

Understanding of the World (UTW)

- Look at past and present in relation to 'self'.
- Investigate and use construction.
- Ask why things happen and how they work.
- Use ICT to support learning - create a self-portrait.
- Talk about self and immediate family.

Literacy

Listening to different stories about:

- Ourselves and families responding to questions showing their understanding of the stories.
- Begin to distinguish sounds in Letters and sounds.
- Begin to recognise/trace/copy/ write own name.
- Learn songs and rhymes.
- Listen attentively to stories.
- Begin to join in familiar nursery rhymes.
- Use word and /or gestures.

Mathematics

- Counting objects and /or actions to 5 (10).
- Match number cards to numbers and /or amounts.
- Daily counting using calendar, line-up, how many are here/not here, how many chairs at the table, how many can play here and finger rhymes.
- Use size language big/small to differentiate objects/toys.
- Look at shapes - try to match them - circle, square... Begin to recognise how shapes the same different.
- Can you find these shapes in the classroom / playground. Begin to draw 2D shapes circle/square.
- Sort groups by colour - primary colours.
- Look at the similarities and differences of 2 groups of objects- how are they different, which has more.

Communication and Language

Listening and Attention:

- Developing the ability to shift to a different task if attention is fully obtained. E.G transitioning from play to carpet time by bell signal
- Begin to listen to stories with increasing attention and start to join in with familiar words and phrases.

Understanding:

- Can follow simple instructions.
- Understands simple questions 'Who What, Where'.

Speaking:

- Begins to use language to express their feelings.
- Uses simple questions to seek information.
- Using language to talk about their own experience, feelings, and interests.

All about me

Autumn 1

Physical Development

Moving and handling:

- Attempt to slot in correct puzzle piece independently.
- Able to drink from a cup using both/one hand without spilling.
- Begin to try to use cutlery to feed self independently.
- Able to climb steps and move across climbing frames using alternate feet.
- Promote fine motor control, hand/eye coordination by using threading activities, puzzles and small construction and begin to use a range of different sized equipment including one handed tools.
- Can move in a variety of ways in response to music. (Introduce music and movement, yoga, namaste, favourite animal poses).

Health and self-care:

- Begin to take off and put on own bag, hat, coat, and other simple items of clothing with support.
- Can wash their hands independently and understands the importance of why they do this.
- Can name and identify different parts of their body.

Personal Social Emotional Development (PSED)

Making relationships:

- Become familiar with new adults and form positive relationships.

Sense of self:

- Begin to develop a can-do attitude to learning by taking risks in their play and trying new things.
- Begin to express their needs and ask adults for help.
- Participate more in collective co-operation as their experience of routines and understanding of some boundaries grow (Introduction of classroom rules and routines and responding to transitions)
- Selecting resources independently.

Understanding emotions:

- Model and encourage co-operative play, sharing, and turn taking.
- Begin to show empathy with support during story time and encourage children to share own family experiences during circle time.

Expressive Art & Design

- Be introduced to a wide variety of art materials and how to use them safely.
- Explore 2D and 3D art.
- Observational drawings/paintings of faces using mirrors and window panels, noting similarities and differences.
- Explore different materials/textures to create collages of own face.
- Make 3D structures with constructions.
- Explore music, sounds and sing songs.
- Begin to trace/copy/write own name.