AMBERLEY PRIMARY SCHOOL

CURRICULUM PLANNING WEB

NURSERY AUTUMN 2 2026



Understanding the World

Use some very simple adjectives to describe the sensory properties of everyday materials, including natural and autumnal objects.
Respond appropriately to adult guidance to treat living things with care.
Improve techniques with a range of action and reaction toys and begin to talk about how these toys work.
To talk about what they look like and develop awareness of the differences and similarities to others.
To share experiences from their lives by pointing out things from photos and offering some words to label places and people.
To be able to talk about Diwali- developing an awareness of different countries around the world.

Literacy

D
Develop preferences for picture books and seek out adults to share them.
To understand the term; Title and book cover in reference to shared texts.
Anticipate favourite sections as the book is shared.
Hold books independently, opening to find pages of interest.
Process language to locate key features in illustrations.
Demonstrate join attention during rhyme time, imitating some actions and completing missing rhyming words in familiar rhymes.
Make marks on a range of scales with a range of tools and grips.
To know how to make circular marks and zig-zag marks on a large scale.
To be able to recognise their name card from a set using their picture symbol.
To copy an adult model in clapping the syllables in words offered.

LEARNING HOOK

How do we celebrate Bonfire Night?

PSED

Become more outgoing with other adults in the setting.
Begin to play with one or more other children- taking hands or moving with a peer to a preferred area of play and responding with actions, gesture as play develops.
Locate and bring additional resources to activities to achieve a particular goal.
To be able to share resources with adult support.
To participate in turn taking games with adult help.
To recognise own feelings: happy, sad, angry or worried.
To sing the 'Teeth Cleaning Song' (Active Start)

Mathematics

Compare small sets of objects by processing language "more than" and "fewer than".
Count within and up to 5 with correspondence.
Count sets to 5, applying the cardinal principle, including both manipulative and actions.
Use one word informal descriptions of properties of 3D shapes as they build.
Process language of everyday size during play.
Process and use positional vocabulary in large scale physical play and routines: under, at the top, down, through, behind, off.
Sort sets of objects such as building blocks, 2D and 3D shapes, natural objects and patterned items into sets of identical members.
To understand First and Next following a visual timetable.

What can we celebrate?

Bonfire Night, Diwali Birthdays, Christmas, Our achievements

How do we celebrate?

How are we the same/different?

What is the garden like in Autumn?

Communication and Language

Join in with favourite rhymes–some lines, words and actions: Twinkle, Twinkle, Humpty Dumpty, Hickory, Dickory Dock, Oats and Beans and Barley Grow
To sing a small repertoire of songs with some adult support- 5 little men/monkeys,5 currant buns, Happy birthday and Christmas songs.
Engage in short periods of joint attention with books and anticipate what comes next in known stories.
Participate with words, phrases or gestures as play is narrated.
To be able use and apply new 'verb action' vocabulary.

Expressive Arts and Design

Use props, similar to those they represent, appropriately during role play with simple dialogue.
Use small world props in simple stories with some narration.
Make marks with a wide range of tools and grips.
To represent a face by painting a circle and including details- eyes, nose, mouth with adult guidance.
To copy the pitch, melody of a song modelled by an adult.
To play and explore a range of instruments, talking about the sounds they make.
Accurately match environmental sounds to pictures.

Physical Development

Run and freeze on command.
Climb apparatus with alternate feet, using own hands for support.
Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder.
Copy most aspects of whole body action rhymes.
Make marks with large tools using arms and shoulders on a range of surfaces (vertical/horizontal- walls/floor/tables etc)- imitating circles, lines and zig zags.
To use a hammer (wooden, then real)/scissors/tweezers with adult support.
To be able to walk, run, jump, slither, march, stride, stamp and gallop.
Help with clothing – locating arm holes when coat is held up.