



## Autumn 2: Day and Night

### Quality Texts

The Dark, Dark Night by M. Christina Butler  
Day and Night by Eric Carle

### Vocabulary

Day, night, light, dark

### Personal, Social and Emotional Development

#### Self-Regulation

- Express and talk about a range of feelings - happy, sad, angry or worried.
- Able to express a range of their needs or ask adults for help.
- Begin to show confidence in trying new activities, supported when needed.
- Respond to a simple instruction.

#### Managing Self

- Enjoy a sense of responsibility and belonging through daily tasks.
- Begin to show confidence in trying new activities, supported when needed.
- Able to express a range of their needs or ask adults for help.
- Increasingly follow rules, understanding why they are important.
- Make healthy choices about food, drink, activity and toothbrushing.

#### Building Relationships

- Show more confidence in new social situations.
- Able to express a range of their needs or ask adults for help.
- Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.

### Communication and Language

#### Listening, Attention and Understanding

- Start a conversation with an adult or a friend and engage in back-and-forth responses by listening and responding - one-to-one, small groups.
- Focus attention - can still listen or do, but can change their own focus of attention.
- Understand use of objects.

#### Speaking

- Learn and use the language they hear around them and which reflects the breadth of their experiences.
- Develop their pronunciation.
- Begin to use a range of tenses.
- Start a conversation with an adult or a friend and engage in back-and-forth responses by listening and responding - one-to-one, small groups.
- Use talk in pretending that objects are something else in play and organising their play.

### Physical Development

#### Gross Motor Skills

- Climb stairs, steps and moves across apparatus using alternate feet.
- Explore movements - balancing, riding, ball skills, skipping, hopping.
- Run with spatial awareness, sometimes adjusting speed or direction to avoid obstacles.
- Create lines, circles and marks using large muscle movements from the shoulder and elbow.

#### Fine Motor Skills

- Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

## Mathematics

### Number

- Begin to recognise numerals 0 to 10.

### Numerical Patterns

- Touch and say a number name for each item to 5.

### Shape, Space and Measure

- Recognise some common shape names.
- Talk about and explore 2D and 3D shapes using informal language - sides, corners, straight, flat, round.

## Understanding the World

### Past and Present

- Remember and talk about some significant events in their own life.
- Show interest in different occupations and ways of life.

### People, Culture and Communities

- Describe special events, customs and routines for their family.
- Know what makes them, their friends and family unique and develop positive attitudes about the similarities and differences between people.
- Know there are different countries and begin to talk about similarities and differences - own experiences, photographs.

### The Natural World

- Make comments and ask questions about their familiar world.
- Develop understanding of growth, decay and changes over time.

### Technology

- Show an interest in toys and real objects with knobs and pulleys.
- Can achieve effects by pressing, lifting, pulling, pushing parts on toys.
- Explore different technologies to learn cause and effect - If I do this, what will happen?
- Can operate simple equipment - turns on CD player, uses a remote control, can navigate touch technology with support.
- Identify initial letter of their own name and other familiar words on a keyboard.

## Literacy

### Comprehension

- Begin to show awareness of the way stories are structured.
- Know how to use a book - **handling carefully the correct way up**, naming different parts of a book, **using page sequencing in stories**, understanding we read English text from left to right and from top to bottom.
- Know that print can carry different meanings.

### Word Reading

- Recognise familiar signs, symbols and words such as own name and advertising logos.
- Show an interest in words in the environment.

### Writing

- Imitate adults' writing by making lines of shapes and symbols from left to right.

## Expressive Arts and Design

### Creating with Materials

- Express feelings and ideas through drawing and painting.
- Create closed spaces to represent objects in drawing and painting.
- Make imaginative small world scenarios with blocks and construction kits.

### Being Imaginative and Expressive

- Enjoy joining in with moving, dancing and singing.
- Use movement and sounds to express themselves, recognising that these can be changed.
- Sing familiar songs.