


<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Introduce classroom/ school rules and routines showing understanding of other people's needs including the adults who work in the setting • Introduce daily routines such as calendar, dinner options etc • Look at personal history 'how have you changed?' photographic evidence (parental involvement/classroom display) • Empathise with 'Titch' (literacy) when reading story and share own family experiences with class during circle time • Try out new activities and select resources independently • Show awareness of own and others needs 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Use small and large equipment and one-handed tools • Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, etc. • Mount stairs and steps using alternate feet • Repeat patterns such as in action rhymes and finger play • Move with control and co-ordination and in a range of ways in time to music 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Respond to simple instructions • Listen attentively to stories • Use words and/or gestures • Listen to and distinguish initial sounds in own name and those of others • Draw and paint sometimes giving meaning to marks • Listen to others • Ask questions • Begin to distinguish sounds in letters and Sounds
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • 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 today, how many chairs at the table, how many can play here, finger rhymes • Use size language big/small to differentiate objects/toys • Look at shapes try to match and name them -circle, square • Begin to recognise how the shapes are the same/different • Can you find these shapes in the classroom/corridors • Draw squares and circles • Look at the similarities and differences of 2 groups of objects – how are they different, which group has more... • Sort groups by colour –primary colours 	<p style="text-align: center;">All about Me</p> 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Begin to recognise/trace/copy/ write own name. • Ascribes meanings to marks. • To take part in rhyming activities and continue a rhyming string • Show awareness of rhyme and alliteration • Make up a story ending. • Listen with increasing attention and recall. • Show interest in illustrations and print in the text and around the classroom. • Recognise familiar words such as their own name. • Handles books carefully. • Knows print carries meaning and goes from left to right.
<p><u>Understanding of the World</u></p> <ul style="list-style-type: none"> • Look at the past and present in relation to 'self' • Investigate and use construction materials • Ask why things happen and how they work • Use ICT to support learning- create self -portrait on computer using 2simple • Talk about self and immediate family in circle time. • Talk about who we live with and where we come from. 	<p><u>Keys Texts for the Term</u></p> <ul style="list-style-type: none"> - Owl Babies - Starting School Books - Titch - Peace at Last - Arghhh Spider <p style="text-align: center;"><u>Roleplay</u></p> <p style="text-align: center;">Home Corner</p> <p style="text-align: center;"><u>Trips and Experiences</u></p> <ul style="list-style-type: none"> - Home Visits - Stay and Play 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • 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 construction • Explore music, sounds and sing songs • Begin to trace/copy/write own name • Sing songs such as <i>If You're Happy... Heads, Shoulders, Knees....</i>