

### Communication and Language (CL)

- \*Show interest in play with sounds, songs and rhymes. (LA, 22-36)
- \*Join in with repeated refrains and anticipate key events and phrases in rhymes. (LA, 30-50)
- \*Listen to others in small groups. (LA, 30-50)
- \*Understand and respond to simple instructions and questions. (U, 22-36)
- \*Understand the use of objects. (U, 30-50)
- \*Use a variety of questions. (S, 22-36)
- \*Question why things happen and give explanations. (S, 22-36)
- \*Beginning to use more complex sentences to link ideas and thoughts. (S, 30-50)
- \*Letters & Sounds: Phase One: Aspect 2 & 3: Instrumental sounds & Body percussion.

### Physical Development (PD)

- \*Continue to use a tripod grip to use writing tools, introducing 'nippy fingers'. (MH, 22-36)
- \*Show control in using jugs, mark-making tools. (MH, 22-36)
- \*Move freely to Nursery Rhymes. (MH, 30-50)
- \*Draw lines and circles using large and small body movements. (MH, 30-50)
- \*Mount climbing equipment with alternate feet. (MH, 30-50)
- \*Help with putting on and taking off clothing. (HS, 22-36)
- \*Use Nursery equipment safely and sensibly and help to tidy away. (HS, 30-50)
- \*Put coats on with a little help. (HS, 30-50)

### Personal, Social & Emotional Development (PSED)

- \*Start to join in with other's play. (MR, 22-36)
- \*Share experiences with others. (MR, 22-36)
- \*Show friendly behaviour, initiating conversations and forming good relationships with others. (MR, 30-50)
- \*Show confidence in asking adults for help. (SCSA, 30-50)
- \*Select and use resources in Nursery with help and independently. (SCSA, 30-50)
- \*Show understanding and follow boundaries and the Golden Rules in Nursery. (MFB, 22-36)
- \*Begin to be aware of how own actions can hurt or upset others, and talk about feelings. (MFB, 22-36)
- \*Learn to take turns when playing games and sharing resources. (SCSA, 30-50)

## Autumn 2: Theme...

### Nursery Rhymes & Christmas



### Literacy (L)

- \*Fill in the missing word or phrase in known Nursery Rhymes. (R, 22-36)
- \*Enjoy joining in with rhyming and rhythmic activities. (R, 30-50)
- \*Show awareness of rhyme. (R, 30-50)
- \*Listen to stories with increasing attention. (R, 30-50)
- \*Handle books carefully. (R, 30-50)
- \*Give meanings to marks. (W, 30-50)
- \*Write own name. (W, 40-60+)
- \*Introduce Jolly Phonics - letters sounds, formations, songs. (R/W, 40-60+)
- \*Introduce Letters & Sounds: Phase One Aspect 2 & 3: Instrumental sounds & Body percussion.

### Mathematics (M)

- \*Sing number songs and rhymes, reciting number names in the correct order to 10. (N, 22-36/30-50)
- \*Use fingers to represent numbers when singing number songs and rhymes. (N, 30-50)
- \*Say the number that is 1 more or 1 less than a number. (N, 40-60+)
- \*Categorise objects according to size and shape. (SSM, 22-36)
- \*Show interest in shapes in the environment. (SSM, 30-50)
- \*Use language related to time. (SSM, 40-60+)

### Understanding the world (UW)

- \*Continue to make friends. (PC, 22-36)
- \*Talk about events in their own experiences. (PC, 30-50)
- \*Enjoy playing with toys in the Small World Area. (W, 22-36)
- \*Talk about things they have observed related to animals etc. in Nursery Rhymes. (W, 30-50)
- \*Know how to operate simple equipment. (T, 30-50)
- \*Complete a simple program on the computer and whiteboard. (T, 40-60+)

### Expressive arts and design (EAD)

- \*Explore how musical instruments sound and explore making sounds using own body e.g. clap, stamp, slap. (EMM, 22-36)
- \*Join in singing songs, rhymes and ring games. (EMM, 30-50)
- \*Make models using junk modelling in the Creative Area. (EMM, 30-50)
- \*Use construction materials, building and balancing. (EMM, 30-50)
- \*Role play in the House and Santa's Grotto. (BI, 22-36)
- \*Move in response to music. (BI, 30-50)
- \*Use resources to make objects. (BI, 30-50)
- \*Make paintings of people and objects. (BI, 40-60+)