

| Prior Learning | Key Vocabulary | | Key Knowledge |
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| <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. | Nocturnal | Being active at night | <ul style="list-style-type: none"> • To learn about different nocturnal animals. • To learn about animals who hibernate through the winter and how they prepare. • To learn what Christmas looks like around the world and how different cultures celebrate. • To learn about Hanukkah and look at similarities and differences between communities around the world. • To know the story of the birth of Jesus and why Christmas is such an important time for Christians. |
| | Diurnal | Being active in the day | |
| | Hibernation | A type of deep sleep some animals go into during winter | |
| | Tradition | A special way of doing something, like celebrating a holiday or sharing a story, that a family or group has been doing for a long time | |
| | Christmas | A Christian celebration of the birth of Jesus | |
| | Winter | The coldest time of year where days are shorter and the nights are longer | |

Starry Nights Sparkle & Shine - Key texts



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

| <i>Communication and Language</i> | <i>Personal Social and Emotional Development</i> | <i>Physical Development</i> | <i>Literacy</i> |
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| <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 | <p>We will learn to...</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials | <p>We will learn to...</p> <ul style="list-style-type: none"> • Take part in simple pretend play • Begin to develop complex stories | <p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day |

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| <p>count them individually (subitising)</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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>using small world equipment like animal sets, dolls etc</p> <ul style="list-style-type: none"> • 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"> • 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 |
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We will be interested in and pose questions/find answers

- What does your bedtime routine look like? What do you do each night before you go to sleep?
- Who is your favourite character in your favourite story?
- Which animals do you see in winter? Which animals do you not see in winter?
- What is the coldest place on earth? What is the hottest?
- What do you do on Christmas eve and Christmas day? Is there a tradition you always do?
- Do you know any workers who work at night in your family? Can you name some?

