

Personal, Social and Emotional Development

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- 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.

Expressive Arts and Design

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to make sense of their own life-story and family's history.
- Explore how things work.

Physical Development

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- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
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Medium Term Planning

Year Group: Nursery

Term: Autumn 2

Let's

Pretend

Topics covered

- History Week – Dinosaurs
- Fairy Tales
- Christmas
- The Nativity

Cultural Capital

- Role-play
- Daily Nursery Rhymes
- Diwali
- History
- Dress up day

Communication & language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Literacy

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Maths

- Experiment with their own symbols and marks as well as numerals.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.

Literacy

Autumn 2 Pretend/Christmas	We're Going on a Bear Hunt by Michael Rosen	Stories with repetitive patterns /Poetry	To retell: Draw and label a map of the family's journey in the story To entertain: To trace/ write onomatopoeic words that interest them from the text that they enjoyed – e.g. splash/ squash etc. Children could create their own.
	The Enormous Turnip	Traditional tale	To list: Write a list of the sequence of characters that came to pull the turnip

Maths – Autumn 2

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number 1 <ul style="list-style-type: none"> • Subitising • Counting • Numeral 	Number 2 <ul style="list-style-type: none"> • Subitising-dice pattern • Subitising-random pattern • Subitising – different sizes 	Number 2 <ul style="list-style-type: none"> • Counting • Numeral • Numeral 	Pattern <ul style="list-style-type: none"> • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns 	<ul style="list-style-type: none"> • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns 	Consolidation Activities - Winter activity week

Personal, Social and Emotional Development

Yearly Focus

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Play with one or more other children, extending and elaborating play ideas.

Communication & language

Yearly Focus

- Can start a conversation with an adult or a friend and continue it for many turns
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Expressive Arts and Design

Yearly Focus

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Maths

Yearly focus

- 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'.
 - 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
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Understanding the World

Yearly focus

- Talk about what they see, using a wide vocabulary.
- Continue to develop positive attitudes about the differences between people.

Literacy

Yearly focus

- Write some or all their name
- Understand the five key concepts about print: – print has meaning – the names of the different parts of a book – print can have different purposes – page sequencing – we read English text from left to right and from top to bottom

Physical Development

Yearly focus

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Use large-muscle movements to wave flags and streamers, paint and make marks.