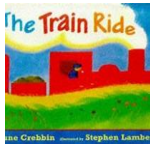
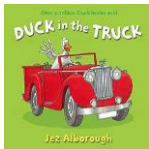
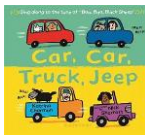


What are we learning?



Key Themes and books



Let's Explore!

Key Themes

Transport, Where do I live? Where do I go? Different ways to travel. Places I have not been yet. Luna New Year.

Key Facts

We will continue to look for seasonal changes through winter and into Spring. We will talk about where we live and the places we travel to. We will also talk about how we get there (in a car, bus, walk, cycle) and other forms of transport which we may be yet to experience and where they might take us. This will be helping us to understand that there are different places and different countries in the world. We will also learn about Luna New Year and where in the world it is celebrated.

This will help us when we learn about:

Journeys, maps, road safety, Land, air and sea, different forms of transport and the history of transport when we are in Rainbows.

Key Vocabulary



General Vocabulary

Transport

Vehicle

Travel

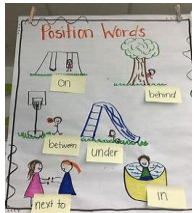
Fast/Slow

Stop/Go

Map/Globe

Country

Luna New Year



Ways to support at home

Read stories every day, talk about what you see in the pictures, any transport you can spot, places, journeys etc.
Learn new rhymes together and sing familiar ones too
Look at photos of any journeys you've been on as a family e.g. a train ride
Spot transport when your out and about. What different vehicles will you see? Can you sort your toy vehicles into different groups e.g. by colour or vehicle type? Can you compare the groups and amounts?
Can you spot any numbers on vehicles e.g. on the number plate or on a bus?
Make car parks for vehicles and number the spaces 1,2,3
Draw a road map together on a piece of cardboard, use prepositions to talk about where your vehicles will go

Nursery
Autumn Term 2
2024



We will encourage this learning by:

- *Playing with car mats and making simple roads using construction materials and small world resources
- *Developing small world and imaginative play using trains e.g. train tracks and train station role play enhancements
- *Going on walks around our school, making simple observations, developing our positional language
- *Drawing and painting pictures to represent our observations
- *Looking at stories which have a simple journey and making story maps
- *Using shapes to create vehicles and transport
- *Learning new songs, rhymes and poems linked to our topic
- *Following a simple obstacle course in the garden
- *Using different ride-on vehicles
- *Trying foods, exploring resources and reading books from different cultures

This half term in Sunbeams we will be developing the following skills:

The Prime areas			
Communication and Language		Physical Development	Personal, Social and Emotional Development
Nursery 1 Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions Nursery 2 Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions Developing vocabulary Asking and answering questions		<i>Ongoing throughout nursery...</i> Gross Motor Skills: Climbing on various equipment; Crawl, walk, run, jump, matching skill to task; Use large muscle movements to wave flags and streamers; Kick, throw and catch a ball; Clap and stamp to music; Dance and hold a pose; Paint and make marks; To be able to begin to sit on a push-along wheeled toy (2-3 years); Riding tricycles (3-4 years); Going up and down stairs; Carrying heavy items; Washing windows and toys; Building with large construction Fine Motor Skills: Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes; Funky finger activities; Play-dough (dough disco); Tearing Paper; Scissors- sniping paper progressing to moving forwards; Mark making using a variety of tools and media; Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts; Finger Puppets	Nursery 1 Experiments with what their body can do by setting themselves physical challenges Developing an understanding/interest in differences e.g. in gender, ethnicity and ability Nursery 2 Developing ways to solve conflicts Shows understanding of rules and why they are important
The Specific Areas			
Mathematics	Literacy	Understanding of the World	Expressive Arts and Design
Nursery 1 Counting skills and categorising Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ Recites some number names in sequence Beginning to categorise objects according to properties such as shape or size Nursery 2 Shape exploration and number recognition Compare objects and amounts Shape and number recognition Recognising amounts and groups of objects to 3 without counting (subitising) Using prepositions in their play and games Talk about routes and locations	Nursery 1 Has favourite books and seeks them out, to share with an adult Repeat words and phrases from familiar stories Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities) Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology Nursery 2 Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Engage in Phase 1 activities developing listening and attention skills Developing new vocabulary Asking and answering questions Accessing a wide range of mark making materials in class and in the outdoor provision Imitate writing in play situations e.g., shopping lists, parking tickets	Nursery 1 Notice differences between people. (culture, family days/ photos) Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc. Talk about their own experiences Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car. Nursery 2 Talk about why things happen and how things work using a wide vocabulary Explore collections of materials, talk about their observations Knows there are different places and countries in the world Explore and talk about different forces Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment	Nursery 1 Manipulate and play with different materials using various tools like scissors, cutters, hammers. Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) Nursery 2 Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.

