Physical Development

Gross Motor

- Sitting down on the carpet, getting up and down with good
- Getting on and off balance bikes and scooters independently
- Balancing and jumping off a variety of objects with support, landing on two feet
- Using a variety of equipment such as planks stumps and stepping stones with support
- Pushing the soap dispenser and tap with my hand to make it
- Using large muscle movements with a variety of objects such as sponges, ribbons, brushes

Fine Motor Skills

- Knowing how to exercise my fingers and thumbs, squeeze, pinch press and roll playdough
- Exploring free scribble patterns with my whole hands and
- Using a variety of one handed tools with my fingers to make marks with force and hold ribbons/objects
- Making lines, dots and squiggles with a varity of natural materials such as sticks
- Snip paper and dough at the edge
- Using a variety of water tools to pour, sieve and scoop

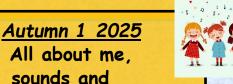
Understanding the World

- Talk about how we have changed from being a baby including looking at photos of myself and my family
- I know that I am 3 and when I have my next birthday I will be
- Singing the days of the week song and practising saying the name of the day today
- Knowing there are changes that are happening around me as the seasons change
- Commenting on the signs such as leaves changing and seeds falling to the ground and making links to the word Autumn
- Knowing about the time of day and routine at Pre-School such as Welcome time, snack time and lunchtime
- Taking about my family and who is at home
- Knowing the features of my face such as eye colour skin and
- Making marks and drawings as I talk about what my house looks like and where I live
- Recalling and talking about what I did at the weekend
- Explore the forest, field and mud kitchen making observations about what I see

Personal Social and Emotional Development

- Knowing where I can go in the classroom if I need to calm down and how to use the sensory resources
- Knowing what activities are there when I start my day with decreasing adult support
- Knowing that I can go to an adult if I am upset or need help
- Use rainbow breathing and colour meditation
- Saying goodbye to my family and come into Pre-School with little assistance
- Know where to put my things and where my peg is
- Find the toilets and wash hands
- Ask for help if I need it including going to the toilet
- Sitting at a table for a snack and drink with my friends
- Putting my plate and cup away when I finished
- Buddying up with a friend to choose a new play activity
- Helping to tidy the classroom
- Playing/alongside other children in role play activities





Mathematics

senses

- Recognising colours and matching objects to the correct colour name including prime green and purple
- Recognising and matching objects that are the same colour or shape, such as buttons, shoes and towers
- Exploring print such as tiger and zebra and hand and foot prints to find the same size or colour
- Sorting by size colour and shape



Communication and Language

- Stop, look and listen when hearing the class song
- Connect the signs 'stop and/or go' to the correct
- I can look at adult to show that I am listening
- Recognise my name card and select an activity
- Answer simple questions about pictures in books
- Point to familiar objects in books and say what I
- I can copy words in simple songs and nursery rhymes
- Make sounds of familiar animals in nursery rhymes
- Sit and listen for my name and say good morning

Literacy

- Engage with a range of lift the flap stories and talk about what I can see.
- Find the start and end of book
- How to hold a book the correct way and understand that I must turn the pages in the correct order
- Hear and tune into environmental sounds
- Identify and discriminate which instrument/natural material is making a given sound
- Find my name card alongside my photo
- Create different sounds using natural and percussive instruments
- Manipulate dough in a variety of ways to build manual dexterity
- Make marks that include both straight and curved lines and large circles and waves
- Make movements going up and down and all around

Expressive Arts and Design

- Expressing my idea and feelings through making marks sometimes giving them meaning
- Exploring different materials using my senses
- Starting to pretend play using objects to represent
- Manipulating and playing with different objects including construction equipment
- Performing actions and movements to nursery rhymes and songs
- Exploring colour
- Joining in with songs and nursery rhymes
- Listen to different sounds both indoors and outdoors