

### BOOKS OF THE WEEK



### LITERACY

- Know how pages are sequenced.
- Answer open ended questions about a text.
- Continue to broaden vocabulary through stories and sue in play and interactions with others.
- Write own name.
- Blend and segment simple CVC words.
- Identify words that rhyme.
- Talk about likes and dislikes in relation to a familiar text.
- Letters and sounds phase 1 – Alliteration.
- Write some letters accurately.
- L-R – Identify words which start with the same initial sounds.
- Letters and sounds phase 1 – voice sounds.
- Identify long and short sounds.
- Handle books carefully and with respect.
- Letters and sounds phase 1 – blending and segmenting.
- Make marks to represent writing and ascribe a meaning to their marks.
- Listen with attention and recall as a story is read Letters and sound phase 1 – recap.
- Make marks to represent writing and ascribe a meaning to their marks.
- Have a broad repertoire of songs and rhymes.
- Make marks to represent writing and ascribe a meaning to their marks.

### COMMUNICATION AND LANGUAGE

- Make up stories and retell (Helicopter story sessions)
- Speak in a full sentence when talking or making a request.
- Make up own stories and retell (Helicopter story sessions).
- Use a range of tenses hen speaking.
- Follow a story without pictures or props.
- Understand why and how questions.
- Identify long and short sounds.
- Introduce a storyline or narrative into play.
- Listen to other and respond with appropriate comments or questions.

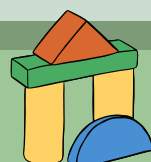
### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Build ideas in play situations with friends.
- Clean and dry during the session.
- Hold a pencil with a comfortable tripod grip and use it with increased control.
- Be outgoing towards visitors the setting.
- I know the rules and expectations and I follow them.
- Begin to resolve some conflicts by themselves.
- Talk about changes e.g. transition in YR.
- Think about things from others perspective.
- Adapt behaviour to different social situations.
- Knows the effect of physical activity on the body.
- Adapt behaviour to different social situations.

### PHYSICAL DEVELOPMENT

- Hold a pencil with a comfortable tripod grip and use it with increased control.
- Use hopscotch.
- Write own name.
- Hold a pencil with comfortable tripod grip and use it with increased control.
- Begin to skip (without a rope).
- Begin to use anticlockwise movements.
- Begin to skip when using a rope.
- Set up and complete an obstacle course.
- Begin to use anticlockwise movements.
- Swing a bat or racket correctly and safely.
- Begin to glide on a balance bike.

### MATHEMATICS



- Recognise numerals to at least 5 confidently.
- Compare capacity and use vocabulary full, empty, holds more, holds less, half full.
- Link numerals and quantities up to 5.
- Combine shapes to make new shapes.
- Know that numbers are made up of smaller numbers.
- Explore positional language and direction.
- Visually compare two small group (below 5) of similar objects when the quantities are closer together with support.
- Begin to recognise when counting that each number is one more than the number before.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Begin to extend personal vocabulary to last week I.... or last year .....
- Know the days of the week and some months of the year.
- To experiment with programmable toys.
- Talk about going to school in September and about wearing a uniform. Recap school logo from autumn 1.
- Know there are different places of worship.

### EXPRESSIVE ARTS AND DESIGN

- Make visual representations of sounds, e.g. pieces of music.
- Listen and responds to others in pair/group music making.
- Find out what happens when they mix colours together.
- Listen and respond to others in pair/group music making.
- Be able to say how new colours have been made.
- Draw people and represent different emotions.
- Build a repertoire of songs and rhymes be able to sing at least 8 nursery rhymes by the end of nursery year.