

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Can play in a group, extending & elaborating ideas. • Takes steps to resolve conflicts with other children. • Show confidence in trying new activities. • Explain own understanding and ask questions. • Be aware of the boundaries of behavioural expectations in the setting. <p>Making new friends and sharing resources. Learning the expectations of our Quiet Room. Participate in dance class and attempt to remove/put on shoes and socks. Learn to take turns and understand personal space. Plan 'Circle Time' to support children's growing ability to understand & express a wide range of feelings, experience and issues. Talk about 'Simchat Torah' and 'Gandhi Jayanti'. Celebrate diversity through Black History Month activities. Talk about caring for others (link to Mary Seacole and nursing). Look closely at our faces and celebrate our similarities and differences. Read 'All Kinds of People'.</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Looks at books independently, handling with care. • Begins to understand how stories are structured. • Uses some clearly identifiable letters to communicate meaning. • Hears and says the initial sounds in words. <p>Look at a wide range of books-stories and rhymes, topic related non-fiction texts. Introduce a wide range of tactile activities to develop fine motor control. Mark-making in home corner and role-play scenarios. Support children in recognising and writing the first letters of their names in meaningful contexts. Begin to recognise other children's names. Learn correct letter formation using practical activities, e.g. writing in sand, air and on children's backs. Begin to introduce letter sounds - deliver Phase One and Two phonic activities. Show story structure through dance.</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Develop confidence in initiating conversation. • Introduce a story or narrative into their play. • Distinguish sounds and talk about them. • Explore meaning of unfamiliar words. <p>Look at stories and non-fiction texts linked to the seasons and Black History Month. 'Letters & Sounds' Phase 1 Phonics - using resources such as multicultural musical instruments, song, books and drama. Use key texts and stories to retell with props and puppets (also model drama and role play of key texts). 'Stone art' and dance to encourage speech and language development, vocabulary extension and imagination. Talk about responses to images and videos of 'Gandhi Jayanti' and learning about 'Simchat Torah'. Create pictures and talk about them.</p>
<p>Physical Development</p> <ul style="list-style-type: none"> • Hold a pencil competently to draw and write. • Handle equipment safely and effectively. • Talk about ways to keep healthy. • Manage own basic hygiene. • Experiment with different ways of moving <p>Provide a wide range of tactile activities to develop fine motor control. Develop gross motor skills to support fine motor control through 'Write Dance', tap dancing ('Nicholas Brothers' theme) and outdoor play activities. Encourage mark-making including creating chalk patterns outside. Children learn how to use tools such as scissors & hole punches safely and effectively. Read books including Dr Dog and My Body and relate to own lives and bodies.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Counts up to 5 objects reliably. • Begin to use mathematical names for 2D shapes. <p>Rhymes and songs involving counting on and counting back. Use number & shape cards, games and puzzles. Count in music and dance sessions and during everyday routines (counting plates, cups, etc). Model countdown for extended space activities and small world/role-play. Recognise number & shape in real life ('maths walks'). Use visual timetable to sequence daily routine. Begin to recognise the four seasons and days of the week. Begin to identify simple 2D/3D shapes by name and properties. Look for shapes in nature (link to Autumn theme). Count conkers, leaves and acorns.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Enjoy joining in with family customs and routines. • Look at differences and similarities. • Show interest in different occupations and ways of life. • Know how to operate simple equipment. <p>Link to topics through circle time discussion and sharing of photos and videos. Begin to know about their own cultures and beliefs and those of other people through role-play, cookery and stories. Research famous people from around the world with cultural significance (Black History Month e.g. Mary Seacole, Barack Obama, The Nicholas Brothers). Look at our cultural heritages using world map, where we live on a world-map, map-making/ local environment. Use Internet/You tube for clips/images on to illustrate dance, cultural dress and homes around the world (model use of technology to find information). Draw multicultural patterns using paint.</p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Manipulates materials to achieve a planned effect. • Explore the different sounds of instruments <p>Paint self-portraits and portraits looking closely at colours and tone. Look at art from around the world and create own responses (eg, Aboriginal art, South American/African textiles). Distinguish musical sounds using multicultural instruments (phonics). Explore using body parts, including voices, to make sounds. Model-making using recycled materials (boxes/tubes,etc). Small world play using toys/models linked to our topics (e.g. hospital). Develop role play and dance to develop imaginative play and language - play world music and observe children's responses.</p>		