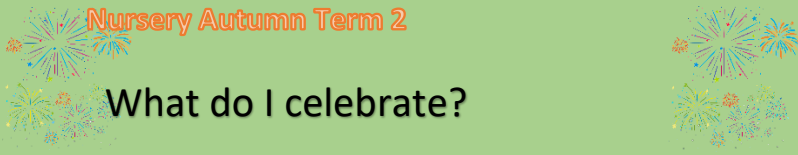


Personal, Social and Emotional Development Children will: -learn to follow routines -develop confidence to join in with activities and whole class learning - be supported with making friends, playing together, sharing, taking turns and continuing conversations -be supported to learn to dress themselves and use the toilet when they are ready -begin to manage their own care routines -discuss their feeling, use the feelings board to record their mood -understand why we have rules – to keep us safe Spiritual Development Me: I can be creative I can be curious Others: I can celebrate others achievements I can be fair I can be kind World: I can be thankful for the gift of creation I can find wonder in all things God: I know I am loved by God for who I am I know I am one of God's children.	Physical Development Children will: -learn to jump effectively -explore different ways of jumping -begin to balance on different parts of their bodies -dance to action songs -engage in a variety of fine motor control activities including: threading, construction, mark making and dough activities -access targeted Dough Disco and Funky Fingers activities to support pencil grip and strength	Understanding the World Children will: -learn about how and why people celebrate things like birthdays, festivals and Christmas -learn about Guy Fawkes/ Bonfire Night and Remembrance Day -learn about the meaning of Christmas and why it is important to Christians -take part in many Christmas traditions/ experiences and talk about our traditions at home -Talk about people in their own lives and understand their life story-birthdays and how they have changed -Discuss light and dark link to Diwali and Christmas	Communication and Language Children will: -learn to talk about their birthdays and special occasions -learn rhymes, poems, build a repertoire of songs and join in with stories -be given the opportunity to listen to longer stories when they are ready -enjoy following instructions during weekly cooking activities -Use vocabulary linked to the topic -Begin to understand 'why' questions and answer them appropriately- 'why do we celebrate Christmas'
Literacy There are lots of exciting stories based around our topic and interests this term which include: • Nursery Rhymes • Remembrance Day • Diwali • Bonfire Night/Guy Fawkes • Christmas stories • The Nativity The children will be exploring them in different ways as well as learning rhymes and retelling the stories. Children will: -continue to work on their upper body strength to support their writing - develop their use of different tools for mark making - begin to talk about the marks they make and distinguish between each one Aspect 3 – General sound discrimination – body percussion develop awareness of sounds and rhythms. singing songs and action rhymes, listening to music and developing a sounds vocabulary. Aspect 4 – Rhythm and rhyme develop appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.		 This learning enquiry will help me learn about celebrations In Nursery, we plan activities, ideas and key texts as a starting point. In addition to this we follow the children's interests, which are not always the same as ours! Our flexible approach allows the children to choose the path to their own learning, develop their own ideas and follow what they are interested in, within each topic. Expressive Arts and Design Children will -be given opportunities to explore sound patterns and movement to music -recite nursery rhymes and songs -be learning a variety of Christmas songs & performing them to others -make pictures and models with different textures and materials -manipulate malleable materials & use them to create seasonal decorations -access a wide variety of creative materials and will be able to express their own creativity -be able to access a variety of small world and role play activities to develop expressive language Mathematics <i>Cardinality and counting</i> noticing one and lots one-to-one correspondence and cardinality to 3 subitising 1 and 2 <i>Measures</i> Understand and respond to language of bigger and smaller Spatial Reasoning Understand and use specific attributes to compare length (long, short) <i>Spatial Reasoning</i> Understand and respond to simple language of direction (up, down) Understand and use language of position that can vary by viewpoint (in front, behind) <i>Shape</i> Learn to stack blocks in a tower using flat surfaces. Stack then knock down – link to spatial words above Explore construction with 3D shapes – combining shapes in two dimensions <i>Sorting & Sequencing</i> Colour matching and using colour words yellow, green and black Patterned songs and rhymes with simple actions Sort by 2 properties - colour and size	
			Characteristics of effective Learning Children will -be encouraged to explore the Nursery and find out things for themselves - have the opportunity to play with open-ended resources and can use them as they choose - be supported to think of and develop their own ideas - be encouraged to take risks and to try new things - work alongside adults who will help them to work through problems and think about next steps - be given the opportunity to make their own decisions - be encouraged to make links and talk about the process that they are going through and will be supported to 'have a go' & 'keep trying' if things become tricky - be given time to become deeply involved in their play & develop their concentration - be praised for their effort when they persevere

