 Saints Peter & Paul’s **Nursery** **Autumn 2** objectives

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| **Communication and Language** | **PSE** | **Physical** | **Literacy** | **Maths** | **UTW** | **EAD** |
| B-3   |  |  | | --- | --- | | Understand and act on  longer sentences like  ‘make teddy jump’ or  ‘find your coat’. | | | Understand simple  questions about ‘who  ’, ‘what’ and ‘where’  (but generally not ‘why’). | | B-3   |  | | --- | | Safely explore  emotions beyond  their normal range  through play and  stories.  • Talk about their  feelings in more  elaborated ways:  “I’m sad because...”  or “I love it when ... | | B-3   |  | | --- | | Develop manipulation  and control.  • Explore different  materials and tools. | | |  | | --- | | B-3  Enjoy drawing freely.  • Add some marks to  their drawings, which  they give meaning to.  For example: “That say  s mummy.”  • Make marks on their  picture to stand for their  name. | | B-3  Take part in finger rhymes with numbers.  • React to changes of amount in a group of up to three items. | B-3  Explore materials with different properties.  • Explore natural materials, indoors and outside. | B-3  Use their imagination as they consider what they can do with different materials.  • Make simple models which express their ideas. |
| |  | | --- | | 3-4 |   .   |  | | --- | | Pay attention to more  than one thing at a  time,  which can be difficult. | | 3-4  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. | 3-4  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. | 3-4  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 | 3-4  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. | 3-4  Use all their senses in hands-on exploration of natural materials.  • Explore collections of materials with similar and/or different properties. | 3-4  Take part in simple pretend play, using an object to represent something else even though they are not similar. |
| 3-4  Use a wider range of vocabulary.  Sing a large repertoire of songs | 3-4  Develop their sense of responsibility and membership of a community. | 3-4  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.  . | 3-4  Develop their phonological awareness, so that - count or clap syllables in a word | 3-4  • Compare quantities using language: ‘more than’, ‘fewer than’. | |  | | --- | | 3-4 |   Begin to make sense of their own life-story and family’s history. | 3-4  • Join different materials and explore different textures |
| 3-4  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 | 3-4  Increasingly follow rules, understanding why they are important. | 3-4  Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Show a preference for a dominant hand | 3-4  Engage in extended conversations about stories, learning new vocabulary | 3-4  Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | 3-4  • Begin to understand the need to respect and care for the natural environment and all living things | 3-4  Develop storylines in their pretend play. |
| 3-4  Use longer sentences of four to six words. | 3-4  Play with one or more other children, | 3-4  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. |  | 3-4  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  3-4  Select 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. | 3-4  Explore how things work. | 3-4  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.  3-4  Explore colour and colour-mixing. |
|  | 3-4  . Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.  Begin to understand how others might be feeling | . | |  | | --- | |  | | 3-4  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’. | 3-4  Continue to develop positive attitudes about the differences between people.  . |  |
|  | 3-4  Begin to understand how others might be feeling |  |  |  |  | 3-4  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 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: 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 art  New Winter display-link to story |  |
| **Reading** | Selection of fiction/non fiction books  Picture books  Christmas Books  Winter Books The Nativity scene (Dec)  Books linked to interests (dinosaurs, Peppa pig etc  Focussed Stories 2 weeks per book (puppets and props in reading area – use story shelves  Room on the Broom  Owl Babies  The Gruffalo | Story props, puppets for weekly focused stories; Room on the Broom, Owl Babies |
| **Maths** | Autumn Maths  Hedgehog numerals to match with leaves  Natural materials to count with (pine cones, conkers, leaves  Focus on counting to 5  Subitising to 3  2d/3d shapes to explore  Dec – Winter maths- link to Christmas  Addition, length, problem solving | Hedgehogs/leaves  Natural materials  Posters with patterns  Subitising to 3 |
| **Workshop** | Add glue & scissors for different abilities  Colour collage  Task cards  Puppets –linked to story sack  Christmas 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 cards  Christmas letter templates, envelopes, Christmas cards , Letter to Santa, Christmas alphabet tracing, Christmas pencil control sheets  Writing / 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 house  Santa’s workshop | Christmas decorations  Christmas scene  Wrapping paper, sellotape, gift bows, tags, diff size boxes Santa costumes |
| **Painting** | Winter/Christmas templates  Different sized paintbrushes, autumn colours, autumn leaves, leaf shaped paper | Winter/Christmas 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** | White & blue sparkly play dough inspired by Frozen  Frozen open ended resources(crystals, silver pipe cleaners, etc)  Coloured rice  Shaving foam with food colouring, crushed ice  Christmas 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 snowmen  Decorate 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, tweezers  Autumn artefacts; pinecones, conkers, acorns  Pegs, tweezers (diff sizes) task cards  Cotton balls, Christmas tree, Christmas decorations |
| **Small World** | Wild Animals  Autumn investigation table Add information books, writing materials, colouring pictures  Dec –winter animals  Frozen characters, ice castle Range of people(characters)  Woodland resources/trees etc  Vehicles, trains, train track  Small blocks to build different structures  Ideas 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 hats  Glow 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 Time  Rules/Routines  Come & 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 Room  Resources to make poppies  Natural materials  Elmer  Light sources (torch, reflective strips)  Books linked to diff festivals/celebrations |
| CAL | Word of the week (displayed in reading area)  Listening & Attention games;  Letters & sounds-phase 1  Rhyme games,  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)  Wellcomm intervention  Kim’s Game  I went to the supermarket and I bought | 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  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- Room on the Broom, Owl Babies, The Gruffalo Autumn stories, Winter stories  Retell the Nativity  Nursery rhymes/Christmas Carols/songs  .Trace over name or initial letter of name  Big draw  Write Christmas lists, cards, party invites, birthday cards  .Write & post letter to Santa  Mark making in sand/ gloop/shaving foam | 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 –autumn/winter artefacts  Subitising 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 numerals  Number cards for playdough area  Candles, number candles,  Objects to count (animals natural materials , cars, beads, etc)  Christmas/ winter numerals  Shapes (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, books  fabrics of different texture, lengths  water, bubbles  Disco light, candles, torches  Christmas scene,  Paints  Rainbows  Pastels |
| EAD | .Make props to support topics and learning;  .Workshop-interact. Demonstrate planning & making. Reviewing & modifying. Demonstrate how to join & build etc.  Autumn collage  Make 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 Fish  Thread coloured pasta  Fireworks  Colour & Light crafts  Christmas Crafts; Christmas Cards, Decorations, Calendar,  Winter crafts for display; penguins, snowmen,  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)  Autumn collage  Powder Paint, spray, pump bottles  Range of scissors, glue (developmental ability)  Paper, card, decorating resources, |