

## Literacy/ CAL

Enjoyment and comprehension  
Uses vocabulary and forms of speech in conversation and in play that are increasingly influenced by their experiences of reading.

Poetry Basket - Chop Chop, Cup of Tea.

Writing.

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing familiar words such as their name.  
Beginning to hear and write initial sounds and write some CVC words.

C&L.

Listen to and talk about stories to build familiarity and understanding.

Talks more extensively about things that are of importance to them.

Use talk to explain what is happening and say what might happen next.

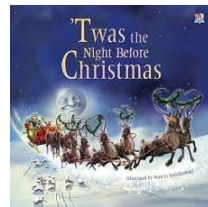
Engage in non-fiction books.

Listens and responds to ideas expressed by others in conversation and discussion.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

### Key Texts

On the Way Home.  
Stickman.  
The Gingerbread Man.  
The Gruffalo's Child.  
Mog's Christmas Calamity.  
The Jolly Christmas Postman.  
Twas the Night Before Christmas  
No Outsiders Text- You Choose



## PSED

Express their feelings through talk and consider the feelings of others by showing consideration, compassion either through their actions or words.

Show resilience and perseverance in the face of challenge by: continuing to 'have a go', adapting their plans to improve an outcome and understanding that sometimes they can't do it "yet".

Work and play cooperatively and take turns with others. Develop an understanding that some friends may choose to do things differently, and to be respectful of their choices.

## Maths

- identify when a set can be subitised and when counting is needed
- subitise different arrangements.
- make different arrangements of numbers within 5 and talk about what they can see.
- spot smaller numbers 'hiding' inside larger numbers.
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

## Physical Development

**Fine Motor** Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  
Begins to use anticlockwise movement and retrace vertical lines.  
Begins to form recognisable letters.

**Gross Motor** Experiments with moving in different ways, testing out ideas and adapting movements to manage risk.  
Squiggle Me into a Writer.

## Expressive art and design

Makes music in a range of ways, eg plays along to a beat of a song we are singing..

Chooses particular movements, instruments, materials, colours for their own imaginative purpose.

Creates cards, posters, decorations and models independently, describing the reasons for their choice of materials.

Experiments with different types of materials when building and creating

Labels their creations and is able to describe what they have made both in verbal and mark making.

## Understanding the world

Understands that there are differences in the way families, cultures and communities celebrate and we may have different beliefs.

Describe what they see, hear and feel outside.

Compare and contrast images of familiar figures from the past/ present (stories/non fiction)