Nursery Autumn 2
I wonder what a family does?

Understanding the World.

- Show interest in different occupations.
- Begin to make sense of their own life-story and family's history
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/ or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

Personal, Social and Emotional Development

- Develop their sense of responsibility and membership of a community
- Show more confidence in new social situations
- Select and use activities and resources, with help when needed to help them to achieve a goal they have chosen, or one which is suggested to them
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Religious Education

TOPIC 2– REMEMBRANCE, ADVENT & WAITING

- Learn that Advent is a time of waiting and preparation for the celebration of Christmas
- The angel visited Mary
- Learn about the Nativity of Jesus and the visitors to the stable in Bethlehem

Expressive Arts and Design

- Making music with percussion instruments and other materials
- Role Play, Small world & Drama
- Variety of Construction materials
- Cutting/ sticking/ painting
- Work with Malleable materials
- Christmas themed printing for gifts and creative tasks

Communication and Language & Literacy

- Enjoy listening to longer stories and is able to remember much of what happens
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Sing a repertoire of songs.
- Develop their communication
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Independently mark make in various ways
- Welcomm assessments and interventions

Physical Development

- Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Match 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
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Start to eat independently and learn how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed

Mathematics

- Fast recognition of up to 3 objects, without having to count them individually ('subitising')
- 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).
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.