Be active, healthy and move confidently

Listen and move to music. Explore how they can move their body in different ways and at different levels. To move safely and sensibly in a space with consideration of others. Developing a tripod pencil grip and make horizontal and vertical lines. Cutting soft items to support strength and control ensuring thumbs on top when using scissors.

Begin to make sense of their place in our diverse world

Understand that a set of instructions are to be followed in a particular order

Know when to start and stop an activity /action. Play simple games in groups to follow instructions. *Notice differences between myself and others.* D*eveloping a positive attitude towards other people as they learn to appreciate their differences.* Able to sequence family members according to stage of development and describe who they are using the correct vocabulary – baby, child, adult, grandparent etc

Look at technology in and out of school spend time discussing these and what they are used for and how they help us

Express ideas and thoughts through art, music,

Join different materials and explore different textures.  Use talk to organise themselves and their ideas.  Express ideas and feeling through their mark making.  Give meaning to the marks they make.  Begin to plan what they will make before they start and select specific shapes or items before they begin to make and create. Using a variety of construction kits.  Explore qualities of block paints and ready mixed paint with brushes and different tools. Use rhythm sticks and join in with singing songs.

 Explore colour mixing with ready mix paint.

Be a confident and independent member of the school community

More self-aware, able to recognise their strengths and make responsible decisions. Able to follow the class rules most of the time and know right from wrong. Behave appropriately in a variety of social settings.

Confidently explore everyday mathematical concepts

Match items using the vocabulary of the same and different. Sort and compare. Explore measurement and pattern. Count knowing that the last number states the number in the set.

Develop a love of stories and books

Support to find name card and encouraged to look closely at the letter shapes Through Little Wandle begin to learn the individual phonemes. Engages in an extended conversation about stories able to select favourite part of a story. Able to make links between content in books and their own experiences. Asks more questions, able to answer why questions and eager to share ideas with others

Communicate effectively and appropriately

Listen to songs and rhymes and respond by joining in. Participate with and recall stories with repetition. Understand a two-part question or instruction. Keen to share ideas and talk to an adult. Can start a conversation and take turns to speak.

Understand and regulate their own feelings and express their emotions appropriately

*Able to talk about a range of emotions. They can identify feelings in themselves and in others.* *Learning to understand how their actions and behaviour can affect others.* Using a big voice to say ‘stop I don’t like it’ when someone does something that makes me sad.

Investigate, appreciate and care for the natural environment

Show curiosity and ask questions Make observations using their senses and simple equipment.  Make direct comparisons Explore the natural world around them, describing what they see, hear and feel. Begin to identify some names of plants, trees and animals found in the school grounds and woods.

Write independently about their interests

Able to write some or all of their name with some recognisable letters. Begins to position letters next to each other and in order (of their sounds) for writing their name.

Use some of their print and letter knowledge in their early writing. Make horizontal and vertical lines, and circles with confidence and control. Develops strength and stamina in fine motor skills through using playdough and clay.