



# THERE'S NO FULL STOP TO LEARNING

Year Nursery

Autumn Term 2 (2024 – 2025)

Topic: Colours All Around Us

*Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

## Personal, Social and Emotional Development

**Circle times, sharing ways we can be kind to others, using zones of regulation to express our feelings, acknowledging different festivals and celebrations.**

Select and use activities and resources • Develop their sense of responsibility and membership of a community. • 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. • Increasingly follow rules, understanding why they are important. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Make healthy choices

## Mathematics

**Exploring range of maths related free flow resources, White Rose maths units. Shape firework pictures, counting in the real world and relating this to colour theme.**

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 ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Talk about and explore 2D and 3D shapes.

## Communication and Language

**Free flow environment encouraging speaking, quality interactions. Learning through themes and stories to develop vocabulary. Retelling stories, building on individual language development for every child. Story times and language rich environment.** 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". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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.

## Physical Development

**Exploring all resources to develop gross and fine motor skills. Body movement games, obstacle courses, using different equipment, yoga. Developing self care e.g. coats, zips.**

Continue to develop their movement, balancing, riding 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. • 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. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

## Skills and Knowledge

### Understanding the World

**Talking about our families, talking about events that the children and their families celebrate. Exploring our senses games and activities. Noticing seasonal changes around us, exploring the school garden. Diwali story and circle time. Firework activities and songs.**

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. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • 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. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

## Literacy

**Exploring and sharing stories, singing songs. 'Zim Zam Zoom' 'Wow Said the Owl' 'Brown Bear Brown Bear what do you see?' and 'Elmer' story focuses. Orally retelling the story, activities linked to the stories including small world play and creative tasks. Name recognition and name writing.**

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 - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately

## Expressive Arts and Design

**Exploring a range of materials through free flow provision, mark making, encouraging and modelling role play with a range of resources. Role play related to our topic 'Colourful Café, Colouring Dress up Shop, Magical Colour Lab'. Rangoli patterns, firework paint art, rainbow collage as a whole class.**

Take part in simple pretend play. • Begin to develop complex stories using small world equipment like animal sets, dolls etc. • Make imaginative and complex 'small worlds' with blocks and construction kits • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Remember and sing entire songs. • Play instruments to express feelings and ideas.