 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. | 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 | 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’. |

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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 | Become more outgoing with unfamiliar people, in the safe context of their setting. | Use one-handed tools and equipment, for example, making snips in paper with scissors.• Show a preference for a dominant hand |  | 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. |
|  | Play with one or more other children,  |  |  | 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’ etc |  | • Use drawing to represent ideas like movement or loud noises. |
|  | • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried. | . |

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 |  | . | Listen with increased attention to sounds |
|  | Begin to understand how others might be feeling |  |  |  |  | Play instruments with increasing control to express their feelings and ideas.. |
| **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: Myself & Senses

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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  |  |
|  **Reading** | Selection of fiction/non fiction booksPicture booksBooks linked to interests (dinosaurs etcFocussed Stories 2 weeks per book (puppets and props in reading areaThe Gingerbread ManThe Enormous TurnipGoldilocks and The Three Bears | Story props, puppets for weekly focused stories; The Gingerbread man, The Enormous Turnip, Goldilocks and the three bears |
| **Maths** | Dinosaur maths Dinosaur numerals to match with dinosaursDinosaur number formationFocus on counting to 5 Subitising to 3 2d/3d shapes to explore | Dinosaurs to countPosters with patterns Subitising to 3  |
| **Workshop** | Different scissors, different sized writing materials, Mask templates. Body templates, Art straws to make puppets, Autumn resources/ different textures Paper plates to make faces Ideas book | Diff scissors, pencils, glue Mask templates, autumn resources; conkers, acorns, seeds, etc, puppet resources |
| **Writing** | Add different sized writing toolsFace templates, I like templates, Christening cards, invitations,Writing material linked to interests; eg; PJ Masks, Paw Patrol,, Peppa Pig, Frozen, Super Heroes, Toy Story,  | Diff sized pencils, pensmirrorFace templates, I like templates, Christening cards, invitations |
| **Role Play** | House with baby enhancements Home enhancements/ going to work  | Nappies, bottles, baby clothes  |
| **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** | Face templates Number mats to 5Link to senses; favourite food, add herbs and scented natural materials Autumn/Natural materialsCake stand/cake cases/ Cook book/ cake stand/task cardsWriting materials | PlaydoughPlaydough toolsFace TemplatesNumber matsAutumn materialsCake stands/cake cases/ cook bookWriting materials  |
| **Fine motor** | Link with Myself- face templates, make a face using natural materialsBears – match colours using tweezersThreading, scissor snips, cheerio’s on a strawFocus table to have autumn based numbers 1-5 autumn seeds, conkers, acorns to use over the number-sand tray to trace number  | Face templates, sticks, logs, stones, corks etc Coloured bears, hoops, tweezersAutumn artefacts; pinecones, conkers, acornssand |
| **Small World**  | Dinosaurs Range of people(characters)Woodland resources/trees etcVehicles, trains, train trackSmall blocks to build different structuresIdeas to build/ writing box  | As stated  |
| **Topic** | **Myself:** labelled body parts, books,pictures of what the children like/don’t like**Senses;** Change weekly for a different sense **Autumn**- interactive table-autumn animals, acorns, conkers, leaves, stories  |  |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Toilet time, cleaning hands, staying safe, germs Snack Time.Circle TimeRoutines.Rules- Mr Potato head class rules.Come & See (Family, Baptism,).MyselfMake playdough. .Different events & Festivals | Mr Potato Head in each Register Room |
| 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)Early Talk boost  | 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 awarenessSimon says (body parts)Traffic 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- The Gingerbread Man, The Enormous Turnip, Goldilocks & the 3Bears, , Autumn storiesNursery rhymes- using puppets, figures in a feely bag .Trace over name or initial letter of nameBig drawMark making in sand | 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 – use dinosaurs/autumn artefactsSubitising to 3 Beginning to recognise numerals to 3 Making pictures using shapes Recognising patterns Objective led (dinosaur count)  | Puppet gloves Wooden/ gel numeralsNumber cards for playdough area Candles, number candles, Objects to count (dinosaurs, cars, beads, etc)Shapes (2d/3D) |
| Understanding the world | All about me; Head shoulders, Knees and toesDraw around child; name and label body parts Family,Everybody is different; make comparisons  Senses – sound walk, Secret smellsTasting StationFeely feet- use different textures (jelly, shaving foam, pebbles, etc)Blind man’s buffI spyFeely bag (use familiar objects)Make a piece of artwork using different textures | Photographs, Interactive Myself displayRange of scents, objects of different textures, range of foods to taste Range of textures to make a piece of artwork |
| EAD | .Make props to support topics and learning; Self portraits .Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc.Autumn collageTextured artworkPaper plate faces Body collageColour mixing 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)Paper, card, decorating resources, Paper plates Autumn collageInstruments |