Personal, Social and Emotional Development

Making Relationships
- Plays cooperatively with a familiar adult
- Interests in others’ play and starting to join in
- Seeks out others to share experiences
- Responds to what others say or do and keeps play going
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Uses a familiar adult as a secure base from which to explore independently in new environments

Self-confidence and Awareness
- Encourages and supports
- Takes turns and shares resources, sometimes with support
- Begins to accept the needs of others
- Can inhibit own actions/behaviours

Managing Feelings and Behaviours
- Communicates freely about own home and community
- Selects and uses activities and resources with help and encouragement from a familiar adult
- Expresses own preferences and interests
- Selects and uses activities and resources with help
- Communicates freely about own home and community

Understanding
- Shows interest in play with sounds, songs and rhymes
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
- Understands simple sentences
- Understands more complex sentences
- Understands ‘who’, ‘what’, ‘where’ in simple questions
- Is developing understanding of simple concepts
- Understands use of objects
- Beginning to understand ‘why’ and ‘how’ questions

Speaking
- Copies familiar expressions
- Beginning to put two words together
- Uses different types of everyday words – nouns, verbs and adjectives
- Beginning to talk about people and things that are not present
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Learns new words very rapidly and is able to use them in communicating
- Uses a range of tenses
- Uses vocabulary focused on objects and people that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play

Communication and Language Development

Listening and Attention
- Listens to and enjoys rhythmic patterns in rhymes and stories
- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds
- Listens to stories with increasing attention and recall
- Joins in with repeated refrains
- Anticipates key events and phrases in rhymes and stories

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Home Sweet Home

Autumn 1

PRIME AREAS OF LEARNING

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Physical Development

Moving and Handling
- Beginning to balance blocks to build a small tower
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- May be beginning to show preference for dominant hand
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and use it with good control

Health and Self-care
- Holds cup with both hands and drinks without much spilling
- Clearly communicates wet or soiled nappy or pants
- Shows some awareness of bladder and bowel urges
- Shows awareness of what a potty or toilet is used for
- Feeds self competently with spoon
- Drinks well without spilling
- Clearly communicates their need for potty or toilet
- Observes the effects of activity on their bodies
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
- Develops own likes and dislikes in food and drink
- Willing to try new food textures and tastes

Core Reading Texts

Week 1 – Peace at Last
Week 2 – Peace at Last
Week 3 – The Three little pigs
Week 4 – The Three little pigs
Week 5 – Little Red Riding Hood
Week 6 – Little Red Riding Hood

Key Events and Celebrations

Gurgaddi Celebration
- 16th September – Guru Arjan Dev ji and Guru Ram Das ji
- 18th September - Guru Angad Dev ji
- 20th October – Guru Harkrishan Sahib ji and Guru Granth Sahib ji

British Values
- We respect the culture and beliefs of others
- We treat everyone equally.
- We know that we are all special
- We understand right from wrong
- We try to help other people
- We listen to and respect other people’s opinions and values
- We understand the consequences of our actions
- We understand and respect the roles of people who help us.

Khalsa Primary School Value
- Vand Ke Shakna
- Kirat Karni
- Naam Japna
Reading
- Repeats words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story, or game
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Suggests how a story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principal characters
- Recognises familiar words and signs such as own name and advertising logos
- Looks at books independently
- Handles books carefully
- Holds books the correct way up and turn pages
- Is beginning to be aware of the way stories are structured
- Knows information can be relayed in the form of print
- Interested in books and rhymes and may have favourites
- Has some favourite stories, rhymes, songs, poems or jingles

Writing
- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places
- Ascribes meanings to marks that they see in and paint
- Sometimes gives meaning to marks as they draw and make
- Distinguishes between the different marks they make
- Writing

Numbers
- Beginning to organise and categorise objects
- Says some counting words randomly
- Recites some number names in sequence
- Uses some language of quantities, such as 'more' and 'a lot'
- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites numbers in order to 10
- Sometimes matches numeral and quantity correctly
- Compares two groups of objects, saying when they have the same number
- Knows that numbers identify how many objects are in a set
- Shows an interest in number problems

Shape, Space and Measure
- Beginning to categorise objects according to properties such as shape or size
- Begins to use the language of size
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects

Numeracy

Understanding the world
People and Communities
- Is curious about people and shows interest in stories about themselves and their family
- Shows interest in the lives of people who are familiar to them
- Shows interest in different occupations and ways of life
- Talks about some of the similarities and differences in relation to friends or family
- Has a sense of own immediate family and relations
- Learns that they have similarities and differences that connect them to, and distinguishes them from, others
- Enjoys pictures and stories about themselves, their families and other people

The World
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Remembers where objects belong
- Asks and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Enjoys playing with small-world models such as a farm, a garage or a train track

Technology
- Seeks to acquire basic skills in turning on and operating some ICT equipment
- Operates simple equipment such as turning on a CD player or using a remote control
- Knows that information can be retrieved from computers
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones

Expressive Arts and Design
Exploring and Using Media and Materials
- Explores and experiments with a range of media through sensory exploration, and using whole body
- Begins to move to music, listen to or join in rhymes or songs
- Notices, and is interested in the effects of making movements which leave marks
- Joins in singing favourite songs
- Experiments with blocks, colours and marks
- Sings a few familiar songs
- Explores colour and how colours can be changed
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance

Being Imaginative
- Expresses self through physical action and sound
- Pretends that one object represents another, especially when objects have characteristics in common
- Beginning to use representation to communicate
- Beginning to make-believe by pretending
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words

E-Safety
- Online Smartie the Penguin for EYFS Microsoft Powerpoint Presentation (2.89 MB)