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

- Join in with favourite rhymes – some lines, words and actions.
- Engage in short periods of joint attention with books.
- Participate with words, phrases or gestures as play is narrated.

Words and phrases we want children to recall and define:

Incy Wincy spider
Twinkle, twinkle little star
We do, me do, I do,
Recall simple nursery rhymes

Personal, Social & Emotional Development

- Become more outgoing with other adults in the setting.
- Begin to link up with others from their key worker group by holding hands and travelling to the same play area.
- Locate and bring additional resources to activities to achieve a particular goal.

Words and phrases we want children to recall and define:

Happy, sad
Cold, warm
Play, turn

Physical Development

- Run and freeze on command.
- Climb apparatus with alternate feet, using own hands for support.
- Know they need to use the toilet and go independently, following adult guidance with clothing.
- Wash hands with a reminder.
- Copy most aspects of whole-body action rhymes.
- Make marks with large tools using arms and shoulders.

Words and phrases we want children to recall and define:

Up, down, two, jump, higher, lower
Kick, roll, chase
Arms, legs, hands, feet
Toilet, pants, wee, poo

Literacy • Develop preferences for picture books and seek out adults to share them. • Anticipate favourite sections as the book is shared. • Hold books independently, opening to find pages of interest. • Process language to locate key features in illustrations. • Demonstrate join attention during rhyme time, imitating some actions. • Make marks on a range of scales with a range of tools and grips. **Words and phrases we want children to recall and define:** Pen, pencil, paper This one, that one	**...be brave...**  ~ confront your fears and take a chance... mistakes are the best lessons ~ This is shown by the footsteps; this will remind you to be brave in your choices. You have to make a mistake sometimes to know how to make things right next time.	**Maths** • Compare small sets of objects by processing language "more than" and "fewer than". • Count within and up to 5 with correspondence. • Count sets to 5, applying the cardinal principle. • Use one word informal descriptions of properties of 3D shapes as they build. • Process language of everyday size during play. • Process and use positional vocabulary in large scale physical play. • Sort sets of objects such as building blocks into sets of identical members. **Words and phrases we want children to recall and define:** More than, fewer than, less, more, some One, two, three, four, five. Next to, beside, behind, in front Same, different
Understanding the World • Use some very simple adjectives to describe the sensory properties of everyday materials. • Respond appropriately to adult guidance to treat living things with care. • Improve techniques with a range of action and reaction toys. **Words and phrases we want children to recall and define:** Soft, fluffy, shiny, thin, rough, stop, go, slow, fast		**Expressive Arts & Design** • Use props, similar to those they represent, appropriately during role play with simple dialogue. • Use small world props in simple stories with some narration. • Make marks with a wide range of tools and grips. **Words and phrases we want children to recall and define:** Cars, trains, animals, people. This is my.... Look a....