

Personal, Social & Emotional Development (PSED)

- . Become more outgoing with unfamiliar people, in the safe context of their setting.
- . Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- . Play with one or more other children, extending and elaborating play ideas.
- . Increasingly follow rules, understanding why they are important.
- . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Literacy – Reading (R)

- . Develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word.
- . Understand some of the key concepts about print:
 - . Print has meaning.
 - . The names of the different parts of a book.

Literacy – Writing (W)

- . Motivate children to make marks /write by providing opportunities in a wide range of ways such as clipboards, chalk, paint brushes and water outside and providing a range of pencils,

Understanding the World (UTW)

- . Use all their senses in hands-on exploration of natural materials.
- . Explore collections of materials with similar and/or different properties.
- . Talk about what they see, using a wide vocabulary.

Physical Development (PD)

- . Use large-muscle movements to wave flags and streamers, paint and make marks.
- . Show a preference for a dominant hand.
- . Use one-handed tools and equipment, for example, making snips in paper with scissors.
- . Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- . Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.
- . Start to eat independently and learning how to use a knife and fork.

Communication and Language (CL)

- . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- . Use a wider range of vocabulary.
- . Know many rhymes
- . Use longer sentences of four to six words.
- . Understand a question or instruction that has two parts eg 'Put your coat on and line up at the door'.

Maths (M)

- . To recite numbers past 5.
- . To show finger numbers up to 5
- . Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- . Use informal language like 'pointy', 'spotty', 'blobs etc.
- . Extend and create ABAB patterns – eg stick, leaf, stick, leaf.

Crompton Class Autumn Term 2020

We Are Here & Emotions



Autumn



Celebrations



Expressive Art and Design (EAD)

- . Listen with increased attention to sounds.
- . Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- . Play instruments with increasing control to express their feelings and ideas.
- . Develop their own ideas and then decide which materials to use to express them.