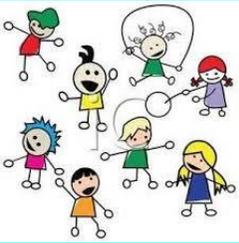
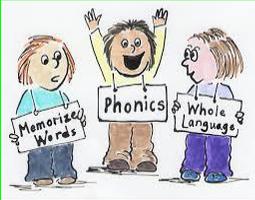


<b>Personal, Social and Emotional Development</b> 	<b>Physical Development</b> 	<b>Communication and Language</b> 	<b>Literacy</b> 	<b>Mathematics</b> 	<b>Understanding of the world</b> 	<b>Expressive arts and design</b> 
<p>Making friends and sharing and taking turns.</p> <p>To show consideration for others and understand why manners are important.</p> <p>Learning the rules of the classroom.</p> <p>Dressing and undressing for P.E, ballet and swimming.</p> <p>Putting coat on and off for outside play etc.</p>	<p>Move with confidence, imagination and safety.</p> <p>Move with control and co-ordination.</p> <p>Show awareness of space, of themselves and others.</p> <p>Finding different ways of using the body/moving in different ways e.g. running, hopping skipping, crawling climbing, jumping cycling etc.</p> <p>Through/over/under/ along etc.</p>	<p>Environmental sounds</p> <p>Instrumental sounds</p> <p>Body percussion</p> <p>Rhythm and rhyme</p> <p>Alliteration</p> <p>To retell a simple past event in correct order.</p> <p>To extend vocabulary</p> <p>Naming body parts.</p> <p>Action words (jumping, leaping etc.)</p>	<p>Recognise name.</p> <p>Review initial sounds s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l.</p> <p>Introduce initial sounds j, v, w, x, y, z, qu.</p> <p>Hear and say the initial sound in words.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Listens to and join in with stories and poems.</p>	<p>Counting to 10, 20. Recognise numbers 10.</p> <p>Number Rhymes Finger Rhymes</p> <p>Use a number track to 10.</p> <p>To use positional language.</p> <p>Adding 1, 2, or 3 more.</p> <p>Rearranging a small set of objects and partitioning in different ways.</p>	<p>Naming body parts</p> <p>Finding out about our bodies</p> <p>Experimenting with our bodies. How fast we can run? How high we can jump?</p> <p>Picking things up without using our thumbs. Using one arm, one leg etc.</p> <p>To recognise similarities/ differences between themselves and others.</p>	<p>Drawing – self-portrait, using a mirror</p> <p>Paper plate faces</p> <p>Clay faces</p> <p>Picasso faces</p> <p>Choosing appropriate colours for hair/skin/clothes – colour mixing.</p> <p>Painting happy/sad faces.</p> <p>Role play – home corner and school</p> <p>Cotton bud skeleton</p>

Learning routines of the school day.

Visit Salisbury playhouse to see Filskit Theatre production Bright Sparks.

Safety

Using different body parts/things we can do with our bodies e.g. balancing and playing with a ball etc.

### Weekly swimming



### Option of weekly ballet



To develop listening skills.

To respond to simple instructions.

Suggest how the story might end.

Distinguishes between the different marks they make.

### Books



What do I look like? Nick Sharrat.

My body, Your body, Mick Manning and Brita Granstrom

Spookyrumpus, Tony Mitton, Guy Parker-Rees

From Head to Toe, Eric Carle

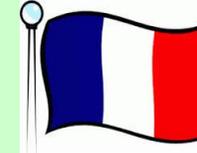
Charlie and Lola I am not sleepy and will not go to bed, Lauren Childs.

Comparing objects by size, starting to distinguish tall and long objects.

Looking at height, hair colour, skin colour, colour of eyes etc.

To adapt a photo taken on iPad.

### French



Naming parts of the body.

Naming rooms in the house.

Naming different clothes.

Naming some animals.

### Music



Listen to and follow a rhythm.

Introduce different musical instruments.

Action songs about different parts of the body.