

## Communication and Language

### Listening, Attention and Understanding

I can focus my attention during an adult led carpet session for 5 minutes.

I can follow and understanding simple instructions.

I can link objects to what they are used for.

### Speaking

I can talk about what we are doing.

I can ask simple questions.

I can learn new simple daily vocabulary.

I can develop social phrases.

I can use talk to share experiences.

### Key vocabulary

Party, celebration, birthday, wedding, Christmas, Diwali, Hanukah, Eid, fireworks, cake, invitation

## Autumn 2 - Medium Term Plan

### **Light and Colour Celebration**

Stories & Celebrations (Diwali, Christmas, Hanukah, Eid, wedding, New Year, Halloween, Bonfire night)



### Physical Development

#### Gross Motor

I can jump.

I can walk, running and climbing on different levels and surfaces.

I can run in straight line.

I can push myself on tricycles and bikes.

I can make large circles and lines in air using different equipment.

I can make large muscle movements, large shoulder and arm movements- large chalk boards, ribbons and flags.

I can move to music (music mansion and weekly Da Capo music lessons)

#### Fine Motor

I can show control in holding jugs, hammers and mark making tools.

I can use a variety of one-handed tools throughout the nursery such as pens, pencils, chalk, paintbrushes, spoons, scoops.

I can make large movements (up and down and circular) when using tools.

I can show a preference for a dominant hand.

I can begin to learn about safety when handling equipment.

## Personal, Social and Emotional

### Self- Regulation

I can talk to and making friends.

I can learn each other's names.

I can talk to adults.

### Managing Self

I can separate from parents/carer.

I can choose what to play and exploring the environment with growing confidence.

I can begin to understand about sharing.

I can communicate when needing toilet.

### Building Relationships

I can learn and become familiar with some Nursery rules and routines/ begin to understand our school rules.

I can name and talk about feelings.

I can build relationships and going to adults for comfort and help.

I can accept when can't get what want.

## Literacy

### Comprehension

Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text.

- Sharing books with adults
- Commenting on favourite stories
- Joining in with Nursery Rhymes.

### Phonics Word Reading

I can begin to learn a range of nursery rhymes (core) and action rhymes with adult support.

I can begin to engage in activities that develop focused listening and attention, including oral blending.

I can recognise familiar logos and labels with in the environment.

I can begin to explore and recognise environmental, instrumental and body percussion.

I can find and identify familiar letters (Letters in name).

### Writing

I can begin to make marks with fingers (lines and circles).

I can make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks, on the floor with large chalk with adult modelling.

I can explore different mark making materials.

## Traditional/ alternative story

### The three little pigs



### Rhymes & Poems

Head, shoulders, knees and toes

I'm a little teapot

A Chubby Little Snowman

### High quality texts (optional)

*Five little fireworks*

*Under the love umbrella*

*Cake*

*The birthday invitation*

*What do you celebrate?*

*Let's celebrate*

*Dear Santa*

*Nativity*

*Rhyming Rabbit*

*Non-fiction books - celebrations*

## Mathematics

### Number

I can count to 3 by rote using actions and songs.

I have a sense of one and two items.

I am beginning to notice number (Birthday number, house number).

I can count on fingers.

### Numerical Patterns/ Shape, space and measure

I can talk about daily routines.

I can notice patterns and arranging things in patterns.

I can colour sorting.

I can select appropriate shapes for building and stacking.

I can match shapes.

I can insert puzzles.

## Understanding of the World

### UW The Natural World (Science and Geography)

I can begin to learn about the life cycle of a human.

I can begin to learn how to take care of myself.

I can begin to learn about my senses.

I can explore and identify electrical devices.

I can explore battery powered devices (Light).

I can explore different light sources.

### UW Past and Present (History)

I can begin to explore maps and routes.

I can begin to explore similarities and differences in relation to friends or family.

I can look at pictures of special people.

I can pretend play - role playing everyday life - drink tea/making dinner.

I can join in with celebrations such as Diwali and Christmas.

### UW People, Culture and Communities (Geography and RE)

I can share a special memory.

I can share events about my own and my family's history (grandparents, parents, etc.)

### Technology (Computing)

I can swipe an iPad using the touch screen.

I can operate wind-up toys, pulleys, sets of cogs and pegs with boards.

**Expressive Arts and Design**

**EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)**

I can begin to explore different sized brushes/tools.

I can begin to explore colour mixing.

I can explore marks on different surfaces

I can name some colours.

I can draw people.

I can use different materials to create playdough in different ways for example rolls, cuts, squashes, twists.

**Cooking (D&T) (Science)**

Changing Materials - cooking

Fruit salad

Toast

**EAD Creating with Materials/ Being Imaginative and Expressive (Music)**

I can explore and recognising sounds (environmental, instrumental, body percussion linked to phonics).

I can sing & perform.

I can begin to sing my favourite songs and rhymes.

I can begin to start and stop with signals.

I can copy simple actions and patterns.

I can copy pitch.

I can be imaginative.

I can engage in variety of role play experiences.

**Seasons, Celebrations and other religions events**

Guy Fawkes/Bonfire

Diwali

Hanukkah

Christmas

**Assessment opportunities**

On-going assessments

EYFS team meetings

End of term Assessments

**Parental involvement**

Chatty Children workshop

(Developing language)

Christmas Singalong