

<p>Personal Social and Emotional Development</p> <p>To Know other children and adults in their class</p> <p>To play alongside others</p> <p>To show an interest in others</p> <p>To react to themselves in a mirror</p> <p>To demonstrate their likes and dislikes</p> <p>To tolerate sharing their environment</p> <p>To begin to share their resources</p> <p>To be Introduced to the Zones of Regulation through colour recognition</p>	<p>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>Responding to sounds (AET 4.1)</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</p> <p>Greeting others</p> <p>Sharing attention</p> <p>Mark making in a variety of ways</p> <p>Attention Autism Phase 1,2 and 3</p> <p>Responding to an adult (AET 4.1)</p> <p>Learning repeated phrases in books</p>		<p>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>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>Saplings Class</p> <p>Autumn 2024-25</p> <p>‘Me and My family’</p>		<p>Mathematics</p> <p>Number and Place value – Numbers to 5</p> <p>Sorting</p> <p>Comparing groups</p> <p>Counting songs</p> <p>Measurement – Time – Now/Next</p> <p>Inset puzzles</p> <p>Explore capacity</p> <p>2D shapes</p> <p>Patterns</p>
	<p>Expressive Arts and Design</p> <p>To explore Autumn collage material</p> <p>Colours</p> <p>Nursery Rhymes</p> <p>To explore and make sounds with musical instruments</p> <p>To mirror actions in songs</p> <p>To move to music</p> <p>To show enjoyment in songs and singing</p>	<p>Understanding the World</p> <p>To explore the names of their body parts</p> <p>To copy an adult in pretend play – Home based</p> <p>Begin to recognise people's similarities and differences</p> <p>To celebrate Birthdays</p> <p>Religious celebrations – Harvest, Diwali and Christmas</p>	