

## Prime areas

### Physical development

Gross motor skills - To move safely in a space.  
To stop safely. To develop control when using equipment. To follow a path and take turns.  
To work co-operatively with a partner

Fine motor skills – To use a dominant hand.  
To mark make using different shapes. To begin to use a tripod grip when using mark making tools. To use tweezer to transfer objects  
To thread large beads. To use large pegs. To begin to copy letters. To hold scissors correctly and make snips in paper. To hold a fork and spoon correctly

Get set 4 PE – Introduction to PE

Moving to music – imoves, Let's Dance

*Key vocabulary – PE, Moving, take turns, space, partner, control, strength, crocodile fingers, Talk about effects of exercise after PE or outside play – perspiration, racing heartbeat, heavy breathing, tiredness. Importance of PE rules and safety and use of space*

### Communication and Language

Listening, attention and understanding - To understand how to listen carefully. To understand why listening is important.  
To be able to follow directions

Speaking - To talk in front of a small group. To talk to class teacher and teaching assistants. To learn new vocabulary.

*Key Vocabulary – Listening ears, Use your voice, discovering new words and definitions from stories and during play, class, group.*

### Personal Social, Emotional development

Self regulation - To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.

Managing self - To wash hands independently. To put coat and socks on independently.  
To get changed for P.E with support. To explore different areas within the environment.  
To use the toilet independently

Building relationships - To seek support of adults when needed. To gain confidence to speak to peers and adults

*Key Vocabulary – feelings, emotions, following instructions, independent*

# I am Special



### Literacy

Comprehension – To use pictures to tell stories. To sequence familiar stories.

To independently look at book, holding them the correct way and turning pages

Word reading – To recognise their name.

Little Wandle – Foundations of phonics - Play with sounds, Bertha the bus is going to the zoo, Name play, Voice sounds, What's in the box? Blend from the box, Can you touch your...? What's the noise? Can you do the action?

GPC's – s a t p I n m d g o c k c k e u r h b f l. Learn to read tricky words – is, I, the. Tuning into sounds (auditory discrimination). Listening and remembering sounds (auditory memory and sequencing). Talking about sounds (developing vocabulary and language comprehension).

Writing – To copy their name. To give meanings to the marks they make. Writing in Role play areas – Home corner, doctors surgery, baby clinic, clipboards, dry wipe boards

Sharing Fiction and Non-fiction

Possible texts: Fiction - I'm special I'm me! My mum is fantastic, We all belong,

It's ok to be different. Non fiction - This our house, My body, My History, Families

**Key Vocabulary – sounds, grapheme, phoneme, blend, segment, mark making, drawing, writing**



### Understanding of the world

Past and present - To know about my own life-story. To be able to share information about my life so far. To know how I have changed

People, culture and communities – To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and peers. To know the name of the village the school is in.

To know about features of the immediate environment. To know that there are many countries around the world.

The natural world – To ask questions about the natural environment.

To respect and care for the natural environments. Begin to explore seasonal change and weather.

Technology - To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons, telephones, keyboards, camera's etc..

**Key Vocabulary – me, myself, special, my body, my life, change, growth, past present, family, friends, seasons – Summer, Autumn**

## Specific areas

### Mathematics

Number – To recognise numbers 0-5. To begin to subitise to 3. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of 2, 3, 4 and 5. Number Blocks. Number songs and rhymes, games, puzzles and activities.

Animal numbers from 0-5. Start to count small numbers of objects.

Counts objects from a larger group. Estimate and check by counting

Numerical patterns – To say which group has more. To say which group has less. To compare quantities to 5. To count to 10

Shape, Space and Measure – To match objects. To sort objects. To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours.

To recognise and name circle and triangle. To recognise 1p, 2p and 5p.

To recognise 1 o'clock, 2 o'clock, 3 o'clock, 4 o'clock and 5 o'clock.

Comparing Shapes, Night & Day/Time. 2D shapes – explore objects, sort and match objects, shape pictures and simple models Explore patterns

**Mastering number – Subitising, Counting, cardinality and ordinality, Composition, Comparison**

### Expressive Arts and Design

Creating with materials – To name colour. To experiment with mixing colours. To create simple representations of people and objects. To draw and colour with pencils and crayons. To role play using given props and costumes. To explore different techniques for joining materials (Glue Stick).

To know how to work safely and hygienically. To use non-statutory measures (spoons, cups).

To use different construction materials. Construction worker outside.

Being imaginative and expressive – To sing and perform nursery rhymes. To join in with whole school singing assemblies. To experiment with different instruments and their sounds. To talk about whether the like or dislike a piece of music. To create musical patterns using body percussion. To use costumes and resources to act out narratives. Songs with actions. Finger rhymes and familiar songs.

Clap syllables in children's names and make into patterns over a steady beat. Starting to use and play with musical instruments

Role play – Home corner / Doctors. Foundation Stage Music express – Who shall I be today?

Special People. Growth and change. Our senses

**Key Vocabulary – colours, paint, glue, cut, materials, tape, construction, rhymes and songs, steady beat, patterns**