

Communication and Language	Listening and Attention	To stay at the carpet for story time. Vocabulary: eyes look forward, sit up straight, in a space, not a sound To be able to listen carefully to a story. Vocabulary: listen, author, illustrator, title, book, fairytale, story To begin to join in repeated refrains Vocabulary: first, next, then, after
	Speaking	To join in the welcome song To be able to talk about likes. To be able to talk about me. To be able to talk about my family
Personal, Emotional and Social	Building Relationships	To know the names of some friends in the class To begin to play alongside/with new people To begin to take turns in play with support To know who my key worker is. Vocabulary: teacher, children, adults, group
	Self regulation	To separate from their main carer at the door To know the classroom rules To know what activities I like to choose
	Managing Self	To learn the new routines: Washing hands, using the toilet at school Vocabulary: soap, water, hand washing, germs, clean, dirty, flush, toilet paper, lock the door, To be able to choose a snack and a drink Vocabulary: cup, pour, drink, water, milk, fruit, snack To know who will help me if I am sad Vocabulary: safe adult, friends, talk, safe space, feelings
	Jigsaw	Being Me in my World Knowledge

		To know special things about themselves To know that some people are different from themselves To know how happiness and sadness can be expressed To know that hands can be used kindly and unkindly To know that being kind is good To know they have a right to learn and play, safely and happily Social and Emotional Skills: To identify feelings associated with belonging To identify feelings of happiness and sadness To develop skills to play cooperatively with others To be able to consider others' feelings To be responsible in the setting New key vocabulary that may be introduced: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.
Physical	Gross Motor	To begin to use the balance bikes To begin to explore the climbing apparatus To join in together time activities. (dancing, streamers, ribbon sticks)
		Vocabulary: fast, slow, stop, go, balance, high, low, turn
	Fine Motor	Dough Disco Squiggle while you wiggle
		To begin large mark making movements To develop midline movements Enhanced Provision Sand writing, shaving foam writing, play dough faces, chalk drawings outdoors
Literacy	Word Reading	Develop their phonological awareness, so that they can: - spot and suggest rhymes

		- count or clap syllables in a word - enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.
		Enhanced Provision Musical instruments - making shakers
	Comprehension	Understand the five key concepts about print:
	Writing	To begin making marks To begin making horizontal lines (Squiggle while you wiggle) Vocabulary: pencil, paper, sounds
Mathematics	Number and Numerical Patterns	Comparison 1 - More than, fewer than, same • LO: To collect objects to compare amounts • LO: To make simple comparisons of amounts • LO: To look for collections of large and small amounts • LO: Compare and talk about large and small amounts • LO: To make large and small collections • LO: To make collections the same Development Matters – 3 and 4-year-olds – Compare quantities using language: ‘more than’, ‘fewer than’. Birth to 5 Matters • Range 3 – Responds to words like lots or more • Range 4 – Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ Shape, space and measure 1 - Explore and build with shapes and objects • LO: To explore and play with shapes • LO: To show interest in simple differences between shapes • LO: To put shapes and blocks into position • LO: To select shapes for a reason • LO: To begin to explore and describe natural shapes and objects • LO: To look for collections of large and small

		Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes. Examples of how to support this: Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Birth to 5 Matters – Range 3 • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements Birth to 5 Matters – Range 4 • Chooses puzzle pieces and tries to fit them in • Makes simple constructions Pattern 1 - explore repeats • LO: To listen to repeats in songs and stories • LO: To start to join in songs with repeats • LO: To start to join in with repeats from stories • LO: To Clap along to songs • LO: To Make line patterns with own sequences • LO: To choose blocks to build roads and towers Development Matters – Birth to three – Notice patterns and arrange things in patterns. Birth to 5 Matters – Range 3 – • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys • Enjoys using blocks to create their own simple structures and arrangements Counting 1 - Hear and say number names • LO: To Hear some number names • LO: To join in saying some number names • LO: To model saying number names in order • LO: To practise saying number names in order • LO: To join in stable order counting forwards and backwards Development Matters – 3 and 4-year-olds – Recite numbers past 5. Birth to 5 Matters – Range 3 • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Birth to 5 Matters – Range 4 • Begins to say numbers in order, some of which are in the right order (ordinality)
Understanding the World	Past and Present	<i>Begin to make sense of their own life-story and family's history</i>

		To talk about what I look like now Vocabulary:face,hair,nose,eyes,mouth To talk about how I have changed from a baby. Vocabulary:baby,toddler,now,big,small
		<i>Enhanced Provision</i> Black History Month To have an awareness of Black History
	People, Cultures and Community	To begin to talk about changes in the weather Vocabulary: autumn, leaves, cold, wind, crisp, crunchy To talk about who lives in my house (people who are special to me) Vocabulary: family, mummy, daddy, brother, sister,pet.
		<i>Enhanced Provision</i> Construction - creating houses, home corner play
	The Natural World	<i>Animals, including humans</i> To talk about parts of the body Vocabulary: head, feet, arm, feet, hand,leg To explore my new outdoor learning environment Vocabulary: explore, investigation, torch, magnets, mirror, outdoor area, indoor area, magnifying glass, weather
		<i>Enhanced Provision</i> Sand and water - exploring textures - foam, cournflour gloop, rice, pasta, herbs, scents

Expressive Arts and Design	Creating with Materials	To become familiar with the creative area Vocabulary: paint, brush, crayons, felt tips, chalk, wax crayon, paper, glue, sellotape, box.
		Enhanced Provision Making self portrait faces, Artelier faces
	Being Imaginative and Expressive	To listen to a range of songs and use percussion instruments. Vocabulary: beat, shake, listen, stop, rhythm
		Enhanced Provision Making shakers, moving to music