






# Nursery Autumn 2 Light and Dark

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Expressive Arts and Design	Understanding the World
<p>* <a href="#">Shared Reading 'Peace at Last'</a>. Explore Bedtime routines. Ask parents in to speak about bedtime routines for babies. Focus on other routines. (Brush teeth, put clothes on, have breakfast, come to school.)</p> <p>*Building on what was taught in Autumn one, challenge the children to talk about the emotions they are feeling in a more elaborate way: "I'm sad because..." or "I love it when ...".</p> <p><a href="#">Shared Reading Text: Owl Babies</a></p> <p>*Through stories and group discussions about</p>	<p>*Listen to other people's talk with interest, but can easily be distracted by other things. Focus through listening to follow instruction when making one of the Little Pigs homes. Try and keep on track with conversations going on in focus groups and learning through play, particularly through playing together and sharing experiences of the story, without jumping in and out of conversations.</p> <p>*Support children tuning into sounds, phase 1 phonics.</p> <p>*If children pronounce words incorrectly model and repeat-do not over correct them-remember building</p>	<p>*Introduce ball skills, enjoy starting to kick, throw and catch balls, bean bags etc.</p> <p>*Clap and stamp to music, encourage the enjoyment of different moves by letting children listen to a range of music and tune their body movement. Phase 1 phonics.</p> <p>*Encourage in their play how to spin roll and swings at the park.</p> <p>*Use the climbing apparatus to develop both large and small motor skills.</p> <p>*Practice balance, skills by using bikes and scooters.</p> <p>*Use positional language in PE to follow an assault course.</p>	<p><a href="#">Shared Reading Owl Babies Finding and Losing Tale</a></p> <p>*Immersion</p> <p>*Imitation</p> <p>*Independent application through free flow- - Draw night-time scene.</p> <ul style="list-style-type: none"> <li>• Following rhythm in songs and poems.</li> <li>• Using intonation when retelling the story.</li> </ul> <p><a href="#">Writing</a></p> <p>*Enjoy drawing freely, developing their learning of the story.</p> <p>*Children to try and write simple words, listening and writing first sounds.</p> <p>*Start to learn to write their name.</p> <p>*Painting a night time scene to link with <a href="#">Shared Reading 'Whatever Next.'</a></p> <p>*Encourage children to use a range of resources to encourage the love of writing, large brushes, twigs, fingers in sand, etc.</p> <p><a href="#">Non-Chronological report</a></p>	<p>*Fast recognition of up to 3 objects, without having to count them individually through exploring different quantities in a game.</p> <p>*Exploring who has more and noticing when the amount has changed.</p> <p>*Number songs up to five along with counting, e.g., 5 jumps, 5 claps.</p> <p>* Notice patterns and arrange things in patterns. Use the words repeated/repeating so children know to make the pattern over and over again. Experiment with pattern (sticks, leaves, conkers, stones). Use pattern materials such as polka dot. Make simple comparisons between quantities.</p>	<p>* Play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound)</p> <p>*Children encouraged to find and select resources.</p> <p>*Explore different materials, using all their senses to investigate them. Manipulate and play with different materials by using junk modelling and natural resources building owls habitats. Children to choose methods and resources to join different materials together, e.g., string, Sellotape, glue etc.</p> <p>*Looking at Nocturnal animals. Making different nocturnal animal masks. Creating habitats using junk modeling, creative media or real -life media. Sorting night/daytime animals. Decide and discuss the different habitats of nocturnal animals.</p>	<p>*Continue to make connections about different cultures within the nursery and wider community. Share experiences of children celebrating Diwali and Christmas through story and song</p> <p><a href="#">Read Aloud Diwali The Birth of Jesus</a></p> <p><a href="#">Shared Reading We're Going on Bear Hunt</a></p> <p>*Use all their senses in hands on exploration of natural materials. Encourage children to smell and feel the differences of materials. When exploring materials encourage children to recognise what properties are similar and very different.</p>

<p>children and their families, children will begin to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. PPT</p>  <p>Children</p> <ul style="list-style-type: none"> <li>• are becoming more familiar with the routines in the nursery.</li> <li>• Are more aware of managing them themselves. They are regularly brushing teeth and be more independent with dressing and toilet care.</li> <li>• Are more aware of</li> </ul>	<p>confidence with language. *Through shared stories, play and small groups build up children's confidence with talking. *Use the <a href="#">shared reading story, Peace at Last</a> and use it as a stimulus for discussing what they know-linking learning and how they feel. *Use the shared reading session to get that love of reading and build inference knowledge through the illustration. *Children can build up characterisation through illustration too, with time to express through discussion, who, What, where and why. *Use sentence stems to help children structure their discussion about the book.</p>	<p>*Develop fine motor skills by using tools to create, using junk modelling, creating the Three Little Pigs/Peace at Last homes. *Children learn sequences and patterns of movements which are related to music and rhythm. Use movement to express feelings, learn dance routines, by acting out the story and bring the characters to life to music.</p>  <p>Children</p> <ul style="list-style-type: none"> <li>• are beginning to enjoy throwing and catching.</li> <li>• are developing both fine and big movements through a range of physical play.</li> </ul> <p>are more confident about being</p>	<p>Night-drawing what they know about night time, (stars, moon, dark, sky, bed, time etc.).</p> <p><u>Reading</u></p> <p>*Using the shared reading process children will begin to understand that print tells a story and we read from left to right. *Children will be encouraged to answer questions about the story and the characters. *Children will begin to imitate how to read by pointing to words and practise hearing the syllables in words by clapping. *Illustrations will help children build up knowledge of inference. *Children will enjoy nursery rhymes using ones they know and innovating to make them personal to themselves. Poem - Rocket song</p>	<p>Learning how to count numbers to 5. (use natural resources in the outdoors) Making shape arrangements (Pigs, Wolf, Bears, houses)</p>  <p>Children</p> <ul style="list-style-type: none"> <li>• are beginning to recognise amounts correctly up to 3 and beyond.</li> <li>• Explore quantities and recognise when amounts change.</li> <li>• Enjoy number songs recognising number up to 5 and beyond.</li> <li>• To count confidently up to 5 and beyond.</li> </ul> <p>explore patterns and begin to recognise repeated patterns and be able to complete them, themselves.</p>	<p>Plan their design and discuss what they might need. Make physical design using creative and real-life media.</p> <p>*Develop the home corner play by imitating, use different resources to make dinner such as pasta and rice. Use water to change the state of material e.g., by adding water to flour and rolling out a chapatti to eat. *Rules of play are now being established, deciding who are the pigs, what resources to use instead of the real resources, e.g., pinecones for pasta.</p>  <p>Art: Learn how to paint a house using different colours. Imitate-using paint. Innovate- using creative resources. Invent: Use the bricks.</p>  <p>Children</p> <ul style="list-style-type: none"> <li>• Make rhythmical and repetitive sounds.</li> </ul>	<p>e.g., contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach. *Encourage children to talk about what they see, using a wide range of vocabulary. Use sentence stems to support with this.</p> <p>*Explore how things work. *Explore forces- <a href="#">Shared Reading Text 'Whatever Next.'</a> Rocket launching and gravity When you throw something up it will come back down. Begin to understand the meaning of forces. E.g., using cars to talk about how Fast or slow it moves because of the force behind it. How when you push a plastic float</p>
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their own emotions and those of others and are becoming more confident at talking about how they feel.

- Are more aware of the people around them and how they look and feel.
- Are more confident at building relationships.



Tolerance of Those with Different Faiths and Beliefs: All children have the right to be valued and treated with respect.

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Children

- are able to listen and respond. They are more aware of one conversation and through talk show understanding.
- Are more knowledgeable about sound and tuning in (phase 1)
- Are speech is improving by repeating back correct speech. Aare building up a real love of stories and with support are more confident to discuss the story line and about the characters.
- Are more confident at talking to others.

precise about fine movement through building constructing.



Children

- Will be able to understand that print has meaning and enjoy forming print for themselves.
- Will love stories and be able to use what they are learning to enjoy reading books themselves.
- Will be more confident to talk about stories and respond to questions.

#### Instructions

How to make an owl's nest.

Non-Chronological report on Owls.

Poem - Rocket song

- Explore a range of sound makers and instruments and play them in different ways.
- Are more to choose and use resources creating their own designs in art and select material to join junk modelling together.
- Are more confident at linking role play to art expressing preference.
- Use different resources to express their thoughts and ideas.
- Are experimenting with establishing rules and responsibilities during role play.

in the water the force of the water pushes it back up. (First introduce what can sink or float) let children explore what can bend or snap and what can't, e.g., a twig and metal rod.

Seasonal change – Dress Teddy Bear for a day out as winter approaches.



Children:

- Will explore using the senses different materials in the natural world and will be becoming confident at discussing choices and what they notice.
- Explore how things work.
- Explore and talk about different forces they can feel.



Children are able to  
~ follow rhythm in songs and poems.  
~use intonation when retelling the story.  
~take part in discussion about a story.  
~use intonation to show what characters are feeling.  
~ understand that the print is telling a story.  
~enjoy picture and tell stories from what they see.  
~hold and care for a book.  
~have some phonetical awareness and enjoy doing Robbie Robot.  
~begin to recognise and write their names.  
~have some knowledge of letters.

- Talk about the differences between materials and changes they notice.

**Pupil Voice** Circle time—Think about feelings and what makes us happy/sad. Link to topic story.

**Educational visits/Visitors/Experiences**

Owl Expert in school  
Fire Engine in school  
Dentist – hygiene

**Workshop**

Junk modelling making a rocket (children to bring in own resources)  
Parents encouraged to interact, engage, and communicate with their child.

