

BOOKS OF THE WEEK



COMMUNICATION AND LANGUAGE

- Listen attentively in small and whole-group situations.
- Follow instructions with two or more parts.
- Talk about key events in stories that have been read aloud.
- Understand and answer a range of why and how questions.
- Speak confidently in complete sentences.
- Share past and present experiences in detail.
- Participate in conversations with peers and adults.
- Use recently taught vocabulary in conversation and play.
- Speak clearly to unfamiliar adults.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Separate from my main carer
- Recognise that they belong to the class community
- Helping to care for the environment
- Use toilet independently and wash hands
- Understand need for clean hands
- Manage own needs & belongings
- Express own feelings
- Know and begin to follow the class rules.

PHYSICAL DEVELOPMENT

- Continue Squiggle Whilst You Wiggle to maintain core strength, balance, coordination and shoulder stability. Introduce Dough Disco to develop finger, hand and wrist strength through squeezing, pinching, twisting and rolling.
- Run at varying speeds.
- Maintain balance whilst changing direction. Complete hopscotch patterns independently.
- Begin the Balanceability programme and develop confidence balancing and gliding.
- Coordinate both sides of the body to steer, glide and maintain balance.
- Catch smaller balls.
- Secure tripod grip.
- Dough Disco squeezing and pinching.
- Independently select and use appropriate tools for a range of purposes. Demonstrate increasing control, accuracy and independence.
- Organise own belongings and carry lunch equipment.

LITERACY

- Listen attentively to a range of stories, rhymes and non-fiction texts.
- Recall key characters, events and settings from familiar stories.
- Retell familiar stories through play and discussion using recently introduced vocabulary.
- Hear and identify initial sounds.
- Recognise taught Set 1 sounds and begin linking sounds to letters.
- Continue and recognise simple rhyming patterns.
- Give meaning to marks they make. e.g. "That's mummy", "This says dinosaur."
- Write own name.
- Form taught graphemes using non cursive formation.

MATHEMATICS

- Compare quantities to 5.
- Use more, fewer and same.
- Recite numbers to 10.
- Count sets accurately to 5.
- Order numbers to 5.
- Match numerals to quantities to 5.
- Count objects from larger groups.
- Explore numbers to 5.
- Add one and subtract one practically.
- Subitise to 3.
- Recognise and name:
 - Circle, triangle, square, rectangle
- Talk about shape using everyday language.
- Find shapes in the environment.
- Use shapes to create pictures and models.
- Order daily events.
- Compare length, weight and capacity.
- Spot simple patterns.
- Copy simple AB patterns.

UNDERSTANDING OF THE WORLD

Past and Present – My Life Story

- Sequence photographs from babyhood to now.
- Identify changes in themselves over time.
- Compare what they could do as a baby with what they can do now.
- Begin using evidence from photographs to explain changes.
- present

People, Culture and Communities – Belonging

- Talk about their family and school community.
- Identify groups they belong to.
- Understand that communities work together.
- Maps represent places.
- Follow a simple route.
- Create simple maps of familiar environments.
- Recognise similarities and differences between families.

The Natural World – Exploring Our Environment

- Explore the school grounds.
- Observe and describe features of the school environment.
- Discuss how we care for our environment.

Technology – Choosing Technology

- Select technology independently.
- Use Bee-Bots for simple challenges.
- Choose appropriate technology during play.
- Explain why they are using a particular device.

EXPRESSIVE ARTS AND DESIGN

- Explore, name and select from a wide range of materials.
- Use drawing tools independently.
- Use brushes and painting tools with increasing control.
- Create with malleable materials.
- Know different materials can be used for different purposes.
- Recall that colours can be mixed to make new colours.
- Act in role using real-life experiences.
- Sing familiar songs independently.
- Create music using voice, body and instruments.
- Music can be made using voices, bodies and instruments.
- People use role play to express ideas and experiences.
- Talk about their favourite illustrations and books.
- Look closely at artwork.
- Listen to different styles of music.