

## Autumn 1 Overview

PSED	CL	PD	L	M	UW	EAD
<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.</li> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</li> </ul> <p><b>Sense of self</b></p> <ul style="list-style-type: none"> <li>• Is gradually learning that actions have</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by following simple instructions, e.g. Show me jumping.</li> <li>• Understands who, what,</li> </ul>	<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects, such as tambourines, jugs, hammers and mark making tools.</li> <li>• Begins to walk, run and climb on different levels and surfaces.</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Develops some independence in</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles. (R4)</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. (R4)</li> <li>• Listens to and joins in with stories and poems, when reading one-to-</li> </ul>	<ul style="list-style-type: none"> <li>• Moves their bodies and toys around objects and explores fitting into spaces. (R4)</li> <li>• Beginning to anticipate times of the day such as mealtimes or home time. (R4)</li> <li>• Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5. (R5)</li> </ul>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Beginning to have their own friends. (R4)</li> <li>• Has a sense of own immediate family and relations and pets. (R4)</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>• Enjoys playing with small world reconstructions, building on first hand experiences, e.g. visiting farms, garages, train tracks. (R4)</li> </ul>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Joins in singing songs. (R4)</li> <li>• Enjoys joining in with moving, dancing and ring games. (R5)</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. (R4)</li> </ul>

<p>consequences but not always the consequences the child hopes for.</p> <p><b>Understanding emotions</b></p> <ul style="list-style-type: none"> <li>• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</li> </ul>	<p>where in simple questions, e.g. Who's that ?Who can? What's that? Where is?</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses different types of everyday words, e.g. banana, go, sleep, hot. (R3)</li> <li>• Beginning to put two words together, e.g. Want ball, More juice. (R3)</li> <li>• Uses language to share feelings, experiences and thoughts. (R4)</li> </ul>	<p>self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</p> <ul style="list-style-type: none"> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</li> </ul>	<p>one and in small groups. (R5)</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make. (R4)</li> <li>• Sometimes gives meaning to their drawings and paintings. (R5)</li> </ul>		<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (R4)</li> </ul>	
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