St John the Baptist-Autumn / Term 1 Skills Matrix– NURSERY

Autumn1 **7wk 3days** **weeks** **Autumn 2** **7 weeks**	**Inset Mon 1st** **Tue 2nd Sept** **8th Sept 3** **15th Sept**	**22nd Sept** **29th Sept** **6th Oct** **13th Oct**	**8** **20th Oct** **4 days** **Fri INSET**	**HALF TERM**	**3rd Nov** **10th Nov** **17th Nov** **24th Nov**	**1st Dec** **8th Dec** **15th Dec** **Close on Fri 19th**
Behaviour Focus	**'Love One Another'** **BE A GOOD FRIEND**		**THEME WEEK – DISNEY WEEK**	**27th -31st October**	**'Love One Another'** **BE KIND AND LOVING**	
Personal, Social & Emotional Dev **(SJB resource available-One Decision)**	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Develop friendships with other children. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • 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. • Find ways of managing transitions, for example from their parent to their key person. • Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".				• Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations • 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. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	
Parent & Carer Links	Home visits & visits to Nursery Home visits -Tuesday2nd and Wednesday 3rd September Nursery visit- Thursday 4th September Parents and child visit to Nursery NEW CHILDREN WILL START ON 8TH September Stay and Play Toddler sessions every Wednesday 9-10.15 am Key Worker Letters New School Year Mass – Friday 19th September Open Door Communication at 8.45am, 11.30am & 3.00pm daily				Stay and Play Toddler sessions every Wednesday 9-10.15 am Parents Evening – wk. 7th November EYFS Nativity Play Whole School Advent Mass – Thursday 18th December End of Year Readaround Open Door Communication at 8.45am, 11.30am & 3.00pm daily	
Communication & Language	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT - WELLCOMM • Listen to simple stories and understand what is happening, with the help of the pictures.				• Enjoy listening to longer stories and can remember much of what happen • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Sing a repertoire of songs.	

(SJB resource available - Wellcomm)	• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.			• Develop their communication • but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' / have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Key Vocabulary Progression linked to Wellcomm	Point to: Eyes, nose, mouth Action words – give, put, get, jump, walk Question words- where, who, Understand – negative no, big, broken Use: in, ing words, 2-word phrases (e.g. mummy sleep) Pronoun I Engage: in imaginative play Follow: 3-word instructions e.g. brush teddy's leg			Point to: sense organs e.g. what does he see with? Question words: where, what, why Understand: in and under, pronouns he and she, prepositions in front and behind, negative isn't Use: colour words, under, 3-5-word phrases, past tense -ed words Use: plurals e.g. cats Identify objects by function: what do you do with a pencil Engage: share toys in play Answer questions without a picture prompt: e.g. can you think of something that walks? Repeat: a 3-word phrase exactly
Physical Development	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Clap and stamp to music. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently.			• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Start to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Begins to recognise danger and seeks the support and comfort of significant adults
RE **LIGHTING THE PATH**	**RE TOPIC 1 – CREATION & COVENANT** • **Learn about the world God made** • **Know that God created me and gave me a loving family** • **Celebrate and praise for our wonderful world**			**RE TOPIC 2– REMEMBRANCE, ADVENT & WAITING** • **Learn that Advent is a time of waiting and preparation for the celebration of Christmas** • **The angel visited Mary**

					• **Learn about the Nativity of Jesus and the visitors to the stable in Bethlehem**
Continuous Provision Theme (Loosely based & will be led by children's own interests)	**Question:** **I wonder what the world is like and how we should look after it?** OBSERVING SEASONAL CHANGES - AUTUMN				**Question:** **I Wonder what a family does?** OBSERVING SEASONAL CHANGES – AUTUMN FESTIVALS WTH FAMILY, NOVEMBER REMEBRANCE, ADVENT WAITING & CHRISTMAS PREPARATIONS
Stories for the half term	• Hairy Maclary from Donaldson's Dairy • Elmer • Giraffes can't dance • All are welcome	• Some dogs do • Owl babies • Shine • Happy to be me			• Rama and Sita – stories of Diwali • Nativity story	• Christmas stories • Dear Santa
MATHS **LANCASHIRE LAPS**	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Take part in finger rhymes with numbers. • Compare amounts, saying 'lots', 'more' or 'same'. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • 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.				• Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	
Literacy	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Ask questions about the book. • Make comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Make marks on their picture to stand for their name.				Understand the five key concepts about print: 1. print has meaning 2. the names of the different parts of a book 3. print can have different purposes 4. page sequencing 5. we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: • spot and suggest rhymes count or clap syllables in a word • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name.	

Understanding the World	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Make connections between the features of their family and other families. • Notice differences between people. • Make connections between the features of their family and other families. • Explore and respond to different natural phenomena in their setting and on trips. • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car			• Show interest in different occupations. • Begin to make sense of their own life-story and family's history. • 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. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
Expressive Arts & Design	**Home Visit - Acquire home information, family details and likes and interests to assist with child led learning** ON ENTRY ASSESSMENT • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Manipulate and play with different materials. • Join in with songs and rhymes, making some sounds. • Explore a range of sound-makers and instruments and play them in different ways.			• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing. • Listen with increased attention to sounds.