



What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> ● Demonstrate attention when the group chant favourite rhymes. ● Imitate hand gestures and anticipate some words and join in with them. ● Play alongside an adult, attentive as play is narrated. <p>Words and phrases, we want children to recall and define: Your turn, my turn. Up, down, round</p>	<p><u>Personal, Social & Emotional Development</u></p> <ul style="list-style-type: none"> ● Form a secure bond with key worker and play in parallel, observing others and copying ideas. ● Select from a small range of resources on offer within a single activity <p>Words and phrases, we want children to recall and define: Happy, sad, cross</p>	<p><u>Physical Development</u></p> <p>Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick. Roll, chase and collect a ball. Copy some aspects of whole-body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.</p> <p>Words and phrases, we want children to recall and define: Round and round. Jump, run, gallop. Kick, push, roll, catch</p>
<p><u>Literacy</u></p> <ul style="list-style-type: none"> ● Maintain focus on a short picture book shared with an adult until the end. ● Make marks on a range of scales with a range of tools and grips. <p>Words and phrases we want children to recall and define: Pen, pencil, crayon, paper</p>	<div style="text-align: center;">  <p>Autumn Term 1</p> <p>...be amazed...</p> <p>~ stay curious and follow your dreams... never lose your sense of wonder ~</p> <p>The light-bulb represents the big dreams and the sense of curiosity fostered by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer.</p> </div>	<p><u>Maths</u></p> <ul style="list-style-type: none"> ● Compare small sets of objects by processing language “more than”. ● Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. ● Process simple positional vocabulary in the run of child-initiated play. ● Match pairs to demonstrate a secure grasp of commonality. <p>Words and phrases, we want children to recall and define: More than, small, big, medium, same, different</p>

<p><u>Understanding the World</u></p> <ul style="list-style-type: none">● Actively collect and enjoy transporting materials.● Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.● Sustain interest in action and reaction toys.● Engage in joint attention with adults for short periods of time in respectful observations of living things <p>Words and phrases, we want children to recall and define: Soft, hard, rough, scratchy</p>	<p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none">● Use props, similar to the items they represent, appropriately, during simple domestic role play.● Use small world props in short non-verbal narratives.● Make marks with a wide range of tools and grips. <p>Words and phrases, we want children to recall and define: Cup, plate, bowl, knife, fork, spoon</p>	<p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Amazed'. Please follow us on Instagram @muddybairnsgcps and Seesaw to continue to see your child's learning.</p> <p>Kind Regards, Miss Ware</p>
---	--	---