Mixed-Age Nursery & Reception – Autumn Term Overview

Key: Reception Nursery All

	Autumn 1	Autumn 2
Theme	Marvellous Me	Let's Celebrate
Celebrations/ Special Occasions	Transition, Autumn/Harvest	Bonfire Night, Diwali, Remembrance Day, Children in Need, Advent/Christmas
Key Questions/ learning	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses? What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, Bonfire Night. Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)
Visits/ Visitors Events	A family with a baby Grandparents Autumn walk	Walk to the Post Office – post letter to Santa. Invite parents in to talk about festivals and different celebrations.

Mixed-Age Nursery & Reception – Autumn Term Overview

Books to Read	I like Me by Nancy Carlson My Mom and Dad make me laugh by Nick Sharratt Peace at Last by Jill Murphy Eyes, nose, fingers and Toes by Judy Hindley Incredible You by Nathan Reed & Rhys Brisenden You Choose by Pippa Goodhart All are Welcome by Alexandra Penfold Pumpkin Soup by H Cooper Oliver's Vegetables by V French Handa's Surprise - E Browne The Enourmous Turnip – Trad Tale	Topsy and Tim have a Birthday Party by Jean & Gareth Adamson The best Diwali ever by Sonali Shah Dear Santa by Rod Campbell Birthdays, Birthdays, Birthdays by Sally Huss Little Glow Binny's Diwali by Thrity Umrigar The Jolly Postman by Janet & Allan Ahlberg Leaf Man L Ehler Bonfire Night by Katie Dicker Celebrations around the world by Katy Duffield The Nativity Story – from Children's Bible
Vocabulary	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses. Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste. Names of Fruit & Vegetables.	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together, Baptise, christening, tradition, anniversary, wedding, carnival, event, festival Names of Nativity Characters
Enhanced Provision Ideas	• mark-making (faces, names) • paper plate faces – use mirrors to look at my different features • painting self-portraits, looking closely at my features • playdough faces • loose part faces • collage names • footprints and handprints – compare sizes • sensory exploration – textures, sounds, tasting, smells • junk model houses • large body collage – add labels • draw around each other with chalk/bricks	• Autumn walk – collect leaves, take pictures, walk through crunchy leaves • leaf rubbing • make a stick man • pumpkin exploration • firework pictures, make the sounds • dance like firework • Remembrance Day - make poppies, poppy printing (apples) • party Role Play – make decorations • decorate birthday cakes • playdough cakes and candles • Rangoli patterns • Diwa lamps • Santa's workshop role play • Christmas activities inc Nativity Play

Mixed-Age Nursery & Reception – Autumn Term Overview

Communication & Language (Listening, Attention & Understanding)	I can……. • take part in settling in activities and carpet time • learn to listen carefully • begin to follow simple instructions • learn new songs/rhymes • listen to simple stories, understanding with help of pictures • identify familiar objects when described • take part in settling in activities and carpet time • listen and engage in story times and in small and large groups • build on a repertoire of songs/rhymes	I can……. • begin to understand simple questions • enjoy listening to longer stories and remember much of what happens • continue to build up a repertoire of songs and rhymes • begin to join in with very familiar stories • continue to learn to listen carefully in both small and large group situations • know why it is important to listen in a range of different contexts • begin to pay attention to how rhymes and songs sound • know that non -fiction books can be used to find out information
Communication & Language (Speaking)	• learn simple words to talk about myself and family • begin to engage in conversation • begin talking about settings/characters in familiar stories • use specific vocabulary when talking about myself and family • use simple sentences • share preferences, likes/dislikes • use vocabulary from taught stories in play • verbally retell familiar stories with actions	• use 4 words when talking • share preferences • express likes and dislikes • use vocabulary from taught stories in play • verbally re-tell familiar stories • use past tense appropriately when talking about things that have happened • share ideas with friends and a familiar adult • begin to ask questions to find out more
Personal, Social & Emotional Development (Managing Self)	I can……. • learn to follow Nursery rules and routines with support • learn to follow the Reception rules and routines • join in a growing range of activities • see myself as a valuable individual • know and talk about factors that support my overall health and wellbeing	I can……. • begin to select and use some of own resources • show more confidence in new situations such as performing in the Christmas play • show a greater understanding of the Nursery rules • see myself as a valuable individual, working successfully with others • identify something I am good at, understanding everyone is good at different things • manage my own needs

Mixed-Age Nursery & Reception – Autumn Term Overview

Personal, Social & Emotional Development (Self-Regulation)	• learn to share resources • show effortful control • be able to express a range of emotions • begin to accept praise for things I have done • be kind and use gentle/kind hands • start to recognise and manage feelings • begin to learn to take responsibility	• be increasingly able to talk about and manage my emotions • safely explore emotions beyond the normal range through play and stories • express my feelings and consider the feelings of others
Personal, Social & Emotional Development (Building Relationships)	• become more confident with unfamiliar people • play with increasing confidence on my own and with others • begin to take turns with occasional adult support • understand how it feels to belong and that we are similar and different	• notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, etc • develop friendships with other children • begin to extend play ideas when playing with another child • build constructive and respectful relationships within the school community, sharing and cooperating with friends and other peers • understand that being different makes us all special
Physical Development (Gross Motor Skills)	I can……. • develop gross motor skills (balancing, riding and ball skills) • use large muscle movements to wave flags/streamers, to paint and make marks • draw lines and circles using gross motor movements • take off coat and shoes with some support • say when I need the toilet • move confidently in different ways • know and refine fundamental movement skills already acquired • listen to instructions and know how to stay safe • travel and balance in different ways • move on the spot and around with some awareness of others	I can……. • choose the right resources to carry out my own plan • develop large muscle movements to wave scarves and make marks • begin to use patterns of movements linked to music • show greater independence in care needs • start taking part in group activities which choose myself or in a team • safely navigate space and develop increasingly complex ways of travel • progress towards a more fluent style of moving, with developing control and grace • use core muscle strength to achieve good posture to sitting at a table or on the floor • develop overall body strength, co - ordination, balance and agility • negotiate space effectively • develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming • experiment with wider range of equipment and use with more control

Mixed-Age Nursery & Reception – Autumn Term Overview

Physical Development (Fine Motor Skills)	I can…… • manipulate objects with good fine motor skills • begin to use simple onehanded tools • hold pencil/paintbrush beyond whole hand grasp • experiment with and control a wide range of small equipment • show a dominant hand • use a range of creative tools safely and appropriately	I can…… • begin to use scissors safely to make snips in paper with support • make marks with different size pens with a palmer grip • develop small motor skills to use a range of tools competently • hold pencil correctly, use scissors with some control and use a knife and fork independently
Literacy **(Comprehension)**	I can……. • know books have words and pictures • turn the pages one at a time • point to a picture in a book • point to a named character in a familiar book • listen to a simple story and understand what is happening with the help of the pictures • enjoy sharing books with an adult • pay attention and respond to the pictures or words • listen and enjoy sharing a range of books • hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover • know that print carries meaning and in English, is read from left to right and top to bottom • know the difference between text and illustrations • enjoy joining in with rhyme, songs and poems • join in with repeated refrains and key phrases	I can…….. • recognise my name • point to print in the classroom environment • have favourite books and seek them out to share with someone • join in with words and phrases • ask for a specific story • engage in conversation and answer questions when reading wordless fiction and non-fiction books • respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations • talk about events, feelings, main characters, where a story is set and recognise links to own life experiences
Literacy (Word Reading)	I can……. • pronounce the sounds: p, b, m, w • join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • say some of the words in songs and rhymes	I can……. • sing songs and rhymes using rhythm, tune and tempo • tell you the initial sound of my name • say multisyllabic words (banana, computer) • talk about the sounds made by different instruments

Mixed-Age Nursery & Reception – Autumn Term Overview

	• hear general sound discrimination and be able to orally blend and segment • re-read books to build up my confidence in word reading, fluency, understanding and enjoyment • read books consistent with my phonic knowledge	• distinguish between different sounds • read individual letters by saying the sounds for them • blend sounds into words, so that I can read short words made up of known letter-sound correspondences • read a few common exception words matched to the school's phonics programme
Literacy (Writing)	I can……. • draw and scribble • sit in a balanced position • pretend to write • hold pencils/pens using a palmar grip or 5 finger group • make controlled marks in sand, shaving foam, with large chalk, paint easel • begin to establish a dominant hand • show interest in and recognise marks • distinguish between marks and pictures/drawings • develop listening and speaking skills in a range of contexts • be aware that writing communicates meaning • give meaning to marks I make • understand that thoughts can be written down • write my own name, copying it from a name card or try to write it from memory • use talk to link ideas, clarify thinking and feelings • understand that thoughts and stories can be written down • orally segment sounds in simple words • know that print carries meaning and in English, is read from left to right and top to bottom • draw lines and circles	I can……. • make controlled marks (lines, dots, dashes, circles, back and forth scribbling) • distinguish and name marks • copy shapes and patterns using increasingly precise tools • copy adult writing behaviour e.g. writing on a whiteboard, writing messages • make marks and drawings using increasing control • know there is a sound/symbol relationship • use some recognisable letters and own symbols • write letters and strings, sometimes in clusters like words • orally compose a sentence and hold it in memory before attempting to write it • orally spell VC and CVC words by identifying the sounds • write my own name • form letters from my name correctly • recognise that after a word there is a space

Mixed-Age Nursery & Reception – Autumn Term Overview

Phonics	• Phase 1 Letters & Sounds, Aspects 1-3 • Listening games • Phase 1/2 I can….. • hear general sound discrimination, identify rhythm, rhyme, alliteration and start to orally blend and segment simple words	• Phase 1 Letters & Sounds, Aspects 1-3 • Phase 2 I can…… • know grapheme phoneme correspondence of 19 letters • blend with known letters reading VC and CVC words • orally segment VC and CVC words for spelling • know high-frequency common words (the, to, no, go)
Maths	I can……. • join in singing counting/number songs involving numbers to 5 • begin to use numbers when playing • recognise and name colours in a variety of contexts • explore and match objects which are the same/different • sort by colour, size and shape • use some number names and number language accurately • offer comments or ask questions about numbers • show an awareness of numbers in the environment • count forwards and backwards within the number sequence 1 to 10 • recognise, say and identify numerals 1 to 9 • count up to five objects by touching each object and saying one number name for each item • represent numbers up to five, using fingers • subitise to 3 • select and name 2d and 3d shapes	I can……. • say some number names in sequence • recognise and continue simple repeating patterns e.g., two colours • explore 2d shapes and begin to learn their names • order numbers from 1 to 9 • say the number that comes after a given number • count forwards and backwards within the number sequence 1 to 20 • use zero and the numeral to represent it • recognise that a shape can have other shapes in it and explore this in construction • compare lengths • compare capacity

Mixed-Age Nursery & Reception – Autumn Term Overview

Art & Design (Creating with Materials, Being Imaginative and expressive)	I can……. • use my imagination to consider what I can do with different materials • make simple models which express my ideas • enjoy and take part in action songs • start to develop pretend play, pretending that one object represents another • talk about the marks that I have made when drawing and painting • use some shapes and lines when drawing and painting • explore blocks and construction sets • begin to explore some simple percussion instruments • engage in some simple pretend play based on own experiences. • explore different materials with support • understand how to use glue to stick materials onto paper • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • follow drawings and curved and straight lines to create line drawings of different buildings • detailed self-portraits using a choice of materials • know a range of songs related to myself and my community • Sing in a group or on my own, following the melody and increasingly matching the pitch • copy-clap the rhythm of names • explore high sounds and low sounds using voices • begin to move in response to music • begin to use observation skills to draw things with increasing details	I can……. • explore different materials freely, to develop my ideas about how to use them and what to make • listen with increased attention to sounds • remember some songs in their entirety • play percussion instruments with increasing control • engage in simple small world play based on my own experiences or stories that I have heard • begin to create closed shapes when drawing and use them to represent objects with support • begin to join different materials with support • sing a range of well-known nursery rhymes and songs • explore colour mixing using primary colours • explore warm and cool colours looking at Autumn and Winter • print or collage to create a pattern or image • select colours appropriately for tasks • learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Rangoli • listen to and explore the beats of different music from around the world • know that different music is played for different celebration • learn to play percussion instruments and listen to the sounds they make • know that sounds can be changed by altering the way they are made • move to musical stimuli and keep in time to the music

Mixed-Age Nursery & Reception – Autumn Term Overview

Understanding the World (Past and Present)	I can……. • talk about photographs of my family • understand who is older and younger than me in my family • sequence family members by age and name (baby, child, adult) • begin to talk about my life story and how I have change • guess baby pictures – how I have grown • look at similarities and differences between the natural world around me in the past and present	I can……. • begin to know that things were different before I was born • understand the terms 'before' , 'now', 'today' • talk about my own experiences of 'bonfire night'. • talk about past family holidays • begin to look closely at pictures in books and notice similarities and differences between now and the past • know and talk about influential figures from the past - Guy Fawkes • talk about the soldiers, poppies, two minutes silence • know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day
Understanding the World (People, Cultures and Communities)	I can……. • notice differences between people • make connections between my family and the families of others • talk about members of my immediate family and community • name and describe people who are familiar to me • recognise the differences between myself and my friends (appearance, likes/dislikes, families) • talk about what makes me feel special • know what groups I belong to • understand how we show people they are welcome • know that I have a right to learn and play, safely and happily • know that hands can be used kindly and unkindly • know special things about myself • know how happiness and sadness can be expressed • know that being kind is good	I can……. • begin to make sense of my own life-story and family's history • talk about my own experiences of celebrating Christmas • begin to be aware of how different cultures and people celebrate special times – Diwali/ Advent • talk about sharing worries • to be able to draw information from a simple map • talk about the features of different celebrations for different faiths • know why different people celebrate different things • talk about special past times • to know what happens at Diwali and why • Advent/Christmas around the world • to know what happens at Christmas, and why • to know what being unique means • to know the names of some emotions such as happy, sad, frightened, angry

Mixed-Age Nursery & Reception – Autumn Term Overview

Understanding the World (The Natural World)	I can……. • explore materials using all my senses • explore natural materials linked with Autumn • notice some simple signs of Autumn • explore the natural world and describe what I see, hear and feel when outside • understand the effects of the changing seasons around me – Autumn • talk about Harvest	I can……. • explore how things work • explore materials with different properties (hard / soft) • talk about and point to what I see in my own environment • understand that the weather changes and in different places you find different weather • identify suitable clothing for different weather • talk about recycling and how objects are made from different materials – glass, wood, plastic • begin to describe what I see, smell and feel in the natural world • talk about Recycling – linked to Recycling week • begin to understand the negative impact that humans can have on the environment
Parent Involvement	Wow moments from home. Parents in for parents evening and potentially to share stories.	Wow moments from home. Sharing photos of family celebrations. Parents in to talk about the different celebrations they have. Parents to watch Nativity.