BARLEYHURST PARK NURSERY

Intent: Autumn 1

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| AREA OF LEARNING | **Intent** |
| **Communication and Language**  **Vocabulary**  Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.  Choosing, playing, area, want, my turn, your turn, listening  Listen, join in, come, instruction, sit, drink,  Story time,  Instruction, telling, listen, follow, question, explain, because.  Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs. | **Listening skills**: Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.  **Attention skills:** Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.  **Responding skills:** Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.  **Understanding skills:** Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.  **Speaking skills:** Links words together when speaking. Developing more speech sounds and pronunciation of sounds. Use words to begin to communicate needs. |
| **Physical Development**  **Vocabulary**  Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.  Pencils, tools, spoon, food, feed, safely, hand, scissors, snips. | **Gross motor skills**: Walk and crawl confidently. Climb using two feet at a time. Knows how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music.  **Fine motor skills:** Children use a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children uses scissors to make snips into paper with adult support. |
| **Personal, Social, Emotional Development**  **Vocabulary**  Feelings, emotions, happy, sad, angry, tired, upset, scared  Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands.  Turn taking, sharing, friends, help, listening, later, worry, parent names. | **Self-regulation:** Can express when feels, happy, sad, tired or upset. Find out about emotions through stories and discussions.    **Managing self**: Take turns with other children with adult support. Explore the classroom with adult support. Use the toilet with adult support.  **Building relationships:** Take turns with other children with support from the adults in my setting. Separate from my parent/caregiver with adult support. |
| **Literacy**  **Vocabulary:**  Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.  Hearing, listening, sound, recognise, logo.  Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees.  Marks, pencils, pens, paper, drawing, writing.  Balance, comfortable, straight, pencil, marks, sand, glitter. | **Reading Comprehension:** Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.  **Word Reading Development**: Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.  **Phonics Development:** Hear environmental sounds – See Monster Phonics planning.  **Emergent Writing Development / Mark Making**: Develop an interest in making marks. Begin to distinguish between marks and pictures/drawings.  **Handwriting development:** Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc. |
| **Mathematics**  **Vocabulary:**  Count, number, one, colour, colour names, number songs  Shape, shape names, together, new shape, pictures and images, | **Number and Numerical Patterns:** To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to ‘give 1’ when asked.  **Shape, Space and Measure:** To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw. To have an awareness of measure in play. |
| **Expressive art and design**  **Vocabulary:**  Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up  Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play Listening to music | **Creating with materials:** Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.  **Being Imaginative and Expressive:** Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. |
| **Understanding the world**  **Vocabulary**  Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,  Family, family names, special.  Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste. | **Development of Past and Present:**  Children using words ‘now’ and ‘next’. Children talking about their family, who they live with and any pets.  **Development of People, Culture and Communities:** Children talking about their families. Children talking about who is special to them and why. Children naming their family members.  **Development of the Natural world:** Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses. |