

Personal Social Emotional Development (PSED)

- Build positive relationships with classroom adults and their peers, working to play cooperatively with others.
- Develop an understanding of classroom rules, the class behavior chart, and the importance of these.
- Show increasing independence with personal care such as getting dressed, using the bathroom and zipping up their coats

Expressive Arts & Design (EAD)

- Butterfly handprints (patterns)
- Astronaut artwork related to planet table groups
- Create and follow a map of the classroom/school areas they are familiar with this —treasure hunts based off these.
- Build their own marble maze—developing their problem solving skills .
- Create their own structure as part of a collaborative group project, exploring different materials and building for a purpose.

Mathematics (M)

- Match and compare different amounts, sorting grouping and starting to recognize the odd one out.
- Begin to compare objects by their size, using language such as bigger, smaller, more and less.
- Explore patterns, including repeating colour patterns

Physical Development (PD)

- 5 A Day exercises as brain breaks between activities/lessons,
- PE sessions throughout the week that focus on mindfulness and team building exercises, working on turn taking skills
- Working towards correct pencil grip—supporting with fine motor skills when drawing and writing.



Literacy (L)

- Initial assessment of children's Phase one phonics understanding
- Introduce Phase two single-letter sounds in phonics , working to recognize these when both written and spoken.
- Begin to write some recognizable letters that relate to their Phase two phonics sounds—including writing their name with more independence.

Communication and Language (CL)

- Share stories related to their local environment and home life in a meaningful ways
- Start to show confidence when expressing their ideas with peers and classroom adults, particularly during whole class discussions
- Show an understanding of the importance of listening to others, following class rules such as hands up to make sure everyone has a chance to talk.
- Develop storylines in their pretend play, talking with others and using key language to further this.

Understanding the World (UW)

- Make observations about their local environment and their features through the use of simple geographical terms.
- Share stories and talk about the people that are important to them—including what they look like, where they live and what their jobs area.
- Begin to make comments about the natural world around them and how this may differ to other places around the world.
- Show an awareness of maps and their purpose, creating and follow basic maps of small areas.