

Maths:



Shapes

- Circles, triangles and squares.

Pattern

- Explore repeats.
- Copy simple patterns.

Numbers 1, 2 and 3

- Finding and representing 1, 2 and 3.
- Subitising 1, 2 and 3.

Reciting numbers to five

Expressive Art and Design

Music

- Learning nursery rhymes and matching actions.



Art

- Colour and colour mixing.
- Explore materials and tools.
- Join different materials.
- Junk modelling.



Construction

- Create with playdough.
- Explore a variety of building materials and construction kits.



Imaginative

- Celebrations.
- The world around me.



Nursery Autumn 2: The Big Picture Rainbows and Sparkles



Personal, Social & Emotional Development

Being me in my world Celebrating Difference

- What am I good at?
- I'm special.
- Standing up for yourself.
- **Anti Bullying Week.**



Physical Development

Gross Motor

- To explore different body parts and how they move.
- To create movements and adapt and perform simple dance patterns.

Fine Motor

- Hand and finger strength and control.
- Dough Disco – squeeze and splat.
- **Fine Motor Skills Packs.**



Understanding the World

RE

Remembrance Day.

Nativity.

Understanding Christianity

Incarnation F2:

Why do Christians perform Nativity plays at Christmas? How do people celebrate?

Winter Walk.

Past and Present:

How have I changed?

How will I change in the future?



Communication & Language

- Use social phrases.
- Learn listening skills and follow instructions.
- Use new vocabulary throughout the day.
- Talk about familiar experiences.
- Share stories.



English:

Phonics:

- To count the syllables in words.
- To recognise rhyming words.
- **Comprehension**
- To know that questions have answers.
 - **Make connections.**
 - To join in with repeating phrases in familiar stories.
 - **Summarise.**
 - Retell a familiar story.



Class books:

- *Brown Bear, Brown Bear.*
- *Mixed.*
- *Wonderful World of Colour.*

Writing:

- To identify their pictured name card.
- To write the first letter of their name.

Handwriting:

- To hold a writing implement using a tri-grip.
- To start to mark-make using fingers and writing implements.

