

## COMMUNICATION AND LANGUAGE

- Speaking – Speaks clearly in sentences of 4-6 words using vocabulary that reflects their interests. Participates in reciprocal conversation Learners of English as an additional language may be using some key routine words in English (e.g. 'coat', 'lunch') and may begin to put 2 words together.
- 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. Recites 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 demonstrate understanding of key words in English such as 'snack' and 'home'.

## LITERACY

- Letter knowledge – Recognises environmental print such as supermarket names and logos. Recognises their name written by hand and digitally. May recognise letters from own name.
- Vocabulary acquisition – Learns new vocabulary from stories, rhymes, poems and non-fiction books and continues to use these to formulate their own ideas and begin to make links
- 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. Begins to create their own stories based on their understanding of story structure.
- Fine motor skills – Selects appropriate tools for different tasks and handles these with increasing control
- 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, identifying who is older & younger and talking about some members of extended family. Notices the differences between different types of homes and families.
- Culture and Community – RE and Geography – Shows an interest in different occupations, cultures and traditions. 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. Talks about different places in the community and what they are for.
- 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 using key phrases like "Stop, I don't like it" and "I need 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. Anticipates and follows basic classroom rules e.g. tidying up.
- Building relationships – Joins in more often with other children's play and continues to develop cooperative play skills. Shows empathy towards the feelings of others and may take action to help.

## LINKS IN LEARNING

- Progression through the Early Years Foundation Stage
  - Links to Reception topic: *Super me, super you!*Learning about different services in the community and showing kindness and gratitude to others

# Preschool

## Our Lives – My home, your home

Spring 1  
2023/2024

## WOW MOMENTS

Going birdwatching for the RSPB Big School Birdwatch, creating a map of our community, extending our family display

## Key Texts

- The Three Little Pigs (core text)
- Shark in the Park
- The Smartest Giant in Town
- So Much
- Peace at Last

## Other Opportunities and Experiences to Enrich learning

- Experimenting with different materials to build houses
- Performing 'acts of kindness' around the school
- Investigating different homes and habitats
- Integrating home languages and cultures throughout provision

## RE

- Culture and community – Develops a sense of belonging as part of the Preschool group and wider community. Talks about recent events and religious and/or cultural traditions in their own family.
- Exploring religion & culture – Lunar New Year

## 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. Shows increasing control in using fingers to manipulate small objects.
- 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 – Continues to develop their sense of risk awareness. Manoeuvres round obstacles when running or riding a bike. Anticipates and plans their next movement when climbing by adjusting orientation and limb placement.

## MATHEMATICS

- Number – Assigns one number to one object when counting. Begins to subitise (recognise number of objects without counting) groups of objects in the environment ("I see 3 stones") Develops recognition of numerals 0-5 & matches them to quantities
- Shape and space – Talks about 2D shapes using informal and mathematical language: 'sides', 'corners', 'straight', '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 – Recognises simple repeating patterns and predicts what comes next. Notices and talks about patterns in the environment.

## 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 & selects different types of resources for different purposes (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. Can clap a simple rhythm. Uses their knowledge of rhymes to make up their own songs.
- Imaginative play – Engages in pretend play, using various objects as props to support their narrative. Uses their own experiences to develop storylines (e.g. going on a bus or car ride) and may give roles to other children. Uses small world resources to develop narratives.