 Saints Peter & Paul’s **Nursery** **Autumn** objectives

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| **Communication and Language**  | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
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.Can find it difficult to pay attention to more than one thing at a time | 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. | 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. | Understand the five key concepts about print:1.print has meaning2. print can have different purposes3we read English text from left to right and from top to bottom4.the names of the different parts of a book5. page sequencing | 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. | Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties. | Take part in simple pretend play, using an object to represent something else even though they are not similar. |
| Use a wider range of vocabulary.Sing a large repertoire of songs | Develop their sense of responsibility and membership of a community. | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.. | Develop their phonological awareness, so that - count or clap syllables in a word | • Compare quantities using language: ‘more than’, ‘fewer than’. |

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Begin to make sense of their own life-story and family’s history. | • Join different materials and explore different textures |
| Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.• May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus | Increasingly follow rules, understanding why they are important. | Use one-handed tools and equipment, for example, making snips in paper with scissors.• Show a preference for a dominant hand | Engage in extended conversations about stories, learning new vocabulary | Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | • Begin to understand the need to respect and care for the natural environment and all living things | Develop storylines in their pretend play. |
| Use longer sentences of four to six words. | Play with one or more other children,  | 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. |  | Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etcSelect 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. | Explore how things work. | Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Use drawing to represent ideas like movement or loud noises.Explore colour and colour-mixing. |
|  | . Develop appropriate ways of being assertive.• Talk with others to solve conflicts.Begin to understand how others might be feeling | . |

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 | 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’. | Continue to develop positive attitudes about the differences between people.. |  |
|  | Begin to understand how others might be feeling |  |  |  |  | Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).. |
| **COEL; Playing & Exploring** I can guide my own thinking and actions by talking to myself as I play. | **COEL;** **Playing & exploring** I can bring my own interests and fascinations into early years settings**COEL; Active Learning** I can participate in routines | **COEL; Active Learning** I can show goal-directed behaviourI can keep on trying when things are difficult. | **COEL; Playing & Exploring** I can guide my own thinking and actions by talking to myself as I play. |

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| **COEL;** **Playing & exploring** I can bring my own interests and fascinations into early years settings**COEL:Creating & Thinking critically**I can solve real problems. |
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 | **COEL;Playing & Exploring** I can respond to new experiences when they are brought to my attention**COEL• Creating & Thinking Critically**I can take part in simple pretend play. |  **COEL;Playing & Exploring**I can make choices and explore different resources and materials.**COEL• Creating & Thinking Critically**I can take part in simple pretend play. |

Focus: Colour & Light/Celebrations

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| **Area of Provision** | **Enhancements** – Additional Resources, Visits, Visitors, Displays. | Resource Implications |
|  **Displays** | My Learning wall –individual boxes displaying children’s interests/accomplishments Firework Wall artNew Winter display-link to story book (Jack Frost OR Perfect Penguin |  |
|  **Reading** | Selection of fiction/non fiction booksPicture booksChristmas BooksWinter Books The Nativity scene (Dec)Books linked to interests (dinosaurs, Peppa pig etcFocussed Stories 2 weeks per book (puppets and props in reading areaRoom on the BroomOwl BabiesThe Gruffalo | Story props, puppets for weekly focused stories; Room on the Broom, Owl Babies |
| **Maths** | Autumn MathsHedgehog numerals to match with leavesNatural materials to count with (pine cones, conkers, leavesFocus on counting to 5 Subitising to 3 2d/3d shapes to exploreDec – Winter maths- link to Christmas Addition, length, problem solving  | Hedgehogs/leavesNatural materialsPosters with patterns Subitising to 3  |
| **Workshop** | Add glue & scissors for different abilitiesColour collage Task cards Puppets –linked to story sackChristmas resources/templates Santa’s workshop-(wrap presents for Santa) | Wrapping paper, gift tags, gift ribbon, gift bows |
| **Writing** |  Baptism cards, Party Invitations, Birthday Cards, Remembrance Cards, Hanukkah cardsChristmas letter templates, envelopes, Christmas cards , Letter to Santa, Christmas alphabet tracing, Christmas pencil control sheetsWriting / pencil control related to chn’s interests | Party invitations, cards as stated, stickers, Letter to Santa template, envelopes, post box |
| **Role Play** |  Celebrations; party scenario Christmas Decorations to the houseSanta’s workshop | Christmas decorationsChristmas sceneWrapping paper, sellotape, gift bows, tags, diff size boxes Santa costumes |
| **Painting**  | Myself templatesSelf portraitsDifferent sized paintbrushes, autumn colours, autumn leaves, leaf shaped paper | Myself templatesLeaves/ leaf templatesdifferent sized paint brushes  |
| **Creative** | block paints, pastels, Powder Paint, Spray bottles, pump bottles, different paintbrushes, spongesFocus on colour mixing (Focused Activity) | As stated |
| **Malleable/Dough** | White & blue sparkly play dough inspired by FrozenFrozen open ended resources(crystals, silver pipe cleaners, etc)Coloured riceShaving foam with food colouring, crushed iceChristmas task cards  |  |
| **Fine motor** | Focus table to have autumn based numbers 1-5 autumn seeds, conkers, acorns to use over the number-sand tray to trace number Compare bear- link to colour, number Snowmen- pick up cotton balls to make snowmenDecorate a Christmas tree (task cards; can you put 5 red baubles on to the tree? Can you put a long piece of tinsel on to the tree? Etc) | Coloured bears, hoops, tweezersAutumn artefacts; pinecones, conkers, acornsPegs, tweezers (diff sizes) task cardsCotton balls, Christmas tree, Christmas decorations |
| **Small World**  | Wild AnimalsAutumn investigation table Add information books, writing materials, colouring picturesDec –winter animalsFrozen characters, ice castle Range of people(characters)Woodland resources/trees etcVehicles, trains, train trackSmall blocks to build different structuresIdeas to build/ writing box  | As stated  |
| **Water** | Add pipettes, small measuring instruments, empty bottles, food colouring, sequins, glitter, spiders (to make a potion lab) wizards hatsGlow sticks,Coloured ice, sparkles | Spiders, food colouring, wizards hat, stick wands, cauldron, glitter, glow sticks, diff size measuring equipment/containers |
| **Topic** | **Autumn**- interactive table-autumn animals, acorns, conkers, leaves, stories **Colour and light** – Interactive table – light sources, colour wands, glow sticks, books linked to colour and light and celebrations **Winter-**interactive table-winter animals, winter clothes, winter stories, info books |  |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Toilet time, cleaning hands, staying safe, germs Snack Time. Circle TimeRules/RoutinesCome & See ( see planning)Classroom interactive display of the children’s favourite colours. Collect items & objects both natural (leaves, twigs, conkers, cones, etc) & commercial How do colours make you feel? (Elmer).Remembrance Sunday- make poppies .Day & Night (feelings associated).Firework safety.Keeping safe in the dark.Different events & Festivals | Mr Potato Head in each Register RoomResources to make poppiesNatural materialsElmerLight sources (torch, reflective strips)Books linked to diff festivals/celebrations |
| CAL | Word of the week (displayed in Writing area)Listening & Attention games;Letters & sounds-phase 1Rhyme games, Sound bingo, Speaking baskets (snack area)- add different objects encourage chn to describe, speak of their own experiences (Intervention).Speaking and Listening-use speaking object(Lola Ladybird) Semantic Sheet- understandingMystery boxWeekly newsMyself bag – (show and tell about their favourite things)Wellcomm interventionKim’s GameI went to the supermarket and I bought  | Snack table pictures (talking prompts)Mystery boxLola ladybird |
| Physical Development | .Funky Fingers Threading, cutting, using tweezersBig draw.Colour Games; Statues, Firework Game, .Parachute Games.Spatial awarenessTraffic Lights | Tweezers, beads etcLarge amount of dough (head size x5)Parachute |
| Literacy | Handling a book correctly. Adult role-model. Front cover & author Encourage chn to join in with repeated phrasesRole-play stories, using puppets, masksRhyming GamesRead Books- Room on the Broom, Owl Babies, The Gruffalo Autumn stories, Winter stories Retell the NativityNursery rhymes/Christmas Carols/songs.Trace over name or initial letter of nameBig drawWrite Christmas lists, cards, party invites, birthday cards.Write & post letter to SantaMark making in sand/ gloop/shaving foam | Nursery Rhyme puppets objects in feely bag |
| Mathematical Development | Number rhymes/songsRegister room focus; counting children daily Number cards in dough Weekly shape focus. Add the right amount of candles to the birthday cakes. What number is on the birthday cards?Counting Making comparisons –autumn/winter artefactsSubitising to 3 Beg Make simple countdown to special day (Christmas, Birthday)Number sequencing (Christmas trees/penguins)Number Bonds to 3 Capacity- potions in the water area inning to recognise numerals to 3 Making pictures using shapes Recognising patterns  | Puppet gloves Wooden/ gel numeralsNumber cards for playdough area Candles, number candles, Objects to count (animals natural materials , cars, beads, etc)Christmas/ winter numeralsShapes (2d/3D) |
| Understanding the world | Autumn – Autumn animals; hibernation Autumn hunt, Make a chart of all the colours the children can see around them both inside & outside. .Changing colours of their environment through the seasons.. Colour Hunt-find items in the setting to match the colours of the rainbow. .Why do we have a birthday?.Baptism-role play.Look at the different colours in a rainbow.Where does light come from? Look at the different sources.The Christmas Story-baby Jesus | Autumn artefacts, animals, booksfabrics of different texture, lengths water, bubblesDisco light, candles, torchesChristmas scene, PaintsRainbowsPastels |
| EAD | .Make props to support topics and learning; .Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc.Autumn collageMake props to support learning- wizards wands, rockets, dressing up. ..Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc..Colour mixing.Set up permanent table for colour mixing. Show how to mix colours. .Experiment. Make rainbows.Make rainbows, Elmer, Rainbow FishThread coloured pastaFireworks Colour & Light craftsChristmas Crafts; Christmas Cards, Decorations, Calendar, Winter crafts for display; penguins, snowmen,Link – to children’s own interestsExplore different sounds and how sounds can be made/changed Sing a range of songs/Nursery Rhymes  | Powder Paint, spray, pump bottlesRange of scissors, glue (developmental ability)Autumn collagePowder Paint, spray, pump bottlesRange of scissors, glue (developmental ability)Paper, card, decorating resources,Instruments |