise that families can be different ▪ Use role play to explore family routines and experiences ▪ Develop respect and curiosity about others ▪ Build a sense of belonging within the Nursery community	and feelings through music ▪ Follow simple instructions during music and movement activities ▪ Develop confidence performing alongside others	
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