



What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

Communication and Language

What we want children to know:

- Nursery routines and key adults.
- That conversations involve listening and responding.
- Simple sentences and action words.

What we want children to be able to do:

- Demonstrate attention during group rhymes.
- Imitate gestures and anticipate words in familiar songs.
- Play alongside an adult while listening to narrated play.
- Respond to simple questions
- Speak in simple sentences

Words and phrases we want children to recall and define:

Who, where, what, now, next

Personal, Social & Emotional Development

What we want children to know:

- Nursery is a safe place with familiar adults.
- Feelings can be named (happy, sad, cross).
- Adults help keep us safe.

What we want children to be able to do:

- Form a secure bond with a key worker.
- Play in parallel, observing and copying others.
- Select from a small range of resources.
- Seek comfort from familiar adults
- Explore new environments

Words and phrases we want children to recall and define:

Happy, sad, cross.

Physical Development

What we want children to know:

- Scooters, bikes and trikes move when we push with our feet.
- Steps and stairs require alternate feet and handrail support.
- Bodies feel different after running, jumping and climbing.
- Toileting requires asking for help with clothing.
- Hands must be washed after toileting and messy play.

What we want children to be able to do:

- Drive scooters, bikes and trikes by pushing feet.
- Climb steps/stairs with alternate feet, using a handrail.
- Jump two feet to two feet and jump down safely.
- Gallop with a leading foot; run at speed outdoors.
- Kick, roll, chase and collect a ball.
- Copy some whole-body action rhymes.
- Know they need the toilet and ask for help; wash hands with guidance.
- Use malleable materials (dough, foam, gloop) to strengthen hands.

Words and phrases we want children to recall and define:

push, feet, climb, jump, kick, roll, wash, help, toilet

Literacy

What we want children to know:

- Stories have pictures that help us understand what is happening.
- Books are held the right way up and shared with an adult.
- Rhymes repeat words and actions.
- Sounds exist all around us.
- Environmental sounds can be listened to and talked about.

What we want children to be able to do:

- Maintain focus on a short picture book until the end.
- Join in with repeated refrains in familiar rhymes.
- Recognise familiar logos.
- Listen for and identify environmental sounds.
- Join in with sound-based games.

Words and phrases we want children to recall and define:

Pen, pencil, crayon, paper, rhyme, sounds



Autumn Term 1

...be amazed...

~ stay curious and follow your dreams... never lose your sense of wonder ~

The light-bulb represents the big dreams and the sense of curiosity fostered by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer.

Maths

What we want children to know:

- Numbers can be heard, said and noticed in the environment (e.g., in rhymes, routines, stories).
- Small sets can be compared using early language such as more, lots, same.
- Objects have properties such as big, small, medium, same, different.
- Shapes exist in the environment and can be matched or paired.
- Positional words (e.g., in, on, under) help describe where things are.

What we want children to be able to do:

- Join in with number rhymes, stories and songs.
- Rote count daily within familiar routines.
- Compare two small sets using more than.
- Build with blocks and loose parts, choosing pieces based on simple properties.
- Follow simple positional vocabulary during play.
- Match pairs to show understanding of commonality.
- Use early size language during play (big, small, medium).

Words and phrases we want children to recall and define:

More than, small, big, medium, same, different

Understanding the World

What we want children to know:

- Early autumn changes: leaves, weather, colours.
- Woodland rules and how to explore safely.
- Who is in their family and who helps them in school.
- That natural materials can be explored using all their senses.
- Harvest and the idea of being thankful.
-

What we want children to be able to do:

- Actively collect and transport natural materials.
- Follow adult prompts to explore sensory properties (soft, rough, shiny).
- Sustain interest in simple action-reaction toys.
- Engage in joint attention when observing living things.
- Talk about their family and people important to them

Words and phrases we want children to recall and define:

happy, sad, excited, confused, stop, help

Expressive Arts & Design

What we want children to know:

- Props represent real objects (cup, plate, bowl, knife, fork, spoon).
- Materials feel different (soft, hard, smooth, rough).
- Tools make different types of marks (thick, thin, dots, lines).
- Sounds can be loud/quiet and fast/slow.

What we want children to be able to do:

- Use domestic props appropriately in simple role play (pouring, stirring, feeding).
- Use small-world props to create short non-verbal narratives.
- Make marks using a wide range of tools and grips (crayons, rollers, brushes, sticks).
- Explore malleable materials by squeezing, rolling, pressing.
- Respond physically to music (freeze, move, stop).

Words and phrases we want children to recall and define:

Cup, plate, bowl. knife, fork, spoon soft, hard, loud, quiet, fast, slow