

Physical Development

Moving and Handling-

- To move freely and with confidence in a range of ways such as running, crawling, jumping, skipping, balancing rolling, throwing etc.
- Enjoy the sensory experience of mark making in materials such as; sand, paint, water, flour etc.
- Make connections between their movements and the marks they make.
- Uses one handed tools and equipment e.g. writing tools and scissors with more control
- Can trace/ copy some letters form their name.

Health and self-care-

- Show a desire to help with dressing/undressing and hygiene routines such as; put on hats, unzips zipper, takes off unbuttoned shirt, pull pants up and down.
- Beginning to be independent in self-care, but often still needs adult support.
- Observes the effects of activities on their bodies during outdoor and P.E activities.
- Understanding that equipment and tools have to be used safely.
- Seeks support of significant adults for help.

Personal, social and emotional development

Self-confidence and self-awareness-

- Can select and use resources with help
- Welcomes and values praise
- Developing the ability to ask for help through modelling behaviour.

Managing feelings and behaviour

- Identify/ express their own feelings through picture symbols and Makaton.
- Beginning to show awareness of others feelings
- Being able to greet a friend through the actions of, hug, wave, thumbs up or high five during circle time. The children will use picture symbols to support.

Making relationships

- Show an interest in the activities of others
- Interested in others play and starting to join in
- Initiates play, offers cues for peers to join in through modelling behaviour

Communication and Language

Listening and attention

- Has a strong exploratory impulse.
- Listens to and enjoys rhythmic patterns and join in with the actions through our sensory stories and music and movement activities.
- Joins in with repeated refrains and anticipate key events and phrases within our sensory stories through repetition.

Understanding

- Developing the ability to follow others body language including pointing and gesture
- Understanding single words, cup, milk, book etc.
- Responding to simple instruction
- Respond to instructions involving a two-part sequence.

Speaking

- Building up vocabulary that reflects experiences through the use of picture exchange communication and sensory materials.
- Use the language they have learned in their play with some support.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Summer Lucy's class

Literacy

Reading-

Exploring our sensory stories of 'let's all go on a summer holiday', then moving onto 'we're going on picnic'. Following Talk for Right Programme,

- Enjoys looking at books and printed materials.
- Fills in the missing words to the sensory stories through repetition
- Suggest how the story might end
- Describe main story settings, events and principle characters.
- Recognises rhythm in spoken words.
- 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

Phonics:

Children will have the opportunity to explore letters and sounds in their play through the use of jelly letters, sound buttons and using the ICT programme of choose it maker to reinforce the letters and sounds they have learned during Read Write Inc. activities.

Read write Inc. Re-enforcing initial sounds previously learned and beginning to read/write simple CVC words using objects and symbols to support through repetitive learning.

Writing

- See physical for early sensory mark making.
- Distinguish between the different makes they make
- Use some clearly identifiable letters through tracing and copying familiar letters.

Visits

Shiremoor Adventure playground
Jesmond Dene Park and Pet's Corner
Weekly library visit in school

Mathematics

Numbers-

- Developing awareness of number names through familiar nursery rhymes.
- Recite some number names in sequence
- Show interest in number problems
- Realise not only objects but anything can be counted.
- Knows that a group of things changes in quantity when something is added or taken away.

Shape, Space and Measures-

- Linking to previous learning, exploring shapes within their play and identifying shapes within their environment with support.
- Recognise big and small things in context
- Begin to use the language of size in particularly during outdoor and P.E activities.
- Anticipates specific time-based events such as mealtimes or home time through the use of music reference, object reference and picture symbols (visual timetable)

Expressive Art and Design

Exploring and using media and materials.

Exploring and using media and materials

- Beginning to move to music, listen to or join in rhymes or songs.
- Create sounds through banging shaking tapping and blowing
- Realise that tools can be used for a purpose.
- Explore the different sounds of instruments.

Being imaginative

- Express self through physical action and sound
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Beginning to make believe by pretending using props in the role play areas to support.

Understanding the World

People and communities-

- To talk about what they have done over the holidays using pictures/drawings within their home school diary.
- Learn that they have some similarities and differences that connect them to and distinguish them from others.
- Shows interest in different occupations and ways of life.

The World

- Linking to our sensory story 'let's all go on a summer holiday'; explore different countries, the food, music and culture.
- Notices detailed features of objects in their environment

Technology

- Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back on a friction car
- Know how to operate simple equipment e.g. turns on CD player, uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers. Linking to Literacy (Reading/ phonics)