

## **St Oswald's Catholic Primary School Planning**

<b>Year Group: Nursery</b>	<b>Date: Autumn 2</b>	<b>Medium term topic- Autumn animals and Celebrations.</b>
<b><u>Prime areas:</u></b>		
<b><u>Communication and Language</u></b>		
<b><u>Listening and Attention</u></b>		
<ul style="list-style-type: none"><li>• Listens to others one to one or in small groups, when conversation interests them. (30-50)</li><li>• Listens to stories with increasing attention and recall. (30-50)</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50)</li></ul>		
<b><u>Understanding</u></b>		
<ul style="list-style-type: none"><li>• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' (22-36)</li><li>• Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). (22-36)</li><li>• Understands use of objects (e.g. "What do we use to cut things?") (30-50)</li><li>• Responds to instructions involving a two-part sequence.(40-60)</li></ul>		
<b><u>Speaking</u></b>		
<ul style="list-style-type: none"><li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36)</li><li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. (22-36)</li><li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because). (30-50)</li></ul>		
<b><u>Physical Development</u></b>		
<b><u>Moving and Handling</u></b>		
<ul style="list-style-type: none"><li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li><li>•Can stand momentarily on one foot when shown. (30-50)</li><li>•Can catch a large ball. (30-50)</li><li>•Draws lines and circles using gross motor movements.</li></ul>		

- Beginning to use three fingers (tripod grip) to hold writing tools. (22-36)
- Imitates drawing simple shapes such as circles and lines. (22-36)
- Draws lines and circles using gross motor movements. (30-50)

### **Health and Self-Care**

- Can usually manage washing and drying hands. (30-50)
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50)
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)

### **Personal, Social and Emotional Development**

#### **Self-Confidence and Self-Awareness**

- Enjoys responsibility of carrying out small tasks. (30-50)
- Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50)
- Confident to speak to others about own needs, wants, interests and opinions. (40-60)

#### **Managing Feelings and Behaviour**

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)
- Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)
- Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)

#### **Making Relationships**

- Keeps play going by responding to what others are saying or doing. (30-50)
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)
- Initiates conversations, attends to and takes account of what others say. (40-60)

**Specific areas:**

**Literacy**

**Reading**

- Suggests how the story might end. (30-50)
- Listens to stories with increasing attention and recall. (30-50)
- Describes main story settings, events and principal characters. (30-50)

**Writing**

- Sometimes gives meaning to marks as they draw and paint. (30-50)
- Gives meaning to marks they make as they draw, write and paint. (40-60)
- Hears and says the initial sound in words. (40-60)

**Mathematics**

**Numbers**

- Recites numbers in order to 10. (30-50)
- Knows that numbers identify how many objects are in a set. (30-50)
- Shows curiosity about numbers by offering comments or asking questions. (30-50)

**Shape, space and measure**

- Uses positional language. (30-50)
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50)
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50)

**Understanding the World**

**People and communities**

- Remembers and talks about significant events in their own experiences. (30-50)
- Recognises and describes special times or events for family or friends. (30-50)
- Enjoys joining in with family customs and routines. (40-60)

**The world**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50)
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)

- Developing an understanding of growth, decay and changes over time. (30-50)

#### **Technology**

- Knows that information can be retrieved from computers. (30-50)
- Completes a simple program on a computer. (40-60)
- Interacts with age-appropriate computer software. (40-60)

#### **Expressive Arts and Design**

##### **Exploring and using media and materials**

- Experiments with blocks, colours and marks. (22-36)
- Explores colour and how colours can be changed. (30-50)
- Explores what happens when they mix colours. (40-60)

##### **Being imaginative**

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50)
- Plays cooperatively as part of a group to develop and act out a narrative. (40-60)

Safe messages

A1-8 B1,2,6 C 1,2 I 4