

**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.
- Asking questions when they are unsure.

**Physical Development**

- Mark making – hand printing, finger painting, cornflour, shaving foam, soil and mud marks.
- Developing finger muscles to help use one-handed tools.
- Show a preference for a dominant hand.
- To become increasingly independent when putting on coat. Use large movements to wave flags and streamers, paint and make marks.

**Personal, Social and Emotional Development**

- Becoming familiar with rules and school values.
- Using the toilet with help or independently.
- 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.
- Identifying and naming different feelings (Zones of Regulation).
- Developing confident in new situations.

**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.
- Use all of their senses in hands-on exploration of natural materials.
- Talk about what they see using a wide range of vocabulary.

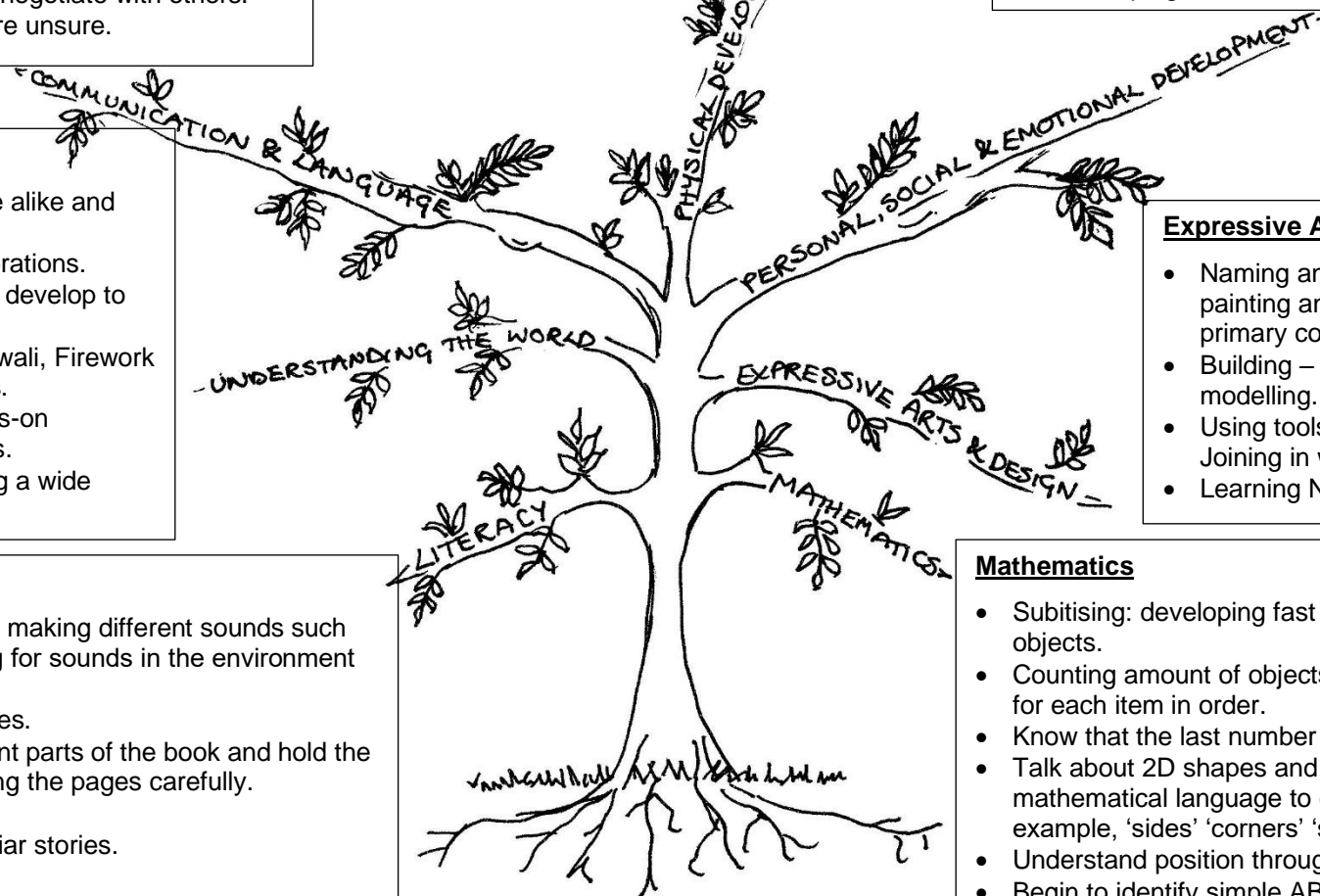
**Literacy**

- Letters and Sounds Phase 1 – making different sounds such as “eeeeeee” “ooww”, listening for sounds in the environment (aeroplanes, trains etc.)
- Singing different nursery rhymes.
- To be able to name the different parts of the book and hold the book the correct way up, turning the pages carefully.
- Listening to stories.
- Storytelling and re-telling familiar stories.
- Fact books – celebrations.
- Ascribing meaning to marks around them – logos signs and notices.

**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

**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 Nativity songs.

**Mathematics**

- Subitising: developing fast recognition of up to 3 objects.
- Counting amount of objects by saying one number for each item in order.
- Know that the last number reached tell you the total.
- Talk about 2D shapes and use informal mathematical language to describe these. For example, 'sides' 'corners' 'straight' 'flat' 'round'.
- Understand position through words alone.
- Begin to identify simple ABAB patterns as well as correcting any errors.