

Nursery Autumn Term B - Festivals/Traditional tales

CLL

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

Read traditional tales: Goldilocks Three little pigs, 3 Billy goats gruff, the Gingerbread man, The Diwali story, Christmas story.

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

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

Sing a large repertoire of songs.

Sing a range of nursery rhymes, the goldilocks song, 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. Encourage children to recall what they have been doing how to make porridge, how to make a gingerbread man etc.

Understand and act on longer sentences.

Teach children to follow longer instructions.

Understand a question or instruction that has 2 parts.

Listening games, circle time and playing Kim's game.

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.

Use talk to organise themselves and their play.

Literacy

Sing songs and say rhymes independently.

Children to sing a range of nursery rhymes, the goldilocks song and autumn songs.

Ask questions about books. Make comments and share ideas.

Children to be encouraged to ask questions and make comments about stories when reading in a small group.

Develop play around favourite stories using props.

Children to role play traditional tales in the role play area and with small worlds that they have helped create.

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 be reminded of the 5 key concepts through several different books. **Develop their phonological awareness: spotting and suggesting rhymes, count or clap syllables in a word and recognise words with same initial sound.**

Phase 1 phonics. 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).

Phonics

Rhythm and rhyme

Children to listen to rhyming stories and continue to learn more songs and rhymes. Children to recognise when 2 words rhyme and begin to continue a rhyming string.

Alliteration

Children to begin to hear initial sounds in words. Learn and say tongue twisters and identify what phoneme the words start with. Play games with lists of items that start with the same letter. Children to begin to hear sounds in each other's names.

PSED

Select and use activities and resources, with help when needed.

Adults to 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.

UW

Explore collections of materials with similar or different properties. Compare hard and soft items and describe them using new vocabulary. (3 bears chairs)

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 will explore 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.

EAD

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 to make a variety of creations.

Join different materials and explore different textures.

Explore different ways of joining materials: glue, masking tape, paperclips, 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 to 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. Christmas songs, Nursery rhymes. **Sing the pitch of a tone sung by another person.** Sing familiar songs in different pitches.

Sing the melodic shape of familiar songs. Sing nursery rhymes and Christmas songs.

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. Play instruments to accompany Christmas songs.

Listen with increasing attention to sounds. Phase 1 phonics activities. Listening walk, environment sounds. **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.** Children to join in with small world role play with an adult and think of their own.

PD

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 to use a range of equipment such as scissors, climbing frame, bikes and scooters.

Use one handed tools and equipment Children to continue to develop control and use a range of tools such as paint brushes, 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 to be 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.

Adults to 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 to be encouraged to become more independent with using the toilet, dressing, washing hands.

MD

Take part in finger rhymes with numbers

React to changes of amount in a group of up to 3 items

Subitising - Fast recognition of up to 3 objects.

Children continue to look at 1, 2 and 3 objects and say how many there are without counting.

Recite numbers past 5 then count beyond 10.

Children to continue to count by rote in different contexts.

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.

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 to go on a shape hunt. Children to make different shapes using lollipop sticks and plasticine.

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. Discuss routes and locations using positional language.

Children to talk about the route the gingerbread man/santa's elf took.

Talk about and identify patterns around them. Extend and create ABAB patterns.

Notice and correct an error in a repeating pattern.

Notice patterns on wrapping paper and in the environment. Make patterns with Christmas objects.

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