

Physical Development

- 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.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.



Literacy

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Phonics

Phase 1: ASPECT 1

- Further development of vocabulary and children’s identification and recollection of the difference between sounds
- Recognises and responds to many familiar sounds
- Shows interest in play with sounds and songs
- Joins in singing favourite songs
- Creates sounds by tapping, singing, using voice sounds, humming or clapping

Phase 1: ASPECT 2

- To experience and develop awareness of sounds made with instruments and noise makers
- Recognises and responds to many familiar sounds
- Shows interest in play with sounds and songs
- Fills in the missing word or phrases in a known rhyme, story or game
- Enjoy rhyming and rhythmic activities
- Joins in singing favourite songs.

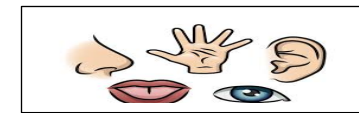
Personal, Social and Emotional Development

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.



Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations.
- Explore how things work.



Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.



Nursery Autumn Term 2023-24

Knowledge Organiser Term 1 and 2

Term 1 **Me and my family**

Term 2 **Traditional tales**

- My House
- My Family
- My Local Area
- Pets
- Things I like to do
- All about me

- Goldilocks and the Three Bears
- Little Red Riding Hood
- The Gingerbread Man
- The Three Little Pigs
- The Enormous Turnip
- Jack and the Beanstalk

Mathematical Development

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities sing language: ‘more than’, ‘fewer than’.



Expressive Art and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, 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.
- Join different materials and explore different textures.

