

Personal, Social and Emotional Development (PSED)

- To play as part of a group to develop a role play story.
- To confidently talk to adults and other children about their home and community.
- To ask an adult for help when they need it.
- To accept the needs of other children, taking turns and sharing toys.
- To begin to accept delay, when wanting something and begin to understand that not all their wants can be met.



Mathematics (M)

- To begin to match numbers with sets of objects.
- To say the number which is one more or less than a given number
- To compare two sets of objects saying which set has the most, which set has the least and recognise when the set are the same.
- To show an interest in shape in the environment.
- To begin to talk about shapes, e.g. it is round, tall.



Understanding the World (UW)

- To understand that information can be retrieved from a computer
- To begin to develop and understanding of growth and change
- To begin to talk about things they have observed.
- To show care and concern for living things
- To talk about some of the things that make them unique and begin to recognise some similarities and some differences they have with family and friends.

Communication and Language (C&L)

- To begin to suggest how a story might end
- To follow instructions which have two parts e.g. put the book on the shelf and then get your coat
- To talk using longer sentences which include words such as “and” and “because”
- To use word endings correctly e.g. playing, longer



Food, glorious food

What came first?

Topics will be child-led and planning will reflect the needs and interests of the children. To inspire the children we will plan a range of activities, however these may change due to interests.



Physical Development (PD)

- To talk about what happens to their bodies when they exercise e.g. get hot, out of breath.
- To start to understand some of the things they need to do to stay healthy e.g. get enough sleep
- To enjoy riding bikes and scooters and balancing outside
- To hold a pencil correctly and use one handed tools e.g. cut with scissors
- To continue to take part in activities which develop fine motor skills, such as working in the play dough, cutting, threading and finger gym



Literacy (L)

- To increase the number of letter sounds they recognise and begin to write some of them
- Begin to hear the letters in simple three letter words e.g. d-o-g
- To recognise words that rhyme and say others that sound the same e.g. cat, rat, hat, mat
- To listen to stories and answer simple questions about them.
- To talk about story settings, events and characters.
- To say how they think a story may end.

Express Arts and Design (EAD)



- To add a storyline to their play e.g. when playing with the farm say “One day the....”
- To build with a range of building toys including cardboard boxes
- To draw simple pictures e.g., a cat, a pig
- To begin to explore colour mixing, talking about what is happening

Ways in which to support your child at home

Continue to encourage your child to recognise and write the letter and number of the week. Read a range of books to your child including non-fiction and talk about what you have read. Watch the Jolly phonics songs on YouTube with your child. Talk about the sounds that can be heard in CVC words e.g. c-a-t is cat. Point out the rhyming words in songs and stories, making suggestions of other words which also rhyme. Collect boxes and other junk materials and build a model, discussing what you are going to build first. If you have pets, encourage your child to help you look after them. When out walking or travelling by car, see how many different animals you can see. Play with small world toys, such as farms and jungle animals, talking about their different habitats. Use computers and books to find out facts about animals the children are interested in. Grow some food e.g. apple pips. Encourage your child to help prepare food and involve them in baking activities