

| Communication and Language | Personal, Social and Emotional Development | Physical Development |
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| <p>Listening, Understanding and Attention: Understand how to listen carefully and why listening is important Engage in story times Listen to stories to build familiarity and understanding Listen carefully to rhymes and songs, paying attention to how they sound Show an interest in and listen to Non-Fiction books</p> <p>Speaking: Talk about stories to build familiarity and understanding Describe events that have happened to them Ask questions to find out more</p> | <p>Transition successfully into Ss Peter and Paul’s school and develop relationships with my peers and adults. Learn our school rule and how we can show this in class</p> <p>Self-regulation: Identify a wide range of emotions experienced by themselves and beginning to recognise these in others Explain what they are good at and what they need to be better at Take part in an adult led practical challenges (in small groups)</p> <p>Managing self: Be confident in selecting from a wide range of activities and resources, usually independently Develop resilience when trying to do something difficult Understands the importance of boundaries in a new setting</p> <p>Building relationships: Play with others in a small group, sharing ideas and extending play</p> | <p>Gross motor skills: Throwing and catching: Catches larger items from further away Throws large balls, frisbees, quoits</p> <p>Moving the body with increasing control: Develops a sense of spatial awareness and safety when moving Hops with increasing confidence including Bunny hops</p> <p>Personal control: Dresses self independently Expresses likes and dislikes for food and begin to understand that some foods are less healthy than others Manages own hygiene independently e.g. goes to the toilet and washes their hands thoroughly</p> <p>Fine motor control: Encourage children to draw freely Develop the foundations of a handwriting style that is accurate, uses a modified tripod grip</p> |



Wonderful Me!



| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>Baseline – Observations and assessments</p> <p>Reading Learn to handle books carefully. Learn to identify initial sounds. To discuss stories and explain why you enjoy stories. Suggest how the story might end. Sequence a story and begin to understand story structure. Talk about what I have read. Recognise and copy my name</p> <p>Read Write Inc. Learn to recognise set 1 sounds Participate in oral blending – Fred talk games Oral blending with magnetic letters Blending CVC words using set 1 sounds</p> <p>Writing Copy my name Write my name independently Develop your letter formation through a variety of activities (big movements in the air, glitter, chalk, paints, crayons, collage, playdough) Form recognisable letters.</p> | <p>Baseline: Opportunity to settle in, intro the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language</p> <p>Count objects, actions, and sounds. Subitise Matching - same/different, colour, size, shape. Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers. Comparing amounts – equal, more than, fewer than. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest</p> | <p>Past and present: To know about the lives of their family and people around them including their role in society To be aware of characters from stories, including figures from the past To comment on familiar situations of the past</p> <p>Past and present: Talk about members of their immediate family Name and describe people who are familiar to them Learn how we grow from babies to adults. Explore how they have changed since babies – class baby book</p> <p>The natural world: Explore the natural world around them Learn about ourselves – our bodies Name the five senses</p> | <p>Creating with materials: Art skills Colour skills - Name, sorting and comparing colours, identifying primary colours, Explore mixing colours using poster paints Self-portrait skills - Draw themselves Using a variety of drawing and painting media – Start with a chunky pencils, wax crayons, chunky colouring pencils, poster paint. Collage and texture – Use pre-cut paper and glue stick to create a collage Famous artists – Kandinsky Talk about the work of a famous artist and discuss what they think about it Print making – Use fingers, hands, feet to create a print Textiles – Use a variety of different materials to create collage Painting skills – Using fat brushes with lidded pots, Using ready mixed poster paints D&T skills: Cutting skills – Make snips Joining skills – Learn how to use different glues, learn how to use adhesive tapes Designing and evaluating – Decide what you like to make, tell another person what they are making Sculpture – Use a variety of malleable materials to create or form playdough, salt dough and cornflour Being imaginative and expressive: Music & Dance Music - Join in with songs and nursery rhymes, Listen attentively to music,</p> |

Match phonemes to graphemes.
Label a drawing.
Say what you have written
Begin to break the flow of speech into words.

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

Begin to describe what they feel, see, hear, smell and touch
Understand the effects of changing seasons of the natural world around them

Discuss change/pattern as music develops, Sing in a group or on their own, increasing matching pitch and following melody
Dance – Replicate choreographed dances, such as pop songs and traditional dances
Imaginative Play - Develop story lines in their pretend play