



# Lyme Nursery Autumn 2

At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

## Personal, Social and Emotional Development

- \* To gain independence to self-choose activities they wish to play with.
- \* To tidy up their activities when they have finished.
- \* To build positive friendships with new peers.
- \* To begin to talk about their feelings.
- \* To see themselves as a valuable individual.
- \* To show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

## Communication and Language

- \* To enjoy listening to longer stories and can remember much of what happens.
- \* To continue listen to and join in rhymes and songs regularly.
- \* To pay attention to more than one thing at a time, which can be difficult.
- \* To develop their communication.
- \* To use a wider range of vocabulary.

## Physical Development

- \* To be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- \* To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- \* To use one-handed tools and equipment, for example, making snips in paper with scissors.



## Literacy

- \* To join in and enjoy simple stories and rhymes.
- \* To enjoy mark making experiences and give meaning to their marks. commenting on what they have drawn or 'written'.
- \* To begin to understand key concepts about print.

## Understanding the World

- \* To remember and talk about special times shared with friends and families.
- \* To explore their local environments, discussing plants and animals that they see.
- \* To talk about the differences between materials and changes they notice.

## Mathematics

- \*To show 'finger numbers' up to 5.
- \*To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- \*To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. To use informal language like 'pointy', 'spotty', 'blobs' etc.
- \*To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- \*To combine shapes to make new ones – an arch, a bigger triangle etc.

## Expressive Arts and Design

- \* To explore different sounds through singing and using instruments.
- \* To join in with imaginative role-play.
- \* To explore different materials.
- \* To experiment with mark making and give meaning to marks.