Barleyhurst Park Nursery

Intent: Autumn 2

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| AREA OF LEARNING | **Intent** |
| **Communication and Language****Vocabulary**Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem. Listening, story, looking, friends, turn taking, my turn, your turn. Chat, discuss, my turn, your turn, turn taking. Pictures, stories, listening, book, big, small, dark, light, open, shut. Conversation, turn taking, why, because, and, what, me, him, her.  | **Listening skills**: Listens to simple stories. Listens to other people speaking to me. **Attention skills:** Focusing more attention on stories being told to them. Give attention to others who are speaking to me. **Responding skills** Responds to adults and children that are trying to converse with me. **Understanding skills:** Shows an understanding of text being read to them using the pictures. Understands simple concepts such as ‘big/small’. **Speaking skills:** Using words to communicate what I want and make myself understood. Asking ‘what’ questions. Using the terms ‘me, him, her’.  |
| **Physical Development****Vocabulary**Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.  | **Gross motor skills**: Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence. **Fine motor skills:** Mark making by scribbling and colouring. Exploring a range of mine motor activities and implements. Use a spoon and a fork to feed themselves.  |
| **Personal, Social, Emotional Development****Vocabulary**Sit, smart sitting, listening ears, careful, look after, tidy up.Try, have a go, washing hands, soap, water, dry.Play, nicely, share, turn take, adult, help, nicely, join in, friends. | **Self-regulation:** Can sit nicely and keep feet to themselves. Can look after the toys and equipment.**Managing self**: Will have a go at new things. Washing hands after using the toilet with some reminders to do so. **Building relationships:** Will play alongside other children in the setting but may need adult support to do this. Play simple turn taking games in adult guided groups. Shows more interest in other children’s play.  |
| **Literacy****Vocabulary** Texts, books, story, careful, print, words, says, pictures, happening.Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.Instrument, sound, listen, loud, quiet, different, sameMarks, pencils, pens, paper, drawing, writing, trace, copy, meaning.Writing, mark making, pencils, pens, copy, trace, shape, circle, dots | **Reading Comprehension**: To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support**Word Reading Development**: Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme.**Phonics Development:** Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)-See Monster **Emergent Writing Development / Mark Making**: Draws marks that are not always distinguishable. Follows large pattern templates available.**Handwriting development:** Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.  |
| **Mathematics** **Vocabulary:**Count, number, one, two, number songs.Compare, big, small, tall, short, different. | **Number and Numerical Patterns:** To be able to verbally count to 5 with developing accuracy. To develop an understanding of ‘2’ e.g. giving 2 items or noticing 2 in the environment.**Shape, Space and Measure:** To begin to describe the height and size of something using the terms ‘tall’ or ‘short’ and ‘big’ or ‘small’. |
| **Expressive art and design****Vocabulary:** Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting | **Creating with materials:** Uses a glue stick to join materials together. Creates an independent craft using available materials **Being Imaginative and Expressive:** Develop storylines in play, using familiar props in their play and singing to familiar songs and nursery rhymes.  |
| **Understanding the world** **Vocabulary**Past, before, events, now, then, before, next. Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.  | **Development of Past and Present:**Talks about past life experiences e.g. birthdays, Christmas. Eid- using the words ‘then’ ‘now’ ‘next’ ‘before’. **Development of People, Culture and Communities:** Talks about how we look after our friends and families. Talks about homes and what they have inside their homes. Children talking about the celebration of Christmas. **Development of the Natural world:** Explore the changing weather and seasons, by using their senses. Shows more of an interest in the world.  |