



**THEME:** What makes me, me?

The books we will be learning about are:

- Diwali/Fireworks
- Whatever Next
- Peace at Last
- 5 Minutes Peace
- Dear Santa
- 5 Little Penguins
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### COMMUNICATION & LANGUAGE

To be able to tell the difference between different sounds e.g., in the environment, when using musical instruments and in familiar rhymes such as Humpty Dumpty, Twinkle Twinkle, Hey, Diddle, Diddle, Round and Round the Garden, Hickory, Dickory Dock, One, Two Buckle My Shoe and The Grand Old Duke of York.

To listen to other people when they talk, for example at group time with their peers.

To begin to develop pretend play, such as putting the baby to sleep.

### COMPREHENSION, READING, WRITING

To enjoy sharing a book with a familiar adult.

To have a favourite book that they seek out to share with a peer or an adult.

To notice some familiar print, such as shop logos or the first letter in their name.

### Prewriting skills

Uses large scale muscle movements to wave flags and streamers, paint, chalk and make marks.

Messy sensory play

### Pre phonics skills Rhythm:

Sounds Around Us

Body Percussion activities

Clapping pattern activities

### NUMBER & NUMERICAL PATTERN

To sort a range of objects (toys, fruit, counters) in different ways e.g., by colour, shape, and size. Compare 2 objects relating to size and length.

Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round.' To say one number for each item in order (e.g., 1,2,3).

To sing or say number rhymes, such as 5 little ducks or 1,2,3,4,5 once I caught a fish alive. Show finger numbers up to 5.

Begin to use language such as 'pointy', 'spotty', and 'blobs' when looking for patterns.

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Experiment with own symbols/marks include some numerals. Understand some position, e.g. "The bag is under the table," - with concrete examples. Move and rotate objects to fit a space e.g. in tray puzzles.

### PAST & PRESENT, PEOPLE & COMMUNITY & THE NATURAL WORLD

To talk about family and friends.

To explore materials from both indoors and outdoors and talk about the different properties.

### FINE & GROSS MOTOR

Move in and around obstacles carefully.

Travel up and down steps safely.

Begin to use large scale movements to paint and make marks.

Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

To separate from main carers without support and show confidence towards unfamiliar people and new social situations.

Increasingly follows rules, understanding why they are important.

Demonstrate friendly behaviour, initiating conversations & play and form good relationships with peers & familiar adults.

To share, take turns and co-operate with others. Become more outgoing with unfamiliar people, in the safe context of their setting.

### CREATING WITH MATERIALS & BEING IMAGINATIVE & EXPRESSIVE

To join in with simple songs, rhymes, and ring games.

To engage in pretend play e.g., playing 'house', mimicking adults, being the 'voices' to toy animals/people/vehicles.

To explore colours and colour mixing.

To listen with increased attention to sounds.

