

## Communication and Language

Enjoy listening to longer stories and can remember much of what happens.  
Pay attention to more than one thing at a time, which can be difficult.  
Use a wider range of vocabulary.  
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.  
Develop their pronunciation  
Use longer sentences of four to six words.  
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
Start a conversation with an adult or a friend and continue it for many turns.  
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## Literacy

Understand the five key concepts about print:  
- print has meaning  
- print can have different purposes  
- we read English text from left to right and from top to bottom  
- the names of the different parts of a book  
- page sequencing  
Develop their phonological awareness, so that they can  
- spot and suggest rhymes  
- recognise words with the same initial sound  
Engage in extended conversations about stories, learning new vocabulary.

**Engage:**

**Express:**

## Personal, Social and Emotional Development

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  
Become more outgoing with unfamiliar people, in the safe context of their setting.  
Show more confidence in new social situations.  
Play with one or more other children, extending and elaborating play ideas.  
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  
Increasingly follow rules, understanding why they are important.  
Remember rules without needing an adult to remind them.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.

## AUTUMN TERM 2

### Objectives

### *Autumn adventures – Why do leaves go crispy?* Nursery

## Mathematics

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
Recite numbers past 5.  
Say one number for each item in order: 1,2,3,4,5.  
Know that the last number reached when counting a small set of objects tells you how many there are in total  
Show 'finger numbers' up to 5.  
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  
Experiment with their own symbols and marks as well as numerals.  
Solve real world mathematical problems with numbers up to 5.  
Compare quantities using language: 'more than', 'fewer than'.

## Understanding the World

Use all their senses in hands-on exploration of natural materials.  
Explore collections of materials with similar and/or different properties.  
Talk about what they see, using a wide vocabulary  
Explore how things work.  
Understand the key features of the life cycle of a plant and an animal.  
Begin to understand the need to respect and care for the natural environment and all living things.

## Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Explore different materials freely, to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Explore colour and colour-mixing.

## Physical Development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
Go up steps and stairs, or climb up apparatus, using alternate feet.  
Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
Use large-muscle movements to wave flags and streamers, paint and make marks.  
Start taking part in some group activities which they make up for themselves, or in teams.  
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  
Collaborate with others to manage large items  
Use a comfortable grip with good control when holding pens and pencils.