

<p>Communication and Language</p> <p>Begin using longer sentences when communicating. Debate whether they agree or disagree with an adult or a friend using words as well as actions.</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.</p>	<p>Personal, Social and Emotional Development</p> <p>Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. Pretending to be a different character than myself in role play.</p> <p>(Children's personal, social and emotional development (PSED) is crucial for children to lead healthy happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.)</p>		<p>Physical Development</p> <p><u>Gross Motor</u> Obstacle activities children moving over, under, through and around equipment and soft play. Dance / moving to music. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows and prams / carts.</p> <p><u>Fine Motor</u> Dough disco and squiggle while you wiggle. Funky Fingers Threading, cutting, weaving, playdough, Fine Motor activities. Cut along a line with scissors. Zipping coats and putting on their wellies. Beginning to write their name. (Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.)</p>
<p>NUMBER</p> <p>Numbers 1, 2, 3 counting and subitising</p> <p><u>Measure, shape and spatial thinking.</u> Sequencing, Positional Lang and More than/Fewer Than Describe a familiar route. Discuss routes and locations using words such as 'in front of' and 'behind'. 2 D Shapes</p>	 <p>Spring 1 Term</p> <p>People Who Help Us Who helps us? Emergency services. How do people help us? Who helps me at home and at school?</p> <p>Wow Moments Visits from librarian.</p> 	<p>Focus Texts</p> <p>Where's Spot? Wheels on the Bus Who's Vehicle is This? Goodnight Digger Down by the Station People Who Help Us</p>	<p>Literacy</p> <ul style="list-style-type: none"> Provide a good range of quality texts in the reading area and around the environment. Phase 2 phonics. Orally blend CVC words. Clap out the syllables in words. <ul style="list-style-type: none"> Matching rhyming words. Using name cards - Forming the letters in their name. Dough disco & Squiggle while you wiggle.
<p>Understanding the World</p> <p>Explore how things work. Show interest in different occupations. Invite different people in to visit from a range of occupations such as a plumber, farmer, emergency services etc.</p>	<p>Expressive Arts and Design</p> <p>Design and make vehicles. Junk modelling, houses, bridges boats and transport. Clap and tap the pulse to songs and music. Use a range of different instruments.</p>		