

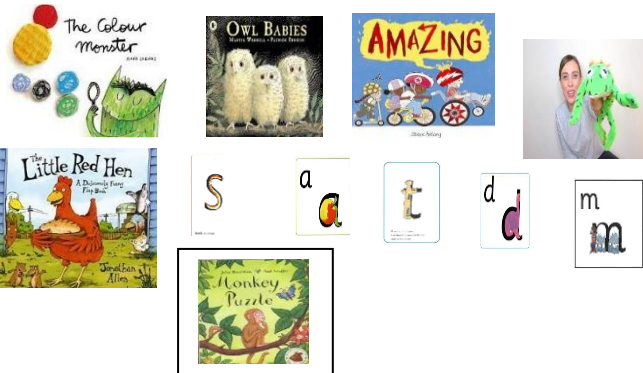
## Literacy

### 2-3 years

Enjoys songs and rhymes tuning in and paying attention  
Copy finger movements and other gestures  
Pay attention and responds to the pictures or the words in books  
Enjoy making marks freely

### 3-4 years

Enjoys making marks independently  
Joins in with a range of Nursery Rhymes, jingles and songs  
To be able to enjoy stories with adults, sometimes in a small group  
To begin to develop play around favourite stories using props  
Discriminates between different sounds. (Environmental and instrumental sounds)  
Talks about pictures in books



## Physical Development

Making snips with paper :- Practise tearing paper  
Digging, scooping  
Able to use a spoon/fork/knife to feed self/ cups to drink  
Paint brushes – large movements – circular, up and down :-  
large paintbrushes/ large sheets of paper/ ground  
Use tweezers to pick up/ move large objects i.e. pasta  
Thread large objects onto pipe cleaners  
Using a variety of tools to manipulate play dough  
Using glue spreaders  
Pencil control  
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
Match their developing physical skills to tasks and activities in the setting.  
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Communication and Language

### 2-3 years

Opportunities for singing, music and toys that make sounds  
Developing use of single words during play through adult interactions

### 3-4 years

Listening to stories and begin to recall information  
Developing listening skills

## Autumn 1 Settling in / Who am I?

## Understanding the World

Shows an interest in photographs of themselves and familiar people and objects  
Identify where things belong in the environment Eg: where my bottle/coat/painting goes  
To be able to identify similarities and differences between themselves and peers.  
To make self-portraits.  
Children to begin to talk about significant events in their life.  
Harvest  
Talk about where vegetables grow? Look at the different places food comes from.  
To use senses to explore the world around them.  
Explore what happens to food when it's cooked.  
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image

## Personal Social Emotional Development

### SCARF: Me and My Relationships

- Marvelous Me!
- I'm special
- People who are special to me

## Maths

Colours Red Blue Yellow  
Colours Green Purple  
Mix of colours  
Match Buttons and colours  
Matching towers, Matching shoes  
Match number shapes, Match shapes  
Pattern handprints – big and small  
Sort Colour, Size, Shape  
Sort - What do you notice? Guess the rule  
Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.  
Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like 'pointy', 'spotty', 'blobs' etc.



## Expressive Arts and Design

### 2-3 years

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools  
Explore their voices and enjoy making sounds.  
Move and dance to music

### 3-4 years

Colour awareness and mixing  
Make simple models which express their ideas  
Creates sounds by rubbing, shaking, tapping, striking or blowing