

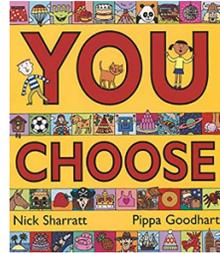
# Nursery Autumn 1: Good To Be Me

## Curriculum connections



### English

- Interested in books and rhymes and may have favourites.
- Has some favourite stories, rhymes, songs, poems or jingles.
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint.



### Maths

- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Recites some number names in sequence.
- Uses some language of quantities, such as 'more' and 'a lot'
- Begins to use the language of size.
- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Anticipates specific time-based events such as mealtimes or home time.



### Understanding the World

- Enjoys pictures and stories about themselves, their families and other people and has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Remembers where objects belong.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.



### Expressive Art and Design

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Expresses self through physical action and sound.
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

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### Personal, Social and Emotional Development

- Follow weekly Jigsaw 'Being Me in My World'
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.
- Expresses own preferences and interests.
- Responds to a few appropriate boundaries, with encouragement and support.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Aware that some actions can hurt or harm others.



### Physical Development

- Makes connections between their movement and the marks they make.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.
- Develops own likes and dislikes in food and drink.
- Shows a desire to help with dressing/undressing and hygiene routines



### Communication and Language

- Listens with interest to the noises adults make when they read stories.
- Shows interest in play with sounds, songs and rhymes.
- Is able to follow directions
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Understands simple sentences (e.g. 'Throw the ball.')
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).
- Holds a conversation, jumping from topic to topic.



### Spiritual, Moral, Social and Cultural Development

Rosh Hashana: 18 - 20 September Jewish celebration of New Year.

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**Grange Park**  
Primary School