
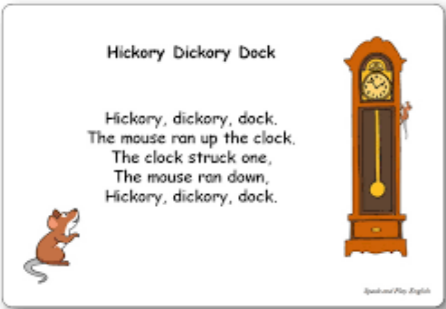





<p><b>Personal Social and Emotional Development</b></p> <p>Develop play with other children</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do.</p>	<p><b>Communication and Language</b></p> <p>Beginning to know many rhymes.</p> <p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Confidently put 2/3 words together.</p> <p>Frequently asking questions.</p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Identifies action words by following simple instructions e.g. show me jumping</p> <p>Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet</p> <p>Learns new words rapidly and uses them in communicating.</p>	<p><b>Physical Development</b></p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Develop manipulation and control (one handed tools).</p> <p>Holds mark making tools with thumb and all fingers.</p> <p>Doodle sticks/ Dough disco</p>	<p><b>Literacy</b></p> <p>Have favourite books and seeks them out, to share with an adult.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>Say some of the words in songs and rhymes</p> <p>Phonics- phase 1 Environmental sounds -</p>
<p><b>Acorns (2year olds) Spring 1- Winter/ Nursery rhymes</b></p> <p>Traditional nursery rhymes, parents visit to school library</p>			
    	<p><b>Vocabulary</b></p> <p>Snowman, cold, pip, posy, winter, up, down, hat, gloves, coat, scarf, sing, sheep, black, three bags, wool, star, bright, sparkly, sky, night, clock, mouse.</p>	<p><b>Songs</b></p> <p>Hickory Dickory Dock, Jack and Jill, Twinkle twinkle, Baa baa black sheep, Jolly snow man, Icicles on the wall</p>	<p><b>Mathematics</b></p> <p>React to changes of amount in a group of up to three items.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Recites some number names in sequence</p> <p>Beginning to recite numbers past 5.</p> <p>Beginning to show finger numbers up to 5.</p> <p>Beginning to recognise numerals of personal significance.</p>
<p><b>Expressive Arts and Design</b></p> <p>Begin to use their imagination as they consider what they can do with different materials.</p> <p>Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)</p> <p>Manipulate and play with different materials using various tools like scissors, cutters, hammers.</p>	<p><b>Understanding the World</b></p> <p>Talk about the differences between materials and changes they notice. (Snow, Ice melting)</p> <p>Notice differences between people. (culture wheels, family days/ photos)</p> <p>Discussing which nursery rhymes they like/dislike. Does everyone like the same things?</p> <p>How is the Chinese New Year celebrated?</p> <p>What is Valentine's Day?</p>		