

**Communication and Language**

- Describing individual features e.g. hair and eye colour
- Listening to a description and guessing the person.
- Listening to different languages and gaining an understanding that we don't all communicate in the same way.
- Listening to instructions.
- Chatterbox - talking about things that are important to them.
- Learning to communicate and negotiate with others.

**Physical Development**

- Mark making – hand printing, finger painting, cornflour, shaving foam, soil and mud marks.
- PE – moving in different ways.
- Learning to take off and put on shoes/socks.
- Beginning to look after intimate needs.
- Healthy living – fruit, snack, milk
- Using simple tools (scissors)
- safely.

**Personal, Social and Emotional Development**

- Becoming familiar with rules and school values.
- Making new friendships - getting to know one another e.g. names and preferences.
- Forming good relationships with adults and peers.
- Learning to play together – turn taking, sharing.
- Talking about likes and dislikes.
- Identifying and naming different feelings (Zones of Regulation).

**Understanding the World**

- Understanding how people are alike and different.
- Talking about family and celebrations.
- Role play – home corner – will develop to reflect different celebrations
- Celebrations – including eg Diwali, Firework night, Christmas and birthdays.
- Technology – learning to complete a program using touch screen and mouse. Programmable toys.

**Expressive Arts and Design**

- Naming and using different colours – painting and mixing new colours from primary colours.
- Building – different size blocks, junk modelling.
- Using tools for a purpose – play dough. Joining in with singing and dancing
- Learning Christmas songs.

**Literacy**

- Letters and Sounds Phase 1 – making different sounds such as “eeeeeee” “ooww”, listening for sounds in the environment (aeroplanes, trains etc.)
- Rhyme and alliteration.
- Listening to stories.
- Storytelling and re-telling familiar stories.
- Fact books – celebrations.
- Ascribing meaning to marks around them – logos signs and notices.

**Mathematics**

- Spotting numbers around us – number recognition – 0-5/10.
- Reciting numbers – songs.
- Understanding number – counting objects accurately.
- Shape – using different shapes when building, spotting similar shapes in the environment, flat shapes on the carpet.
- Matching pairs – socks, using colour and pattern.
- Sequencing events – sequencing stories, patterns, visual timetable, what will we do next?

**Key Skills**

**Cooperation** - Developing friendships, sharing and taking turns

**Resilience** - Learning new skills, overcoming difficulties

**Respect** – Feelings, communication skills

**Responsibility** - Care for resources and tidying up

