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

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| **Communication and Language** | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
| **Birth –three**   |  | | --- | | Start to develop  conversation, often  jumping from topic to  topic.  • Develop pretend  play: ‘putting the baby  to sleep’ or ‘driving the car to the shops |  |  |  | | --- | --- | | Listen to simple  stories and understand  what is happening,  with the help of the  pictures.   |  | | --- | | Understand simple  questions about  ‘who’, ‘what’ and  ‘where’ (but generally  not ‘why’). | | | |  | | --- | | Develop  Friendships  with other  children. | | |  | | --- | | Develop  manipulation  and control.  • Explore  Different  materials and  tools. | | |  | | --- | | Enjoy sharing books  with an adult.  • Pay attention and  respond to the  pictures or the  words.  • Have favourite  books and seek  them out, to share  with an adult, with  another child, or to  look at alone.  • Repeat words and  phrases from  familiar stories  Enjoy drawing freely.  • Add some marks to  their drawings,  which they give  meaning to. For  example: “That  says mummy.”  • Make marks on  their picture to  stand for their name. | | Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Make connections between the features of their family and other families.  Notice differences between people. | Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star  Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  • Use their imagination as they consider what they can do with different materials. |
| |  | | --- | | **Three-four** |   .   |  | | --- | | Pay  attention to more  than one  thing at a time,  which can  be difficult. | | 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 meaning  2. print can have different purposes  3we read English text from left to right and from top to bottom  4.the names of the different parts of a book  5. 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’. | |  | | --- | |  |   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  . | . | |  | | --- | |  | |  | . | 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 behaviour  I 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. | |  | | --- | | **COEL;**  **Playing & exploring** I can bring my own interests and fascinations into early years settings  **COEL:Creating & Thinking critically**  I can solve real problems. | |  | |  | | **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 books  Picture books  Books linked to interests (dinosaurs etc  Focussed Stories 2 weeks per book (puppets and props in reading area  The Gingerbread Man  The Enormous Turnip  Goldilocks and The Three Bears | Story props, puppets for weekly focused stories; The Gingerbread man, The Enormous Turnip, Goldilocks and the three bears |
| **Maths** | Cars with people to match to quantity and to subitise  Natural materials  Focus on counting to 5  Subitising to 3  Range of books/counting/shape  Range of writing resources –tracing numerals to 3  Counting objects  2d/3d shapes to explore | Cars with people to count  Dinosaurs to count  Posters 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 tools  Face 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, pens  mirror  Face templates, I like templates,  Christening cards, invitations |
| **Role Play** | House with baby enhancements  Home enhancements/ going to work | Nappies, bottles, baby clothes |
| **Painting** | Myself templates  Self portraits  Different sized paintbrushes, autumn colours, autumn leaves, leaf shaped paper | Myself templates  Leaves/ leaf templates  different sized paint brushes |
| **Creative** | block paints, pastels, Powder Paint, Spray bottles, pump bottles, different paintbrushes, sponges  Focus on colour mixing  (Focused Activity) | As stated |
| **Malleable/Dough** | Face templates  Number mats to 5  Link to senses; favourite food, add herbs and scented natural materials  Autumn/Natural materials  Cake stand/cake cases/ Cook book/ cake stand/task cards  Writing materials | Playdough  Playdough tools  Face Templates  Number mats  Autumn materials  Cake stands/cake cases/ cook book  Writing materials |
| **Fine motor** | Link with Myself- face templates, make a face using natural materials  Dinosaur numerals to match with dinosaurs  Threading, scissor snips, cheerio’s on a straw  Focus 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 dinosaurs , tweezers  Autumn artefacts; pinecones, conkers, acorns  sand |
| **Small World** | Dinosaurs  Dinosaur information books/ writing materiasl  Photographs of dinosaurs  Range of people(characters)  Woodland resources/trees etc  Vehicles, trains, train track  Small blocks to build different structures  Ideas to build/ writing box  **Autumn**- interactive table-autumn animals, acorns, conkers, leaves, stories | As stated |
| **Topic- within provision** | **Myself:** labelled body parts, books,pictures of what the children like/don’t like  **Senses;** Change weekly for a different sense |  |

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| **Area of Learning** | Focused Activities | Resource Implications |
| PSED | Toilet time, cleaning hands, staying safe, germs  Snack Time  .Circle Time  Routines  .Rules- Mr Potato head class rules  .Come & See (Family, Baptism,)  .Myself  Make 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 1  Syllables –clapping/tapping/using instruments  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- understanding  Mystery box  Weekly news  Myself bag – (show and tell about their favourite things)  Early Talk boost | Snack table pictures (talking prompts)  Mystery box  Lola ladybird |
| Physical Development | .Funky Fingers  Threading, cutting, using tweezers  Big draw  .Colour Games; Statues, Firework Game,  .Parachute Games  .Spatial awareness  Simon says (body parts)  Traffic Lights | Tweezers, beads etc  Large 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 phrases  Role-play stories, using puppets, masks  Rhyming Games  Read Books- The Gingerbread Man, The Enormous Turnip, Goldilocks & the 3Bears, ,  Autumn stories  Nursery rhymes- using puppets, figures in a feely bag  .Trace over name or initial letter of name  Big draw  Mark making in sand | Nursery Rhyme puppets objects in feely bag |
| Mathematical Development | Number rhymes/songs  Register 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 artefacts  Subitising to 3  Beginning to recognise numerals to 3  Making pictures using shapes  Recognising patterns  Objective led (dinosaur count) | Puppet gloves  Wooden/ gel numerals  Number 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 toes  Draw around child; name and label body parts  Family,  Everybody is different; make comparisons  Senses – sound walk,  Secret smells  Tasting Station  Feely feet- use different textures (jelly, shaving foam, pebbles, etc)  Blind man’s buff  I spy  Feely bag (use familiar objects)  Make a piece of artwork using different textures | Photographs,  Interactive Myself display  Range 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 collage  Textured artwork  Paper plate faces  Body collage  Colour mixing  Link – to children’s own interests  Explore different sounds and how sounds can be made/changed  Sing a range of songs/Nursery Rhymes | Powder Paint, spray, pump bottles  Range of scissors, glue (developmental ability)  Paper, card, decorating resources,  Paper plates  Autumn collage  Instruments |