

## Literacy

I enjoy sharing books with an adult.

I enjoys songs and rhymes, tuning in and to pay attention.

I know some of the words in songs and rhymes.

I can listen to simple stories and understand what is happening, with the help of the pictures.

*With support, I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.*

I can pay attention and respond to the pictures or the words when in small groups of 1-1.

I enjoy drawing freely

### Key Vocabulary:

Songs, nursery rhymes, books, stories, pictures, crayons, felt tips, pencil.

## Extra-Curricular Learning

Christmas production

Celebration  
Autumn 2

## Mathematics

I know some counting words.

I know some counting gestures eg pointing, making sounds, saying some numbers.

I know how to compare and recognise changes in numbers. (more, lots same)

I know how to give one or two things sometimes with accuracy up to two .

With support, I know how to say number words for a purpose.

I know how to complete inset puzzles

I know where to find my favourite activities.

I know some of the language associated with patterns Eg spots, stripes, checked when looking at wrapping paper.

I know that things may happen now or at another time

### Key Vocabulary:

1,2,3, more, lots, same, 1 please, 2 please, now, soon, pattern, stripes, spots.

## Communication and Language

I can listen carefully to rhymes and songs, paying attention to how they sound.

With support, I know rhymes.

I am beginning to engage in story times.

I can copy familiar expressions and words.

I am developing my confidence when speaking to my peers and adults sometimes

I need support to do this.

### Key Vocabulary linked to theme 'Celebrations':

Family, birthday, celebrate, happy, presents, party

## Physical Development

Running—I know that using the whole of my foot will help me run on different surfaces.

I can begin to run on different surfaces.

Throwing—I know that I use my hands to throw

I can begin to show a preference for a dominant hand when throwing.

I am beginning to walk, run and climb on different levels and surfaces.

With support, I am beginning to understand and choose different ways of moving

I can sit up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.

I can moves in response to music, or rhythms played on instruments such as drums or shakers

Participates in fingers and action rhymes intimating movements and actions.

Key Vocabulary:

## Personal, Social and Emotional Development

I am becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.

I can play on my own and with other children because I know my key person is nearby.

I know my own name, my preferences and interests and is becoming aware of my unique abilities.

I can seeks comfort from familiar adults when needed and distracts myself with a comfort object when upset.

I can shows some understanding that other people have perspectives, ideas and needs that are different to mine, e.g. may turn a book to face you so you can see it.

Is gradually learning that actions have consequences but not always the consequences the child hopes for.

Key Vocabulary:

Key person, sharing, takin turn, kind hands

## Understanding of the World

I know the weather changes.

I know that not all materials feel the same.

I know key locations of nursery, school and outside area

I know how to imitate everyday actions from own family's cultural background in my play, such as making dinner.

I can make connections between the features of their family and other families.

Key Vocabulary:

Weather change ,nursery, garden, forest school, family, friends, same,, different,, play.

## Celebrations Autumn 2

### National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

## Expressive, Arts and Design

I am beginning to understand the cause and effect of their actions in mark making.

I enjoy the sensory experienced in mark making.

I am beginning to explore colour.

I can make marks in play dough.

I can squash play dough with hands and fingers to shape it.

I know some I know that my voice make a sound.

I can explore the sound my voice makes.

I know that I can communicate through sound.

I know that music makes my body want to move.

I can experiment music genres with a range of resources.

I can experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.

Key Vocabulary: