

### **Personal, Social and Emotional Development**

- More confident in new social situations and will communicate freely about own home and community; through celebrations such as bonfire night and Christmas.
- Follow Nursery routines, and rules set out in the nursery charter.
- Beginning to describe their feelings using words such as happy, sad, angry, excited.
- Independently using the toilet

### **Communication and Language**

- Engaging in turn taking conversation with peers and adults
- Use language to imagine and recreate roles and experiences in play situations linked to celebrations, recall birthdays and Christmas celebrations, build up vocabulary that reflects the breadth of their experiences linked to celebrations.
- Listen to stories with increasing attention and recall and joins in with rhymes and repeated refrains in stories.

### **Physical Development**

- Uses large muscle movements to wave flags and streamers, paint and make marks
- Uses one handed tools and equipment such as tweezers and hammers. Beginning to move away from whole-hand grasp with mark making tools.
- Draws pictures, moving beyond exploratory marks to symbolic drawings using circles and lines.

### **Literacy**

- Children look at books independently and handle books carefully.
- Children enjoy and participate in whole class stories.
- When looking at books children show interest in the illustrations and understand that the print carries meaning.
- Children enjoy rhyming and rhythmic activities and begin to show an awareness of rhyme and alliteration.
- Children are more confident recognising their own name when self-registering each session.
- Children give meaning to marks as they draw, write and paint.

## **Let's celebrate!**



**FS1**

**Autumn 2 2021**

### **Mathematics**

- Children can recite number names in order to 5.
- Reliably counts a group of 3 objects, touching each one as they say the number name.
- Begins to represent numbers using fingers.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for their purpose in construction.
- Begin to talk about the shapes of everyday objects, e.g. 'round and 'tall'

### **Expressive art and design**

- Beginning to be interested in and describe the texture of things.
- Imitates and creates movement and dance in response to firework stimuli.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Engages in varied imaginative play.
- Developing a repertoire of songs including for Christmas performance.

### **Understanding the World**

- Beginning to make sense of family history. Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends linked to celebrations such as birthdays, Halloween, Christmas.
- Comments and asks questions about aspects of their familiar world, exploring a wide range of resources and materials using all their senses.

### **WOWs and Home Links**

Christmas song performance – Unfortunately this year, instead of our workshop and a live performance on 16<sup>th</sup> December, we will be running our normal sessions that day, and sharing our videos of our Christmas songs on Tapestry at the end of term.

Starting out bags, Bella and Bertie bear and Achievosaurus Library books going home.