

Mathematics

We will start to learn a numbers to 5 and use them to work out answers to questions.

- Develop fast recognition of up to 3 objects, without having to Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
 - Recite numbers past 5.
 - Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
 - Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
 - Compare quantities using language: ‘more than’, ‘fewer than’.
- Understand position through words alone – for example, ‘The bag is under the table’ – with no pointing.
 - Describe a familiar route.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
 - Talk about and identifies the patterns around them.
- Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc

Personal, Social and Emotional Development

We will talk about ourselves and our families and find out about others in our class.

- **Express** their feelings and giving simple reasons – I want Mummy, I feel sad, I feel happy because Nanny is picking me up today.
 - Allow another adult to offer comfort.
 - Seek help by finding an adult.
 - Recognise when a peer is upset.
- Begin to understand and follow simple routines and instructions – eg lining up for lunchtime/ sitting down during class input.
- **Begin** to take off cardigan/ jumper and put it on.
- Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.
 - Join in an activity when invited to by an adult.
 - Become more outgoing with unfamiliar people, both adults and peers, in the safe context of their setting.
- Show more confidence in new social situations.
- Show interest in their peers and begin to form friendships

Communication and Language

We will listen to our peers and familiar adults in our class and talk to them about ourselves.

- Enjoy listening to stories and nursery rhymes.
- Begin to participate and join in with familiar stories and nursery rhymes.
- Can focus on an activity for a short period of time.
 - Follow a simple instruction eg – come and sit on the carpet, get a pencil
- Begin to speak in simple sentences – e.g. I like car, I need a drink, I am hungry
 - Sing a repertoire of songs/rhymes.
- Use vocabulary focussed on their own interests – dinosaurs, transport, dolls, Peppa pig etc.
- Ask simple questions e.g. I want Mummy, I want a drink etc.

Literacy

We will read some familiar stories and learn actions to help us remember them.

- Listen to a story and make comments on events, characters, setting and feelings when asked.
 - Name the characters in a familiar story.
- Begin to understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
- we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Know when an illustration is upside down.
- Develop phonological awareness (Foundation Phase Little Wandle), so that they can:
 - spot and suggest rhymes (choose a story that rhymes e.g., Oi Frog)
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.
- Develop phonological awareness (Foundation Phase Little Wandle), so that they can:
 - hear and retell environmental sounds, (use environment sound PowerPoints – can children say what they hear)
- recognise instrumental sounds, (use instrument PowerPoint - can children say what they can hear)
 - use body percussion appropriately
- Notice print in the environment such as the first letter of their name, familiar logos e.g., Tesco/ McDonalds
 - Enjoys drawing freely
- Add marks to a drawing, giving meaning to those marks – e.g. that’s my mummy or that’s my name .



Key Vocabulary		
Family	Achieve	Friends
Mum	Independent	Sharing
Dad	Resourceful	Taking Turns
Brother	Resilient	Kind
Sister	Proud	Caring
Feelings	Challenge	Gentle
Happy	Trust	Respect
Sad	Talent	Rules
Upset	Different	Likes
Excited	Similar	Dislikes
Nervous	Special	Hear
Worry		See
		Touch

Expressive Arts and Design

We will learn traditional songs and rhymes. We will draw a picture of ourselves.

- Make imaginative and complex ‘small worlds’ with block and construction kits, such as a city, house, rocket.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Enjoy making marks during discovery activities.
- Use simple objects (blocks) as representations in pretend play e.g. a cuboid for a phone.
 - Begin to use continuous lines to draw enclosed shapes to represent objects, people or animals.
 - Know and join in with some nursery rhymes and songs.
- Listen with increased attention to sounds, both musical, environmental and body percussion.
 - Develop storylines through pretend play in roleplay, constructions and small world
- Take part in simple pretend play based on familiar experiences e.g., home corner role-play/ cafe

Physical Development

We will learn activities to help us with our motor strength.

- Enjoy running around and begin to travel with speed and control.
- Avoids obstacles by stopping or passing when moving or running.
 - Use alternate feet when climbing steps/ ladder.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Develop proficiency in using one handed tools, e.g., scissors for snipping
 - Begin to use a comfortable grip with good control when holding pens and pencils.
 - Begin to show a preference for a dominant hand.
- Some children may still swap between left and right hand).
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Begin to develop independence in getting dressed for PE.

Understanding the World

We will explore our own interests and explore facts about these interests.

- Discuss who is in their family and show some sense of history.
- Talk about members of their immediate family, by naming and describing people who are familiar to them.
- Know there are differences between people and continue developing positive attitudes about the differences between people.
 - Talk about differences between materials, noticing change e.g the ice is melting,
- Explore how things work. – linking forces e.g. I am pushing the car, he is pulling the rope
 - Use all their senses to explore the world.