

Nursery Autumn Term B- Festivals/ Traditional Tales

Communication and Language

Enjoy listening to longer stories and can remember much of what happens.

Continue to share high quality picture books and stories. Children to develop their vocabulary and use a wider range of words when retelling stories.

Pay attention to more than one thing at a time, which can be difficult.

Develop listening skills through listening to stories and following instructions.

Use a wider range of vocabulary. Teach new vocabulary when learning about different materials and changes that take place and through a range of books and stories.

Understand why questions. Children begin to answer why questions about changes that they notice in materials and stories that they have read.

Sing a large repertoire of songs. Children learn a wide range of nursery rhymes and Christmas songs.

Know many rhymes, be able to talk about familiar books and be able to retell a long story. Sing a range of songs and retell a range of stories.

Use longer sentences of four to six words. Continue to expand on children's phrases. Encourage the children to talk about their families and themselves and add new language and ideas. Encourage the children to recall what they have been doing how to make porridge, how to make a gingerbread man etc.

Be able to express a point of view and to debate when they disagree with an adult or friends using words as well of actions.

Adults to model with puppets how to solve disagreements and debate. Children to do this independently during their play.

Literacy

Engage in extended conversations about stories learning new vocabulary.

Support children with role playing in the role play areas and with small worlds that they have helped create. Children to use new vocabulary to act out and retell familiar stories. Children encouraged to ask questions and make comments about stories when reading in a small group.

Understand 5 key concepts about print: Print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, English is read from left to right and top to bottom. Children to continue to learn the 5 key concepts through several different books. Show children where the text is, and how English is read from left to right and top to bottom. **Develop their phonological awareness: spotting and suggesting rhymes, count or clap syllables in a word and recognise words with same initial sound.** Children will recognise and continue rhymes, count and clap syllables and listen for words that have the same initial sounds. They will create their own alliteration phrases and listen to rhymes with alliteration. (Tongue twisters).

Use some of their print and letter knowledge in their early writing. Model to the children how to write list and labels. Demonstrate how to form letters correctly and provide opportunities for writing in the indoor and outdoor environments.

Phonics

Little Wandle Letters and Sound Revised.

Children to learn the sounds for s, a, t, p, i, and n. **Teach phonemic awareness** by teaching children to hear the same initial sound for words and names of objects. **Oral blending.** Teach children to blend CVC words using oral blending and objects.

Personal, Social and Emotional Development

Select and use activities and resources, with help when needed. Continue to model selecting resources during self-chosen activities.

Play with one or more other children, extending and elaborating play ideas. Adults to model how to play with others. Model how to be a good friend during circle time.

Find solutions to conflicts and rivalries and talk with others to solve conflicts. Model during circle time how to resolve conflicts with others. Support children to talk to each other and find a solution when conflicts arise.

Develop appropriate ways of being assertive. Praise children and encourage them to praise and encourage each other. Choose different children to be leaders of the line.

Talk about their feelings using words like, "happy," "sad", "angry", or worried.

Use a range of books to explore a range of feelings. Explore different feelings and know who they can talk to if they need help support or reassurance.

Begin to understand how others might be feeling. Explore a range of feelings during circle time. Encourage children to talk about how other children might be feeling and characters in books.

Understanding the World

Explore collections of materials with similar or different properties. Children to compare hard and soft items and describe them using new vocabulary.

Talk about what they can see using a wide vocabulary. Talk about and compare the textures of different materials, and changes using a wide vocabulary.

Talk about the differences between materials and changes that they notice. Children learn how light can shine through some materials but not others. They will explore and make shadow puppets with their hands. Children will make porridge and gingerbread men and talk about the changes that happen when they are cooked.

Make connections between the features of their family and other families. Children to learn about how some families celebrate Diwali, Birthdays and Christmas.

Begin to make sense of their own life-story and family history. Children to talk about Birthdays now and when they were younger.

Continue to develop positive attitudes about the differences between people. Read books and stories that reflect positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have seen in photos. Children to talk about the North Pole and how it is different to England. Talk about how Diwali is celebrated in different countries.

Expressive Arts and Design

Explore different materials freely, in order to develop their ideas about how to use them and what to make. Children to freely explore a range of media and materials. Develop their own ideas and then decide which materials to use to express them. Children learn how to join materials together and use their own imaginations to express their ideas.

Join different materials and explore different textures. Explore different ways of joining materials: glue, masking tape, paperclips and treasury tags. Explore the textures of different materials.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing control and complexity and detail such as representing a face with a circle and including details. Show different emotions in their drawings. Children learn how to draw and paint happy, sad, cross, tired faces.

Explore colour and colour mixing. Children to make firework pictures and Christmas decorations.

Remember and sing entire songs. Sing the melodic shape of familiar songs. Children learn Christmas songs and nursery rhymes. Sing the pitch of a tone sung by another person. Sing familiar songs in different pitches.

Play instruments with increasing control to express their feelings and ideas. Explore instruments and how we make we can play them to represent different emotions.

Physical Development

Use a comfortable grip with good control when holding pens and pencils. Children to continue to practise holding pencils correctly and begin to trace lines.

Use equipment safely. Children continue to use a range of equipment such as scissors, climbing frame, bikes and scooters with increased confidence and control.

Use one handed tools and equipment. Children to continue to develop control and use a range of tools such as paintbrushes, tweezers, glue sticks, dabbers, sponges, scissors and hammers.

Skip, hop, stand on one leg and hold a pose. Play games such as musical statues and musical shapes. Develop children's gymnastic skills and core muscles through making and holding gymnastic shapes.

Use large muscle-movements to wave flags and streamers, paint and make marks. Children to dance using flags and streamers. Children encouraged to make large marks with paint and water.

Start taking part in some group activities, which they make up for themselves and in teams. Model physical activities and games with team games. Children to take part in ring games with an adult and then independently.

Be increasingly independent, as they get dressed and undressed.

Children to learn to put on their own coat and shoes and practise doing up zips.

Be increasingly independent in meeting their own care needs. Children encouraged to become more independent with using the toilet, dressing, washing hands.

Mathematics

Subitising. Develop a fast recognition of up to 3 objects, without having to count them individually. Children continue to look at one, two and three objects and say how many there are without counting. Take part in finger rhymes with numbers. React to changes of amount in a group of up to 3 items.

Recite numbers past 5 then count beyond 10.

Children to continue to count by rote in different contexts. Children learn to count forwards and backwards in the indoor and outdoor environment.

Say 1 number for each item in order. Know the last number reaches when counting tells you how many there are in total. (cardinal principle)

Children to continue to practise counting objects saying numbers in the correct order. Continue to count things and then repeat the last number. Emphasis the last number is how many in total.

Show finger numbers up to 5.

Children to link numerals with the amount of fingers.

Link numerals and amounts. Children to show the correct number of objects for numbers up to 5.

Talk about and explore 2D and 3D shapes.

Children learn the names of common shapes and go on a shape hunt. Children to explore how to make different shapes using lollipop sticks and plasticine. Model how to compare shapes and talk about the similarities and differences.

Select shapes appropriately and combine shapes to make new ones.

Children to experiment with a range of construction materials and practise combining 2D and 3D shapes.

Understand position through words alone.

Children learn positional language such as 'in', 'between', 'under', 'up', 'down', 'beside' etc.

Talk about and identify patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.

Children to notice patterns in everyday materials and create patterns with natural objects. Notice patterns on wrapping paper and in the environment.