

Brabyns Preparatory School

Nursery 2017 Autumn Termly Plan

this is only a guide. We cater for all of the children's differing interests, needs and abilities



Communication & Language:

Focus: To develop early speech and language skills.

Listening & Attention –

Interested in sounds, rhymes, songs and stories.

Recognise and respond to many familiar sounds.

Shows interest in play with sounds, songs and rhymes.

Understanding -

Select familiar objects by name and will go and find objects when asked, or identify from a group.

Understand simple (& more complex) sentences.

Understands simple questions.

Identifies action words by pointing to the right picture.

Speaking –

Copies familiar expressions.

Beginning to put words together.

Uses different types of everyday words (nouns, verbs and adjectives, e.g.

banana, go, sleep, hot).

Uses simple sentences.

Learns new words very rapidly and is able to use them when communicating.

Holds a conversation.

Asks a variety of questions.

Phonics:

Phase 1 Letters & Sounds. Aspect 1: Environmental Sounds (*Please see the Phonics 'Phase 1 Guide' for further information.*)

Physical Development:

in class & also covered by specialists (Mr Sanders, Ms Kendal)

Focus: To develop whole body coordination. To become more independent.

Moving & Handling -

Walks upstairs holding hand of adult / holding onto a rail, two feet to a step,

Balance blocks to build a small towers.

Runs safely on whole foot.

Turns pages in a book, sometimes several at once.

Can kick a ball.

Can catch a ball.

Health & Self Care -

Develops own likes and dislikes in food and drink.

Willing to try new food textures and tastes.

Shows some awareness of what a potty or toilet is used for.

Shows a desire to help with dressing/undressing and hygiene routines.

Feeds self competently with spoon.

Personal, Social & Emotional Development:

Focus: To do good sitting, good looking and good listening. To play (learn) in the indoor and outdoor environment.

Self-Confidence & Self-Awareness –

Explores new toys and environments, but 'checks in' regularly with familiar adult.

Demonstrates sense of self as an individual, e.g. wanting to do things independently.

Separates from main carers with support and encouragement from a familiar adult.

Managing Feelings & Behaviour –

Growing sense of will and determination.

Responds to a few / some appropriate boundaries (with encouragement and support).

Seeks comfort from familiar adults when needed.

Making Relationship –

Uses a familiar adult as a secure base from which to explore independently in new environments.

Interested in others' play and starting to join in.

Plays cooperatively with a familiar adult.

Literacy / English:

Focus: To listen carefully to stories being read. To develop their pre-writing skills.

Reading –

Interested in books and rhymes.

Have some favourite stories, rhymes, songs, poems and jingles.

Joins in with repeated refrains and anticipates key events.

Writing –

Early mark-making.

Distinguish between the different marks they make.

Gives meaning to marks.

Mathematics:

Focus: To learn to rote count to 10 and beginning to rote count to 20. To make models such as bear houses and rockets using blocks.

Numbers -

Organise and categorise objects.

Say counting words randomly / in sequence.

Selects a small number of objects from a group.

Creates and experiments with symbols and marks to represent number.

Shape, Space & Measures -

Attempts jigsaw puzzles.

Uses blocks to create their own simple structures and arrangements.

Enjoys filling and emptying containers.

Anticipates specific time-based events.

Understanding the World:

Focus: To explore the surrounding areas.

People & Communities –

Curious about people and shows interest in stories about themselves and their family.

Has a sense of own immediate family and relations.

The World –

Explores objects by linking together different approaches.

Remembers where objects belong.

Enjoys playing with small-world models.

Technology –

Anticipates repeated sounds, sights and actions.

Seeks to acquire basic skills in turning on and operating equipment.

Expressive Art & Design:

Focus: To experiment with musical instruments.

Exploring & Using Media & Materials -

Joins in with rhymes and songs.

Creates sounds by banging, shaking, tapping or blowing.

Shows an interest in the way musical instruments sound.

Being Imaginative -

Express self through physical action and sound.

Beginning to use representation to communicate.

Music: with Specialist Mr Westall

Finding a singing voice (nursery rhymes) & Nativity.

Spanish: with Specialist Mr Infante

Greetings, Body Parts, Stories, Animals, Celebrations & Christmas.

Autumn Topics:

Autumn 1: Nursery Rhymes

Autumn 2: International Celebrations

For more information regarding The Early Years Curriculum, please visit the websites below:

What to expect, When? – Parents Guide http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

Early Years Outcomes – Early Years Foundation Stage document http://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf

Letters and Sounds 'Phase 1, Phase 2, Phase 3' – Phonics Guide https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf