

### Key Texts

- Humpty Dumpty
- Baa, Baa Black Sheep
- Hickory Dickory Dock
- Twinkle Twinkle Little Star
- Incy Wincy Spider
- 1,2,3,4,5, Once I Caught a Fish Alive
- Each Peach Pear Plum

### Additional Experiences

- A performance for parents
- Visit to the library

### **Personal, Social, Emotional Development National Curriculum Links: PSHE and Citizenship**

Key skills (Range 4 – Birth to 5)

- Builds relationships with special people
- Is able to separate from their close carers and explore new situations with support and encouragement from a familiar adult
- Shows understanding that other people have perspectives, ideas and needs that are different to theirs
- Knows their own preferences and interests and is becoming aware of their unique abilities
- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
- Is becoming able to think about their feelings and manage their emotions
- Responds to the feelings of others, showing concern and offering comfort
- Seek comfort from familiar adults when needed
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries
- Feeds self competently
- Can hold a cup and drink without spilling
- Develops independence in self-care and can wash hands
- Able to put on and take off simple items of clothing

### **Maths**

**National Curriculum Links: Maths**

Key skills (Range 3/4 – Birth to 5)

- Responds to words like lots/more
- Says some counting words
- Uses number words
- Beginning to select shape for a specific space
- Enjoys using blocks to create their own simple structures and arrangements
- Becoming familiar with patterns in daily routine
- Joins in with and predicts what comes next in a story or rhyme
- Begins to say some number names in order
- Is able to give or take 2/3 objects from a group
- Beginning to count on their fingers
- Begins to remember their way around familiar environments
- Makes simple constructions
- Joins in and anticipates sound and action patterns
- Beginning to anticipate times of the day

### **Communication and Language National Curriculum Links: English**

Key skills (Range 4 – Birth to 5)

- Listens with interest to noises adults make when they read stories
- Recognises and responds to many familiar sounds
- Shows interest in play with sounds, songs and rhymes
- Identifies action words by following simple instructions
- Beginning to understand more complex sentences
- Understands who, what, where in simple questions
- Developing understanding of simple concepts
- Uses language to share feelings, experiences and thoughts
- Holds a conversation jumping from topic to topic
- Learns new words rapidly and uses them to communicate
- Uses longer sentences
- Beginning to use word endings

### **Physical Development**

**National Curriculum Links: Physical Education**

Key skills (Range 4 – Birth to 5)

- Runs safely on whole foot
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- Jumps in the air with both feet leaving the floor and can jump forward a small distance
- Walks, runs and climbs on different levels and surfaces
- Is able to choose different ways of moving
- Climbs up and down stairs by placing both feet on a step while holding a handrail
- Turns pages in a book sometimes several at once
- Shows increased control when using a range of tools and equipment
- Can express their thoughts and emotions through words and facial expressions

## Autumn 1

### Nursery Rhymes

Key skills listed are based on specific taught activities. Continuous provision offers a wider range of skills which are more targeted to children's individual next steps.

### **Expressive Arts and Design**

**National Curriculum Links: Design and Technology, Music, Art and Design**

Key skills (Range 4 – Birth to 5)

- Joins in singing songs
- Creates sounds by rubbing, shaking, tapping, striking or blowing
- Shows an interest in making sounds
- Uses everyday materials to explore, understand and represent their world
- Creates rhythmic sounds and movements

### **Literacy**

**National Curriculum Links: English**

Key skills (Range 3/4 – Birth to 5)

- Is interested in and anticipates books and rhymes and may have favourites
- Begins to join in with actions and sounds in familiar song and book sharing experiences
- Begins to understand cause and effect of their actions in mark making
- Knows that the marks they make are of value
- Enjoys the sensory experience of making marks
- Has some favourite stories, rhymes, songs, poems or jingles
- Fills in missing words or phrase in a known rhyme
- Enjoys rhythmic, and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
- Distinguishes between marks they make
- Enjoys experimenting with mark making

### **Understanding the world**

**National Curriculum: Geography, History, Science, RE, MFL, Computing**

Key skills (Range 4 – Birth to 5)

- In pretend play, imitates everyday actions and events
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from others
- Notices detailed features of objects in their environment
- Enjoys playing with small world