



Communication and Language

Listening: Retelling stories. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Understanding: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Speaking: Use longer sentences of four to six words.

Annotating their own pictures as Adults scribe: Beginning to use more complex sentences to link thoughts (e.g. using and, because).

Physical Development

Gross motor: Daily wake and shake

Activity Time in the hall/playground – Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks

Fine Motor: 'Busy Fingers' activities – cutting, working with malleable materials, threading, drawing, 'writing', painting, etc. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

Personal, Social and Emotional Development

Community: Follow our School Rules: **Respectful, Safe, Responsible and Ready** 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. Become more outgoing with unfamiliar people, in the safe context of their setting

Caring for each other – being thoughtful, kind, gentle **Develop their sense of responsibility and membership of a community.** Play with one or more other children, extending and elaborating play ideas.

Caring for our indoor and outdoor environment – tidying up, cleaning, etc.

Year: Nursery Term: Autumn 2

Let's Celebrate!



Wow starters: Hall session-The children will move like Leaf Man on the wind.

Outcome: the children will find their own leaves at Forest school and make a Leaf Man.

Celebration: Nativity performance

Literacy

Reading: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing

Phonics: Develop their phonological awareness, so that they can: • spot and suggest rhymes

Writing: 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; writing 'm' for mummy.

Maths

Numbers/Counting: Develop 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 *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Exploring shape: 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'.

Understanding the World

RE: People and Communities: Welcome – Baptism
Celebrations: Remembrance, Jesus' birthday at Christmas Continue developing positive attitudes about the differences between people. Introducing other faith celebrations: Hindu festival of light, Diwali and Jewish celebrations for Hannukah.

Comparing: Similarities/Differences 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.

Forest school: Planting spring bulbs and understand how they will

Expressive Arts and Design

Skills:printing, observational drawing, use of 'office machines' (paper punches, date stamps, staplers, etc.) Explore different materials freely, 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.

Being imaginative: 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. **Music** • Listen with increased attention to sounds.. • Remember and sing entire songs.