

Throughout our topic 'Opposites' we will be exploring, Light & Dark, Hot & Cold, Big & Small as well as other opposites.

Personal, Social and Emotional Development

Children will:



- Increasingly follows rules, understanding why they are important.
- Can select and use activities and resources with help.
- Shows confidence in asking adults for help. [Christmas Activity Day](#)
- Develop sense of responsibility and membership of a community. [eg working together to tidy up.](#)
- Plays with one or more other children, extending and elaborating play ideas.
- Sometimes manage to share or take turns with others with adult guidance and understand 'yours' and 'mine'.

[PSHE Jigsaw Scheme](#)

Understanding the World

Children will:



- Explore collections of materials with similar and/or different properties. [Opposites experiments](#)
- Talk about what they see, using a wide vocabulary.
- Repeat actions that have an effect. [Opposites experiments](#)
- Remember and talk about significant events in their own experience. Talks about what he/she sees, using a wide vocabulary.
- Talk about the differences between materials and changes he/she notices [Clay diva lamps](#), [Opposites experiments](#).

Physical Development

Children can:



- Use large muscle movements to wave flags and streamers, paint and make marks. [Ribbon dancing](#), [chalks outside](#), [painting on the easel](#).
- Begin to use one-handed tools and equipment e.g. making snips in paper with scissors. [fire work paintings](#), [Christmas craft using scissors](#)
- Use a comfortable grip with good control when holding pens and pencils. [Name writing practise including tracing letters](#).
- Shows a preference for a dominant hand

Mathematics

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Children will:

- Displays fast recognition of up to three objects without having to count them individually. (subitising)
- Recites numbers past 5
- Can say one number for each item in order 1,2,3,4,5.
- Knows that the last number reached when counting a small set of objects tells you how many there are in total. (cardinal principle)
- Can show 'finger numbers' up to ten.
- Know that numbers identify how many objects are in a set.
- Can link numerals and amounts, showing the right number of objects to match the numeral up to 5.
- Is able to extend and create ABAB patterns, eg stick, leaf, stick leaf. [Printing on Christmas folder](#)
- Notices and corrects an error in a repeating pattern.

Literacy

Children will:



- Listen to and join in with stories and one to one, and in small groups.
- Look at books independently **and** handles books carefully
- Have favourite books, and seeks them out to share with an adult, with another child or to look at alone. [Story shed](#), [reading den](#), [library](#).
- Hold books the correct way up and turn pages.
- Sometimes give meaning to marks as they draw and paint. [Writing and posting letters to Father Christmas](#). [Writing opportunities constantly available through continuous provision](#). [E.g. writing shopping lists in domestic roleplay](#). [Writing names on Christmas cards, differentiated to the needs of individual children](#).

Nursery Curriculum Overview

Autumn 2

Opposites

Our value this half term is Kindness

Communication and Language

Children will:



- Listen to other people's talk with interest, including stories and rhymes and will express personal preferences.
- Talk about their needs, feelings, ideas and express likes and dislikes.
- Shift from one activity to another when the adult has their attention i.e. "Jason, it's time to stop now. We are tidying up".
- Understand simple who?, what?, where? questions.
- Be able to use pronouns - 'me', 'him', 'she'.
- Be able to use prepositions - 'in', 'on', 'under'.

Expressive Arts and Design

Children will:



- Is able to remember and sing entire songs. [Christmas songs](#).
- Enjoy joining in with singing and ring games. [Outdoor provision](#).
- Explores colour and colour mixing. [Fireworks paintings](#).
- Explores different materials freely, in order to develop his/her ideas about how to use them and what to make. [Child initiated work in the creative area](#).
- Takes part in simple pretend play, using an object to represent something else though they are not similar.