**Targets for N2 Children – What we want children to achieve by the end of Autumn a:**

Possible Themes/Topics covered based on predicted interests: Starting a new school/class; Getting to know new friends in your group/class/school; Settling in; Themes linked to Owl Babies – owls, forest, trees, mammies and babies, ‘fear/being afraid’, autumn changes, autumn festivals - depending on times of festivals during autumn term timetable/October half term – (possibly Halloween – pumpkins, witches, monsters); Harvesting fruit and vegetables and using them for cooking. Introduction to our new spaces around school – Workshop, Cookhouse and Tinkerlab – exploring and taking part in more activities.

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| **C&L:** [] Begin using a range of tenses – e.g. play, playing, played, will play.  [] Retell a simple past event in the correct order – linked to everyday events, routines/observations or stories they enjoy.  [] Listen to others – one to one and in small groups (when conversation interests them)  [] Understands the use of objects e.g. when asked ‘which one do we cut with?’ child can point to scissors/knife etc. Use workshop and cook house for this target.  [] Child can use language to recall recent past experiences e.g. what did you cook today? What did you do at home at the weekend?” | **PSED:** [] Learn how to share and take turns with peers, sometimes with support  [] Seek out companionship with adults/other children, sharing experiences and play ideas etc.  [] Welcome praise for what they have done [] Understand their wishes may not always be met.  [] May exhibit/ able to talk about fearfulness of things – things that frighten them (linked to Owl babies/Monster goes to school) [] Enjoys a sense of belonging in their new class/ involved with different daily tasks, helping, special jobs etc.  [] Talks about how others might be feeling and responds to them according to their understanding of the other ‘persons’ needs, wants and fears etc. (Linked to Owl Babies) |
| **Pd:** [] Balance on one foot or in a squat, momentarily shifting bodyweight to improve stability.  [] Create lines and circles with their arms – pivoting for their shoulder and elbow  [] Mirror playful actions, movements of another adult/child  [] Wash and dry hands effectively, understanding why this is important  [] Climb stairs and steps, move along equipment - using alternate feet  [] Walk down steps/slopes carrying a small object, maintaining balance and stability | **Literacy:** [] Imitate adults writing making continuous lines of shapes and symbols from left to right[] Starts their writing/mark making at the top, left hand side of the page.  []Sometimes gives meaning to their marks, drawing, paintings  [] Handles books and touch screen technology correctly – carefully, right way up, front/back, turning one page at a time, top to bottom of page.  [] Enjoys rhythmic activities – Beat Baby, follow the rhythm in stories/rhymes/music/dance activities |
| **Mathematics:** [] Shows awareness of shapes and the similarities and differences in shapes and objects[] Uses some number names and language linked to number/counting in play  [] Predict, move and rotate objects to fit spaces or create different shapes  [] Attempts to create arches and enclosures when building, using trial and error and are two small groups of up to 3 objects and say when the groups have the same number of objects – if they match/snap! [] Touch count each item accurately in a set – saying one number name for each item, using a stable order of 1,2,3. [] Count up to 3 items correctly – knowing the last number represents the total counted so far (cardinal principle) [] Subitise 1,2,3 objects without needing to count them just giving the total.  [] Explore using a range of their own marks/signs to which they ascribe mathematical meanings | **Understanding the World:**  [] Knows how to operate simple equipment e.g. turns on CD player, uses remote control toys, navigates touch-technology with support.  [] Shows skill in making toys work – pressing parts, lifting flaps to achieve effects in sound/images and movements. [] Shows an interest in technological toys with knobs, pulleys, real objects, cameras, touch screen technology devices, phones and tablets (including cooking technology in cookhouse)  [] Shows an interest in the lives of people who are familiar to them – keyworker, parents/carers, other friends in nursery, other staff in nursery and what they do in different places in school.  [] Talks about why things happen and how things work (Tinkerlab and Cookhouse activities)  [] Begin to understand the effects their behaviour can have on the environment (allotment/forest and recycling, planting and harvesting fruit and vegetables for cooking) |
| **EAD:** [] Enjoys joining in with moving, dancing and ring games – inside and outdoors  [] Plays alongside other children who are engaged in the same theme  [] Sings a few familiar songs independently to self and others [] Begins to move rhythmically  [] Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (workshop) [] Explore colour and texture when painting showing interest in how things change when we mix them, alter and interact with them. [] Realise tools can be used for a purpose – different tools – different purposes (Tinkerlab activities/Workshop and Cookhouse planning)  [] Builds stories around toys, engages in imaginative play – based on core books ‘Owl Babies’ and ‘Monster Goes to School’ and using own first hand experiences in small world play and role play. | **Core Books:** [] Owl Babies [] Monster goes to School []All are welcome here  **Rhymes and Songs**  Five Cheeky Monkeys, Five little ducks, All the leaves are falling down, Five Little Pumpkins, In a dark, dark wood.. Mummy Owl, Mummy Owl… ‘There’s a wide-eyed owl’; ‘Five shiny conkers’; ‘Five little Acorns’; Do you know who hibernates? Halloween rhymes – ‘If you’re a monster and you know it…’; ‘I’m a mean old witch’; ‘Horns, Fangs and Knees and Claws’; ‘5 little monsters jumping on the bed’; ‘1 witch, 2 witches 3 witches 4’; 10 little witches’; ‘Flutter, Flutter Little Bat’; |