Playing & Exploring –Engagement

Exploring through their senses,
Exploring a range of natural resources/materials,
Playing and exploring in PE and Forest School.

Active Learning

Engaging in shared learning time,
Shared attention and listening skills development.

Creating & Thinking Critically – Thinking

Accessing the learning environment around them, using trajectory and connection schemas,
To explore cause and effect.

Personal, Social and Emotional Development

- Children to demonstrate their awareness of the school routine and expectations.
- Children to demonstrate their shared attention and listening skills, to engage in a range of child-led and adult-led activities.
- Children to communicate in their preferred way, to get their needs/wants met by an adult.
- Children to demonstrate their preference within the learning environment alongside their peers, or independently if preferred.

Communication and Language

- To demonstrate an awareness of the rules and daily routine.
- To develop their use of visuals, verbal cues, and gestures to communicate their wants/needs.
- To develop their shared attention skills, such as shared gaze, gestures and vocalisation/verbalisation.
- To make a choice between jam and butter; using gesture, use of visual and/or verbalisation.

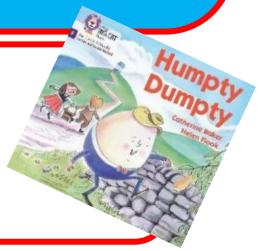
Physical Development

- To wash their hands, following a routine sequence with increased independence.
- To use fine and gross motor skills to spread butter or jam on a slice of toast.
- To develop a preference in a dominant hand; when writing, eating or accessing an activity.
- To explore Stop and Go games within PE.
- Disco dough and Music and Movement, developing fine and gross motor skills.





Goldfinch A
Term 2



Literacy

- To recongise their name, to self-register with an adult's support; where required.
- To write most of their name accurately, using adult support, where required.
- To order a story, using visuals and a story map.
- Phase 2 phonics - Little Wandle (D, G, B, H, E, M, and N)
- Rhyme Time Rhymes:
  - *Down at the Station,*
  - *Humpty Dumpty,*
  - *The Grand Old Duke of York.*

To engage in Remembrance and Christmas themed short stories, rhymes and songs.

Maths

- To engage in songs, relating to counting in sequence.
- To create their own AB patterns; demonstrating their awareness of two items repeating in sequence.
- To identify 2D and 3D shapes, exploring how combining them can create something new.
- To develop their number formation, up to 10.
- To subitise up to 5, using groups of familiar objects/items as a reference.

Understanding the World

- Exploration of the World Around Them; engaging in Forest School within a small group, with adult support.
- To explore a range of natural resources, to create a range of themed objects/items.
- To develop a curiosity of their learning environment, including exploring a range of sensory activities.

Expressive Arts and Design

- To explore Arts and Craft learning tasks, themed for Diwali, Bonfire Night, Remembrance and Christmas.
- To use their body as a percussion instrument; through Music lessons.
- To develop a preference in expressing themselves, creatively. Through Music, Art and Dance.