Autumn Term in Nursery

PSED

Self-Regulation

Follows instructions with support - Follows routines of the settings; Follow cues e.g. tambourine.
Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her. Will independently access resources; can ask for help when needed, will try new things.

Managing Self

Begins to follow and understand Nursery rules (Rules introduced with the children)
Can separate from a carer with support -Will come into an adult; builds relationships with adults, builds relationships with peers, understands that their needs will be met.

Building Relationships

Begins to build relationships with adults and peers -Partakes in key group activities, builds a relationship with Key Worker, Plays alongside other children, identifies self with their key group.
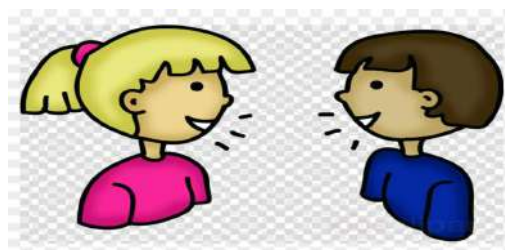
Communication and Language

Listening, attention and understanding
Follows a simple instruction (e.g. get coat, Sit down)
Speaking
Begins to join in with nursery rhymes and simple songs -Daily singing of rhymes and songs, daily hello and goodbye songs, songs in all areas of the curriculum; weekly music session with a focus on nursery rhymes, fills in the missing word in a song/ rhyme.
Can use a simple sentence to express need – 3 /4 words - Use talk rather than gesture. Adults will model sentence talk, children to repeat sentences, ask for help, begins to communicate with others.

Physical Development

Gross Motor Skills

Begins to manage own routines - Can hang own coat up, can wash hands with support, can say when they need the toilet, can drink from a cup.
Uses large Nursery play equipment
Fine Motor Skills
Is starting to eat independently - Will attempt to eat fruit at snack time
Begins to explore different mark making and messy play tools and begin to manipulate them
Begins to develop correct pen grip

Autumn Term 2

Introduction to White Rose Maths for Nursery

Introduction to Phase 1 Phonics – Listening Games