

Our topic focuses on those around us who help or offer a service in some way.

We are lucky enough to be welcoming in some visitors to support with our learning.

We kick this off in the first week with a visit from a local dentist to speak to the children about the importance of looking after our teeth.

Key vocabulary linked to topic:

- Help
- Mrs Cameron, Mrs Butcher, Mrs Pearson, Mrs Kathpalia
- Doctor, dentist, vet, firefighter, police officer, teacher



Autumn 2

'People who help us'

Our focus texts this half term are:

Busy People: Vet

Busy People: Doctor

Busy People: Police Officer

Busy People: Fire Fighter

Busy People: Teacher



Focus songs and rhymes

I've got a body

Happy and you know it

Heads shoulders knees and toes

Teddy bear, teddy bear, turn around

Miss Polly had a dolly

Useful information:

- Please ensure **everything** that your child brings to school is named – this includes coats, hats, jumpers, water bottles, lunchboxes, bags, spare clothes, wellies and shoes! Things can get easily lost when there are 30 of everything!
- Tapestry is our online communication system for nursery parents. Every week we upload information for you and also use this to share photos of your child during their time in nursery. If you are not yet set up with a login, please do come and ask us for help. We would hate for you to miss something important!

Starfish Nursery

Autumn Term

We have seven areas of learning, as indicated here.
Each box outlines what we hope the children will be able to do/demonstrate by the end of Autumn 2 (Christmas).

Personal, Social and Emotional Development

Settle to an activity for a short period (5 minutes)

Identify 'happy' and 'sad' symbols and name them/point to them correctly.

Identify one difference between them and another child or adult.

Follow some of the daily routines of school (e.g. stopping on a signal, lining up for outside, washing hands for lunch, finding peg).

Understand the terms 'yours' and 'mine'

Literacy

Reading

Differentiate between well-known environment sounds (e.g. doorbell, car, dog, tap running).

Talk about what they see in books.

Begin to show an awareness of rhyming words by joining in with rhymes in familiar stories songs and rhymes, eg when the teacher recounts a familiar rhyme, omitting the final rhyming word, they complete the rhyme.

Writing

Intentionally make marks

Explore different mark making equipment

Use different direction when mark making not necessarily giving a purpose.

Understanding the World

Can talk about their life e.g. talk about family and home life.

To understand that there are differences between people

To name/identify from pictures one celebration or special event from their own experience.

Name basic body parts: head, arms, legs, hand, foot, eyes, ears, mouth, nose (Tier 1 Vocabulary linked to CL).

To name one healthy food or food group.

To name one thing relating to Christmas time.

Take an interest in technology in the classroom and home.

Communication and Language

Sit and listen for the duration of a short story.

Show an increasing confidence when speaking to familiar people.

Demonstrate the ability to use a variety of Tier 1 vocabulary words in the correct context.

Follow taught daily routines.

Follow an instruction with support of some kind.

Express a preference.

Choose a task to engage in.

Join in with familiar songs.

Physical Development

Fine Motor:

Use holding fingers (pincer grip) to select a small item from a group of objects

Use holding fingers (pincer grip) to move objects from one hand to another

Attempt to use a small range of tools and equipment demonstrating some control and hand strength, eg spring assist scissors, large tweezers, paintbrushes, mark-making implements.

Gross Motor:

Imitates bilateral movements e.g. moves both arms up together.

Engages in climbing and other gross motor activities outside (or other appropriate place on gym equipment in hall).

Stand upright with their feet together.

Make a four point kneel position.

Begin to show increasing control over their body when moving from one position to another.

Mathematics

Begin to categorise and compare objects according to properties

Sort familiar objects into two groups.

Compare small quantities using language or gestures for: 'more than', 'fewer than'

Make comparisons between objects relating to size.

Recognise and extend ABAB patterns

Expressive Arts and Design

Explore a range of art and mark making equipment (moving in any direction).
Select and hold mark-making equipment to make marks intentionally, not necessarily with a specific purpose.

Use glue to stick two items together e.g. collage items on paper