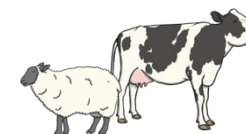


Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>Respond to simple questions and attempt to answer by speaking, pointing or gesturing.</li> <li>Use a wide range of vocabulary.</li> <li>Understand simple questions about who and what.</li> <li>Can listen for longer periods but may still need prompting.</li> <li>Start to engage in longer dialogue.</li> <li>Recognise pictures in non-fiction books applying new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Find what interests them and stay longer at the activity, starting to show a preference.</li> <li>Start to identify own emotions.</li> <li>Start to comply with the rules and boundaries knowing there are rules.</li> <li>Be more aware of the other children around them and the choices to be made.</li> <li>Starts to form a special friendship with another peer.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop large muscle movements to paint, wave streamers and make marks.</li> <li>Continue to develop their movement, balancing, riding and ball skills.</li> <li><i>Fine motor</i>- Recognise the changes they can make when using tools and equipment.</li> <li><i>Fine motor</i>- show increasing control with one handled tools.</li> <li>Begin to manage own clothing when changing for PE.</li> <li>Follow simple movements to music when moving to the rhythm.</li> </ul>



## Winter Woollies/ At the Farm



Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>Recognise some commonly used environmental print e.g. days of the week, other children's names etc.</li> <li>Have favourite books and talk about the characters and main events in those stories.</li> <li>Develop phonetical knowledge to spot and suggest rhymes.</li> <li>Recognise own name and begin to record own name (when writing ready).</li> </ul>	<ul style="list-style-type: none"> <li>Show fingers for numbers up to 5.</li> <li>Say one number name for each item in order: 1, 2, 3, 4, 5.</li> <li>Subitise small numbers.</li> <li>Explore difference in size, length, weight and capacity.</li> <li>Use informal and formal language to describe 2D and 3D shapes.</li> <li>Continue to learn the days and months.</li> </ul>	<ul style="list-style-type: none"> <li><i>Natural world</i> – Notice when things have changed including changes in state (e.g. ice and melting).</li> <li><i>Past and Present</i>- Enjoy talking about family customs and routines. Use simple language about the passing of time.</li> <li><i>People and communities</i> – understand that there are other countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Explore mark making through colour and texture.</li> <li>Experiment applying paint using large brushes using different techniques e.g. dabs, sweeps and splodges.</li> <li>Develop ideas and scenarios during imaginative play.</li> <li>Listen to music and respond to what is heard. Describe the sound of an instrument.</li> <li>Play instruments with increasing control.</li> </ul>