



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?

**Communication and Language**

- Use talk to organise play, assign roles, direct others and choose resources.
- Ask and answer why questions.
- Join in with very familiar repeated sections in books.
- Comment on or answer questions about illustrations.
- Know a range of rhymes and express preferences

**Words and phrases, we want children to recall and define:**

Why, what, when, because You do, your turn, you are

**Personal, Social & Emotional Development**

- Follow rules without reminders.
- Listen and talk to special visitors to the setting.
- Contribute to make decisions about room layout and resources.
- Use play with another child to extend and elaborate ideas.
- Accept simple resolutions suggested by adults and move on with play.
- Use self-calming spontaneously.
- Carry out simple tasks requested to help someone else
- Use a small range of adjectives to describe the emotions of story characters and friends.

**Words and phrases we want children to recall and define:**

Hello, goodbye, put that there, take that out, remove, add, we do, we can, we are annoyed, anxious, happy, cross, frustrated, surprised, exhausted

**Physical Development**

- Run at speed negotiating obstacles.
- Travel above floor height by slowing and controlling movement.
- Weave materials into frames.
- Follow a tooth brushing routine.
- Attempt some very simple fastenings when helping an adult with dressing and undressing.
- Develop techniques for working simple mechanisms.


**Words and phrases we want children to recall and define:**

Run, fast, miss, avoid, push, pull, in, out, under, over, teeth, brush, clean, decay, button, zip, fasten, open

**Literacy**

- Locate familiar books within a larger collection.
- Begin to participate in the repetitive features of very familiar books.
- Suggest what might happen next from memory.
- Answer how or why questions about a book
- Know a few complete rhymes off by heart.
- Create a range of marks with different tools and talk about their purpose.
- Recognise further examples of environmental print from the immediate locality.
- Make marks, including strings of symbols for others and ascribe meaning to them.

**Words and phrases, we want children to recall and define:**  
How, why, what, what for



...be bold

~ you are capable of changing a situation...  
become the explorer of tomorrow~

This is shown by the mountain; this will remind you never to settle for your situation. Be courageous in the ambition you have for yourself.

**Maths**

- Link numerals to sets of 1, 2 or 3.
- Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty
- Compare lengths by aligning and accurately identify longer, taller and shorter.
- Process and use positional vocabulary accurately when describing book illustrations.
- Continue an ABAB linear pattern with everyday objects.
- Talk about things that have happened in the past.
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**Words and phrases, we want children to recall and define:**  
Heavy, light, empty, full, big, little, bigger, taller, shorter, smaller, start, end, middle, yesterday, old, did, done

**Understanding the World**

- Actively explore the properties of everyday materials through spontaneous experimentation.
- Demonstrate a range of actions with remote control toys.
- Work alongside adults imitating their actions as they care for living things.
- Narrate, a stage at a time, the way a growing plant or animal is changing.
- Name family members in photographs.
- Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately

**Words and phrases, we want children to recall and define:**  
Soft, hard, rough, smooth, metal, wood, baby, young, adult, old, seed, shoot, seedling, plant, flower, me, mine, you, mum, dad grow, die

**Expressive Arts & Design**

- Speak in role in simple story telling.
- Join materials in a range of ways to make things for a purpose.
- Use mark making tools with control to add detail to shapes.
- Accurately match environmental sounds to pictures

**Words and phrases, we want children to recall and define:**  
I am, you are, we did, they did, add more, add less, make, build, join