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| **Personal, Social and Emotional Development** | **Communication and Language** |
| Explain own knowledge and understanding and ask appropriate questions of others.  Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  Think about and learn from their experiences.  Recognise and celebrate their achievements and set simple but challenging goals.  Welcome and value praise for my achievements.  Use my imagination and creativity in my learning. | Show an understanding of prepositions by carrying out an action or selecting a picture.  Understand and answer simple how and why questions.  Use intonation, rhythm and phrasing to make the meaning clear to others.  Follow a story without pictures or props.  Listen and respond to ideas expressed by others in conversation or discussion.  Use language to imagine and recreate roles and experiences in play situations. |
| **Literacy** | **Maths** |
| Recognise all of the phase 2 phonemes.  Segment and blend known sounds to to support the reading and writing of simple words, phrases and sentences in meaningful contexts.  Read 20 of the phase 2 words by sight.  Write at least 10 of the phase 2 words.  Show an awareness of how stories are structured and begin to use the language of beginning, middle and end.  Make suggestions as to how the story might end.  Sequence, retell and rewrite the well known story ‘Goldilocks and the Three Bears’ in my own words. | Order numbers forwards and backwards to 10.  Recite numbers to 20 and back (with a focus on backwards counting).  Count irregular arrangements of up to 10 objects.  Identify, say and find the number that is one more than a given number to 10.  Know the ‘Finger Double’ Learn It’s to 10.  Know ‘My first Number Sentences’ 2+3 and 2+1 and their switchers off by heart.  Order items by length or height.  Identify, name, sort and describe some 3D shapes and begin to describe the shapes and their properties. |
| **Understanding The World** | **Expressive Arts and Design** |
| Investigate and find out about toys and bears in the past using pictures, artefacts and online resources.  Compare toys and bears in the past to toys from today and talk about the differences.  Use simple descriptive language to describe what the toys and bears feel like and begin to name different types of materials.  Construct a house for the Three Bears.  Be confident to use the 2 Paint programme independently. | Sing songs for the Christmas celebrations accurately following the melody.  Use long and short sounds using my voice and a range of instruments.  Be confident when performing the Christmas celebration.  Create simple representations of the Christmas story using a range of mediums and materials.  Show pattern and texture by adding lines and dots.  Explore pointillism and create a piece of artwork using this effect. |
| **Physical Development** | **Religious, Spiritual, Moral and Cultural Development** |
| Experiment with different ways of moving on the large apparatus.  Jump off equipment appropriately.  Travel with confidence and skill around, under, over and through balancing and climbing equipment.  Show increasing control and coordination when using the large apparatus. | Understand that Christmas is an important Christian festival and that it celebrates the birth of Jesus.  Talk about the significance of candles and that they remind us that ‘Jesus is the light of the World’.  Retell the Christmas story through the use of puppets, characters and role play. |