

**Communication and Language**  
 Listening and attention

- Shows interest in play with sounds, songs and rhymes.
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Maintains attention, concentrates and sits quietly during appropriate activity

Speaking

- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.

Understanding

- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

*Kilmorie Primary School EYFS Half Termly Learning Objectives Planner*  
 Class: *Nursery* Autumn 2 2019

**Key Ideas / Creative Entry Point- Celebrations and Festivals**

Core book – nursery rhymes, number songs, celebrations

- National nursery rhyme week 18<sup>th</sup> November
- Festivals- Christmas
- Trip to Stratford Circus – “We’re Going on a Bear Hunt”
- Decorate our Christmas hoop, tree Stay & play, singing concert

**Other outdoor learning opportunities**

- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Can kick a large ball.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

**PSE**

- May form a special friendship with another children
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy
- Takes steps to resolve conflicts with other children, e.g. finding a compromise. their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

- Expresses own preferences and interests.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Confident to speak to others about own needs, wants, interests and opinions

**Understanding the world**  
 Has a sense of own immediate family and relations.

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines

**Literacy**  
**Reading**

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

**Writing**

- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places
- Gives meaning to marks they make as they draw, write and paint.

**Number**

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.

- Uses some number names and number language Spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Shows curiosity about numbers by offering comments or asking questions.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.

**Expressive arts and design**

- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

**Expressive arts and design- Music/singing**

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments

**Physical**

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.

- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.

- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

**Special Events / visitors / working with parents and carers**  
 Parent participation esp. cooking and reading  
 Twelve days of Christmas hoop for Christmas fair  
 28<sup>th</sup> am & 30<sup>th</sup> pm November-P.C.Andrea visit  
 18<sup>th</sup> November – Nursery Rhyme week  
 14<sup>th</sup> November- Parents meetings  
 6<sup>th</sup> December – ‘We’re Going on a Bear Hunt’ Trip  
 13<sup>th</sup> December - Tree decorating, Singing concert, Xmas jumper day