

COMMUNICATION AND LANGUAGE

- Speaking – Speaks clearly in sentences of 4-6 words. Uses a range of vocabulary and applies knowledge of grammar rules (e.g. "I runned"). 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 alone.
- 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. Joins in with familiar songs and rhymes.
- Understanding – Understands and follows two-part instructions. Understands 'why' questions. 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 an awareness of daily routine events (e.g. getting their bag at home time)

LITERACY

- Letter knowledge – Holds books the correct way up, understands that print has meaning and that in English text is read left to right, top to bottom
- Vocabulary acquisition – Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books
- Sound discrimination – Can identify a range of environmental and animal sounds
- Retelling and recalling – Sequences stories and events (not always in order)
- 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 may fill in words and rhymes

UNDERSTANDING THE WORLD

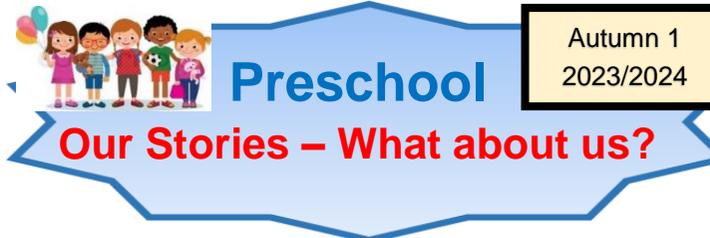
- Past and present – History – Able to say who they are and who they live with. Can talk about any pets they may have and some members of their family.
- Culture and Community – RE and Geography – Shows an interest in different occupations, cultures and traditions. Can talk about events and religious and/or cultural traditions and routines in their own family. Notices and asks questions about the differences between people and develops positive attitudes towards these.
- 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.
- 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 – Begins to understand consequences of their actions. Begins to manage overwhelming emotions through co-regulation with an adult. Follows basic classroom rules e.g. tidying up.
- Building relationships – Becomes more outgoing in new social situations and begins to play with one or more other children. Shows empathy to the feelings of others e.g. comforting another child when they are upset.

LINKS IN LEARNING

- Progression through the Early Years Foundation Stage
 - Links to Reception topic: Marvellous Me – Getting to know each other and establishing our place in the class and school community



WOW MOMENTS

Creating a community wall of our family photos, getting to know our Key Carer and other children in our key group, creating and displaying self portraits

Key Texts

- Goldilocks and the Three Bears (core text)
- Colours of Us
- Ruby's Worry
- Each Peach Pear Plum
- Owl Babies
- You Choose

Other Opportunities and Experiences to Enrich learning

- Sharing our favourite songs and rhymes from home
- Incorporating home languages into greetings and domestic role play areas
- Using visual timetables to support learning of daily routine
- Makaton sign of the week

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, Christmas

PHYSICAL DEVELOPEMNT

- 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
- Movement (Gross motor skills) – Uses two hands to pick up heavy objects and with support seek assistance to move heavier objects. Balances on one foot for a short time. Uses large-muscle movements to make marks and wave streamers etc.
- 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 (1:1 correspondence). Can represent numbers up to 5 on fingers. Begins to recognise that the last number reached when counting a small set of objects is the total.
- Shape and space – Talks about and explores 2D shapes, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Sorts objects by a variety of criteria.
- Number rhymes – Explores simple composition of number through rhymes (e.g. 5 little frogs: 2 frogs on the log, 3 in the pool) Knows and sings a range of number rhymes.
- 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)
- Music – Moves in response to music and creates their own sounds with musical instruments
- 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. Participates in small world play.