



Expressive Art and Design

- Create with malleable materials such as play dough.
- Use a range of media in an open-ended way with adults modelling how to join materials and create different colours or effects.
- Create rhythm and pulse using body percussion and instruments.
- Decide sound effects to tell a story.
- Move our bodies in response to music and discuss how it makes us feel.
- Use props and small world characters to retell familiar traditional stories or create our own. Rehearse and perform a Nativity show.

Communication and Language

- Share our ideas during play, in small groups and as a whole class.
- Gradually build how long we sit and attend on the carpet in preparation for learning phonics and maths through games, singing and stories.
- Understand and follow instructions with positional (over/under) and temporal (now/then) language.
- Use dens and nooks to promote communication.
- Explore new vocabulary linked to stories and experiences.

Literacy

- Sequence and retell traditional fairy tales as part of our whole class story sharing.
- Make comparisons between different stories.
- Explore new vocabulary and different methods of sharing stories and making predictions about what might happen beyond the book.
- Make marks and practice drawing letters and glyphs in a low pressure, and motivating way.
- Strengthen our sound discrimination skills through Phase 1 (*DfE Letters and Sounds*) before moving on to Phase 2 phonemes.
- Develop correct letter formation and the habit of writing left to right.

Physical Development

- Access fine motor challenges daily, such as crafting, sensory, and block play.
- Use cutlery to cut up our food at mealtimes
- Assess risk in our play and manoeuvre around obstacles, pushing ourselves physically outside.
- Build dens and create chutes for sand, water and vehicles.
- Take part in PE weekly, taught by Mrs Gibbs.
- Become independent in all self-care.

Topic Overview

This term we will be learning to:



Mathematics

- Find, subitise and represent numbers to 3.
- Count forwards and backwards to ten from different starting points.
- Use number for ordering and comparing.
- Apply perceptual subitising of 1-3 to conceptually subitise higher values (that larger numbers are made up of smaller numbers, in different ways, eg $5 = 2 + 2 + 1$ or $5 = 3 + 2$ etc)

Personal, Social and Emotional Development

- Form friendships and self-select resources and activities.
- Establish a daily rhythm for life at school including routines and boundaries.
- Develop awareness of our big emotions and create a bank of strategies to help us work through them.
- Use our calm corner in the classroom as a cosy, safe and quiet space to reflect and self-regulate with adult support.
- We will enjoy Forest School with Mrs Edwards in the first half of the term.

Understanding the World

- Identify the five senses and the organs of the body involved in each.
- Describe how different parts of the world have varying weather, and how animals around the world differ.
- Explore a wide variety of different homes today and how they have changed over time.
- Express ourselves and make sense of our lived experiences in the home corner.
- Discuss key cultural festivals such as Diwali, Eid Al-Fitr, Raksha Bandhan and Christmas.