


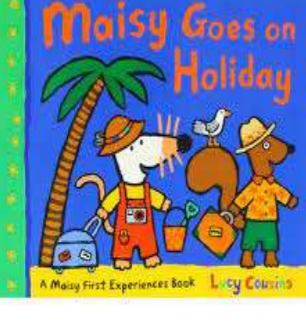


<p>Personal Social and Emotional Development</p> <ul style="list-style-type: none"> *Find ways of managing transitions, for example from the 2-3's to 3-4's room. *Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. *Feels strong enough to express a range of emotions. *Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. *Is able 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 (starting to show effortful control - and be aware of rules/boundaries) 	<p>Communication and Language</p> <ul style="list-style-type: none"> *Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). * Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'. 	<p>Physical Development</p> <ul style="list-style-type: none"> *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Use large muscle movements to wave flags and streamers, paint and make marks. 	<p>Literacy</p> <ul style="list-style-type: none"> *Continue to 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) *Sing songs and say rhymes independently, for example, singing whilst playing. * Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. *Make marks on their picture to stand for their name (recognise important prints to me) <p>Phonics phase 1- (Body percussion)</p> <p>Library visits</p>
<p>Acorns (2year olds) summer 2- On our Travels</p>			
 	<p>Vocabulary</p> <p>Aeroplane, Bus, Walk, Train, Car, Holidays, sea side, beach, splash, sandcastle, sun, hot, sun cream, Hat, Picnic, food</p>	<p>Songs</p> <p>Ring a ring a roses, The sun has got his hat on, Hey diddle diddle, Im a little tea pot,</p>	<p>Mathematics</p> <ul style="list-style-type: none"> *Uses positional language. *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> *Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *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. *Start to make simple models which express their ideas. i.e. junk modelling, loose parts. <p>Make Father's Day cards</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> *Make connections between the features of their family and other families. *Notice differences between people. *Explore and respond to different natural phenomena in their setting and on trips. <p>Trip to the Park (Alexandra)</p> <p>Transition into Nursery</p>	<ul style="list-style-type: none"> *Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *React to changes of amount in a group of up to three items.