

<p>What are we learning?</p> 	<p>Key Themes and books</p> <div></div> <p>Super Me!</p> <p>Key Themes</p> <p>Seasonal changes, Fireworks, World Nursery Rhyme Week, Light and Dark, Special people, Birthdays and celebrations including Christmas.</p> <p>Key Facts</p> <p>We will continue to look for seasonal changes as Autumn becomes Winter. We will talk about our own experiences of special times and develop our understanding of what a celebration is. We will learn new Nursery Rhymes and poems off by heart. We will investigate sources of light. We will learn about the Christmas story and take part in our school nativity and Christmas celebrations.</p> <div><p><i>This will help us when we learn about:</i></p><p>Bonfire night, Diwali, Remembrance Day, Hannukah, Space, Christmas Time/Nativity and People Who Help Us when we are in Rainbows.</p></div>	<p>Key Vocabulary</p> <div></div> <div></div> <p>General Vocabulary</p> <p>Celebrate</p> <p>Special</p> <p>Firework</p> <p>Bonfire Night</p> <p>Light/Dark</p> <p>Star</p> <p>Poppy Day</p> <p>Season (Autumn/Winter)</p>
<p>Ways to support at home</p> <p>Read stories every day, talk about what you see in the pictures, how the characters feel, create joy and anticipation</p> <p>Learn new rhymes together and sing familiar ones too</p> <p>Look at photos of celebrations and special times you have shared as a family</p> <p>Talk about different job roles and occupations</p> <p>Talk about when their Birthday is, how old they are, how old they will be on their next Birthday.</p> <p>Provide opportunities for mark making such as making cards, gift tags, invitations, pictures for special people</p> <p>Model to pointing to 1 object at a time as you count</p> <p>Practice subitising (saying how many up to 3 without counting)</p> <p>Look for and name shapes and patterns using 2D and 3D shape language</p>	<p>Nursery</p> <p>Autumn Term 2</p> <p>2024</p> 	<p>We will encourage this learning by:</p> <p>Little Wandle activities to begin to develop our phonological awareness. Begin to hear the initial sound in words. Begin to blend sounds to make words.</p> <p>Develop use of story language using familiar stories and reinventing them, acting them out</p> <p>Pumpkin sorting activities</p> <p>Creative activities which use different techniques or materials</p> <p>Joining in with Squiggle While We Wiggle sessions</p> <p>Develop our Counting to 5/10, Counting out objects 1 at a time</p> <p>Learning new nursery rhymes and bringing them to life</p> <p>Learning about the different winter celebrations and starting to understand people have different beliefs and traditions.</p> <p>Walks in our environment to notice changes in seasons</p>

This half term in Sunbeams we will be developing the following skills (as well as revisiting previous skills and knowledge):

The Prime areas			
Communication and Language		Physical Development	Personal, Social and Emotional Development
Nursery 1 Listens to and enjoys rhythmic patterns in rhymes and stories Developing ability to put 2/3 words together Nursery 2 Sing Songs and Talk about familiar stories		<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 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Beginning to express preferences and decisions. Nursery 2 Develop a sense of community and responsibility Show increasing confidence in social situations PSHE Coram Education-SCARF: Safety, Caring, Achievement, Resilience, Friendship Me and my friends Friends and family Including everyone
The Specific Areas			
Mathematics	Literacy	Understanding of the World	Expressive Arts and Design
Nursery 1 Comparing and combing objects Compare saying lots, more, the same Combine objects like stacking blocks and cups. Put objects inside others and take them out again Beginning to recite some number names in sequence Nursery 2 Counting skills and shapes Counting to 5/10 Counting out objects 1-1 Knows last number reached is the total (cardinal principle) Exploring shapes in play and beginning to name them. Showing number on fingers	Nursery 1 *Enjoys sharing books with an adult *Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat *Enjoys listening or joining in with words of familiar songs and nursery rhymes *Pay attention and responds to the pictures or the words in books *Enjoys making marks freely Nursery 2 * Begin to develop phonological awareness. *Begin to count or clap syllables *Develop use of some story language *Learns new vocabulary from texts and topics *Develop understanding of concepts e.g. same/different *Join in with Dough Disco sessions	Nursery 1 * Demonstrates curiosity about people and shows interest in stories about people, animals or objects. *Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc. ICT Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them. Nursery 2 *Begin to make sense of their own life-story and family’s history *Develop positive attitudes to people and their differences *In pretend play imitates events from own family or cultural background *Talk about the differences between materials and changes they notice. (Snow, Ice melting) ICT Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support	Nursery 1 Notices and becomes interested in the transformative effect of their actions on materials and resources Show attention to sounds and music (when you play different cultural/genre/tempo music etc.) Nursery 2 Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet