

### BOOKS OF THE WEEK



### COMMUNICATION AND LANGUAGE

- To listen in a small group situation when interested and know different ways they can show they are listening.
- To know and join in some simple rhymes and songs.
- To listen to a story in a group situation and talk about what has been read.
- To understand 2 part instructions
- To express experiences and ideas using talk that is understood by others.
- To talk in whole sentences
- To speak in front of the whole class
- To use sentences to speak to unfamiliar adults e.g. order food from kitchen staff at lunchtime.
- To recall past and present events in my life.
- To begin to learn new vocabulary through focus teaching, story time and daily interactions with peers and adults.
- To begin to create and share simple stories.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- To begin to build constructive and respectful relationships
- To make new friends
- To be proactive in seeking adult support.
- To separate from my main carer
- To recognise that they belong to the class community
- To help to care for the environment
- To use toilet independently and wash hands
- To understand need for clean hands
- To manage own needs & belongings
- To express own feelings
- To know and begin to follow the class rules.
- Participate in Jigsaw PSHE sessions - Being me in my world.

### PHYSICAL DEVELOPMENT

- To manipulate a ribbon or paintbrush in one hand
- To explore scissors and other tools e.g. hammers, rolling pins, hole punch
- To manipulate clay or dough to make snakes or balls.
- To use a knife to spread
- To easily thread small beads onto string.
- Go up steps or stair or climb apparatus using alternate feet
- To move body during Letterjoin gross motor movement sessions
- Control body to hop and jump on a hopscotch.
- Balance on a beam
- Jump over an object
- Carry own lunch to the table.



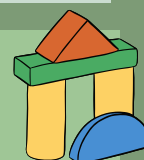
### LITERACY

- Enjoy listening to a range of non fiction, fiction, poems and rhymes commenting upon what they have heard.
- To begin to be able to verbally answer some 'why' questions about a book that has been read to them.
- To describe main story settings, events and principal characters in increasing detail.
- To talk about events and principal characters in stories and suggest how the story might end.
- To recognise and write own name.
- To recognise all Set 1 sounds taught through Read, Write Inc.
- Continues a rhyming string.
- Identifies alliteration.
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen



### MATHEMATICS

- To match and sort sets using words same and different.
- To explore sorting techniques and identify the rule
- To compare amounts knowing when the set has more, less or the same.
- To create sorting rules and compare amounts.
- To compare size, mass and capacity
- To copy, continue and create simple patterns.
- To find, subitise and represent 1,2 and 3.
- To find 1 more and 1 less
- To understand that 2 and 3 composed of smaller numbers.



### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- To be able to name different places that they visit within school.
- To know that our family and adults within school help us.
- To understand how actions/ behaviour can affect the environment.
- To begin to understand a simple map in terms of showing your location.
- To draw simple maps of their immediate environment, including inside the classroom and the outside learning area.
- Comments and asks questions about aspects of where they live and our forest area.
- Shows care and concern for living things and our forest environment.
- To understand the changes that take place in Autumn.
- Talk about members of their immediate family and community.
- Talk about past and present events in their own life and that of their family
- Sequence photographs from different parts of their life. Match objects to people of different ages.

### EXPRESSIVE ARTS AND DESIGN

- To recognise different types of materials used for building structures, e.g. wooden blocks, playdough, duplo blocks.
- To enjoy a range of malleable media such as play dough and salt dough (Art)
- To know the names of and draw with a variety of media – pencils, chalk, sticks and mud/sand.
- To explore a range a variety of tools including different size/thickness brushes and tools i.e. sponge brushes, fingers, twigs.
- Recognise and name the primary colours being used.
- Begin to recall colour mixing knowledge.
- Be able to act in role from wider experiences and as a range of characters.
- Make music in a range of ways e.g. plays with sounds creatively
- Sing entire song
- Plays instruments to match structure of music e.g. quietly in quiet parts, and stops when music stops