


<p>Personal Social and Emotional Development</p> <p>Self regulation</p> <p>Begin to talk about own emotions e.g.I am happy / sad because</p> <p>To begin to share resources / taking turns</p> <p>To identify feelings of main characters in texts, lookingcarefully at illustrations</p> <p>To begin to identify action that made someone else upset</p> <p>With support begin to find solutions to some conflicts</p> <p>Managing self</p> <p>Put resources back in right place once used</p> <p>Show an interest in new experiences</p> <p>Become more independent with self care</p> <p>Building Relationships</p> <p>Begin to play with one or more other children sharing resources and taking turns</p> <p>To work in a small group</p> <p>Expressive Arts and Design</p> <p>Being Creative</p> <p>To use Pritt stick/ PVA and masking tape to join</p> <p>To explore printing with Autumn materials- leaves/ conker/pine cones</p> <p>To create enclosed spaces to draw characters/ babies</p> <p>To explore colour- Autumn/ Diwali/ Christmas themes</p> <p>Being Imaginative</p> <p>To recreate experiences of Birthdays/ Celebrations</p> <p>To use small world to recreate own experiences including celebrations</p> <p>To tune into sounds- body/ instrumental and environmental</p> <p>To move to a steady beat</p> <p>To learn to play instruments by tapping , banging and shaking</p>	<p>Communication and Language</p> <p>Name key characters / favourite charcaters, comment on illustrations and the story in 1;1 and small group</p> <p>begin to join in Join in story retellings with actions, name key characters and events.</p> <p>Talk about their favourite part of the story</p> <p>Talking about experiences and listening to others ideas. – Autumn walk</p> <p>Understand simple question who what where and begin to understand why linked to Autumn experiences and festivals</p> <p>Playing listening and attention games.</p> <p>Begin to understand some ‘why’ questions related to ownexperiences- Autumn walk/ Babies abilities</p> <p>Begin to use talk to organise selves / play</p> <p>Learn new rhymes and fill in missing words- autumn leaves</p> <p>Begin to use different tenses</p> <p>Start a conversation with a friend and use sentences of 4-5 words</p>	<p>Physical Development</p> <p>Gross motor</p> <p>To stand on one leg and begin to hop</p> <p>To adapt speed / direction to avoid obstacles</p> <p>Explore climbing apparatus- for slide/ in PE</p> <p>Complete a low level obstacle course</p> <p>To roll and kick a ball with some accuracy- circle games and to a partner</p> <p>Wave flags and steamers/ paint / make marks using large muscle movements -top to bottom and anti clock wise-</p> <p>Fine motor</p> <p>To remove and put on own shoes</p> <p>Begin to show a preference for a dominant hand-</p> <p>Reinforcing use of ‘pinchy parrot’ / tripod grip when mark making.</p> <p>Begin to use a knife and forkUse some one-handed tools and equipment</p> <p>Across provision: <input type="checkbox"/> Pouring / filling <input type="checkbox"/> Stirring / mixing <input type="checkbox"/>Rolling <input type="checkbox"/> Painting / Drawing / mark making ...</p> <p>Nursery- Dough disco Pen disco</p>	<p>Literacy</p> <p>Phase 1 phonics</p> <p>Distinguish between different sounds</p> <p>To develop awareness of words that sound the same</p> <p>To develop an awareness of words that begin with the same letter-linked to their names</p> <p>Reading</p> <p>Name front cover/ back cover page title</p> <p>Understand print is read left to right</p> <p><i>Enjoy sharing a book with an adult</i></p> <p>Begin to read own name with visual support</p> <p>To understand print has meaning - familiar logos/environmental labels with photo</p> <p>Writing</p> <p>To write the first letter of their name</p> <p>To begin to understand that own marks represent meaning by pointing to and talking about marks they make</p> <p>To draw characters from stories ,talking about what they have drawn</p>
<p>Nursery</p> <p>Autumn 2-In to the woods /Celebrations</p> <p>Themes –Autumn Bonfire night, Diwali, Christmas Birthdays</p> <p>Vocabulary: Autumn tree branches leaves fall change twig stick conker pine cone chilly owl squirrel hedgehog fox badger freezing, colour words, patterns celebrate party presents shape names, lines, straight, curved</p> <p>Experiences- Autumn Walk Pantomime</p> <p>Books </p>			
<p>Understanding the World</p> <p>Past and Present</p> <p>Comparing babies and children – similarities and differences</p> <p>Begin to be aware of their own life history- When I was a baby, my birthday</p> <p>Talking about my favourite toy and how toys work including toys that work with a push / pull force</p> <p>Exploring how party items work – balloons/ making food/balloon pumps</p>		<p>Understanding the World</p> <p>People and communities</p> <p>Learning about celebrations and tolerance in different cultures e.g. Bonfire night, Christmas, Diwali</p> <p>Notice differences between babies and children</p> <p>Natural World</p> <p>Notices detailed features of their environment using their senses</p> <p>explore Autumn collections of materials with similar and/ordifferent properties.- leaves / cones/conkers/ twigs</p> <p>Talk about what they see, beginning to use a wider vocabulary</p>	<p>Mathematics</p> <p>Numerical pattern/ Number</p> <p>Find the group with more / less/ the same</p> <p>Notice patterns around them and talk about them</p> <p>Copy a pattern</p> <p>Recite numbers to 5</p> <p>Say one number for each item upto 3</p> <p>Join in with number rhymes</p> <p>Shape space and measure</p> <p>Notice and talk about shapes</p> <p>Use and explore shapes</p> <p>Begin to describe shapes</p> <p>Use the language of size – big bigger small smaller</p> <p>To use in, on, under, in front and behind</p>