

## Personal, Social and Emotional Development

### Making Relationships

- Play games in groups
- Share ideas
- Talk about how and when to invite someone to play
- Respond and listen to others

### Self-Confidence and Self-Awareness

- Use resources within the classroom environment with increasing independence.
- Talk about own home in relation to where you keep your toys and books safe.
- Use Grey Mouse to develop positive mind set.

### Managing feelings and Behaviour

- Listen to stories that encourage an awareness of own and others feelings.
- Take turns and shares with others.
- Talk about feelings.
- Understand actions affect others
- To speak about own opinions

## Communication and Language

### Listening and Attention

- Listen to traditional stories with increasing attention and recall.
- Participate in group discussion on favourite stories.
- Read traditional tale with repeated refrain, children to join in.
- Sit quietly for a short period of time

### Understanding

- Read and respond to nursery rhymes.
- Understand why and how questions when discussing favourite characters.
- Use prepositions when moving toys and talking about a story scene.

### Speaking

- Use talk to connect ideas when talking about a story and key characters.
- Use vocabulary that focuses on talking about their favourite character and story books.
- Apply language to small world opportunities (imaginative, pretend and role play)

## Physical Development

### Moving and Handling

- Use tools such as; scissors, pencils, paintbrushes, chalks
- Develop correct pencil grip, pressure and control
- Games: use basic movement (Slithering, shuffling, rolling etc.) and spatial awareness, adjusting speed
- Games: use basic ball control and skills
- Gymnastics: mount climbing equipment using alternative feet, jump off and land appropriately, experiment with different ways to move through/on equipment, balance on one foot

### Health and Self Care

- Talk about class expectations
- Talk about taking care of yourself at school, e.g. toileting
- Independently change/dress (PE)
- Wash and dry hands correctly
- Manoeuvre objects and equipment in the indoors/outdoor classroom safely
- Have an awareness of safety in the classroom, e.g. chairs tucked in, carrying scissors, managing heavy objects
- Introduce SAFETEP during PE

## Faith and Belief

### Celebrations

Talk about birthdays and anniversaries, and their significance  
Learn about and from a celebration, for example: Harvest (Christianity), Purim (Judaism), Diwali (Hinduism), Hanamatsuri - Buddha's Birthday (Buddhism)

### Christmas

Understand Christmas as a birthday celebration for Christians  
Listen to Jesus' birthday story  
Identify symbols of celebration; Cake, candles, cards, décor

## French

Doesn't start until the Spring Term.

## Knowledge and Understanding of the World.

### People and Communities

- Talk about own experiences linked to fairy tales
- Talk about how they may be similar or different to characters from stories.
- Talk about how we are unique
- Talk about family customs and routines

### World

- Talk about our local environment
- Compare past and present
- Make observational drawings of the environment

### Technology

- Use CD player Independently
- Show an interest and talk about technological toys including real objects e.g Camera
- Use laptop and iPads when choosing.
- Programme software and hardware (Beebots)
- Navigate on a laptop

## Mathematics

**Numbers** (introduce foundations – these skills will be revisited in a range of contexts in order to secure and master them, e.g. problem solve.)

- Count forwards and backwards to 20
- Find one more/less than a given number
- Understand number value (match number and quantity)
- Count (using 1-1 correspondence) irregular arrangements
- Build a concept of different amounts of quantities (in preparation for estimation)
- Recognise digits and random 0-9
- Read, write and order numbers 0-10
- Begin to recognise numbers to 20
- Form digits correctly
- Begin to add/subtract quantities in preparation for number sentences (calculations)
- Share objects evenly
- Develop mathematical language
- Introduce and use Numicon to support number awareness

### Shape, Space and Measure

- Plays with shapes and creates pictures and models.(mosaic shapes)
- Shows an awareness of similarities of shapes within the environment.
- Use shapes appropriately for tasks.
- Use knowledge of shapes to describe everyday objects.
- Name and describe 2D shapes.
- Participate in a sustained construction activity.
- Begin to explore measurement (height, length, weight and capacity.)
- Use non-standard units of measurement, in preparation for recording units.

## Literacy

### Phonics

- Play sound games
- Rhythm and rhyme
- Alliteration
- Orally blend and segment words
- Sing Alphabet and name letters
- Link letters and sounds (phonemes)
- Build up a bank of sounds in order to begin to create words. (Apply blending and segmenting skills)
- Begin to recognise tricky words and high frequency words

### Writing

- Give meaning to marks as they draw and paint their favourite story character.
- Use marks and begin to write labels for story characters and settings.
- Begin to form identifiable letters.
- Write own name.
- Begin to write captions with an awareness of finger spaces.
- Form letters correctly (retrace vertical lines)

### Reading

- Talk about and refer to some favourite stories, rhymes, songs and poems or jingles.
- Begin to talk about the beginning, middle and end of a well-known traditional tale.
- Suggest how a story might end.
- Describe main story setting, event and principle character.
- Discuss illustrations in books and in the environment.
- Tell stories from illustrations using a range of story language, connectives, tenses and expression.
- Talk about and demonstrate how to use and care for a book.
- Recognise familiar words and signs in the environment including class name sign and class areas.

## Expressive Art and Design

### Exploring and using media and materials

- Draw and colour a picture of their favourite character.
- Paint a story character, exploring how colour can be changed.
- Describe the texture of materials.
- Use tools to manipulate materials for a desired effect when recreating responding to a story (junk modelling-scissors, clay tool- play dough, glue sticks-collage)

### Being Imaginative

- Use role play area for imaginative play
- Independently listen to stories and music CDs
- Use small world recreation of traditional tales.
- Create props to support role play of traditional tales.
- Respond to music