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| **Foundation Stage, Nursery** | | | | |  |  |
| **Autumn 2** | | | | |  |
| **Once Upon A Time** | | | | |  |
| On the run up to Christmas we will be thinking about festivals and celebrations from around the world. This will help us to think about similarities and differences between ourselves and others. We will be reading traditional tales and taking part in role-play activities to build our understanding of the sequence of the stories we read and we will be retelling these stories though our writing. We will also be learning lots of Christmas songs and getting ourselves ready for our Stay and Play which will include Christmas Crafting with our parents and our Christmas performance. | | | | Image result for royalty free christmas clip art | |
| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** | | | |
| •Seeks out others to share experiences.  •Shows affection and concern for people who are special to them.  •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children  •Expresses own preferences and interests.  •Welcomes and values praise for what they have done.  •Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more confident in new social situations.  •Shows understanding and cooperates with some boundaries and routines.  •Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.  •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  •Can usually adapt behaviour to different events, social situations and changes in routine. | •Turns pages in a book, sometimes several at once.  •Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  •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  •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. •Beginning to be independent in self-care, but still often needs adult support.  •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | • Shows interest in play with sounds, songs and rhymes.  •Focusing attention – still listen or do, but can shift own attention.  • Is able to follow directions (if not intently focused on own choice of activity).  • Identifies action words by pointing to the right picture, e.g., “Who’s jumping?  •Responds to simple instructions, e.g. to get or put away an object  •Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.  •Holds a conversation, jumping from topic to topic.  •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. | * Playing and exploring: initiating activity; seeking challenge’ showing a can do attitude. * Active learning: Persisting with an activity when challenges occur; showing a belief that with more effort or a different approach it will pay off; bouncing back after difficulties. * Enjoying what they set out to do: showing satisfaction in meeting their own goals; being proud of what they accomplish not just the end result; enjoying meeting challenges for their own sake rather than external rewards or praise. | | | |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** | | | |
| •Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Beginning to be aware of the way stories are structured.  •Suggests how the story might end.  • Listens to stories with increasing attention and recall.  •Sometimes gives meaning to marks as they draw and paint.  •Ascribes meanings to marks that they see in different places. | •Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’  •Begins to make comparisons between quantities.  •Uses some language of quantities, such as ‘more’ and ‘a lot’.  •Knows that numbers identify how many objects are in a set.  •Beginning to represent numbers using fingers, marks on paper or pictures.  •Beginning to categorise objects according to properties such as shape or size.  •Begins to use the language of size  •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. | • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends.  •Recognises and describes special times or events for family or friends  •Notices detailed features of objects in their environment  •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Joins in singing favourite songs.  •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music.  •Taps out simple repeated rhythms  •Beginning to make-believe by pretending.  •Engages in imaginative role-play based on own first-hand experiences.  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. | | | |