










Area of Learning	Objectives/Skills	Ongoing
<p data-bbox="129 328 362 395"><b>Communication &amp; Language</b></p> 	<p data-bbox="407 328 551 355"><b><u>Listening:</u></b></p> <p data-bbox="407 363 1294 395">Follow a two-part instruction e.g. hang up your coat and wash hands.</p> <p data-bbox="407 403 824 435">Listen to others in small groups.</p> <p data-bbox="407 443 1167 475">Listen to rhymes and songs, paying attention to the sounds.</p> <p data-bbox="407 483 551 510"><b><u>Attention:</u></b></p> <p data-bbox="407 518 1111 550">Respond to their name being called and shift attention.</p> <p data-bbox="407 558 965 590">Maintain attention in small group activities</p> <p data-bbox="407 598 551 625"><b><u>Speaking:</u></b></p> <p data-bbox="407 633 875 665">Take part in small group discussion.</p> <p data-bbox="407 673 853 705">Use sentences of 5 words or more.</p> <p data-bbox="407 713 1088 745">Talk about familiar books and learn new vocabulary.</p> <p data-bbox="407 753 1117 785">Talk about how they are feeling and use social phrases.</p>	<p data-bbox="1632 328 1883 360">Follow instructions</p> <p data-bbox="1632 368 2114 432">Use new vocabulary in conversations and discussions.</p> <p data-bbox="1632 440 2033 472">Listen to and talk about stories.</p> <p data-bbox="1632 480 2119 544">Use social phrases to greet each other &amp; adults</p> <p data-bbox="1632 552 1912 584">Use of Makaton signs</p> <p data-bbox="1632 592 2107 655">Adults modelling correct vocabulary and introducing new words</p>
<p data-bbox="118 882 376 986"><b>Personal, Social &amp; Emotional Development</b></p> 	<p data-bbox="407 882 633 914"><b><u>Self-Regulation:</u></b></p> <p data-bbox="407 922 1077 954">Begin to use strategies to self-calm when frustrated.</p> <p data-bbox="407 962 1205 994">Understand that others may have different ideas and opinions.</p> <p data-bbox="407 1002 1077 1034">Know that they are special and part of God's family</p> <p data-bbox="407 1042 622 1069"><b><u>Managing Self:</u></b></p> <p data-bbox="407 1077 824 1109">Access resources independently.</p> <p data-bbox="407 1117 920 1149">Follow rules and routines of the school.</p> <p data-bbox="407 1157 1205 1189">Use cloakroom/toilets independently and follow hygiene rules</p> <p data-bbox="407 1197 734 1224"><b><u>Building Relationships:</u></b></p> <p data-bbox="407 1232 875 1264">Share and cooperate with their peers</p> <p data-bbox="407 1272 1016 1303">Show kindness to others by helping each other.</p> <p data-bbox="407 1311 1205 1343">Talk about their interests with their peers and adults in setting</p>	<p data-bbox="1632 882 2092 946">Develop understanding of emotions and how to regulate</p> <p data-bbox="1632 962 2119 1026">Prepare children to wait for what they want</p> <p data-bbox="1632 1034 2040 1066">Meditation &amp; mindfulness time</p> <p data-bbox="1632 1074 2107 1137">Adapt to changes in routine and new setting</p> <p data-bbox="1632 1145 2119 1177">Discuss and follow rules and routines</p> <p data-bbox="1632 1185 2018 1217">Talk about resolving conflicts</p> <p data-bbox="1632 1225 2018 1257">Form attachments with adults</p> <p data-bbox="1632 1265 2051 1329">Form positive relationships with peers.</p> <p data-bbox="1632 1337 2051 1369">Adults model friendly behaviour</p>




<p><b>Physical Development</b></p> 	<p><b>Gross motor:</b>                  Move in a variety of ways e.g. rolling, crawling, running, hopping, jumping.                  Move over and under balancing equipment.                  Use of adventure playground and physical activities to begin to strengthen core muscles.                  Crossing the mid-line activities e.g. yoga</p> <p><b>Fine motor:</b>                  Make snips in paper with scissors.                  Eat independently using a knife and fork.                  Form pre-writing shapes with different tools e.g. paint brushes, sticks                  Take part in activities to develop motor skills e.g. threading, pouring, stirring, dressing and undressing dolls, playing with small world toys, making models with junk materials, construction resources and malleable materials.</p>	<p>Use of climbing &amp; balancing resources outside                  Dough Disco                  Squiggle while you wiggle activities                  Motor Mondays                  Opportunities to access tools e.g. sticks, brushes, chalks, pens inside &amp; outside                  Activities developing arm strength e.g. painting using horizontal and vertical arm.</p>
<p><b>Literacy</b></p> 	<p><b>Comprehension:</b>                  Understand that print has meaning and is read from left to right and top to bottom.                  Hold a book correctly and turn pages carefully.                  Answer questions about stories and rhymes                  Listen to and enjoy a range of stories including Bible stories.</p> <p><b>Word reading:</b>                  Begin to read phase 2 tricky words e.g. is, the, has                  Know names for letters of the alphabet                  Develop phonological awareness e.g. rhyming, oral blending and segmenting.                  Identify letter sounds for Phase 2 phonics e.g. s, a, t, p</p> <p><b>Writing:</b>                  Give meaning to marks they make                  Make pre-writing shapes using different tools                  Begin to make form lower case and capital letters                  Copy name from a printed word card</p>	<p>Variety of fiction and non-fiction texts available in school and home.                  Orally segment for children to hear e.g. h&gt;a&gt;t, c&gt;oa&gt;t, s&gt;i&gt;t.                  Stepping out stories                  Encourage to create own stories and act out – helicopter stories                  Role play resources and props available to re-tell and create stories                  Recognise familiar signs and icons e.g. Tesco, LEGO ©                  Understand new vocab relating to books e.g. characters, blurb, setting, title</p>
<p><b>Suggested literacy texts</b></p>		



<p style="text-align: center;"><b>Maths</b></p>  <p>*see maths plans</p>	<p><b><u>Number:</u></b>                  Understand the cardinal principle of counting (counting rules)                  Represent number amounts to five using fingers                  Begin to link numerals and amounts                  Recognise familiar numbers e.g. their age                  Begin to learn addition sentences with one-digit numbers</p> <p><b><u>Numerical patterns:</u></b>                  Subitise using five frames and ten frames                  Begin to name the number 'one more than...'                  Recognise patterns in the environment                  Notice patterns in Numicon                  Talk about patterns in 2D shapes</p> <p>*provide opportunities for children to explore comparisons in weight, height, size, shape and capacity through interactions and continuous provision.</p>	<p>Introduce Numberblocks                  Number stories                  Creating/making numbers outside using resources                  Counting inside/outside                  Shape awareness in natural world e.g. leaves, flowers and other objects and items.                  Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out.</p>
<p style="text-align: center;"><b>Understanding the World</b></p> 	<p><b><u>Past and present:</u></b>                  Talk about their role as a member of the school community.                  Share information about different roles in life.</p> <p><b><u>People, culture and communities</u></b>                  Talk about themselves, their likes and dislikes.                  Children discuss their family and talk about those close to them.                  Follow the teachings of Jesus                  Share information about our families and how they are different</p> <p><b><u>The natural world:</u></b>                  Look at and describe seasonal changes during Autumn/Winter                  Create images and drawing of nature                  Explore the outdoor environment                  Learning how God made the world and all that we need.</p>	<p>Encourage children to talk about their life story and family.                  Welly Wednesdays                  Planting bulbs and looking at seasonal changes                  Exploring pumpkins and seasonal foods                  Talking about seasonal changes</p>



<p><b>Expressive Arts and Design</b></p> 	<p><b><u>Creating with materials:</u></b>                  Noticing different textures and patterns in nature                  Exploring a variety of resources and materials to create collages, pictures and junk modelling.                  Building using loose parts/construction resources and planning their work through drawing,                  Begin to reflect on our work and how we could adapt it</p> <p><b><u>Being imaginative and expressive:</u></b>                  Learning new songs e.g. Nativity songs                  Listen to and move to a variety of music e.g. Four Seasons                  Use different objects for music and rhythm.                  Develop story lines in pretend play</p>	<p>Daily routine rhymes and songs e.g,                  Days of the week, hello songs.                  Independent use of junk modelling,                  role play and construction resources                  Powder paint and ready mixed paint available for independent use.                  Props and resources for story telling</p>
<p><b>Provision ideas based on children's interests</b></p>		