



**Holy Spirit Catholic Primary School**  
**Nursery Autumn Term 1**  
**Overview**  
**Topic: Nursery Rhymes**



**Key Vocabulary:** Family, friends, myself, hello, goodbye, like, dislike, welcome, thank you, please, emotions – happy, sad, excited, nervous, calm. Senses – touch, smell, taste, look, hear.  
**A range of adjectives to describe texture, eg, smooth, rough, spikey, bumpy.**

<p><b><u>Communication and Language (Prime)</u></b></p> <p>Joining in with stories and rhymes.          Developing friendships and making friends          Circle time to build relationships with peers and staff.          Continuing to develop listening skills.          Continue a rhyming string through a range of nursery rhymes and stories.          Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.          Understand ‘why’ questions.  <b>Home-Learning: Talk with your child about their daily experiences in school.</b></p>	<p><b><u>Personal, Social and Emotional Development (Prime)</u></b></p> <p>Select and use activities and resources, with help when needed.          Help to find solutions to conflicts and rivalries.          Increasingly follow rules, understanding why they are important.          Show more confidence in new social situations.          Become more outgoing with unfamiliar people, in the safe context of their setting.          Play with one or more other children, extending and elaborating play ideas.</p> <p><b>Home-Learning: Support your child to take responsibility for their own belongings (ensure all items are named) and talk about the school and class rules.</b></p>	<p><b><u>Physical Development (Prime)</u></b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.          Use a comfortable grip with good control when holding pens and pencils.          Start to eat independently and learning how to use a knife and fork.          Show a preference for a dominant hand.          Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Home Learning: Support and discuss toileting behaviour, eg, flushing toilets and the importance of hand hygiene.</b></p>	
<p><b><u>Literacy (Specific)</u></b></p> <p><b>Focus Texts:</b>  <b><i>Nursery Rhymes – Stories in Stitches, Dear Mother Goose, The Great Nursery Rhyme Disaster.</i></b></p> <p>Engage in extended conversations about stories, learning new vocabulary.          Know the names of the different parts of a book          Use some of their print and letter knowledge in their early writing.          Engage in a range of sound games (Phase 1)          Book talk – how to hold a book correctly, how to turn the pages, following a story through pictures.          Recognising and attempting to write their own name.          Creating meaningful marks as they draw, write and paint.</p> <p><b>Home Learning: Practise holding a pencil and making lines (straight, zig zag, wavy, circles etc)</b></p>	<p><b><u>Mathematics (Specific)</u></b></p> <p>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.          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’.</p> <p><b>Home-Learning: Support your child to count for a range of reasons, eg, how many red cars they see on their journey to school.</b></p>	<p><b><u>Understanding the World (Specific)</u></b></p> <p>Begin to make sense of their own life-story and family’s history.          Show interest in different occupations.          Explore how things work.          Continue to develop positive attitudes about the differences between people.          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.</p> <p><b>Home learning: Discuss what you see on your way to school</b></p>	<p><b><u>Expressive Arts and Design (Specific)</u></b></p> <p>Explore the works of Andy Goldsworthy and explore patterns in nature.          Explore different materials freely, in order 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.          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.</p> <p><b>Home Learning: Collect and bring in natural objects, such as leaves, twigs, conkers, pebbles, etc.</b></p>

