

PHYSICAL DEVELOPMENT

Daily indoor and outdoor challenges e.g. mark making, building and climbing challenges and access to CP.

- 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.
- Start to eat independently and learn 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.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 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.

COMMUNICATION AND LANGUAGE

Daily group times, 1;1, small group Conversations with staff and with each other.

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

UNDERSTANDING OF THE WORLD

Exploring area-CP, weekly challenges and activities in the Forest area/garden. Discussions and activities in small/whole groups.

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.
- Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

USEFUL WEBSITES /LINKS

Displays - 'Celebrations that are important' to us as a group-start with mind map-build up including Bonfire night, Christmas.

www.hungryminds.co.uk www.phonicsplay.co.uk
www.twinkl.co.uk www.topmarks.co.uk

CELEBRATIONS



NURSERY CLASS - AUTUMN 2nd HALF TERM BIG PICTURE

We will be exploring celebrations and special times that are important to us and our families including Bonfire night, birthdays, Advent and Christmas.

Key texts-

- Spark the sparks
- Kipper's birthday
- Elmer's Special Day
- The Nativity story
- Stickman
- Father Christmas needs a wee

EXPRESSIVE ARTS AND DESIGN

Daily challenges in the creative areas/engagements with staff. Access to CP

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.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Adults modelling and discussing Golden rules, daily group times and planned weekly activities.

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.

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

MATHS

Daily activities/challenges Number/shape of the week-engagements during play and access to CP.

- 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 and 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.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Add mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'. 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'.

LITERACY

Weekly texts in book area and engagements with staff/during daily story times
Daily mark making challenges-access to writing in all forms in CP

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

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary

- Write some or all of their name.
- Write some letters accurately.