

<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Developing independence in using the provision</li> <li>• Supporting children in developing listening &amp; attention skills</li> <li>• Focus on self-help skills: dressing, undressing, using the toilet etc.</li> <li>• Establish routines for children</li> <li>• Develop relationships with parents/carers.</li> <li>• Help children and parents to make friends.</li> <li>• Develop sharing and turn taking skills.</li> <li>• Start to develop profile books for new children and use regularly as focus activity.</li> <li>• Develop familiarity of the school environment / staff – small group tours of the school taking photos of some key people e.g. FS staff, head teacher, secretary, premise manager, cook etc.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Provide lots of opportunities for large, physical movement, e.g. climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres, etc.</li> <li>• Provide physical activities which will support children’s friendships / co-operation skills, e.g. throwing &amp; kicking balls to each other, using large boxes to make a construction together, etc.</li> <li>• Ensure that children sit as a whole group for no longer than 15 minutes at a time</li> <li>• Everyday opportunities for malleable, sand and water play.</li> <li>• Focusing on name writing and letter formation.</li> <li>• Focus on children’s independent self-help skills.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Focus on rich mathematical environment, including a range of mathematical language</li> <li>• Focus on numbers to ten: counting, recognition and matching number and quantity</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Encourage and support small world and role play.</li> <li>• Assess knowledge of colours</li> <li>• Ensure there are areas for children to express themselves creatively are set up and children know how to use them (painting, music, technology, malleable, etc.)</li> </ul>	<p><b>Main Themes: ‘All About Me’ and Traditional Tales/Nursery Rhymes</b></p> <p><b>Main Focus: Settling in</b></p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for talking about who we are and our families</li> <li>• Opportunities for the children to use a wide range of technology for specific purposes</li> </ul>
<p><b>Environment and Resources</b></p> <ul style="list-style-type: none"> <li>• Listening and responsive adults</li> <li>• Organisation inside and outside areas</li> <li>• Resources accessible and labelled</li> <li>• Use outside to provide/support all areas of learning.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Opportunities for children to talk with adults on one-to-one and small group basis.</li> <li>• Encourage communication through imaginative role play.</li> <li>• Opportunities for children to share a story with an adult on one-to one or small group basis. Begin to establish a repertoire of rhymes and songs and favourite stories.</li> <li>• Learn new vocabulary focused upon our body and talking about ourselves.</li> <li>• Being able to follow simple instructions</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Provide a range of books for children to read including non-fiction texts on ourselves, our bodies.</li> <li>• Provide a range of mark making opportunities and writing materials to develop fine and gross motor control and to ignite interest in writing for different purposes</li> </ul>
<p><b>Displays</b></p> <ul style="list-style-type: none"> <li>• Class agreement</li> <li>• Children’s photographs, names</li> <li>• Visual timetable</li> <li>• Displays that show routines</li> <li>• Displays of children’s work</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment for baselines across all areas of learning</li> <li>• Incidental observations, photographs, work samples</li> <li>• Initial phonics check</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Invite parents to contribute to WOW moments and attend curriculum meeting</li> <li>• Build up familiarity of setting and how children learn through play</li> </ul>