

Communication and Language

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

Literacy

WALT 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
WALT develop our phonological awareness, so that we can
- spot and suggest rhymes
- recognise words with the same initial sound
WALT engage in extended conversations about stories, learning new vocabulary.

Engage: Leaf hunt

Express: Autumn collage display

Personal, Social and Emotional Development

WALT select and use activities and resources, with help when needed. This helps us to achieve a goal we have chosen, or one which is suggested to us.
WALT become more outgoing with unfamiliar people, in the safe context of our setting.
WALT show more confidence in new social situations.
WALT play with one or more other children, extending and elaborating play ideas.
WALT find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
WALT increasingly follow rules, understanding why they are important.
WALT remember rules without needing an adult to remind us.
WALT develop appropriate ways of being assertive.
WALT talk with others to solve conflicts.
WALT talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.
WALT understand gradually how others might be feeling.

AUTUMN TERM 2

Activities

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

Mathematics

WALT develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
WALT recite numbers past 5.
WALT say one number for each item in order: 1,2,3,4,5.
WALT know that the last number reached when counting a small set of objects tells you how many there are in total
WALT show 'finger numbers' up to 5.
WALT link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
WALT experiment with our own symbols and marks as well as numerals.
WALT solve real world mathematical problems with numbers up to 5.
WALT compare quantities using language: 'more than', 'fewer than'.

Understanding the World

WALT use all our senses in hands-on exploration of natural materials.
WALT explore collections of materials with similar and/or different properties.
WALT talk about what we see, using a wide vocabulary.
WALT explore how things work.
WALT understand the key features of the life cycle of a plant and an animal.
WALT begin to understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

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

Physical Development

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