

## Nursery half termly overview - Autumn 2 2025/26

### Learning theme- People who help us     **Driver- Oneness**

Week commencing	3rd Nov	10th nov	17th nov	24th nov	1st Dec	8th Dec	15th Dec
Story of the week	Dinosaur Police. Police officer visit Thurs Bonfire night (inset day Mon)	Mungo Monkey to the rescue  Remembrance day	Going to the Doctor	Supertato	There's an Elf in your book	The Jolly Postman	Dear Santa

<b>Communication &amp; Language</b>	
Listening & Attention	Shows interest in play with sounds Enjoys listening to short stories and rhymes but may not join in
Understanding	Understand and answer 'what? 'Where? 'Who? Questions Identifies action words by following simple instructions eg- show me jumping Begin to take part in 'Concept Cat' vocabulary carpet sessions to understand conceptual language.
Speaking	Can put three words together in a sentence Can use language to share feelings, experiences and thoughts Beginning to join in with familiar rhymes and songs
C&L Discussion hooks	Bonfire night, Remembrance day, Half termly Driver of 'Oneness', School values of Kindness, Resilience, Respect & Responsibility. Christmas
<b>Personal, Social &amp; Emotional Development</b>	
PSED Coram Life	Valuing differences- Me and my family, Friends and family, Including everyone
Building Relationships	Can play alongside other children and watch them play Can talk to a friend who is playing nearby- Adults to play alongside modelling positive play and rich language.
Self Regulation	Adults to support children showing signs of emotional difficulties- calm corner, zones of regulation blocks, soft toys. Beginning to understand actions have consequences

Managing Self	<p>Finds resources needed independently, beginning to explore new situations</p> <p>Can put on and take off own coat, wash hands and access snack independently</p> <p>Can ask an adult for help when needed.</p> <p>Can use the toilet independently.</p> <p>Can follow morning routines independently.</p>
	<b>Physical Development</b>
Fine motor	<p>Start using a comfortable grip when holding pencils, pens and scissors</p> <p>Can pour water and sand with accuracy and have control over one handed tools eg- snipping with scissors and hammering with control</p>
Ongoing fine motor	<p>Developing pencil grip (modelling tripod grip) encourage free writing. Access to small motor development resources- scissors paint brushes, knives, forks, spoons., use tweezers to manipulate small objects,</p> <p>Weekly 'Scribble it!' sessions.</p>
Gross motor	<p>Can sit comfortably on a chair with both feet on the ground</p> <p>Can use the pedals on a tricycle and is becoming more confident with larger and higher climbing equipment</p> <p>Can copy a range of movements and balances with support eg- follow my leader games</p>
Ongoing Gross motor	<p>Access to large outdoor mark making tools- chunky chalk, paint brushes, rollers, sweeping brushes, sponges, cloths .</p>
	<b>Literacy</b>
Reading	<p>Begin to recognise own name</p> <p>Enjoys looking at a book with an adult, turning the pages and talking about what they see.</p>
Writing	<p>Enjoys mark making and will talk about what their pictures mean</p>
Comprehension	<p>Repeats and uses actions words or phrases from familiar stories</p> <p>Distinguishes between the different marks they make.</p>
Ongoing Literacy	<p>Recognises own name, make marks with meaning, recall key events from familiar stories.</p>
	<b>Maths</b>
	<p>Begin to notice numerals</p> <p>Count with 1:1 correspondence</p> <p>Recognise basic 2D shapes</p> <p>Talk about the patterns they see</p>
Ongoing Maths	<p>Number recognition, rote counting to 5, positional language, matching and sorting. , counting using 1:1 correspondence.</p>
	<b>Understanding The World</b>
Past & Present	<p>Circle time weekend news, begin to recall life events and past experiences, Begin to show an understanding of 'Today', and 'Yesterday'.</p>

People, Culture & Communities	<p>Show an interest in different occupations/people who help us</p> <p>Show a deeper understanding that everyone is different and notice differences and similarities that connect them to and distinguish them from others. (Diversity Driver)</p> <p>Understand why we have celebrations (christmas)</p>
The Natural World	<p>Shows an interest in the outdoor environment</p> <p>Recognise signs of winter- winter walk</p> <p>Begin to talk about what I see</p> <p>Use all senses in hands on exploration of natural materials</p>
<b>Expressive Arts &amp; Design</b>	
Being Imaginative and Expressive	<p>Express ideas and feelings through marks and sometimes give meaning to their marks</p> <p>Beginning to use tools to roll and cut playdough and will talk about what they are making</p> <p>Show enjoyment of music by moving their body when they hear music and rhyme time, but may not yet join in</p> <p>Enjoy using different props in the role play area such as a variety of hats etc</p> <p>Christmas singing performance</p>
Creating with Materials	<p>Enjoys exploring with paint with their hands and confidently manipulates malleable materials.</p> <p>Explore white board markers, paint and sensory play to make marks</p>