

Autumn 2				
Topic Objectives				
		Nursery 30-50 months	Reception 40-60+ months	Activities
Prime	<b>Physical, Social and Emotional Development</b>  SC&SA MF&B MR	*Is more outgoing towards unfamiliar people and more confident in new social situations.  *Shows confidence in asking adults for help.  *Aware of own feelings and knows that some actions and words can hurt others' feelings.  *Initiates play, offering cues to peers to join them.	*Confident to speak to others about own needs, wants, interests and opinions.  *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them.  *Explains own knowledge and understanding and asks appropriate questions of others.	Planned visitors and visits such as the woods, 'Whinlatter', Christmas at the church, Christmas lunch, the Christingle service.  Ch praised when asking adults for required help after asking a friend  Core values rewarded through assembly certificates.  Weekly directed activity on the 4 core values, trust, friendship, perseverance and respect.  Focusing on other peoples feelings and awareness of these highlighted
	<b>Physical Development</b>  M&H  H&SC	* Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  * Draws lines and circles using gross motor movements.  * Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  * Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  * Understands that equipment and tools have to be used safely.  *Gains more bowel and bladder control and can attend to toileting needs most of the time themselves	* Experiments with different ways of moving.  * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  * Uses simple tools to effect changes to materials.  * Handles tools, objects, construction and malleable materials safely and with increasing control.  *Begins to form recognisable letters.  * Eats a healthy range of foodstuffs and understands need for variety in food.  *Shows understanding of the need for safety when	Agility PE lessons with CUFC coach  Gymnastics PE lessons  Drawing family members, Autumn 2 self-portrait  Threading  Cutting out from catalogues and leaflets  Obstacle courses  Use of tools during 'Forest Schools' mornings  Daily handwriting session  Playtime chasing games  Tying string together to create a stick man  Construction/den area weekly challenges e.g. build a cave, sledge for Santa, Stable  Multi-sensory tray, changed weekly  Balanced Christmas lunch plates

			<p>tackling new challenges and considers and manages some risks.</p> <p>* Shows understanding of how to transport and store equipment safely.</p> <p>* Practises some appropriate safety measures without direct supervision.</p>	
	<p>Communication and language</p> <p>L&amp;A</p> <p>U</p> <p>S</p>	<p>* Listens to stories with increasing attention and recall.</p> <p>* Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>* Beginning to understand 'why' and 'how' questions</p> <p>* Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>* Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>* Two-channelled attention - can listen and do for short span.</p> <p>* Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes</p> <p>* Uses language to imagine and recreate roles and experiences in play situations.</p> <p>* Introduces a storyline or narrative into their play.</p>	<p>Daily nursery rhyme</p> <p>Prepositions emphasised and questioned e.g. where is the witch?</p> <p>Weekly focused story -focus on rhythm and rhyme</p> <p>Creating rhyming strings from words in the weeks story</p> <p>Afternoon story cd</p> <p>Circle Time</p> <p>Tidy up time</p> <p>Following instructions during PE</p> <p>Role-play area changed to reflect the weekly story e.g. No Room on the Broom (a witches cottage).</p> <p>*'Whinlatter' story themed visit</p>
Specific	<p>Maths</p> <p>N</p> <p>S, S &amp; M</p>	<p>* Sometimes matches numeral and quantity correctly.</p> <p>* Compares two groups of objects, saying when they have the same number</p> <p>* Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>* Uses positional language.</p> <p>* Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>* Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall</p>	<p>* Estimates how many objects they can see and checks by counting them.</p> <p>* Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>* Finds the total number of items in two groups by counting all of them.</p> <p>* Says the number that is one more than a given number.</p> <p>* Finds one more or one less from a group of up to five objects, then ten objects</p> <p>* Can describe their relative position such as 'behind' or 'next to'</p>	<p>1 more using Halloween items</p> <p>1 less using poppies</p> <p>Groups of animals to compare, count</p> <p>Estimating then counting the Gruffalo's purple prickles</p> <p>Number and shape spotting at Whinlatter</p> <p>Advent calendar number ordering and recognition 1-25</p> <p>Position using the witches broom</p> <p>Bonfire shop - money</p> <p>Times challenges/Christmas countdown</p> <p>Cut and stick daily routines</p> <p>Order heights, compare to the Gruffalo</p> <p>2d gift tags and 3d shaped gift to describe</p>

	<ul style="list-style-type: none"> <li>* Orders two or three items by length or height.</li> <li>* Uses everyday language related to time.</li> <li>* Beginning to use everyday language related to money.</li> <li>* Orders and sequences familiar events.</li> <li>* Measures short periods of time in simple ways.</li> </ul>
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Literacy	R	<ul style="list-style-type: none"> <li>* Enjoys rhyming and rhythmic activities.</li> <li>* Shows awareness of rhyme and alliteration.</li> <li>* Recognises rhythm in spoken words.</li> <li>* Listens to stories with increasing attention and recall.</li> <li>* Shows interest in illustrations and print in books and print in the environment.</li> <li>* Sometimes gives meaning to marks as they draw and paint.</li> <li>* Ascribes meanings to marks that they see in different places</li> </ul>	<ul style="list-style-type: none"> <li>* Continues a rhyming string.</li> <li>* Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>* Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>* Begins to read words and simple sentences</li> <li>* Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>* Enjoys an increasing range of books.</li> <li>* Begins to break the flow of speech into words.</li> <li>* Continues a rhyming string.</li> <li>* Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>* Attempts to write short sentences in meaningful contexts.</li> </ul>	<p>Focused weekly story</p> <p>Rhythm and rhyme focused on during weekly story</p> <p>Daily story</p> <p>Nursery rhyme of the day</p> <p>Phonics sessions</p> <p>Reading own reading books</p> <p>Sound/alphabet working wall work &amp; tricky word reading</p> <p>Initial sound alliteration emphasis throughout day e.g. Marvellous Monday</p> <p>Web-site reference to find information and e-books</p> <p>Drawing self-portrait</p> <p>Writing captions</p> <p>Attempting meaningful sentences related to weekly story or experiences</p> <p>Labelling photographs</p> <p>'Whinlatter' reading related visit</p> <p>Guided reading 'why' and 'how' question focus to aid understanding of reading</p> <p>Continued promotion of a love of reading</p>
	W	W	<ul style="list-style-type: none"> <li>* Enjoys joining in with dancing and ring games.</li> <li>* Beginning to move rhythmically.</li> <li>* Imitates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>* Experiments to create different textures.</li> <li>* Understands that different media can be combined to create new effects</li> <li>* Constructs with a purpose in mind, using a variety of resources</li> </ul>
Expressive Arts and Design				

<p>E&amp;UM&amp;M</p> <p>BI</p>	<ul style="list-style-type: none"> <li>* Beginning to be interested in and describe the texture of things.</li> <li>* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>* Creates movement in response to music.</li> <li>*Sings to self and makes up simple song</li> <li>* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>* Uses available resources to create props to support role-play</li> </ul>	<ul style="list-style-type: none"> <li>* Selects appropriate resources and adapts work where necessary.</li> <li>* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>* Introduces a storyline or narrative into their play.</li> <li>* Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p>Make reindeer food (texture)</p> <p>Timed disco challenges (linked to maths)</p> <p>Construction/den area weekly challenges e.g. build a cave, sledge for Santa, Stable</p> <p>Christmas and Halloween dancing, party games.</p>
<p>Understanding The World</p> <p>P&amp;C</p> <p>TW</p> <p>T</p>	<ul style="list-style-type: none"> <li>* Recognises and describes special times or events for family or friends.</li> <li>*Shows interest in different occupations and ways of life</li> <li>* Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>* Talks about why things happen and how things work.</li> <li>* Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</li> </ul>	<ul style="list-style-type: none"> <li>* Children talk about past and present events in their own lives and in the lives of family members. (ELG)</li> <li>* Looks closely at similarities, differences, patterns and change.</li> <li>*Completes a simple program on a computer.</li> <li>* Interacts with age-appropriate computer software.</li> </ul>	<p>Children in Need</p> <p>Whinlatter visit</p> <p>RE planning - Puddles and the Christmas Play and 'The Nativity'</p> <p>Technology hunt at home and school</p> <p>Sharing plans for Christmas, Halloween, Bonfire nights and news afterwards</p> <p>Visitors and visit (occupations)</p> <p>Paint program to create fireworks and snow scene on a black background</p>
<p>Computing/ online Safety theme</p>	<p>I Am Safe and Secure</p> <p>I use a log in to access devices</p> <p>I see information that is put online about me</p> <p>I use devices with other people, talking about what we do</p> <p>I am careful with technology devices</p>	<p>Log in to laptops</p> <p>Complete 'Paint' program</p> <p>Discuss and share Tapestry posts</p> <p>Cameras/i-pads to video learning</p>	