



Date: 4th January – 12th February 2020

Time span: 6 weeks

Value: Tolerance and Understanding

Personal, Social and Emotional Development

- Talk about our feelings and what makes us feel happy, sad, worried and excited.
- Become aware of how our actions can affect others.
- Begin to share with others.
- Demonstrating friendly behaviours towards adults and children in the classroom.

Expressive Arts and Design

- Realises tools can be used for a purpose.
- Sing familiar songs.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Maths

- Shows an interest in numerals in the environment.
- Uses positional language.
- Separate a group of three or four objects in different ways, and begin to recognise that the total is still the same.
- Beginning to talk about the shapes of everyday objects, e.g. 'tall' and round.

Tell us a story

Understanding the World

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows interest in different occupations and ways of life
- Recognises and describes special times or events for family or friends.

Communication, Language and Literacy

- Can retell a simple past event in correct order.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Describes main story settings, events and principal characters.
- Recognise their own name.
- Distinguish between the different marks they make.
- Letters and Sounds Phase One – rhyming, alliteration, oral bending and segmenting.

Physical Development

- Dresses with help, e.g. puts arms into open-fronted coat
- Using a tripod grip when holding a pencil.
- Beginning to form letters
- Control a large ball.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, sliding