‘All About Me’ + ‘Books & Bears’
Nursery Autumn 1 2026



Communication and Language

Pre-Phase 1 (Early Phonics) – Daily

Circle Time (Prayer & Liturgy) – Building confidence and developing vocabulary - Weekly

Communication with peers during explorer time (Scaffolded/Extended by supporting adults) - Daily

Singing nursery rhymes

Joining in with stories and having discussions about them - Daily

Explaining about different features and body parts and what we use them for (including senses)..

Poem of the week in Poetry Basket

Personal, Social and Emotional Development

Fruit and milk/water for snack – healthy choices

Lunch choices

Learning and beginning to Follow class rules

Learn to change shoes for wellies, put suits on and off independently.

Weekly RE and Prayer & Liturgy sessions

Reading books centred on key topics: e.g. being kind, listening, managing emotions.

Physical Development

Fine motor opportunities during explorer time: e.g. building blocks, threading, playdough, loose parts.

Finger Time Friday

Sticky kids daily. – Developing Gross Motor Skills through action songs.

Putting own wellies and shoes on and off

Independently putting suits on and off, using poppers and zips.

Literacy

Little Wandle rhyme time –
1,2,3,4,5 Once I caught a fish alive
Baa Baa Black sheep
Round & Round the Garden

Weekly book for pleasure with Reception
Poem of the week as part of poetry basket
Story Time sessions with snack

Focus Texts-
Goldilocks and the 3 Bears – Traditional
Teddy Bears Picnic - Traditional
We’re going on a bear hunt – Michael Rosen
Brown bear, Brown bear what do you see?
Hello Friend – Rebecca Cobb
Peace at last – Jill Murphy
Gruff the Grump – Steve Smallman

Mark Making Area – Whiteboards, Paper, Chalk boards
Mark Making opportunities within the provision

Mathematics

Number songs – Daily

Master the curriculum weeks 1 to 4

Number Time Topics – Colours, Matching and Sorting (following Master the Curriculum Scheme)

Relevant provision to link with the topic in the Maths Area.

Maths in different contexts within the provision (scaffolded/extended with a supporting adult).

Understanding the World

Teddy Bears Picnic – Joining in with a special event.

Talk about ourselves and our families

Parents to post family photos onto Tapestry so that children can share and chat with their friends on the Smartboard.

Visits to the school library.

Expressive Arts and Design

Handprints to go with ‘starting school poem’

Making Mini Me’s to hang in classroom

Teddy Bear faces using plates & paint

Exploring different materials, textures and tools.

Begin to enjoy listening to songs, making music with instruments, and taking part in action songs.

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Characteristics of Effective Teaching and Learning

Playing and Exploring:

- Plan and think ahead about how they will explore or play with objects.
- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Make independent choices

Active Learning:

- Participate in routines, such as going to the toilet, washing hands…
- Keep on trying when things are difficult.

Creating and Thinking Critically:

- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.
- Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.