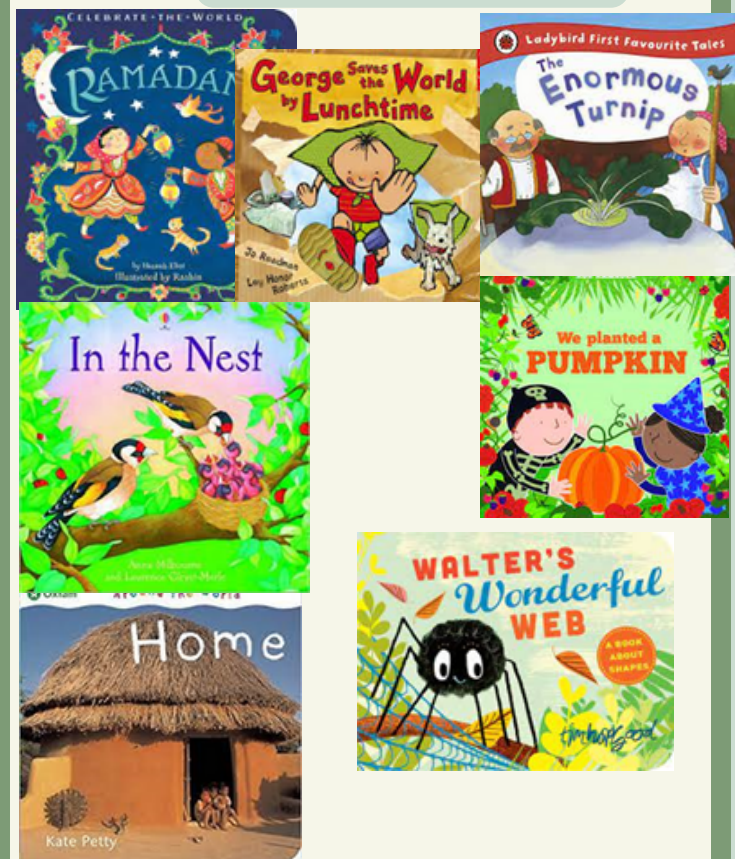


BOOKS OF THE WEEK



COMMUNICATION AND LANGUAGE

- Speak in front of the class with a clear voice
- Sustain longer periods of focused attention
- Letters and sounds – Blending and segmenting
- Express own point of view
- Understand why questions.
- Retell familiar stories in own words
- Have a forward and back conversation with an adult.
- Talk about things that are important to the child
- Begin to use more complex sentences using and, or, because



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

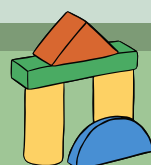
- Understand that they might have to wait their turn
- Enjoy playing alone, alongside others, invite children to play or join others in their play
- Confident to try new things and take risks
- Talk to friends to solve problems that might happen when playing
- Begin to develop ideas about themselves according to messages they hear from others.
- Knows why it is important to drink water.
- Make healthy choices about food, drink, activity and tooth brushing
- Adjust behaviour or actions to recognise others feelings.
- Develop appropriate ways of being assertive
- Understand that sometimes their needs cannot be met.

PHYSICAL DEVELOPMENT

- Thread small beads onto a string
- Jump two footed forwards 10-24 inches.
- Skip, hop and stand on one leg
- Hold pencil with a tripod grip
- Develop other ball skills e.g. bouncing and catching
- Use scissors and other tools e.g. rolling pins and hammers independently. (DT)
- Can gallop and walk on tiptoe
- Confidently thread beads onto a string.
- Jump over an object and land with both feet together
- Letters and sounds – rhythm and rhyme
- Build a tower of 9 blocks
- Use a balance bike to walk
- Use cutlery (DT)
- Walk backwards looking over shoulder

LITERACY

- Look at books independently
- Letters and sounds phase 1 – blending and segmenting
- Enjoy making marks to communicate in a range of forms e.g. to record house number
- know print is read from top to bottom and left to right.
- Make marks that are letter like to communicate meaning
- Hear and say initial sounds in words.
- Make marks that are letter like and ascribe a meaning to marks.
- Hear and say initial sounds in words
- Make marks using known letters e.g. from name.
- Answer how and why questions about stories
- Begin to blend and segment
- Read different versions of the same traditional story and know that they are not exactly the same.
- Make marks using known letters and ascribe meaning to the marks.
- use vocabulary influenced by stories.
- Letters and sounds phase 1 –Alliteration
- Copy own name independently.
- Enjoy looking at books in child led time.
- Letters and sounds phase 1 – voice sounds
- Write own name on paintings etc.



MATHEMATICS

- Use some number like shapes to represent numbers or lines.
- Choose shapes for a purpose e.g. roof of a house.
- Recognise the number 5
- Compare length and use vocabulary such as long, short, longer, shorter, longest, shortest.
- Be able to subitise to at least 3.
- Explore pattern make ABAB patterns using natural resources
- Know some number rhymes and songs
- Counts up to 5 objects recognising that the final number is total of the set. (cardinal principle)
- - Visually compare two groups where one group is at least double the size of the other
- know that squares and rectangles have 4 sides. (use shape vocab e.g. side, corner, straight flat and round)
- Solve practical everyday problems using numbers
- Complete jigsaws independently and talk about why the shapes fit or don't fit
- Revisit 2D shapes - combine shapes to make new shapes.
- Find objects are flat, curved and round

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Recognise the difference between past and present in their own lives.
- Talk about events in their own experiences that are important to them
- Be able to say what the day is and what tomorrow will be.
- To use simple software, including games online
- To use simple software, including games online

EXPRESSIVE ARTS AND DESIGN

- Build small worlds such as cities, parks or different buildings e.g., castles, palaces
- Follow some simple hand actions to play instruments loud, quiet, fast or slow.
- Join using glue, tape and masking tape (DT)
- Use a hammer and nails to join materials together. (DT)
- Develop own ideas and decide which materials to use to express them. (DT)
- Use different applicators when painting.
- Perform a song or rhyme with accompanying percussion
- Explore printing with found objects (Art)
- Play alongside others engaged in the same theme.
- Perform a song or rhyme with accompanying percussion
- Show developing social interaction skills.
- Add sound effects to stories
- Explore how to change the tempo and dynamic of an instrument
- Add sound effects to stories.
- Be the conductor