

## Communication and Language (CL)

### We will:

Enjoy listening to longer stories and can remember much of what happens.

Listen with increased attention to sounds

Can start a conversation with an adult or a friend and continue it for many turns.

Introduce a range of vocabulary and begin to use vocabulary in everyday conversation.

## Literacy (L)

### We will:

Listen and respond to a range of books and stories-fiction and non-fiction

Enjoy rhymes, poems and songs together

Recognise rhyme

Begin to recognize initial letter sounds

Recognise familiar words

## Understanding the World (UW)

### We will:

DT - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Geography - Discuss routes and locations, using words like 'in front of' and 'behind'

Use all their senses in hands-on exploration of natural materials

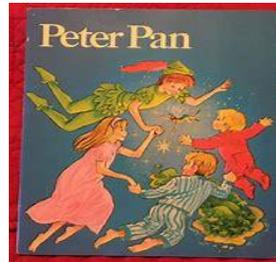
Science Explore and talk about different forces they can feel.

## Personal Social Emotional Development (PSED)

### We will:

- **Circle time**  
Use powerpoint to talk about Bonfire Night - where the celebration comes from and how we are going to celebrate it with our families.  
Talk about keeping safe as we celebrate festivals eg Bonfire Night/fire safety.
- Share food made for bonfire night throughout the week - chocolate apples/cheese wheels

## Action/Adventure and Fantasy Conflict/Construction



## Physical Development (PD)

### We will:

Use large-muscle movements to wave flags and streamers, paint and make marks. (Write Dance)

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Start taking part in some group activities which they make up for themselves, or in teams

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Be increasingly independent as they get dressed/undressed

## Mathematics (M)

### We will:

#### Number

Recite numbers past 5.

Say one number name for each item in order: 1, 2, 3, 4, 5. (Know that the last number reached when counting a small set of objects tells you how many there are in total, cardinal principle)

Fast recognition of up to 3 objects (subertising)

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Solve real world mathematical problems with numbers up to 5.

#### Shape & Space

Make comparisons between objects relating to size, length, weight and capacity.

Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'

Discuss routes and locations, using words like 'in front of' and 'behind'.

Explore the concept of time and clocks tell us the time.

## Expressive Art and Design (EAD)

### We will:

Use large-muscle movements to wave flags and streamers, paint and make marks.

Choose the right resources to carry out their own plan.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Learn and sing new songs