

Autumn 2: Starry Night

Week	Focus on the Week	Week	Focus on the Week
1	What can we see in the night sky?	5	What do you do before you go to bed?
2	How is the night sky different from the day sky?	6	What did the big star help the Wise Men to do?
3	How do astronauts travel in space?	7	Who was the special baby born on the First Christmas?
4	Why do you think stars twinkle?		

EYFS objectives to be covered:

Communication and Language	Literacy
- Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' - Use the speech sounds p, b, m, w. - Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j Pronounce multi-syllabic words such as 'banana' and 'computer' - Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult.	- Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing. - Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. Ask questions about the book. - Make comments and share their own ideas. Develop play around favourite stories using props. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name
Personal, Social and Emotional Development	Physical Development
- Learn to use the toilet with help, and then independently. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas.	- Clap and stamp to music. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. - Develop manipulation and control. Explore different materials and tools.
Understand the World	Expressive Arts and Design
- Repeat actions that have an effect. - Explore materials with different properties. Explore natural materials, indoors and outside. Explore and	Explore different materials, using all their senses to investigate them.

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respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	• Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Maths • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Notice patterns and arrange things in patterns. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	<u>Books</u> Zoom to the Moon How does a dinosaur say good night? Goodnight spaceman Just one of those days Peace at last Whatever next I love you more than Christmas Jesus' Christmas Party
Worship Theme: Compassion Nursery Promise: Jump in puddles Nursery Life Skill: Put own wellies on.	