

Personal, Social and Emotional Development

- talk about self and other members of their family
 - talk about feelings
 - talk about how to look after our bodies
 - learn to take turns and share equipment
 - begin to understand class routines and structures for example lining up for dinner and playtime, tidying up, carpet time.
 - to dress and undress themselves for PE
- Be able to leave carer and separate willingly.

Expressive arts and design

- paint pictures of own face
- handprints, footprints
- - role plays - looking after babies
- painting names for class display.
- healthy food plates
- - nursery rhymes
- Use of musical instruments to accompany songs
- paper plate faces - adding wool for Hair

Knowledge and understanding of the world

- the senses - eye colour
- sound walk/- taste tests/- - smell tests
- what do we need to stay alive? How is this the same/different to other animals? Plants?
- How can we keep healthy? Food - fruit salad
- Exercise - PE Where do fruits come from?
- Discuss Louis Braille and how important to look after our eyes.
- How does our body work? Heart/lungs/brain etc
- The skeleton - read Funny bones, talk about the purpose of the skeleton
- looking after babies and talking about how they grow ect. Making timelines about growth

Ourselves 2020

Mathematical Development

- On-going daily number work, 0-5, 0-10 -
- Adding one more
- Learn basic 2d shape each week.
- Recognise, order, match etc.
- - comparing heights in the class (taller/shorter)
- Make chart in class.
- - number walks around school
- Printing numbers
- Repeating patterns with fruits and vegetables
- Number blocks each week to reinforce the numbers .

Communication & Language and Literacy

- writing labels for areas of the classroom
- writing about self, introduce key vocabulary - 'I am...' 'I can...' as sentence structure
- Nursery rhymes - sing together, illustrate, label Characters
- Billy Goats Gruff story
- Work based on texts with familiar settings
- Oliver's fruit salad
- sequence events from the story
- describe the main character of Oliver
- label pictures from the story
- 'Some dogs do' (home and school)
- sequence events from the story
- describe the main character of Sid
- label pictures from the story
- add speech bubbles to pictures from the story
- ROLE PLAY - house area & opticians
- daily phonics work - this term quick assessment of Phase 1 which will have been covered in nursery/ pre school by most children, and then introduce the Phase 2 sounds.

Physical Development

- How can we move our bodies in different ways?
- How can we make different shapes with our bodies? Tall, short, wide, narrow, straight, curved etc.
- How can we balance on different body parts? On one part, 2 parts etc
- How does PE affect our bodies? Feel our heart before activity and after - what is happening? Why?
- Fine motor skills - on-going - threading, cutting, malleable materials etc
- Outdoor area for gross motor for example bikes, climbing etc