

<p style="text-align: center;"><b>Personal Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• To share interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something</li> <li>• To learn about their physical self through exploratory play with their hands and feet and movement</li> <li>• To learn about their physical self through their own movements, gestures and expressions and by touching their own faces in play.</li> <li>• To show awareness of the presence of others (AET 3.1.1)</li> <li>• To accept others in same area (AET 3.1.1)</li> <li>• To use resources in same area as others (AET 3.1.1)</li> </ul>	<p style="text-align: center;"><b>Communication and Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Begin to use core and fringe communication boards to make requests</li> <li>• To explore and make sounds</li> <li>• To becoming aware of self as they imitate sounds and expressions that are mirrored back to them (Intensive Interaction)</li> <li>• To engage with sounds and images in the environment</li> <li>• To explore books through sensory exploration</li> <li>• To explore a range of materials with hands</li> <li>• To grasp smaller objects with thumb and two fingers</li> </ul> <p><u>Stories:</u></p> <ul style="list-style-type: none"> <li>• From Head to Toe (Eric Carle)</li> <li>• My five Senses (Alike)</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Phase 1 – To explore different ways to make sounds</li> </ul>		<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• To match two identical items</li> <li>• To match two identical pictures</li> <li>• To sort by colour</li> <li>• To show an awareness of some number names through enjoyment of number rhymes</li> <li>• To request 'more' using their preferred communication method</li> </ul>
<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><u>Playing and exploring</u></p> <ul style="list-style-type: none"> <li>• To explore objects / materials presented by adult (AET 4.1.1)</li> <li>• To independently explore familiar objects / materials (AET 4.1.1)</li> <li>• To vary objects / materials explored (AET 4.1.1)</li> </ul> <p><u>Active learning</u></p> <ul style="list-style-type: none"> <li>• To look towards visually stimulating item / activity (AET 4.2.1)</li> <li>• To show familiarity with environment (AET 4.2.2)</li> <li>• To respond to interaction from supporting adult or peer (AET 4.2.3)</li> </ul>	<p><b>Holly Class</b></p> <p><b>Autumn 2024</b></p> <p><b>'Good to be me'</b></p>		<p style="text-align: center;"><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• To follow sensory circuits in hall with large equipment</li> <li>• To move my body in a range of different ways</li> <li>• To use a range of different equipment safely</li> <li>• To express likes / dislikes of sensory experiences / stimuli encountered by body language (AET 5.1.1)</li> <li>• To communicate likes / dislikes of new sensory experiences (AET 5.1.1)</li> <li>• To indicate "more" or "again" in relation to a sensory experience (AET 5.1.1)</li> <li>• To select preferred sensory items from a range presented (AET 5.1.1)</li> </ul>
	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• To explore a range of materials with their hands</li> <li>• To explore a range of mark making objects</li> <li>• To grasp smaller objects with thumb and two fingers</li> </ul>	<p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• To recognise people (getting to know my new teachers and classmates)</li> <li>• To learn about my physical self (my face, my body including 'Heads, Shoulders, Knees and Toes')</li> <li>• To express preferences for my favourite things.</li> <li>• To explore natural features seen in autumn.</li> </ul>	

<ul style="list-style-type: none"><li>• To respond positively to supporting adult's bid to engage (AET 4.2.3)</li></ul> <p><u>Creating and thinking critically</u></p> <ul style="list-style-type: none"><li>• To follow classroom routine and visuals</li><li>• To anticipate what is happening next within familiar routines</li></ul>		<ul style="list-style-type: none"><li>• To explore items seen in the community during Halloween.</li></ul>	
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