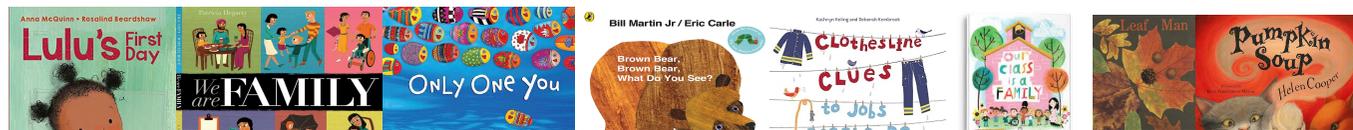


Prior Learning	Key Vocabulary		Key Knowledge
	Family	the people who live with and care for me	<ul style="list-style-type: none"> • People have different homes and family members. • I have a family and I am growing. • Everyone is unique. • I was a baby and I have grown. • I can do more things now than when I was a baby. • People live and work in different places. I belong to my nursery community. • My community includes home and school. • People have different roles in my nursery (teachers, cooks, cleaners). • Weather changes affect what I do. • Weather affects what I wear and what I do outside. • I can see and touch things around me. • Pumpkins grow from plants.
	Home	the place where I live	
	Grow	to get bigger and older	
	Different	not the same; unique	
	Community	the people who help and belong together	
	Job	work people do	

Me And My Community/Long Ago



These are the objectives from the Early Years curriculum that we will be focusing on in the Autumn term.

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories • 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 • Sing a growing repertoire of songs • Use longer sentences of four to six words • Start a conversation with an adult or friend and continue it for many turns 	<p>We will learn to...</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Show more confidence in new social situations • Play with one or more other children • 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 confident in meeting their own care needs 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop their movement, balancing, riding and ball skills • Go up steps using alternate feet • Use large muscle movements to wave flags, paint and make marks • Start to take part in some group activities • Use one handed tools and equipment, for example, making snips in paper with scissors • Develop fine motor skills so they can use a range of tools competently, such as pencils, paintbrushes, knives, forks and spoons • Show a preference for a dominant hand • Be increasingly independent as they get dressed 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Understand the five key concepts of print - print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing • Be able to spot and suggest rhymes • Count or clap syllables in words • Begin to recognise words with the same initial sound, such as money and mother

<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>	<i>At Home</i>
<p>We will learn to...</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Recite numbers past 5 • 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 • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length, weight and capacity 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Talk about what they see using a wide range of vocabulary • Explore how things work • Begin to understand the need to respect and care for the natural environment and all living things • Continue developing positive attitudes about the differences between people • Talk about members of their immediate family and community • Explore the natural world around them • Describe what they see, hear and feel whilst outside 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Take part in simple pretend play • Begin to develop complex stories using small world equipment like animal sets, dolls etc • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore colour and colour mixing • Listen with increased attention to sounds • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Sharing books and stories every day • Discuss what we see around us when out and about • Encourage independence when getting dressed, eating, taking care of belongings and tidying up • Counting everyday things (steps, fruit, cups on the table) • Notice numbers in environment (house numbers, buses etc) • Encourage children to cut up their own food with a knife and fork

Be interested in and pose questions/find answers ...

- What jobs do people do in your family?
- Which helpers can you spot when you are out and about?
- How can you help to keep your rooms tidy at home?
- Which book is your favourite? Why?
- Which season are we in? Can you spot signs of another season?

