

COMMUNICATION AND LANGUAGE

- Speaking – Speaks clearly in sentences of 4-6 words using vocabulary that reflects their interests. Learners of English as an additional language may use words in their own language or key words in English to communicate their needs, or may experience a 'silent period' communicating through gesture.
- Listening and attention – Responds to questions and instructions directed to them when their name is used first to gain their attention. Enjoys listening to longer stories and talks about what is happening in the pictures. Joins in with familiar songs, rhymes and poems.
- Understanding – Understands and follows two-part instructions. Understands 'why' questions and can give a reasoned response. Uses contextual cues to develop understanding of new vocabulary (e.g. being shown a physical object, photo, sign or symbol) Learners of English as an additional language begin to demonstrate understanding of key words in English such as 'snack' and 'home'.

LITERACY

- Letter knowledge – Notices and recognises environmental print such as supermarket names and logos. May recognise letters from own name.
- Vocabulary acquisition – Learns new vocabulary from stories, rhymes, poems and non-fiction books and begins to use these to formulate their own ideas
- Sound discrimination – Identifies a range of environmental and animal sounds. Recognises their own name when sounded out in syllables.
- Retelling and recalling – Talks about key events from familiar stories and can recall names of characters. Uses some time-based vocabulary accurately.
- Fine motor skills – Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough tools etc.
- Prediction – Joins in with familiar rhymes and stories and can anticipate the ending of a familiar story.

UNDERSTANDING THE WORLD

- Past and present – History – Able to say who they are and who they live with. Identifies who is older and who is younger.
- Culture and Community – RE and Geography – Shows an interest in different occupations, cultures and traditions. Talks about recent events and religious and/or cultural traditions in their own family. Notices and asks questions about the differences between people and develops positive attitudes towards these, recognising cultural and racial diversity as an asset in our community.
- The Natural World – Science and Geography – Develops an awareness of the need to respect and care for the indoor and outdoor environment. Talks about what they have observed in their environment, both at school and at home.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Developing sense of self – Talks about own feelings, sometimes using props as a support. Talk about likes and dislikes. Begins to assert own boundaries, including personal space.
- Self-care – Develops awareness of basic physical needs of hunger, thirst and toilet urge (interoception) and can attend to these, sometimes with support. Manages their own basic hygiene, such as hand washing, and can feed self. Notices when their nappy is wet or soiled and communicates this to an adult.
- Self-regulation – Demonstrates increasing awareness of the consequences of their actions. Develops ability to manage overwhelming emotions through co-regulation with an adult. Follows basic classroom rules e.g. tidying up.
- Building relationships – Joins in more often with other children's play and begins to develop cooperative play skills. Shows empathy towards the feelings of others.

LINKS IN LEARNING

- Progression through the Early Years Foundation Stage
 - Links to Reception topic: *What happens when I sleep?* Investigating light & dark, talking about and celebrating special family/cultural events



Preschool

Our Stories – Can you tell us a story?

Autumn 2
2023/2024

WOW MOMENTS

Making chocolate wands, visits from mystery readers, World Nursery Rhyme Week, Preschool Christmas singalong

Key Texts

- The Gingerbread Man (core text)
- The Gruffalo
- Room on the Broom
- Pumpkin Soup
- Little Red Riding Hood
- The Nativity Story

Other Opportunities and Experiences to Enrich learning

- Creating rangoli patterns to celebrate Diwali
- Making Christmas cards
- Decorating our classrooms
- Integrating home languages and cultures throughout provision
- Makaton signs linked to learning topics

RE

- Culture and community – Develops a sense of belonging as part of the Preschool group and wider community. Comments on recent pictures of celebrations in their own life.
- Exploring religion – Diwali, Bhai Dooj, Christmas

PHYSICAL DEVELOPMENT

- Fine motor skills – Makes snips in paper with scissors; selects and uses appropriate tools to dig, scoop and pour; uses a spoon to feed self and an open cup to drink.
- Pencil control – Uses a comfortable grip with good control when holding pens and pencils and may show preference for a dominant hand
- Gross motor skills – Uses two hands to pick up heavy objects and, with support, seek assistance to move heavier objects. Uses large-muscle movements to make marks and wave streamers, etc. Demonstrates increasing balance and strength when climbing.
- Motor planning skills – Begins to develop a sense of risk awareness. Manoeuvres round obstacles when running or riding a bike. Anticipates and plans their next movement when climbing, adjusting orientation and limb placement.

MATHEMATICS

- Number – Assigns one number to one object when counting. Begins to subitise (recognise number of objects without counting) quantities up to 5. Recognises some numerals and begins to match numerals to quantities up to 5.
- Shape and space – Talks about 2D shapes, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Sorts objects by a variety of simple & complex criteria.
- Number rhymes – Explores composition of number through rhymes (e.g. 5 little frogs: 2 frogs on the log, 3 in the pool) Shows the correct number of fingers at the start of each verse.
- Pattern – Begins to create simple repeating patterns. Talks about and identifies patterns around them e.g. stripes on clothes, designs on rugs.

EXPRESSIVE ART AND DESIGN

- Designing, creating and exploring media – Uses their senses to explore and manipulate a range of sensory materials. Joins and combines different materials to create something new (e.g. sticking pipe cleaners into playdough to make a spider) Chooses colours with deliberate purpose.
- Music – Moves in response to music and creates their own sounds with musical instruments. Can clap a simple rhythm
- Imaginative play – Engages in simple pretend play, using an object to represent something else even though they are not similar. Uses their own experiences to develop storylines e.g. going on a bus or car ride. Uses small world resources to develop narratives.