



<p>Communication, Language & Literacy</p>	<ul style="list-style-type: none"> ▪ To listen to stories with increasing attention and recall ▪ To listen and speak to others in 1:1 or small group situations ▪ To attempt to identify their own name ▪ To enjoy rhyming and rhythmic activities ▪ To sometimes give meaning to marks made whilst painting and drawing ▪ To question why things happen and how things work ▪ To respond to simple instructions ▪ To learn the sounds: s, a, t, i, p, n, c, k, e, h.
<p>Mathematical Development</p>	<ul style="list-style-type: none"> ▪ To use number names 1-4 accurately in play ▪ To match number and quantity from 1-4 correctly ▪ To show an interest in number problems ▪ To compare two groups of objects saying when they have the same number ▪ To sort objects by colour, size, shape ▪ To show an interest in shape and space by playing with shapes or making arrangements with objects ▪ To sequence their day using the nursery routine ▪ To observe and use positional language
<p>Knowledge & Understanding About the World</p>	<p>Our topics are air and water</p> <ul style="list-style-type: none"> ▪ To describe and talk about what they see ▪ To show curiosity about why things happen and how things work ▪ To notice and comment on features of their new environment ▪ To investigate various construction materials and join materials together to build and balance ▪ To realise tools can be used for a purpose ▪ To know how to operate simple equipment ▪ To remember and talk about significant events in their own experience ▪ To show an interest in different occupations and ways of life ▪ <u>ICT: Introducing the computer, using the mouse and selecting</u>
<p>Physical Development</p>	<p>Physical literacy development through the use of multi and specific sports exercises. Fine and gross motor control in individual and team skills using equipment such as racquets and balls both combined and independent of each other. Physical literacy through the aesthetic sports of gym and dance. Improving their water confidence and agility through exercises and differentiated tasks.</p> <ul style="list-style-type: none"> ▪ To engage in activities requiring hand-eye coordination ▪ To use one-handed tools ▪ To persevere in repeating some actions to gain new skills ▪ To control gross motor movements and display an ability to start and stop ▪ To show increasing control over clothing and fastenings ▪ To show an awareness of own needs with regard to eating, sleeping, hygiene
<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> ▪ To separate from carer with support ▪ To have a positive approach to activities ▪ To show willingness to tackle problems ▪ To show awareness of and interest in peers ▪ To approach adults for help & support ▪ To attempt to manage own needs ▪ To show awareness of self as a member of different communities ▪ To feel safe, secure and show a sense of trust

Creative Development	<ul style="list-style-type: none">▪ To differentiate marks and movement on paper▪ To create 3D structures▪ To explore colour and begin to differentiate between colours▪ To engage in imaginative and role-play based on own first hand experience▪ To enjoy joining in with dancing and ring games▪ To sing nursery rhymes and learn songs for Harvest and Christmas▪ To explore and experience using a range of senses and movement▪ To become accustomed to listening, reacting quickly and stopping in music▪ To understand the contrast loud/quiet
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<p>Communication, Language & Literacy</p>	<ul style="list-style-type: none"> ▪ To recognise the alphabet sounds a-z. ▪ To be able to identify rhyming words. ▪ To hear and identify initial sounds in words. ▪ To read key vocabulary from Oxford Reading Tree reading scheme ▪ To write letters using the correct formation ▪ To be able to copy a sentence legibly ▪ To write their own names
<p>Mathematical Development</p>	<ul style="list-style-type: none"> ▪ To count and recognise numbers to 10. ▪ To recognise 2D shapes circle square triangle and rectangle ▪ To use language such as more or less longer or shorter ▪ To begin to use the vocabulary involved in adding ▪ To find one more than a number 1-10 ▪ To add and find the total practically ▪ Recognise 1p coins
<p>Knowledge & Understanding About the World</p>	<ul style="list-style-type: none"> ▪ To identify changes in food when heated and cooled. ▪ To understand the benefits of healthy eating. ▪ To discover where food comes from and different foods eaten at festivals, Diwali,,Bonfire Night, etc. ▪ To investigate food and materials by using all their senses. ▪ <u>Religious Studies:</u> ▪ To understand that Christians believe God created each person as unique and special and that the world is special because he created it. ▪ To understand that Jesus is a special person to Christians. ▪ <u>ICT</u> ▪ Getting to know the computer, understanding how to use the mouse and mark making, and drawing.
<p>Physical Development</p>	<ul style="list-style-type: none"> ▪ Physical literacy development through the use of multi and specific sports exercises. ▪ Fine and gross motor control in individual and team skills using equipment such as racquets and balls both combined and independent of each other. ▪ Physical literacy through the aesthetic sports of gym and dance. ▪ Improving their water confidence and agility through exercises and differentiated tasks.
<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> ▪ To dress and undress for PE and to choose resources independently ▪ To understand the significance of the Feltonfleet Way and what is right and wrong and why ▪ To form good relationships with peers and adults. ▪ To concentrate and sit quietly when appropriate. ▪ To put up their hand rather than interrupt. ▪ To be sensitive to the needs of other people.
<p>Creative Development</p>	<ul style="list-style-type: none"> ▪ To use imagination in Art, Design and Music. ▪ To sing simple songs from memory including those for Harvest and Christmas. ▪ To perform with a sense of pulse ▪ To understand getting higher/lower ▪ To name and play a selection of untuned percussion instruments ▪ To use a variety of materials and tools and to explore their textures for collage work. ▪ To use their imagination for role play and stories. ▪ To be creative by using a wide range of materials to make 3 D models.

