

### Topics and Themes

Diwali; Bonfire night/Fireworks; Autumn; Christmas

#### Prime Areas of Learning

##### Communication and Language

**As listeners and speakers this half term we will:**

Join in with favourite rhymes –some lines, words and actions.

Engage in short periods of joint attention with books.

Participate with words, phrases or gestures as play is narrated.

**Vocabulary-** Words from the simple Nursery Rhymes- See Saw Margery Daw, I hear Thunder, Twinkle, Twinkle Little Star, The North Wind, Jingle Bells and other Christmas songs.

##### Physical Development

**As we develop our gross and fine motors skills this half term we will be able to:**

Run and freeze on command.

Climb apparatus with alternate feet, using own hands for support.

Know they need to use the toilet and go independently, following adult guidance with clothing.

Wash hands with a reminder.

Copy most aspects of whole body action rhymes.

Make marks with large tools using arms and shoulders.

**Vocabulary** -Up, down, two jump, higher, lower, kick, roll, chase, arms, legs, hands, feet, toilet, pants, wee, poo

##### Personal Social & Emotional Development

**As individuals we will be able to:**

Become more outgoing with other adults in the setting.

Begin to link up with other children in the EYFS by holding hands and travelling in the same play area.

Locate and bring additional resources to activities to achieve a particular goal.

**Vocabulary**-Happy, sad, cold, war, play, turn

#### Specific Areas of Learning

##### Mathematics

##### Literacy

**As mathematicians this half term we will be:**

Compare small sets of objects by processing language “more than” and “fewer than”.

Count within and up to 5 with 1:1 correspondence.

Count sets to 5, applying the cardinal principle.

Use one word informal descriptions of properties of 3D shapes as they build.

Process language of everyday size during play. Process and use positional vocabulary in large scale physical play.

Sort sets of objects such as building blocks into sets of identical members.

**Vocabulary**-More than, fewer than, less, more, some, one, two, three, four, five, next to, beside, behind, in front, same, different

**As readers this half term we will be:**

Develop preferences for picture books and seek out adults to share them.

Anticipate favourite sections as the book is shared.

Hold books independently, opening to find pages of interest.

Process language to locate key features in illustrations.

Demonstrate joint attention during rhyme time, imitating some actions.

Make marks on a range of scales with a range of tools and grips.

**Phonics**- Have experience of Phase 1 -Hear environmental sounds.

Power Phonics – The Alphabet chant

**Vocabulary**-Pen, pencil, paper, this one, that one

**Literacy books**-Zim, Zam, Zoom, Goldilocks and the Three Bears, Each Peach Pear Plum, The Three Little Pigs, Dear Santa.

##### Understanding the World

##### Expressive Arts and Design

**A world understander's this half term we will:**

Use some very simple adjectives to describe the sensory properties of everyday materials.

Respond appropriately to adult guidance to treat living things with care.

Improve techniques with a range of action and reaction toys.

**Vocabulary**-Soft, fluffy, shiny, thin, rough, stop, go, slow, fast.

**As artists this half term we will be:**

Use props, similar to those they represent, appropriately during role play with simple dialogue.

Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips.

**Sing a range of Nursery Rhymes**- See Saw Margery Daw, I hear Thunder, Twinkle, Twinkle Little Star, The North Wind, Jingle Bells and other Christmas songs.

**Vocabulary**-Cars, trains, animals, people, this is my.... Look a.....