

BOOKS OF THE WEEK



COMMUNICATION AND LANGUAGE

- To listen to and follow instructions with two steps
- To join in repetitive refrains in stories
- To be able to listen and do for short periods of time.
- To answer 'what', 'how' and 'why' questions about their experiences, and in response to stories or events
- To understand what has been read to them.
- To use longer sentences and ask simple questions
- To join in two way conversations with peers.
- To use vocabulary that is increasingly influenced by their reading experiences when re-enacting stories that they have heard.
- To use and understand recently introduced vocabulary during discussions about poems and rhymes.
- To use sentences to talk and make request e.g. of 4 to 6 words

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- To demonstrate friendly behaviour.
- To develop positive relationships with the class.
- To be confident to speak to known adults
- To see themselves as a valuable individual
- To confidently to speak to others about own needs, wants, interests, opinions in familiar group.
- To talk about my similarities and differences openly and in a positive way.
- To take turns and sharing resources – collecting the sand timer to wait for a turn.
- To express own feelings and consider feelings of others
- To know that all feelings are ok, but not all behaviour
- To participate in weekly Jigsaw PSHE sessions Celebrating Difference..

PHYSICAL DEVELOPMENT

- To hold scissors correctly
- To hold a pencil with a three fingered grip and use it with increasing control, showing that a dominant hand is present.
- To be able to do up a button.
- To write own name correctly using school handwriting style.
- To throw and catch a large ball.
- To skip or hop
- To begin to understand risk
- To set up and use an obstacle course.
- To jump with two feet together forwards as far as they can go.
- To stand on one foot with arms folded for 8 to 10 seconds.

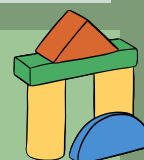


LITERACY

- To continue to enjoy listening to a range of non fiction, fiction, poems and rhymes commenting upon what they have heard.
- To join in with repeated refrains when reading rhymes and stories.
- To listen to stories, accurately anticipating key events.
- To recall stories that have been read to them.
- To re-enact and reinvent stories that they have heard in their play.
- Begin to tell own stories based on interests
- To continue a rhyming string and identify alliteration.
- To write own name.
- To write labels and captions (initial sounds and CVC words).
- To begin to segment the sounds in simple CVC words and blend them together and knows which letters represent some.

MATHEMATICS

- To find, represent and subitise 4 and 5.
- To understand 1 more and 1 less.
- To understand the composition of 1,2 and 3.
- Identify and name shapes with four sides
- To combine shapes with four sides.
- To find four sided shapes in the environment.
- To recognise day and night and use the vocabulary associated with it.
- To begin to use positional language when creating a simple journey of a story they have heard



KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- To be able to name different places that they visit.
- Through frequent visits to the forest explore the changing season of autumn
- To understand that different clothing is worn for different types of weather
- To create simple maps for journeys within school and for stories that they have heard e.g. The Gingerbread Man
- To comment and asks questions about aspects of their familiar world such as our forest area and link this knowledge to other forest areas.
- To shows care and concern for living things and the environment.
- To know how to keep themselves and the environment safe.
- To recognise that people have different beliefs and celebrate special times in different ways.
- To join in with family customs and routines
- To participate in weekly Discovery RE sessions focusing on the question 'What is Christmas?'
- Know about similarities and differences between themselves and others, and among families, communities and traditions

EXPRESSIVE ARTS AND DESIGN

- To select and use different types of materials for building structures, e.g wooden blocks, playdough, duplo, lego, sticklebricks.
- To begin to use scissors correctly and safely, knowing the 'safe scissor' grip for transporting scissors.
- To construct and join modelling items together using scissors, masking tape and glue.
- To enjoy a range of malleable media such as clay and dough.
- To use a range of tools such as – masher, rolling pin and shaping tools to make changes.
- To know the names of and use pencil, colour pencils, chalk, crayons, pastels.
- To hold a paintbrush correctly and begin to use with control.
- To name a range of colours used accurately.
- To apply colour mixing knowledge with more independence.
- To incorporate props into play showing life experiences and imagination
- To make music in a range of ways e.g. plays with sounds creatively