Communication and language Autumn 2 skills

To learn and talk about our home and local environment. .

To start to talk about different types of homes.

To begin to use a wide range of vocabulary in the correct context.

To talk in short sentences that others can understand.

To listen to, and follow simple instructions and respond to questions appropriately.

Knowledge

To be able to understand simple instructions, questions and commands

To be able to differentiate and categorise objects based on their properties.

To remember new words I am learning when talking to others.

To be able to understand simple instructions, questions and commands.

**(Sp1)**

PSED skills

To learn how to share resources and play in a group.

To learn to look after resources within the class.

To listen to, and follow rules set.

To take turns whilst playing and waiting patiently to have a go.

Knowledge

To know how to manage their emotions in different situations.

To know that there are boundaries set.

To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’.

To know that we must respect our resources and out them back when we have finished with them.

To know that when playing in a group they need to share and also know that they will get a turn.

Physical Development skills

To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.

To mark make in sensory trays and also copy different patterns.

To mark make using a comfortable grip when using pencils and pens.

To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.

To hold jugs and containers confidently and pour from one container into another.

To show awareness of healthy food choices and impact on our body.

Knowledge

To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.

To know that they need to use tools with a dominant hand.

To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.

To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.

To know what making right food choices looks like.

To show independence in self help skills such as toileting and dressing.

Spring 1

Literacy skills

To begin to attempt writing familiar letters, e.g letters in their name.

Adults will consistently model correct formation.

To find and identify familiar letters, e.g. letters in their names.

To talk about and retell a range of familiar stories.

Knowledge

To know that each letter makes a sound – focussing on sounds in their names.

To join in with repetition within stories and rhymes.

To be able to talk about different parts of the story.

RWI Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons.

Fred talk – verbally segmenting and blending.

Understanding the world Skills

To learn about different types of homes and transport, how they travel to school, local area and natural environment**(Geography Link)**

To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.**(Science Link)**

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image **(Computing Link)**

Children to talk about significant events in their life. (Christmas)

**(History Link)**

To use senses to explore the world around them.

**(Geography/ Science Link)**

To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. **(Science/ Geography Link)**

To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). **(Sp2)(Geography Link)**

Knowledge

To know similarities and differences between different types of homes

To know that adults do a variety of jobs and that they are not all the same.

To show an awareness of the emergency services and how they can help us.

To talk about what they see using new vocabulary with independence.**(Science/ Geography Link)**

Knows how to use different technological toys

**(Computing Link)**

Maths skills

To count out a group of up to 10 objects.

To subitize to 3.

One more/less using objects

To develop fast recognition of numbers.

To count up to 10.

To talk about and explore patterns in the environment

Knowledge

To create and repeat simple patterns.

To subitise to 3.

To know number order beyond 5 when counting.

To say number names to 10 in order.

To say number names forwards and backwards to 10.

To know that each object should only be counted once.

Singing a range of number songs.

Expressive arts and design skills

To use scissors effectively.**(PE Link)**

To begin to act out different scenarios using props to enhance imaginative play.**(Art Link)**

Sing familiar songs or make up own songs.**(Music Link)**

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. **(DT Link)**

To play instruments with increasing control.**(Music Link)**

Knowledge

To know how colours can be mixed to make a new colour. **(Art Link)**

To use their imagination to create different works of art. **(Art Link)**

For children to be able to construct with a purpose and safely.**(DT Link)**

To play instruments to express feelings and ideas. **(Music Link)**

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| Theme | Chinese new year  Winter  Valentines day | |  | | | | Trips/ visitors- imagine that  Nurse, police, fireman | |
| **Vocab:**  Home, house, bungalow, terrace, detached, semi detached,, cottage inuit, quiet, busy, thatched, scared, frightened, different, similar | |
| PSED | Communication and language | Physical | | Literacy | Maths | Understanding the world | | Expressive arts |
| Make up a board game for bear hunt with a dice to encourage turn taking adult led. | Whats in the box asking questions, |  | | 3 little pigs- ‘once upon a time’ traditional tale  Pie corbett learn story  Non fiction- Investigate one of the houses from the books ‘homes in many cultures’ ‘home sweet home’ and ‘a place called home’  focus on one that the children seemed particularly interested in e.g. house boat or igloo.  Bear hunt- join in with repeated language- map journey with the materials from story. |  | 3 little pigs – our homes our environment shops, beach etc. maps. Transportation how can I get to the beach/ shops. Have some electrical moving toys to move around maps/ around the classroom.  Old / new transportation.  3 little pigs Our environment- who looks after our environment- us, police, ambulance, firemen.  Explore straws/ sticks/ bricks.  How can we look after our local area? Litter pick/ recycling.  Bear hunt- explore different natural materials e.g. grass, water, mud, snow/ice. What do we find in our local area? Woods, beach, lake, sand.  Learn about china, how would we get there? | | Drawing painting pigs- mixing to make pink.  Building homes in construction and workshop with different natural resources/ toys.  Use masks to act different stories out |