


Communication and Language	Physical Development	Personal, Social, Emotional Development
<p><b>Speaking:</b> Children will start to... Use simple sentences with 3-4 words. Talk about a range of different things. Use objects or gestures to help me explain what I mean when I am talking. Ask questions such as what, where and who. Begin to use word endings such as I am going. Use new words to describe what they are doing.</p> <p><b>Listening</b> Children will start to...</p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> </ul>	<p><b>Core skills / Stability Skills</b></p> <ul style="list-style-type: none"> <li>Foot strengthening</li> <li>Shoulder girth stability exercises</li> <li>Body awareness exercises</li> <li>Movement from left to right</li> <li>Spatial awareness</li> </ul> <p><b>Manipulative skills</b> - finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p><b>Locomotive Skills</b> Parachute Games / simple flat obstacle course.</p> <p><b>Nursery Term 1</b></p>  <p>Our EYFS themes this term are 'All About Me' and 'People Who Help Us'</p>	<p>Children will also start to learn...</p> <ul style="list-style-type: none"> <li>-That people and other living things have needs and that they have responsibilities to meet them.</li> <li>-That they belong to various groups and communities such as family and school.</li> <li>-To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>-To consider how they can contribute to the life of the classroom.</li> <li>-Become more outgoing with unfamiliar people, in the safe context of their setting and show more confidence in new social situations.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials:</b> Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>DT</b> -Creating sculptures of themselves and characters from a story using modelling clay.</p> <p><b>Music:</b> Sing a range of well-known nursery rhymes and songs. Performs songs with others. Try to move in time to the music.</p>
Literacy	Maths	Understanding the World
<p>Our core texts this term will be... We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man, Books about Harvest, Nursery Rhymes</p> <p><b>Phonics:</b> Sound Discrimination Environmental Sounds, Phase 1 phonics.</p> <p><b>Reading Focus:</b> 3-4 year olds will learn to turn pages in a book. Use role play or figures to help retell parts of a story. Fill in missing words when the adult reading stops. Explore books independently. They will identify their favourite rhymes and songs. Join in with favourite stories and join in with repetitive words or phrases. Know the missing words in stories and rhymes.</p>	<p>In their creative play, children will be encouraged to explore the following concepts:</p> <ul style="list-style-type: none"> <li>More than, fewer than, same</li> <li>Explore and build with shapes and objects</li> <li>Explore repeated patterns</li> <li>Hear and say number names</li> <li>Begin to order number names</li> </ul>	<p><b>Science</b> - Make observations of plants and animals. Show care and concern for living things and the environment</p> <p><b>Geography</b> - Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment</p> <p><b>History</b> - How their families and themselves have changed from the past. People who live in our local area now and different roles within the community.</p> <p><b>RE</b> -Talk about special people.</p> <p><b>Technology</b> - Internet safety</p>

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