



Please note that this is an overview of possible avenues of learning and is subject to change as we follow the children's interests and ideas.

Personal Social and Emotional Development:

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries.
- Involve children in making decisions about room layout and resources.
- Remember rules without needing an adult to remind them.

Mathematical Development:

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Subitise.

Understanding the World Development:

- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Communication and Language Development:

- Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.
- Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".
- Use picture cue cards to talk about an object: "What colour is it?"
- Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice."

Growing

Literacy Development:

- Engage in extended conversations about stories, learning new vocabulary.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Physical Development:

- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Expressive Arts and Design Development:

- Join different materials and explore different textures.
- Respond to what they have heard, expressing their thoughts and feelings.
- Play instruments with increasing control to express
- their feelings and ideas