



Communication and Language	Physical Development	Personal, Social and Emotional
<p>We will be focusing on supporting the children to develop their listening, understanding and speaking skills as they settle into nursery.</p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>Recognise and respond to familiar sounds in the environment. (e.g., knocking at the door) Listen, and respond to one or two key word instructions. e.g. stop, drink water, throw the ball.</li> <li>Listen and join in during one-to-one and small group adult-led activities.</li> <li>Respond to their name and begin to recognise the names of others in their key groups.</li> <li>Recognise and point to familiar objects when named. Talk about themselves, including their favourite things and their family.</li> <li>Use new and topic-related vocabulary in play and everyday situations.</li> </ul> <p><b>Children are beginning to:</b></p> <ul style="list-style-type: none"> <li>Listen to stories and join in with nursery rhymes and action songs.</li> <li>Use words to communicate their needs, wants and ideas Mummy gonna work. (using 2–3 words)</li> <li>Ask and answer simple questions, such as 'who and what'.</li> <li>Use pronouns such as I, me, him, her.</li> <li>Use simple positional language, such as in, on and under.</li> <li>Understand the concepts same, different, hard, soft, big, little, dry, quiet, loud, long, short, tall. (Concept cat)</li> <li>Begin to understand the Makaton Sign hello, good morning, good afternoon, goodbye, please, thank you, more, help, sorry, finished, yes, no.</li> </ul>	<p>We will support children's physical development with a focus on pre-writing physical skills, helping them to build the strength, control, and coordination needed for early mark making and writing.</p> <p style="text-align: center;"><b>Gross- Motor Development</b></p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>Walk, crawl, run and climb on different levels and surfaces.</li> <li>Move with increasing spatial awareness, adjusting speed, control and direction to avoid obstacles.</li> <li>Creating lines and circles using movements from their shoulder and elbows.</li> <li>Take part in a range of large-scale movements that develop strength from the shoulders through to the hands and fingers. Such as large-scale painting, digging, sweeping, ribbon and scarf dancing, pushing and pulling toys such as wheelbarrows and tyres.</li> <li>Roll, catch (using both hands), dribble and bounce a ball.</li> <li>Use wheeled toys by pedalling, balancing and sitting astride helping to develop coordination and control.</li> <li>Put on and take off clothing items, including hats, trousers, unzipped coats and wellington boots.</li> </ul> <p style="text-align: center;"><b>Fine Motor Development</b></p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>Hold mark-making tools and make marks through scribbling, drawing and colouring.</li> <li>Explore, control and manipulate a range of fine-motor equipment, toys and tools</li> <li>Scoop and pour materials such as sand, water, mud.</li> </ul>	<p>We focus on children feeling secure, safe and forming relationships. A big priority is helping the children settle and become familiar with daily routines.</p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>Develop confidence to separate from their parent/carer with increasing confidence and settle into nursery routines.</li> <li>Recognise themselves and their own name and are begin to develop their own interests and preferences through play.</li> <li>Belong in a key group and build relationships with key adults and get to know other children.</li> <li>Listen to and follow simple instructions as part of everyday routines.</li> <li>Explore the environment independently and alongside others.</li> <li>Start to share and take turns with adult support.</li> <li>Show early signs of empathy, such as comforting another child.</li> </ul> <p><b>Children are beginning to:</b></p> <ul style="list-style-type: none"> <li>Understand their responsibilities in Nursery, such as tidying up, hanging coats, pouring drinks and caring for resources.</li> <li>Recognise and communicate toilet needs and take part in toileting routines.</li> <li>Activities and resources that interest them.</li> <li>Develop independence with support, in self-care, such as handwashing and helping at snack time.</li> <li>Recognise and take care of their own belongings such as coats and water bottle.</li> </ul>

Personal, Social and Emotional	Literacy	Maths
<p style="text-align: center;"><b>Zones of Regulations</b></p> <p>Children are introduced to the four zones of regulation and one emotion linked to them: blue-sad, yellow- worried, red- angry, green- happy.</p> <p><b>Children are supported to:</b></p> <ul style="list-style-type: none"> <li>• Develop emotional vocabulary through stories and discussions.</li> <li>• Express a wide range of emotions and begin to say how they feel (happy, sad, worried, tired or upset).</li> <li>• Use strategies to help themselves feel better when upset.</li> </ul> <p style="text-align: center;"><b>Jigsaw - Being Me in My World (Autumn 1)</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Learn what it means to belong.</li> <li>• Begin to identify some similarities and differences between themselves and others.</li> <li>• Begin to understand that it is okay to be different.</li> <li>• Learn about kindness, using gentle hands and caring for others.</li> </ul> <p style="text-align: center;"><b>Jigsaw -Celebrating differences (Autumn 2)</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Talk about things they are good at.</li> <li>• Begin to feel proud of their achievements.</li> <li>• Share information about people and things that are special to them.</li> <li>• Begin to learn different ways to show kindness.</li> <li>• Begin to understand that people have different likes, families, homes, and abilities.</li> <li>• Begin to celebrate their own skills and interests and respect those of others.</li> </ul>	<p>The children are learning to develop a love of stories, songs and rhymes, while beginning to understand that marks, pictures and print all have meaning.</p> <p style="text-align: center;"><b>Early Reading and Awareness of Print</b></p> <p><b>Children are beginning to:</b></p> <ul style="list-style-type: none"> <li>• Enjoy looking at books or pictures and respond to what they see, by looking, pointing, vocalising or using actions.</li> <li>• Singing familiar nursery rhymes and say repeated phrases or actions from familiar stories.</li> <li>• Learn how to handle books with care, turning one page at a time.</li> <li>• Hear and use new vocabulary from stories, rhymes, poems and non-fiction books.</li> <li>• Understand that print carries meaning and notice print in their environment. Such as the first letter of their name, door numbers, or familiar logos.</li> <li>• Develop play around favourite stories using props and small-world resources.</li> <li>• Listen carefully to sounds around them such as everyday sounds (cars, animals, instruments), body sounds (clapping, stamping, tapping), different musical instruments.</li> <li>• Hear and make sounds different loud/quiet and fast/slow sounds.</li> </ul> <p style="text-align: center;"><b>Mark Making and Early Writing</b></p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>• Explore and make marks using tools, fingers and objects through sensory play such as sand, paint, water, mud, playdough and on paper.</li> <li>• Distinguish between marks and pictures or drawings.</li> <li>• Practise making marks like dots, lines and circles, developing better control as they draw and play.</li> <li>• Enjoy and take pleasure in their drawings and early writing attempts.</li> </ul>	<p>Children begin to explore early mathematical ideas through play, everyday routines, and practical experiences. They develop early maths skills with a focus on comparison, classification, and counting.</p> <p style="text-align: center;"><b>Number</b></p> <p><b>Children are beginning to:</b></p> <ul style="list-style-type: none"> <li>• Join in with finger rhymes and number songs.</li> <li>• Take or give <b>two or three objects</b> from a group upon request.</li> <li>• Recognise small quantities of up to <b>three objects</b> without needing to count them.</li> <li>• Say some number names in order, (1, 2, 3, 4, 5).</li> <li>• Count on their fingers using numbers 1, 2 and 3.</li> <li>• Begin to understand that anything can be counted, including actions, movements and sounds.</li> </ul> <p style="text-align: center;"><b>Comparison and classification</b></p> <p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>• Notice similarities and differences in objects, and make simple comparisons.</li> <li>• Recognising when two objects are the same.</li> <li>• Use the language of comparison to describe objects such as size, shape and colour.</li> <li>• Explain why an object does or does not belong in a group.</li> <li>• Use key vocabulary like more, less, fewer, big, small, long, tall, short.</li> <li>• Group objects together by shared properties, including natural and manmade items.</li> </ul> <p style="text-align: center;"><b>Pattern and Time</b></p> <p><b>Children are beginning to:</b></p> <ul style="list-style-type: none"> <li>• Notice patterns in their environment, such as stripes on clothes or designs on rugs, wallpaper, animals.</li> <li>• Talk about patterns using informal language, such as spotty, pointy or blobs.</li> <li>• Notice, copy, create colour, object, shape patterns.</li> <li>• Understand that things happen now or later.</li> </ul>

## Understanding of the World

Children begin to discover themselves, their families, their community, and the natural world around them. They develop curiosity, use their senses to explore, and begin to understand differences between people, materials, and living things.

### Me, My Family and Community

#### Children are beginning to:

- Talk about themselves, their family and friends.
- Talk about celebrations for example birthdays, Diwali, Eid, Christmas.
- Gain a sense of belonging to a new nursery, key group and get to know the names of new friends.
- Notice and develop a positive attitude about the similarities and differences between others.
- Use pretend play to imitate everyday actions and events from their own family and cultural background.

### Exploring the Natural World

#### Children are learning to:

- Name and locate the different areas within the Nursery environment.
- Explore new and familiar experiences in nature, including grass, mud, puddles, plants, vegetables and fruits.
- Talk about what they see, using developing vocabulary.
- Enjoy playing with small world reconstructions based upon stories, sharing photos and the world around based on first-hand experiences.
- Show respect and care for the natural environment as they explore the changing weather and season of Autumn.

#### Children are beginning to:

- Name and identify basic body parts.
- Show what they have noticed by drawing, painting and sorting.
- Explore collections of materials and see similarities and differences, making comparisons. Such as exploring different leaves, seeds, by colours, shapes, size.
- Notice and talk about changes in materials, such as:
  - shining lights through different materials
  - changes when cooking or mixing ingredients
- Name familiar foods and talk about what they like or dislike.
- Investigate pumpkins using their **senses** and take part in making pumpkin soup, noticing changes and describing what happens.

## Expressive Arts and Design

The children will explore their creativity through art, music, construction, and sensory play, developing skills in observation, self-expression, and collaboration.

### Music and Sound

#### Children are beginning to:

- Join in with nursery rhymes and action songs.
- Listen with increasing attention to sounds around them.
- Create sounds by rubbing, shaking, tapping, striking or blowing.
- Play sound patterns and body percussion using a variety of instruments, noticing differences in sounds.
- Use instruments or sound makers to explore how sounds can be the same or different such as loud/quiet, fast/slow.
- Perform some simple songs to an audience.

### Art, Colour and Materials

#### Children are learning to:

- Name a range of colours.
- Enjoy and responds to playing with colour in a variety of ways, for example combining and mixing colours.

#### Children are beginning to:

- Use a range of tools, pencils, crayons, pens, chalk etc.
- Explore colours and how colours can be change.
- U that glue will stick materials together.
- Draw and create closed shapes with continuous lines, using these shapes to represent objects.

### Construction and Design

#### Children are learning to:

- Make simple models that express their ideas.
- Explore and use a range of construction kits.
- Join pieces, stack vertically and horizontally, balance and create enclosures and spaces.

### Imaginative and Pretend Play

#### Children are beginning to:

- Showing an interest in the small world and role play areas basing their imaginative play on their experiences.
- Take part in simple pretend play, using objects to represent something else even if they are not similar.
- Make believe by pretending using sounds, movements, words or objects.