

### Personal, Social & Emotional Development

- Settle in to new routines and behavior expectations.
- Be provided with a range of learning opportunities that are adult and child directed.
- Share and take turns, developing positive relationships with peers.
- Discuss our families, compare with others, understand that not all families are like their own and talk about what we like to do; customs, traditions and celebrations.
- Learn about similarities and differences amongst our friends and compare ourselves (hair, eyes, height, likes and dislikes etc)
- Learn to manage emotions through story telling, role play and social interactions, modelled and supported by the adults in the setting.

### Communication and Language

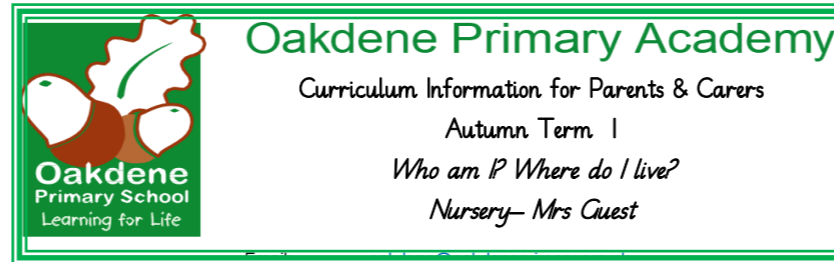
- To listen and join in with to a range of stories around the theme of ourselves, families, friends etc.
- To share and join in with retelling well known stories and be able to talk about the storyline and characters in simple terms.
- To develop their communication skills through interaction, role play, joining in with adult led and child initiated activities and games such as Snakes & Ladders.
- To able to listen to and follow simple one and then two step instructions such as "hang your coat up and then come and sit down".
- To play Phasel phonics games to develop listening skills.
- Name simple human physical features & facial features and colours, family member's names/titles. Baby, child, adult etc. Basic types of homes, park, garden, shops, observed local surroundings.

### Literacy

- Daily adult led phase 1 and 2 phonics sessions.
- To interact and join in with others with a wide range of Phase 1 and 2 phonic activities, songs and games .
- A wide range of mark making opportunities and tools both inside and outside.
- To begin to form recognizable letters for their name.
- To work on gross and fine motor skills through dough disco and name writing.
- To share and join in with retelling well known stories and be able to talk about the storyline and characters in simple terms.

### Mathematics

- Learn and explore about a new number each week..
- Join in with number based songs such as '1,2,3,4,5, once I caught a fish alive'.
- Develop counting through play for confidence with numbers.
- Recognise numbers 1-5 and spot numbers of personal significance.
- Interact and 'have a go' with a range of different activities, games and child initiated play that involves number recognition, counting and general confidence with numbers to 5 and then beyond.
- Dice throwing games, Numicon activities, hop scotch, dominoes and counting natural resources.



### Recommended Reads

- The Very Busy Spider by Eric Carle
- Kipper's Little Friends by Mick Inkpen
- Kipper by Mick Inkpen
- All Are Welcome by Alexandra

### Nursery Rhymes (practise and learn!)

- Miss Polly Had a Dolly
- Wind the Bobbin up
- The Wheels on the Bus
- I'm a Little Teapot

### Personal Development

- Being Safe
- Respectful Relationships
- Physical Health & Healthy Eating
- Families & people who care for me

#### Key Dates:

- \* Diwali (24th October)
- \* Universal Children's Day (20th Nov)
- \* Guy Fawkes Night (Saturday 5th November)
- \* Nursery Rhyme Week (14th—18th November)
- \* Christmas

### Expressive Arts and Design

- Learn and sing new nursery rhymes such as 'Wind the Bobbin up'.
- Go on sound hunts around the setting, describing and naming what they can hear.
- Make self-portraits in various mediums – loose parts, pencil, paint, playdough.
- Begin to talk about textures, colours and experiment with a range of techniques and materials to create their own models and pictures.
- Be able to role play own experiences and stories using props, resources and the environment. For example; role playing cooking on a camp fire in the Forest Area.

### Physical Development

- Develop gross and fine motor skills through daily Dough Disco, Wake up & Shake up and Zumba.
- Try a range of fruit & vegetables and be able to talk about healthy foods in simple terms.
- Understand germs and how to prevent against them with hand washing and using tissues etc.
- Begin to develop the use of a dominant hand through a range of mark making and physical activities.
- Begin to use mark making tools, such as pencils, crayons, chalks and paintbrushes with more control and purpose.
- Interact with Finger Gym activities such as threading cards, balancing pompoms and pattern pebbles to develop fine motor control and skills.
- Learn how to hold and use scissors appropriately and safely.
- Begin to assess and take risks, in a safe and measured way, such as running, climbing and interacting with others.

### Learning Outside the Classroom

- Local area walk
- Name writing using outside resources such as chalks, water on the ground, mud.

### Understanding the World

- Talk about themselves and learn about similarities and differences as well as our home lives.
- Child initiated opportunities to promote discussion about home / themselves.
- Learn about similarities and differences around us. Compare living in Billingham to other places.
- Understand that not everybody lives in a house in Billingham. Some people live in bungalows, flats, caravans etc.
- Be able to talk about traditions and celebrations such as Christmas.
- Explore and observe our natural environment and surrounding area through local walks and time in the main school Forest Area.
- To learn about different roles and jobs that people can have, such as role playing as parents or builders.
- Enjoy a range of non-fiction books and be able to talk about what they have found out.
- To use IT to research and find out information.