Nursery Room Autumn 1 Planning – Marvellous Me

Week	1 1st September	2 7th September	3 14th September	4 21st September	5 28th September	6 5th October	7 12th October	8 19th October	9 26th October
Theme	**Settling in/interests**	**Settling in/interests**	**My body and senses**	**My body and senses**	**Autumn**	**Harvest/Farmers**	**Harvest/Farmers**	**My family**	**Halloween**
Special events				Fairtrade fortnight Autumn 22nd September	Fairtrade fortnight	Black history month Library week (library visit?) 10th October Mental health awareness	Recycle week		Halloween October 31st
Nursery rhymes of the term	Finger family, head shoulders knees and toes, happy and you know it, autumn leaves, dingle dangle scarecrow								
Signs of the term	Hello, sorry and help								
Focus book ideas	Key person to write on books shared with the children as focus books.								
Children's Interests	Key person to plan activities in line with interests and write interests on to planning.								

Focus Learning Intentions linked to Areas of Learning for each age

1-2 year olds

Communication and Language	Physical Development	PSED	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
• Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Recognize and point to objects if asked about them. • Begin to listen to short stories with adult support • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Make themselves understood, and can become frustrated when they cannot • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'	• Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to sit on push along wheel toys • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress	• Feel confident when · taken out around the local neighbourhood and enjoy exploring new places with their key person. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums · • Thrive as they develop self-assurance. • Gesture towards their cup to say they want a drink. • Begin to learn simple signs to help meet their needs • Feel strong enough to express a range of emotions. • Begin to sit on the potty during nappy changes • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Begin to Develop friendships with other children. • Feel confident when taken out around the local neighborhood, and enjoy exploring new places with their key person	• Take part in finger rhymes with numbers. • Combine objects like stacking blocks and cups React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Put objects inside others and take them out again • Build with a range of resources. • Climb and squeeze themselves into different types of spaces.	• Enjoy sharing books with an adult. • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Begins to mark make freely	• Has a sense of own immediate family and relations and pets. • Is interested in photographs of themselves and other familiar people and objects. • Explore natural materials, indoors and outside • Explore materials with different properties. • Has a sense of own immediate family and relations and pets. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves	• Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments • Show attention to sounds and music. • Move and dance to music • Explore painting, using fingers and other parts of their bodies as well as brushes and other tools. · • Mark makes freely • Enjoy and take part in action songs • Start to develop pretend play

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2-2.5 year olds

Communication and Language	Physical Development	PSED	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
• Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Recognize and point to objects if asked about them. • Begin to listen to short stories with adult support • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Make themselves understood, and can become frustrated when they cannot • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'	• Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently. • Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start eating independently and learning how to use a knife and fork.	• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to • the front. • Begin to talk about their emotions • Be increasingly able to talk about and manage their emotions • Safely explore emotions beyond their normal range through play and stories. • Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.` • Learn to use the Toilet or potty with help, and then independently. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations	• React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • • Notice patterns and arrange things in patterns	• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. • Enjoys mark making freely. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • • Develop play around favourite stories using props. .	• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. • Make connections between the features of their family and other families • Notice differences between people • Explore and respond to different natural phenomena in their setting and on trips	• Make simple models which express their ideas. • Use their imagination as they consider what they can do with different materials. • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Respond emotionally and physically to music when it changes . • Make rhythmical and repetitive sounds • Express ideas and feelings through making marks and sometimes give meaning to the marks they make.

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Week	Theme	Book	Learning Opportunities (**Implementation**)	1-2 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)	Key worker activities to support next steps / children's interests
Week 1 and 2	Settling in/ My interests	**Touch and feel books** **Flap books**	• Welcome new children into nursery and returning children • Ask parents for current interests of new and current children – use this to support planning • Talk about our golden rules and begin to explore routines • Set up families board • Ask parents to share interests so we can put this into provision • Support with self registration during group time – recognising photos and looking at whole group or split group times to extend and support. • Plan time for key worker time to get to know key families and support bond with new children • Focus on prime areas	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. PD Walk, run, jump and climb – and start to use the stairs independently.	

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Week 3 and 4 Week 4 – start of Fairtrade fortnight	My body and my senses	**Touch and feel books** **Flap books** **All about me books**	• Continue to embed new routines and develop key person relationships • Invite parents to send in photos of their child as a baby and now for the children to look at and discuss • Create treasure baskets with interesting items for the children to explore • Add different scents to playdough • Provide herbs in the playdough and water tray for the children to explore • Explore the sounds of instruments, vehicles and animals • Add wind chimes to your outdoor space. Encourage children to lie on fluffy blankets and listen to the calming sounds of the wind chimes. Gently waft scarves scented with lavender over the children to help them to settle and calm. • Provide interesting materials with contrasting textures for children to practise rolling, crawling and walking on • Put lights in the sensory area and sensory bottles • Add a basket of different balls, such as smooth plastic balls, balls that light up and soft, squishy balls. Children can practise moving the balls from one hand to another, passing or throwing the ball. • Provide children with the time to explore making marks, while feeling a variety of textures. Add taste-safe items, such as oats • Encourage children to put objects inside others and take them out again by providing empty tissue boxes and an interesting selection of items. You could use pine cones and colourful ribbons. Ensure some items are too big to fit into the tissue box. • Make a variety of shakers for children to explore and create different sounds with. Add items to plastic tubs or fillable eggs, such as bells, sand, rice and metal nuts. • Create a large-scale textured painting together. Make different-coloured Taste-Safe Yoghurt Paint. Then, create different textures by adding additional ingredients to the paints, such as a sprinkling of cornflour or blended cereal. • Using child-safe mirrors, position them in front of the child so that they can see both yours and their reflection. Look at similarities and differences and body parts • Set up familiar everyday routines for children to help and cooperate with. For example, fill a large activity tray with baby baths and bath accessories and encourage children to help bathe the babies. • Enjoy rhymes which involve different parts of the body, for example, with 'Round and Round the Garden' and head shoulders knees and toes 'If You're Happy and You Know It' • Model counting fingers and toes. You may like to create hand or footprints together or enjoy rhymes, such as This Little Piggy, while drawing attention to counting.	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Lit Begins to copy movements and gestures Begins to join in with singing songs and rhymes saying some of the words Maths • Take part in finger rhymes with numbers. UTW • Is interested in photographs of themselves and other familiar people • Explore materials with different properties. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. • Explore natural materials, indoors and outside EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. 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Maths • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' UTW • In pretend play, imitates everyday actions and events from own family and cultural background EAD • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways	

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Week 5 Fairtrade fortnight First day of autumn 22nd September	Autumn	**Autumn themed books** **Books about other seasons**	• Continue to embed new routines and develop key person relationships • Go on a walk to look for signs of Autumn • Use autumn covered fabric or fabric autumn leaves and sing autumn leaves are falling down while the children are laying down and let go of the leaves so the children can watch them floating down • Place a shallow tray of coloured water on the floor and add five apples, , leaves or pine cones to bob around. Provide children with fishing nets and they can take turns in scooping and catching items in the nets. • In a large activity tray, place apples and large tubing or guttering. Children can explore rolling the apples across the tray. You could provide stacking cups for children to roll the apples and see if they can knock down the towers. You could add paint • Provide a large piece of paper for children to explore autumn coloured paint with a variety of different mark making tools. • Provide children with tubes, leaves and large autumnal-coloured pom-poms. Invite them to pick up and grasp the items and drop them down the tubes to watch them fall. • Cut out a large tree outline and glue. Provide collage materials in autumn colours to represent leaves for children to pick up and stick onto the tree. • Explore a contrasting season by setting up two different trays with different season themed resources	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Lit • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Begins to mark make freely • Enjoys sharing books with an adult Maths • Take part in finger rhymes with numbers. UTW • Is interested in photographs of themselves and other familiar people • Explore materials with different properties. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' PD • Walk, run, jump and climb – and start to use the stairs independently. Lit • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. Maths • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' UTW • In pretend play, imitates everyday actions and events from own family and cultural background EAD • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways	

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Week 6 and 7 Black history month Library week (library visit?) 10th October Mental health awareness	Harvest and farming	**Harvest and farm themed books**	• Explain to the children that some farmers grow fruits and vegetables on their farms. Provide time for the children to hold and talk about different vegetables, such as a whole beetroot and cauliflower. Bury up to two whole vegetables, such as carrots and up to two large potatoes into a layer of soil in a tray. Help children to develop early subitising skills by asking if they can help to dig up the vegetables (using children's gardening tools) and say how many of each vegetable they can see • Provide small world animals and vehicles linked to farming and model simple role play and encourage new vocabulary. • Share stories about farms and harvest • Sing old macdonald and big red combine harvester with signs and actions. • Play games with small world farm animals and encourage children to make animal noises. • **Outside -** Children can pretend to become farmers and practise their farming skills. They could transport vegetables using a toy wheelbarrow, water their 'crops' and dig in the soil. Older children could also ride on toy tractors • Cut open different fruit and vegetables for children to explore with spoons • Provide mud for mud painting using brushes • Use fruit and vegetables to do printing with paint • Provide small world vehicles linked to farming and provide different sensory experiences such as sand, bark chippings soil, cereals – provide vocabulary and encourage children to make the vehicle noises.	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to sit on push along wheel toys Lit • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Enjoy sharing books with an adult. Maths • Take part in finger rhymes with numbers. UTW • Is interested in photographs of themselves and other familiar people • Explore materials with different properties. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' PD • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Lit • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing whilst playing. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Maths • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' UTW • In pretend play, imitates everyday actions and events from own family and cultural background EAD • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Start to develop pretend play	

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Week 8 Diwali 20th October	My family	**Family themed books**	• Ask parents to share photos of children's families and extended families. Use these in provision and during group time – for example hide them in shredded paper, use them to inspire mark making etc • Use the dolls house and people and other small world buildings for children to engage in role play. • Encourage children to role play their experiences with the home corner and babies. • Provide children with real photo frames and large natural loose parts. Can children create a picture of their special people in the frames? You could provide pebbles • Share books that include different family members with the children, such as • 'Goldilocks and the Three Bears' or 'Jack and the Beanstalk'. Develop play around these stories, using related props. • Bake some special Star Biscuits that the children can choose to give to one of their special people for being such a star! Model using language that compares amounts, such as 'lots', 'more' or 'same'. • Create a real family tree in your outdoor area. Ask children to bring in photos of their family and special people. Attach the photos to a tree or hang them from tree branches. Children can talk about the special people in their lives. • Ask the children to help you to turn a cardboard box into a 'house', adding windows and a door. Talk to the children about their homes and who lives there as you create and play together. • Provide pre-cut paper shapes of body outlines differing in size, such as adults, children and babies. Children can choose which special person to paint and what colours to use. Use the pictures to create a 'My Special People' display. • Draw or print a large Heart Template onto card. The children can decorate the heart using a variety of materials, such as pastels or tissue paper. Then, they can give it to someone who's special to them. • Share diverse books about different types of families	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. 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Week 9 31st October - Halloween	Halloween	**Halloween themed books**	• Share Halloween themed books • Discuss Halloween experiences • Explain to the children that at Halloween some people get dressed up as different characters, such as a wizard or a black cat. Place a selection of fancy-dress clothes and Halloween-themed accessories into a suitcase for children to explore, such as a witch's hat and a cape (or piece of black material). Provide encouragement and support (when needed) to the children as they practise taking the clothes and accessories on and off. Slightly older children could attempt dressing up in items with different fastenings, such as Velcro • Create Halloween themed biscuits with the children using mathematical and descriptive language • Place a selection of mini pumpkins and gourds (differing sizes and shapes) into a wheelbarrow or large basket. Provide children with time to explore and hold the interesting items. Use simple, 'I wonder' statements to encourage children to consider and compare the size or weight of the pumpkins. For example, 'I wonder which pumpkin is the heaviest.' Older children may enjoy using a balance scale to explore and compare the weight of the different items. • Create a small world pumpkin house by carving windows and doors into a large pumpkin. Inspire children to begin to engage in imaginative play by placing the pumpkin house onto a large tray alongside Halloween-themed small world characters • Play some child-friendly Halloween music and explore moving in different ways linked to Halloween. Children could pretend to fly like a bat, hop like a frog, creep like a spider and whoosh like a witch on a broomstick. • Set up potion themed water play for children to explore different capacities • Make some black Spooky Sparkly Modelling Dough. Hide plastic creatures, such as worms and spiders in the dough for the children to discover. Children could also explore pushing different Halloween-themed cutters into the dough. • Provide children with time to explore pumpkins. With supervision, children could help to scoop out the inside of pumpkins and collect pumpkin seeds. Children may also enjoy washing pumpkins, painting them or drizzling gloop over them. • Provide different Halloween themed mark making opportunities	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to sit on push along wheel toys Lit • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Enjoy sharing books with an adult. Maths • Take part in finger rhymes with numbers. UTW • Is interested in photographs of themselves and other familiar people • Explore materials with different properties. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. • Has a sense of own immediate family and relations and pets. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments • Show attention to sounds and music. • Move and dance to music	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' PD • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Lit • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing whilst playing. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Maths • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' UTW • In pretend play, imitates everyday actions and events from own family and cultural background • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. EAD • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Start to develop pretend play • Respond emotionally and physically to music when it changes • Make rhythmical and repetitive sounds. • • Express ideas and feelings through making marks and sometimes give meaning to	

Nursery Room Autumn 1 Planning – Marvellous Me
