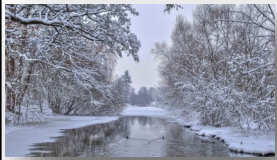


Britannia Nursery Celebrations Autumn Term 2

Children will learn about the passing of time, seasons, counting and recognising numbers through the daily calendar at carpet time. We will continue to look closely at the changes of the seasons and observe the changes in the weather.



Key vocab: winter, cold, wet, wind, rain, fog, dark, crisp, freezing, frost.



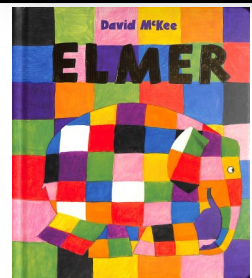
Through this topic children will build their understanding by sharing their own experiences of celebrations such as Halloween, Guy Fawkes, Elmer Day and Christmas.



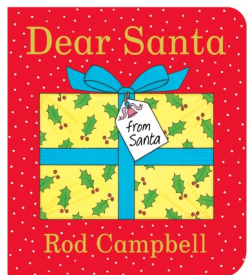
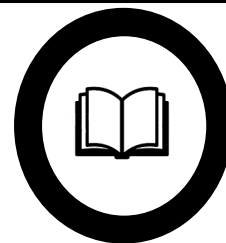
Children will be able to act out their experiences through role play shopping, birthday parties, Christmas celebrations, and Halloween. Dressing up and taking on a different role.



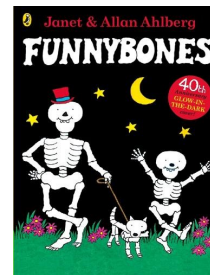
Children will have the opportunity to remember and share their experiences of celebrations from home, showing an interest in the lives of people that are familiar to them and describing special times or events for family or friends.



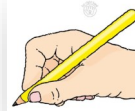
Children will re tell stories with increasing recall. They will listen and join in one to one and also in small groups. Children will join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

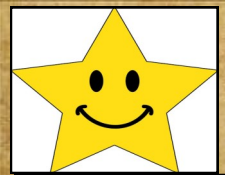


They will begin to be aware of the way stories are structured and common story language. There will be opportunities for children to look at books independently and learn to handle books carefully.



Children will continue to recognise their name. They will put their name stone into the basket for self registration, hang their coat on their own peg with their name and photo, have an opportunity to use their name card to trace and attempt to mark make the letters of their name and hold a pencil.





Britannia Nursery Celebrations Autumn Term 2

In Maths children will develop a deeper understanding of each number to 10. They will sort and categorise objects according to colour and size.



Children will learn Christmas songs and the nativity story.



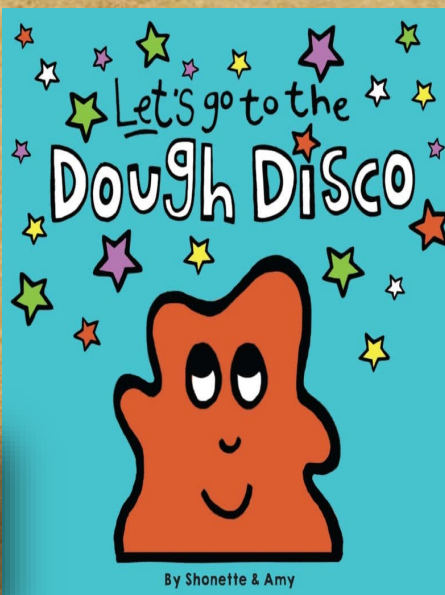
Children will take part in group time and develop their listening and attention skills. They will practise turn taking, listening to their friends, learn new vocabulary, become more outgoing towards familiar people in new social situations, and learn to talk confidently in a small group.



Key Vocabulary:

celebration, family, friends, gifts, dance, sing, decorations, fireworks, candles, special clothes,

Children will continue to practice doing things by themselves to learn independence and to manage some of our own risks. They will continue to develop skills putting on their own shoes, coats and changing into wellies. They will take risks in Forest Schools climbing trees and handling equipment safely and with increasing control,

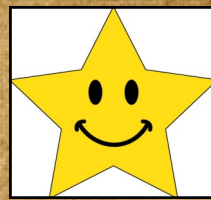


Children will experience different media and materials and learn to use different techniques to achieve a planned effect. They will learn how to use paint in different ways and develop new techniques to create exciting new pictures!



Children will develop their fine motor skills in Dough Disco! They will use playdough and perform different moves to music. This will build up the strength in their fingers ready for holding a pencil and mark making.



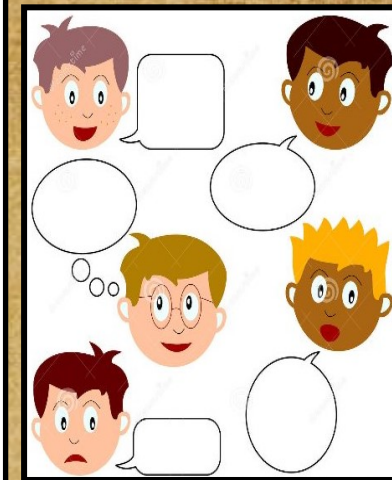
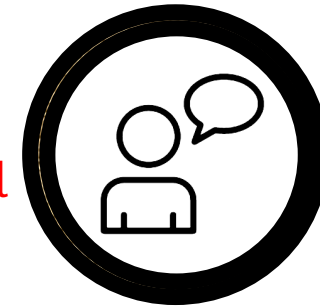


Personal, Social and Emotional Development: Birth–3 Years 3–4 Years

Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Find ways to calm themselves, through being calmed and comforted by their key person. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently.

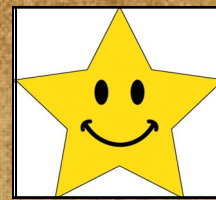
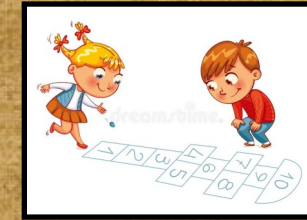
Communication and Language: Birth–3 Years 3–4 Years

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. 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". Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures.



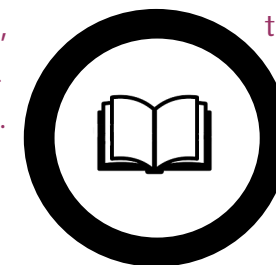
Physical Development: Birth–3 Years 3–4 Years

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. 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. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Develop manipulation and control. Explore different materials and tools. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.

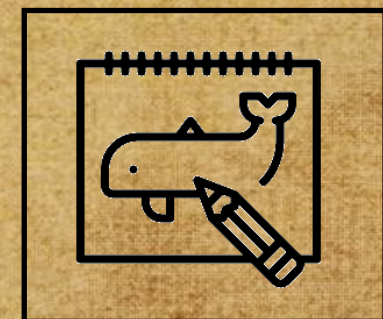
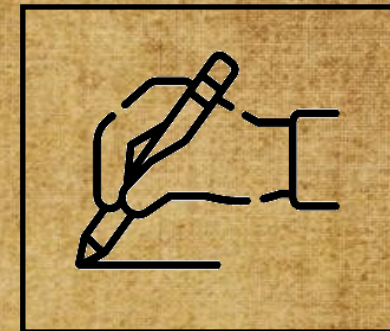


Literacy: Birth–3 Years 3–4 Years

Engage in extended conversations about stories, learning new vocabulary. 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. 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.



to



Mathematics: Birth–3 Years 3–4 Years

Count in everyday contexts, sometimes skipping numbers – '1–2–3–5.' Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Expressive Arts and Design: Birth–3 Years 3–4 Years

Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Explore colour and colour-mixing. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.



Knowledge of the World Birth–3 Years 3–4 Years

Begin to make sense of their own life-story and family's history.

Repeat actions that have an effect.

Explore materials with different properties.

Explore natural materials, indoors and outside.

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Notice differences between people.

