

Prior's Mill CE Primary School Nursery/Preschool Autumn Term (Development Matters)



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| Personal, Social and Emotional Development | | Physical Development | |
| Understanding the World | | Expressive Arts and Design | |
| Communication & Language | | Literacy | |
| Mathematics | | Mathematics | |
| <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | | <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. | |
| <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. | | <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). | |
| <ul style="list-style-type: none"> To begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Begin to know nursery rhymes, Use a wider range of vocabulary. Use longer sentences of four to six words. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. | | <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - count or clap syllables in a word | |
| <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Show 'finger numbers' up to 5 Make comparisons between objects relating to size, length Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. | | <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Show 'finger numbers' up to 5 Make comparisons between objects relating to size, length Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. | |