

Prime Areas of learning

Communication & language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <ul style="list-style-type: none"> Understand simple questions - 'who', 'what' and 'where' & understand some 'why' Recount simple events with support e.g. autumn walk Enjoy listening to stories and begin to remember key events join in with text retell using some actions name key characters Begin to talk about a familiar book one-to-one, comment on an illustration character event Follow an instruction with one part Begin to use a wider range of vocabulary, linked to daily routine / theme and text Learn new rhymes and begin to develop a repertoire of songs join in with actions / props fill in some missing words Develop communication use different tenses begin to use longer sentences of 4/6 words Begin to use talk to organise selves / play 	<p>Children learn to:</p> <ul style="list-style-type: none"> Talk about their feelings using words such as 'happy', 'sad' 'angry' or 'worried' Begin to select and use activities and resources, with help when needed Begin to follow classroom rules Begin to develop greater independence within self-care routines Play with one or more children See themselves as part of a community – nursery class 	<p>Children learn to:</p> <ul style="list-style-type: none"> Continue to develop movement skills – walk, run, jump, climb Continue to develop balancing skills – at a low level Begin to learn to hop Begin to learn to skip Continue to develop riding skills – scooter / trike / balance bike Continue to develop ball skills – rolling, kicking and throwing Use large-muscle movements to wave flags and streamers, paint and make marks Increase independence getting dressed and undressed Use some one-handed tools and equipment e.g. writing / mark making tools, scissors Continue to develop a comfortable grip with increased control when holding pens/pencils

Specific Areas of Learning

Literacy... including Phase 1 phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <ul style="list-style-type: none"> Join in with P1 activities, aspects 1 to 6, with a stronger focus on aspects 4-6 Enjoy and join in with rhymes and songs, tuning in and paying attention Begin to develop an awareness of rhythm and rhyme Hear initial sound in own name begin to hear in family/ friend or character name Explore different vocal sounds Understand some of the five key concepts about print: confidently handle books the right way up and turn pages recognise the difference between illustration & text begin to realise that in English text is read from left to right Gain confidence in mark making make vertical lines (top to bottom) and begin to make horizontal lines (left to right) and circles Use a comfortable grip and begin to have some control of the pen/pencil Ascribe meaning to marks – verbally labelling and using some full sentences Recognise own name and make marks to represent own name write initial letter of own name with support begin to order letters of name 	<p>Children learn to:</p> <ul style="list-style-type: none"> Join in with number rhymes to 5 using props / fingers Recite numbers to 5 – in correct order Use fingers to represent numbers Use some number names in play Sort & match objects accordingly e.g. size/shape. Begin to compare quantities using language e.g. more than / fewer than Fast recognition / subitise objects up to 2 Begin to count up to a set of 3 objects (1-1) Begin to represent numbers with marks Name / talk about patterns & continue / talk about a ABAB pattern Show an interest in some shapes in the environment to make pictures/models Compare objects using appropriate vocabulary according to size - big / little / smaller Begin to use some spatial prepositions Begin to describe a sequence of events. 	<p>Children learn to:</p> <ul style="list-style-type: none"> Use all their senses in hands on exploration of natural materials Talk about what they see, begin to use a wider vocabulary Begin to understand the need to respect and care for the natural environment Begin to explore collections of materials with similar and/or different properties e.g. Autumn collection – sorting, matching comparing Begin to show an interest in different occupations e.g. site manager, park keeper, gardener Begin to develop vocabulary of time in the context of daily routines e.g. day/night, later, next, after Begin to develop their curiosity and interest in weather, using vocabulary comparing appropriate clothing awareness of typical autumn weather 	<p>Children learn to:</p> <ul style="list-style-type: none"> Explore different materials & textures & begin to develop own ideas about how to use them Begin to join different materials Create lines and circles – using different media Use drawing to represent ideas Explore printing of natural resources Explore, talk about and sort colours Take part in pretend play, begin to use objects to represent something else Begin to develop stories using small world e.g. Owl story or recount autumn walk Begin to remember some simple rhymes / songs Play instruments with increasing control Make movements to music

Characteristics of Effective Teaching & Learning

Playing & Exploring	Active Learning	Creating & Thinking Critically
<p>Children learn to: Explore different resources and materials Begin to make independent choices Follow their own interests Respond to new experiences</p>	<p>Children learn to: Participate in routines Develop a range of strategies to reach a goal Begin to correct their mistakes Begin to keep on trying when things are getting difficult</p>	<p>Children learn to: Take part in pretend play Sort materials Begin to feel more confident developing their own ideas Begin to concentrate on achieving something that is important</p>

