

Personal, Social and Emotional Development			Communication and Language	
<p>Self Regulation</p> <ul style="list-style-type: none"> Children will learn our class and school rules, while becoming more familiar with the routines in the classroom. Children will begin to manage their emotions, with adult support, and develop a positive sense of self. 	<p>Managing Self</p> <ul style="list-style-type: none"> Children will begin to become more independent when managing their own needs, such as going to the toilet, getting dressed and putting their coat on. 	<p>Building Relationships</p> <ul style="list-style-type: none"> Children will begin to build positive relationships with school staff and their peers. Children will have opportunities to learn to take turns with others and share resources. 	<p>Listening and Understanding</p> <ul style="list-style-type: none"> Children will begin to listen, with increasing care, to rhymes and songs, paying attention to how they sound. Children will listen to familiar stories, building understanding, developing their ability to talk about what they have heard. Children will be supported to begin to retell a story in a variety of ways. 	<p>Speaking</p> <ul style="list-style-type: none"> Children will begin to articulate their ideas and thoughts in short, simple sentences. Children will have the opportunity to expand vocabulary through stories. Children will begin to connect one idea or action to another using a range of connectives.
Literacy			Physical Development	
<p>Phonics</p>  <p>Children will be developing their awareness of and practicing:</p> <ul style="list-style-type: none"> Saying, reading, writing single letter sounds of the alphabet Orally blending words with 3 single letter sounds. Reading and spelling words with 3 single letter sounds. 	<p>Comprehension and Writing</p> <p><u>This term we are focusing on writing:</u></p> <p>Our names Initial sounds Labels Lists Simple captions</p> <p><u>Our key texts this term will be:</u></p> <p>Starting School by Janet Ahlberg Super Duper You by Look up! By Whatever Next!</p> 	<p>Gross Motor</p> <p>Children will have the opportunity to develop their skills in moving around safely in different ways and spacial awareness. Children will begin to learn how to get themselves dressed into appropriate clothing, such as helmets for bikes/scooters, as well as wellies and aprons for the mud kitchen.</p> <p>Fine Motor</p> <p>Children will begin to develop their control and coordination of small-scale movements. We will be ensuring that children consistently hold their pencils with the correct grip, improve their scissor skills and draw and write with control and precision.</p>	<p>PE</p> <p>Children will begin to learn the rules and routines in PE. They will begin to learn how to keep themselves safe when moving around, looking at the space around them. Children will have the opportunity to play team games where they can develop types of movement. Children will learn to become more independent when dressing and undressing themselves.</p>	
			Maths	
			<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed 	

		<ul style="list-style-type: none"> • subitise different arrangements, both unstructured and structured, including using a number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts
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Understanding the World	Exploring Media and Materials
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<p style="text-align: center;">People, Culture and Communities</p> <p>Children will begin to learn about themselves and their families. We will be looking at different beliefs, cultures and traditions. We will explore and compare how different cultures celebrate important events such as birthdays and festivals.</p> 	<p style="text-align: center;">The Natural World</p> <p>We will be focusing on the winter weather and looking closely at similarities, differences, patterns and change. We will look at countries that are in colder regions and discuss ways to keep warm in Winter.</p> 	<p style="text-align: center;">Creating with Materials</p> <p>Children will be exploring colour and lines to create pictures. They will have the opportunity to use colours in their designs to represent objects, thoughts and feelings. They will also explore mixing colours. Children will also learn to build simple models using their own selection of construction kits, such as Lego, magnetic, wooden blocks and junk modelling.</p>	<p style="text-align: center;">Being Imaginative and Expressive</p> <p>The children will have the opportunity to retell familiar stories and act out their own life experiences, through role play and the use of small world resources. Children will be exploring representing their thoughts and ideas in the creative area, using colours and a range of materials. In music lessons, children will be singing songs and exploring creating different sounds using body percussion.</p>
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