

Personal and Social Development

Develop their sense of responsibility and membership of a community.

Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important.

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

Becoming more independent as they get dressed e.g., putting on a coat.

Physical Development

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use one-handed tools and equipment, for example, making snips in paper with scissors

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Begin to use a comfortable grip with good control when holding pens and pencils.

Expressive Arts and Design

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Develop their own ideas and then decide which materials to use to express them.

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.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Listen with increased attention to sounds.



Nursery

Autumn Term 2: What do I celebrate?



RE: The Way, the Truth & the Life – My Family

Know God gives us a family to look after us.

Reflect on what our family does for us.

Know that the angel Gabriel came to visit Mary

Reflect on the angel's good news for Mary.

Know that Jesus came to earth as a little baby.

Think of how important this is for us.

Know that Christmas is the birthday of Jesus.

Be aware that this is a very special celebration.

Understanding the World

Continue developing positive attitudes about the differences between people.

Talk about the differences between materials and changes they notice.

Use all their senses in hands on exploration of natural materials.

Talk about what they see, using a wide vocabulary.



Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?"

Communication and Language

Use a wider range of vocabulary.

Understand 'why' questions, like: "Why do you think.....?"

Sing a large repertoire of songs.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Use longer sentences of four to six words

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Literacy

Engage in conversations about books.

Page sequencing - Show children where the text is, and how English print is read left to right and top to bottom

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.

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.

Write some or all of their name.

Mathematics

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.

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.

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'.

