

## Communication and Language

\* Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). \* Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. \* Enjoy listening to longer stories and can remember much of what happen \* Pay attention to more than one thing at a time, which can be difficult. \* Use a wider range of vocabulary.

## Personal, Social, Emotional Development

### (PSED)

\* Develop friendship with others. \* Safely explore a range of emotions through play and stories. \* Talk about their feelings in more elaborated ways. \* Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community.

## Physical Development (PD)

\* Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. \* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. \* Learn to use the toilet with help, and then independently. \* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills \* Use large-muscle movements to wave flags and streamers, paint and make marks.

## Understanding the world

\* Make connections between the features of their family and other families. \* Notice differences between people. \* Use all their senses in hands on exploration of natural materials. \* Explore collections of materials with similar and/or different properties. \* Talk about what they see, using a wide vocabulary.

## Ourselves



PE \* Become more independent dressing for PE. Understand safety and space awareness.

### Music

\* Develop listening skills. \* Begin to build a repertoire of rhymes and nursery songs.

### Wider School Experiences:

\* Begin to recognise routines of school day. \* Follow school rules and classroom rules. \* Enjoy listening to longer stories (CL) \* Develop friendships (PSED). \* Develop a sense of community at school and recognise we are a school family (PSED).

## Expressive Arts and Design (EAD)

\* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. \* Use their imagination as they consider what they can do with different materials. \* Make simple models which express their ideas. \* Take part in simple pretend play, using an object to represent something else even though they are not similar. \* Listen with increased attention to sounds. \* Remember and sing entire songs.

## Phonics

\* Developing Children's listening skills. \* Begin aspect 1 - General sound discrimination – environmental. \* Raise children's awareness of the sounds around them. \* Develop their listening skills. \* Listening walk. \* Drumming on different items outside. \* Compare the sounds. \* Play sound games.

RE \* Begin to join in with school prayers that are led by an adult. \* Begin to perform the sign of the cross. \* Listen to examples of how to implement the Gospel Virtues into life from teacher. \* Try to act on the Gospel virtues. \* Begin to use basic religious vocabulary (cross, bible, church). \* Listen to stories and information about class Saint. \* Introduce children to God as Creator of all that they see around them and the idea of giving thanks. \* Builds on children's own experience of the world around them. \* Lay the foundation for nurturing an awareness of God in their lives.

## Mathematics (M)

\* Compare sizes, weights etc. using gesture and language - bigger/little/smaller, 'high/low', 'tall', 'heavy' through play. \* Notice patterns and arrange things in patterns. \* Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). \* Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. \* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). \* Show 'finger numbers' up to 5. \* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

## Literacy (L)

\* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. \* Enjoy drawing freely. \* Add some marks to their drawings, which they give meaning to. \* Begin to make marks on their picture to stand for their name. \* Begin to understand the five key concepts about print: print has meaning, print can have different purposes, we read English text, from left to right and, from top to bottom, the names of the different parts of a book page sequencing. \* Begin to develop their phonological awareness, so that they can:- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.

**Notes: planning and teaching will link to the characteristics of effective teaching and learning.**

**Playing and exploring**

**Active learning**

**Creating and thinking critically**