

<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Knowing other children and adults in their class</p> <p>Playing alongside others</p> <p>Showing an interest in others</p> <p>How they look</p> <p>Their likes and dislikes</p> <p>Sharing their environment</p> <p>Sharing their resources</p> <p>Introduction to the Zones of Regulation</p>	<p style="text-align: center;">Communication and Language and Literacy</p> <p><u>Stories:</u></p> <p>If you're happy and you know it</p> <p>The Family Book</p> <p>Mommy, Mama and Me</p> <p>Clive and his babies</p> <p>Ten little fingers and ten little toes.</p> <p><u>Phonics</u></p> <p>Assessment</p> <p>Phase 1 and 2</p> <p style="text-align: right;">Greeting others</p> <p style="text-align: right;">Sharing attention</p> <p style="text-align: right;">Mark making in a variety of ways</p> <p style="text-align: right;">Responding to sounds (AET 4.1)</p> <p style="text-align: right;">Responding to an adult (AET 4.1)</p> <p style="text-align: right;">Learning repeated phrases in books</p>		<p style="text-align: center;">Physical Development</p> <p>Sensory Circuits in hall with large equipment</p> <p>Changing direction when walking and running</p> <p>Walk and run on different levels and surfaces</p> <p>Crawling and rolling</p> <p>Finger rhymes</p> <p>Move to music</p> <p>Hold a variety of writing tools</p> <p>Running safely in space with others around</p>
<p style="text-align: center;">Characteristics of Effective Learning</p> <p><u>Playing and exploring –</u></p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p><u>Active learning –</u></p> <p>Participate in routines</p> <ul style="list-style-type: none"> • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. <p><u>Creating and thinking critically –</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. 	<p style="text-align: center;">Saplings Class</p> <p style="text-align: center;">Autumn 2021-22</p> <p style="text-align: center;">‘Good to be me’</p>		<p style="text-align: center;">Mathematics</p> <p>Number and Place value – Numbers to 5</p> <p>Addition and Subtraction – Sorting</p> <p>Number and Place Value – Comparing groups</p> <p>Addition and Subtraction – Change within 5</p> <p>Measurement – Time</p> <p>Number rhymes</p> <p>Inset puzzles</p> <p>Explore capacity</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Autumn collage</p> <p>Self-portraits and faces</p> <p>Explore and make sounds with musical instruments</p> <p>Mirror actions in songs</p> <p>Move to music</p> <p>Singing</p>	<p style="text-align: center;">Understanding the World</p> <p>Family members</p> <p>My Body</p> <p>Pretend play – Home based</p> <p>People's similarities and differences</p> <p>Birthdays</p> <p>Celebrations – Harvest, Diwali and Christmas</p>		

