


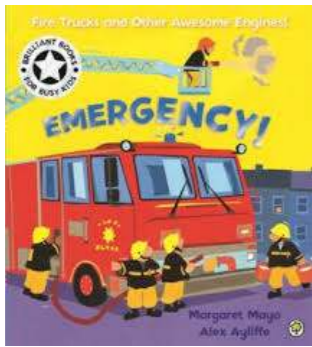


<p><b>Personal Social and Emotional Development</b></p> <p>*Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>*Develop friendships with other children</p> <p>*Safely explore emotions beyond their normal range through play and stories</p>	<p><b>Communication and Language</b></p> <p>*Listens to familiar stories with increasing attention and recall.</p> <p>*Develop understanding of simple concepts, fast / slow good/bad</p> <p>*Understands the use of objects. - what do we use to cut</p> <p>*Can become frustrated when they can't make themselves understood.</p> <p>*Start to say how they are feeling, using words as well as actions.</p>	<p><b>Physical Development</b></p> <p>*Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>*Learn to use the toilet with help, and then independently.</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>*Enjoy starting to kick, throw and catch balls.</p> <p>*Build independently with a range of appropriate resources.</p>	<p><b>Literacy</b></p> <p>* Develop play around favourite stories using props.</p> <p>*Beginning to join in with conversations about stories and learn new vocabulary</p> <p>*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>*Begin to make marks on their picture to stand for their name (recognise important prints to me)</p> <p>Phonics- phase 1 (environmental sounds)</p>
<p><b>Acorns (2year olds) summer 1- People who help us/ magical mysteries</b></p>			
 	<p><b>Vocabulary</b></p> <p>People who help us names- fireman, police offices, doctor, teacher, dentist etc</p> <p>Fairies, magic, wish, potion, mix, pour, wings, flowers, fly, dinosaurs, big, small, spikey, bumpy, teeth, Spell</p> <p>eat, slow, fast, tall, long</p>	<p><b>Songs</b></p> <p>Five little firemen, Miss Polly had a dolly, Dinosaur stomp, 1 little, 2 little three little fairies, Grand old duke of York, people who help us song.</p>	<p><b>Mathematics</b></p> <p>*Begin to recite numbers in order to 10</p> <p>*Notices patterns and arrange things in patterns.</p> <p>*Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>
 	<p><b>Expressive Arts and Design</b></p> <p>•Explore a range of sound-makers and instruments and play them in different ways.</p> <p>*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>•Make rhythmical and repetitive sounds.</p> <p>*Move and dance to music (Fitness Fridays, Music Mondays)</p> <p>*Junk modelling- Ambulance/ fire engine</p>	<p><b>Understanding the World</b></p> <p>*Show interest in different occupations i.e. doctors, postman, refuse collectors.</p> <p>*Notice differences between people.</p> <p>*Small world- fairy garden</p> <p><b>Eid celebrations</b></p> <p><b>Queens Platinum Jubilee</b></p>	<p>*Build with a range of resources.</p> <p>*Make fire engine/ ambulance using shapes</p>