

<h1>Autumn 2</h1>			
2018/19			
	Nursery	Reception	Activities
PSED Physical, Social Emotional	<ul style="list-style-type: none"> Is more confident to talk to other children when playing. Aware of own feelings, and knows that some actions and words can hurt others' feelings (30-50) 	<p>Can describe self in positive terms and talk about abilities. (40-60) Child can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They can show sensitivity to the needs and feelings of others and form positive relationships with adults and other children (ELG)</p>	<p>Paired activities in P.E. and talk partners Feelings focus in shared reads Circle time feelings on Tuesdays (after P.E.) Reviews to share and praise Homework: 'what I am good at' 'what makes me happy' 'what makes me sad'</p>
PD Physical Development	<p>Can catch a large ball (30-50) Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. snips in paper with scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60) Begins to form recognisable letters. (40-60) They handle equipment and tools effectively, including pencils for writing. (ELG) Child knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe. (ELG)</p>	<p>P.E. focus upon ball skills Finger gym carousel in a morning embedded Handwriting practice sent home Bonfire night safety Patch the Pumpkin: getting lost Online safety P4Cs</p>
Communication and language	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) Listens to others one to one or in small groups, when conversation interests them Beginning to understand 'why' and 'how' questions</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG) Able to follow a story without pictures or props. (40-60) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</p>	<p>Continue phonics in snack times Shared read book voting Show a story brought in from home Registration Voting changed to a question rather than story. Afternoon story for R to include non-pictures e.g. Enid Blyton.</p>
Maths	<p>Sometimes matches numeral and quantity correctly. (30-50) Recognise some numerals of personal significance. Recognises numerals 1 to 5 (40-60) Beginning to use everyday language related to money and time. (40-60)</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60) Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60) Child counts aloud reliably with numbers from 1 to 20. (ELG) Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems. (ELG)</p>	<p>Continue with number book and display Continue with calendar Children who are here board Voting rocks Counting fruit: snack time with numerals Partitioning Paying for poppies Throwing distances: P.E.</p>
Literacy	<p>Enjoys rhyming and rhythmic activities. Recognises rhythm and alliteration in spoken words (30-50) Sometimes gives meaning to marks as they draw and paint (30-50)</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words (40-60) Enjoys an increasing range of books. They can describe the main event and principal characters in the stories they have read. (40-60) Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)</p>	<p>Show and tell to include 'show a story' Postbox showing Phonics teaching Story maps Map making for Tullie house Christmas cards/lists Writing into provision areas.</p>

<p>Creative</p>	<p>Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50) Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (30-50)</p>	<p>Explores what happens when they mix colours. Experiments with and understands that different media can be combined to create new effects. (40-60) Child sings songs, makes music and dance, and experiments with ways of changing them. (ELG) Child use what they have learned about media and materials in purposeful and original ways (ELG)</p>	<p>Indoor/outdoor art areas set up with rules of use: mixing pots, choice of media, choice of tools. 1 skill focus per week. Link to famous artists. Shape drawing as part of finger gym activities. Songs and dances for Christmas performance.</p>
<p>Knowledge and Understanding of the World</p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. (30-50) Can talk about some of the things they have observed. (30-50) Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (40-60)</p>	<p>Child talks about past and present events in their own lives and in those of family members. (ELG) They know about similarities and differences between themselves and others and amongst families, communities and traditions. (ELG) Child knows about similarities and differences in relation to places, objects, materials and living things. (ELG)</p>	<p>Visit from family members. Diwali learning. Tullie House Under the Sea visit. Christmas around the world week. People who do not celebrate Christmas. Recounting bonfire night/Halloween. Remote control toys/beebots. Torches.</p>
<p>Collective Worship Theme</p>	<p>Courage: To learn about children of courage and how it can inspire me To have the courage to make the first move</p>		
<p>Computing/online Safety</p>	<p>I am kind and responsible I am kind to my friends I use a safe part of the Internet to play I make sure a trusted adult is with me when I use a device <ul style="list-style-type: none"> ▪ I use rules given to me by a grown up. </p>		

Books: (under the sea) The Rainbow Fish, Sharing a Shell, Tiddler, One is a Snail ten is a crab, Commotion in the Ocean, Sally and the Limpet,