

Autumn T2	Week 9- 6/11/22	Week 10- 13/11/22	Week 11- 20/11/22	Week 12- 27/11/22	Week 13- 4/12/22	Week 14- 11/12/22	Week 15- 18/12/22
<b>Goal 1- Become a confident communicator</b>							
<ul style="list-style-type: none"> <li>Listen and respond to simple information/ instructions.</li> <li>Use photos to request toys or activities.</li> <li>Understand single words (between 200-500)</li> <li>Understand simple phrases like 'put the teddy in the box'.</li> <li>Use up to 50 words, putting 2 or 3 together.</li> <li>Frequently ask questions e.g. names of people/ objects.</li> </ul>				<p>Children copy sounds and words from the adults and children around them. Modelling and extending a child's language is always extremely important. Adults will add a word to children's speech to model and extend it, e.g., Child says "bus". Adult says, "Big bus".</p> <p>Speech sounds are learnt gradually, and it is better to say the whole word back rather than correcting them. Children use short phrases such as 'more juice', 'bye nanny'. They will often miss the ends off words at this stage.</p>			
<ul style="list-style-type: none"> <li>Begin to listen with interest</li> <li>Understand simple 'who', 'what' and 'where' questions, responding with words or sign.</li> <li>Understand simple stories when supported by pictures.</li> <li>Use 300 words including descriptive language</li> <li>Link 4 or 5 words together.</li> <li>Use pronouns, plurals and prepositions.</li> <li>Use PECs symbols independently to request and share information</li> </ul>				<p>At this stage it still helps a child to attend and listen if they are addressed by their name first 'Jenny, put on your boots'.</p> <p>Children are often eager to converse and may not wait for their turn (talking over others) when part of a group. Children continue to ask lots of questions which helps them to build a bigger bank of vocabulary. Playing with other children also supports language acquisition. Many children may shorten longer/trickier words e.g. 'nana' instead of 'banana' or struggle with more difficult sounds like sh, ch, th and r.</p>			
L&A	<p>Teach children to follow the nursery rules and display good listening.</p> <p>Support them to follow and join in with Together time and group time activities.</p>						
Speaking	<p>Teach and support children to listen during transition times-Bell and 10 little fingers to stop and listen</p>						
Understanding	<p>Support children to join in with the actions and words of songs. Invite them to talk about who and what they see. Model talking. Extend talking.</p> <p>Daily story time as well as sharing books throughout the session. Core books, key text, rhymes and songs. <b>Continue to read Core books and key texts that we have already shared.</b></p> <p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children.</p> <p>Talk about the vocabulary in core books and key texts- <b>We're Going to Find the Monster, The Gingerbread Man, Stickman, What's in the Witch's Kitchen? The Hairy Toe etc.</b></p> <p>Plan activities around the core and key texts where possible.</p> <p>Outdoor play themed around We're Going to Find the Monster might lead to the children creating their own 'hunts' and inventing their own rhymes.</p> <p>Provide children with a rich language environment by sharing books and activities with them.</p> <p>Shared book reading.</p> <p>Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p>Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks.</p> <p>Children may use ungrammatical forms like 'I swimmied'. Instead of correcting them, recast what the child said. For example: "How lovely that you <b>swam</b> in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p> <p>Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"</p> <p>Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc. Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"</p>						

Goal 2- Form positive relationships and have empathy for others				
<ul style="list-style-type: none"> <li>Develop a strong relationship with an adult in the nursery.</li> <li>Become increasingly confident to separate from my parents or carers at the start of sessions and become involved in my play.</li> <li>During the session, I will use my key person/adult as a secure base and check in with them when needed.</li> <li>To be happy to play alongside other children and take interest in what others are doing.</li> <li>Have kind hands.</li> <li>Listen to and respond to adults and children.</li> </ul>		Children receive support from adults to develop positive play interactions with others e.g. giving a teddy to another child playing near them. Independence in social play is encouraged. Kind hands continues to be explicitly taught and embedded. They accept help from others and copy the actions of other children. Children observe positive interactions and qualities modelled by adults, including listening, waiting, kindness, understanding, calm and problem solving		
<ul style="list-style-type: none"> <li>Engage in play with and have fun with others.</li> <li>Communicate with my peers and adults and start to show concern and empathy for others.</li> <li>Resolve disputes with support</li> <li>Accept support from a wider range of adults.</li> <li>Be aware of basic emotions – happy, sad</li> </ul>		As children become more confident within the sessions, they will offer help to others. They will play alongside others, show more independence and begin to play collaboratively with others. Children become more engaged in their play and have developed more perseverance. They like a challenge and respond positively to adults challenging them. They copy adults and peers and with support they take turns in adult-led games. They show a wide range of feelings. Emotions are names as they occur during play, stories and songs.		
Building relationships	<ul style="list-style-type: none"> <li>Welcoming new children. Discussing how we can help the new children. Remember being new at nursery, how did it feel? What would be helpful and kind?</li> <li>Playing games with one friend and an adult, then 2 friends and an adult, then 3 friends and an adult. Play in a group with an adult, play together without an adult in a pair or more.</li> <li>Talking about our likes and dislikes. Knowing that it's ok to have similarities and differences. Use timers and count down spots.</li> <li>Play games such as <b>Sandy girl, bug in the rug, Mrs Macaroni</b>, Who rang the bell? Who is behind me? Who stole the cookies from the cookie Jar? .....is walking around the ring. <b>Hello/goodbye songs</b></li> </ul>			
	Start to build a relationship with the children by getting to know names and interests, chatting with them	Hello/goodbye songs Getting to know our peers names	Ring games – bug in a rug What do our friends look like? Talking positively about what we look like	Democratic vote for games-child voice- British values Listening to each other

**Goal 3- Feel self-confident with high self-esteem and able to communicate our needs and wishes**

<ul style="list-style-type: none"> <li>• Accept an adult being involved in their play.</li> <li>• Be happy to play alone or alongside others.</li> <li>• Practice and persist to master a new skill.</li> <li>• Show pride in their own achievements.</li> <li>• Accept reasoning and bargaining</li> <li>• Take turns with support</li> <li>• Become aware of names of simple emotions</li> <li>• Begin to label my own emotions and those of others.</li> <li>• Show kindness and care to others who are upset.</li> </ul>	<p>Children have the confidence to choose activities in the room and get involved in their chosen activities. They are still struggling to share but are beginning to respond appropriately when an adult asks them to stop and helps them to redirect their attention. Staff enable the building of self-confidence by supporting the child to overcome a challenge.</p>
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<ul style="list-style-type: none"> <li>• Become more independent in my play.</li> <li>• Reflect on my own learning and achievements.</li> <li>• Enjoy being silly and share a sense of humour.</li> <li>• Play alongside and begin to play with others.</li> <li>• Recognise emotions in others</li> <li>• Begin to understand that others have needs and wishes.</li> </ul>	<p>Children show they are normally balanced in their emotions (normally happy and content). They are beginning to take turns and understand sharing, but reasoning is not yet a skill. Some children show a fear of being abandoned by their parent (especially at night).</p>
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<p>Self-regulation</p>	<p><b>Settling in - Support children with their emotions, co-regulate and talk about different feelings.</b>  <b>At together times, talk about things that have made us sad/happy at nursery today. What can we do about it?</b>          What makes us happy/joyful?          What makes us sad/down?          What makes us mad/angry?          What makes us Surprised/shocked?          What makes us scared/fearful?</p>
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<p>E-safety</p>	<p><b>Online reputation</b>          I can identify ways that I can put information on the internet  <b>Online bullying</b>          I can describe some people can be unkind online          I can offer examples of how this can make people feel</p>
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Goal 4-Show love, respect and care for our local community							
<ul style="list-style-type: none"> <li>Observe a range of responsibilities modelled to me and they begin to have a go alongside a trusted adult.</li> <li>Begin to show care for my friends, the environment (inside and outdoors) and our animals.</li> </ul>		As children become more confident with the adults and peers in the nursery they start to build solid relationships/friendships. They involve them in their play and look out for them if they are upset (maybe offering a cuddle or telling an adult).					
<ul style="list-style-type: none"> <li>Begin to engage in a range of tasks related to caring for our nursery environment and animals.</li> <li>Understand why we need to look after things and show love and affection for an increasing number of things.</li> <li>Talk about my family including wider members (grandparents, cousins).</li> </ul>		Children become more engaged in tasks which support looking after the nursery environment or our animals. They understand that there are a number of things that we have to do daily to look after our animals and ensure their health and wellbeing.					
People and communities	Talking about Halloween, bonfire night and Diwali	Individual children's photos 17/11/2023-Inset	Let's bake week with families	Winter Fayre Ashgate	Winter fayre Central Christmas jumper day Christmas tree festival-Ashgate	Christmas celebration week Sing-a-long	Christmas party and Santa/ Mrs Sparkles
	Talking about our families-Photos of our experiences of fireworks and bonfires  Diwali- November 12 <sup>th</sup> 2023						

Goal 5-Have favourite rhymes and stories							
<ul style="list-style-type: none"> <li>Engage with books in my environment by looking at them independently.</li> <li>Join in with familiar rhymes with actions or words.</li> </ul>		Children will turn the pages on their own. They may turn a few pages at a time. Children will answer questions such as 'What's that?' by naming familiar pictures. Children will repeat parts of well-known stories/phrases and begin to tell stories to others, such as dolls or stuffed toys. Their attention span may be variable, but they will begin to listen to simple stories shared by adults. Children will be able to imitate songs and rhymes					
<ul style="list-style-type: none"> <li>Begin to engage more with stories and rhymes.</li> <li>Bein to make up my own books with adult support.</li> <li>Begin to make up my own rhymes and songs.</li> </ul>		Children will retell familiar books to self and recite whole phrases, sometimes whole books. They may turn the pages back and forth to find favourite pictures. Children may protest when adults get words wrong in stories or rhymes and insist that they are told correctly. Children begin to tell the difference between singing voices and speaking voices.					
Comprehension	Teach children where the book corner is and where to find books around the nursery. Teach children to look after books Let children explore books independently Share stories together Singing rhymes that link with experiences e.g. washing hands/eating snack Answering questions related to texts read and rhymes sang in class. Answering who, what, why and how questions		Teach children Key vocabulary- Title, front cover back, cover pages, pictures, text, characters etc. How to hold the book the correct way.			Teach children key vocab- author, illustrator. Explaining the difference. Look at different author pictures	
Word reading and writing	<ul style="list-style-type: none"> <li>Recognizing their name in print, Recognising familiar signs (food packaging etc.)</li> <li>Writing some letters from our name.</li> <li>Making marks for a purpose, making lists, writing a story etc.</li> <li>Mark making with a variety of tools</li> <li>Talking about the features of a book- front page, back page, pictures, text, author, illustrator, title</li> <li>Reading from left to right in English</li> </ul>						
	<ul style="list-style-type: none"> <li>Re-telling our favourite stories adults to scribe children draw pictures</li> <li>Retell of a familiar story using different characters/setting. Use children's ideas. Adults scribe. Children draw. Make book and laminate.</li> <li>Look at books that are written in different languages. Explain differences.</li> </ul>						
Twinkl Phonics	<b>36: Witches and Wizards</b>		<b>13: Firefighters</b>		<b>Christmas singing</b>		<b>Christmas singing</b>
Core books	We're Going to Find the Monster by Malorie Blackman Clicker the Cat Meets a Troll (E-Safety)		The Gingerbread Man-Traditional <b>Websters Email/websters friend (E-safety)</b>		Stickman by Julia Donaldson		
Key texts	What's in the Witches Kitchen By Nick Sharrat	The Hairy Toe by Daniel Postgate/ <b>The Fire Monster</b>	10 little monsters by Michael Brownlow	Foggy Foggy Forest by Nick Sharratt	<b>Spots first Christmas</b>	Father Christmas needs a wee by Nicholas Allan	We're going on an elf chase by Martha Mumford
Core Rhymes	I am a spooky spider		Incy wincy		I'm a little snowman		<b>Christmas sing-along</b>
Rhyme of the week	5 little pumpkins	Pointy hat	Leaves are falling	<b>Baa baa black sheep</b>	<b>The wheels on the B</b>	<b>Twinkl Twinkle</b>	<b>Christmas songs</b>

Goal 6- Develop independence in self-care				
<ul style="list-style-type: none"> <li>Toilet train with assistance and have more bladder control throughout the day by learning a toileting routine.</li> <li>Take clothing off and attempt to put clothing on with some assistance.</li> <li>Begin to try different foods.</li> <li>Children are beginning to be aware of danger.</li> </ul>		<p>Children will be proud of their toileting achievements and may understand when they have had an accident. They may not always inform an adult of accidents. Children will explore foods by using their 5 senses. They will start taking off their shoes to put in wellies or getting their coat to go outside.</p>		
<ul style="list-style-type: none"> <li>Use the toilet with assistance.</li> <li>Take clothes off and have a go at dressing myself</li> <li>Be more willing to try different foods.</li> <li>Be more aware of cutlery I need to use to help me eat.</li> <li>Have an understanding of common dangers such as hot fires.</li> </ul>		<p>Children may still have some toileting accidents, but make adult aware that they need to get changed. Children may enjoy the process of getting dressed and undressed and want to get changed unnecessarily so they can practice getting dressed.</p>		
Managing self-Dressing and toileting	<p>Teach children about the different areas of nursery</p> <p>Teach children where their belongings go</p> <p>Teach children where the toilets are, how to use them</p> <p>Teach children how to wash their hands</p>	<p>Teach children to be independent when accessing snack.</p> <p>Snack routine visuals:</p> <p>Wash hands</p> <p>Collecting own pots</p> <p>Eating</p>	<p>Teach children to be independent with accessing snack.</p> <p>Tidying away- What goes where?</p>	<p>Tidying away- What goes where?</p> <p>ECO-SCHOOLS- what bins do we use?</p>

Goal 7- Plant, grow and care for our chickens to take food from farm to plate						
<ul style="list-style-type: none"> <li>Spend time in the garden with an adult looking at what is growing and living there.</li> <li>Begin to communicate what they see and experience.</li> </ul>		They may recognise some things that are growing in the garden and start to label them or copy the labels that adults use. They may try eating some of the things that they have picked. They will use their senses to explore what they find.				
<ul style="list-style-type: none"> <li>Begin to co-operate with looking after our plants and chickens.</li> <li>Dig, water and pick, provide food and water for the chickens and collect eggs with adult support</li> <li>Begin to try eating our produce at snack time with encouragement</li> </ul>		Children will watch an adult working in the garden and copy, having a go at watering or digging. They may label objects used in gardening or answer questions such as 'What's that?' Children will look at gardening books, pictures and signs and start to make connections with what they have been doing				
Cookery	Firework bread/toast Chocolate breadstick sparklers	Baking week	Recipes from home?	Making salt dough ornaments	Christmas baking	
Sensory play	Provide children with opportunities to change materials from one state to another. E.g. <b>cooking – combining different ingredients, and then cooling or heating (cooking) them. Making dough, using cornflour, spaghetti, ice etc.</b>					
Allotment						
Sensory garden/animal care						
Eco-School	Eco-schools action plan to be submitted					

Goal 8-Develop good core strength to use a range of tools and equipment for a purpose				
<ul style="list-style-type: none"> <li>Explore using one handed tools e.g. spoons, scissors, trowel, hole punch, hairbrush, hammer.</li> <li>Explore malleable materials to strengthen their fingers and hands.</li> <li>Begin to build with large construction materials</li> </ul>		Children need adults to model how to use one handed tools, this may include hand over hand support. Many children will seek out messy activities and they should be encouraged to squeeze and squash. They need opportunities to use their whole body to build strength in their shoulders, arms, hands and core strength.		
<ul style="list-style-type: none"> <li>Use tools with increased precision e.g. peeler for whittling, hoe for weeding, hammer for pegs/nails. With adult support</li> <li>Develop my spatial awareness to support my precision.</li> <li>Take part in Yoga, Squiggle and Dough Disco to develop co-ordination and core strength.</li> <li>Explore joining and fastening construction kits and other materials.</li> <li>Continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul>		Children develop their fine motor skills (hand, wrist and finger dexterity) alongside their gross motor skills, both are extremely important. Available equipment should allow for challenge and for children to build their strength and endurance. Support children to build their own obstacle courses, climbing apparatus or have a go with different construction kits. Forest school activities enable children to tackle uneven ground and work with others on a common goal.		
Fine motor	Teach children where 'Funky Fingers' challenges will be. Model how to do them. Different types of threading activities. Bobbins, threading cards etc. Jigsaws Mark making in different ways-pens, crayons, paint, shaving foam, sand etc. Dough Tipping and pouring activities Scissors for cutting Tweezers			
Gross motor	Teach children safe walking and climbing in line with nursery rules	Rolling activities	Jumping activities	Yoga
Forest School	Children will take part in many activities that allow them to develop an understanding of growth and life cycles throughout the year. The children will be taught how to look after school plants and animals as well as nurturing seeds to plate. The children will use what they have grown to make meals. The children will take part in activities that allow them to use a variety of tools and making products such as bird boxes.			
	Begin to have fires. Talk about dangers of fires and how to keep safe around them.  Fire colour change?  The Fire Monster, a story for children by children	<b>Introduce tools- Talk about what each tool does.</b> <b>Tool safety.</b> <b>Do simple hammering.</b>	Stick/clay Christmas trees Stick/clay reindeer	



**Goal 9- Develop creativity so connections are made between areas of learning to extend their understanding**

<p><b>I will learn to:</b></p> <ul style="list-style-type: none"> <li>• Begin to create things through experimentation e.g. block to build, pens and paints to make marks or small world toys to develop imaginative play.</li> </ul>	<p>Children will watch an adult during imaginative play to learn how one thing can be used to represent another. At this stage children like to do the same thing over and over, in different places with different materials. For example: making lunch in the sandpit, in the mud kitchen and with the play dough.</p>
<ul style="list-style-type: none"> <li>• Begin to explore the properties of different media and materials, thinking about their use in different jobs.</li> <li>• Work creatively on a large or small scale and start to involve their friends too.</li> </ul>	<p>Children will become more involved in creative activities independently or as part of a group. There will be lots of experimentation going on with support from adults who introduce different media and help them to explore the properties of them.</p>

Small world	Fire stations, fire fighters and fires	Children's interests World cup football small world	ICE with small world Polar world/igloo	
Creating with materials	Painting fireworks and fires Paint a fire monster- what do children say about their fire monster? Fire monster display?	Clay work Salt dough activities	Christmas activities	
Being imaginative and expressive	Using pom poms and streamers- move like fire	Dressing up- children's interests	Christmas Dancing and Yoga Christmas song actions and signs	
Role-play	Firefighters dressing up Putting out fires, building fire engines Using 999 in play	Footballers, football celebrations	Santa's workshop- wrapping presents	
Home Corner	Diwali dressing up	Football kits	Elves, Santa, dressing up	

**Goal 10-Become cheerful mathematicians, using number and shape practically in many aspects of play and experiences**

<p><b>I will learn to:</b></p> <ul style="list-style-type: none"> <li>• Spend time in their environment combining objects like stacking cups and blocks.</li> <li>• Build with a variety of resources and complete inset puzzles.</li> <li>• Use language to compare sizes and amounts.</li> <li>• Begin to use number names and count in everyday contexts.</li> <li>• Explore patterns by making arrangements or lining objects up.</li> <li>• Begin to understand positional language with visual prompts.</li> </ul>	<p>As children move through their day, they may use language/signs such as more, lots, big, heavy.</p> <p>Children will begin to use numbers in their play. When they count, they may skip numbers.</p> <p>They begin to join in with number rhymes and react to changes in amount, up to 3.</p>
<ul style="list-style-type: none"> <li>• Recognize and use language to compare size, amounts and weight.</li> <li>• Explore 2d and 3d shapes matching them, naming them and building with them.</li> <li>• Talk about and begin to identify simple patterns.</li> <li>• Understand numbers one and two and begin to use fingers to represent numbers.</li> <li>• Use number language in their play.</li> <li>• Begin to understand positional language through words alone</li> </ul>	<p>Children use language such as bigger, smaller, heavier. Children may name simple shapes such as circle, triangle, square. Rectangle, but may still mix up.</p> <p>Children may notice patterns on clothing or rugs and use some language to describe them such as spotty, stripey.</p> <p>Children can select up to 2 items out of a group when asked and make comments when they see 2 of something. Children will look under, on top, behind without prompts.</p>

<p><b>Following White Rose Maths</b></p>	<p><b>Just like me-</b> N: Compare amounts SSM: Exploring pattern</p>	<p><b>It's Me 123!</b> N: Representing 1,2,3 SSM: Circles and Triangles Tally charts for our likes and dislikes</p>	<p><b>It's Me 123!</b> N: Comparing 1,2,3 SSM: Positional Language Tally charts for our likes and dislikes</p>	<p><b>It's Me 123!</b> N: Composition SSM: Shapes with 4 sides Tally charts for our likes and dislikes</p>
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