Personal, Social and Emotional Development

- Be increasingly independent in meeting their own needs
- Talk about their own feelings
- Begin to understand the classroom/school rules
- Play with one or more children

*myHappymind Module 1 Meet your Brain

Ten Ten Module 1: Created and loved by God

Physical Development

- Show a preference for a dominant hand
- Be increasingly independent as they get dresses and undressed for example putting coats on and doing up zips

Expressive arts and design

- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings

Drawing - Marvellous Marks Unit

Communication and Language

- Following instructions
- Turn Taking
- Share ideas and thoughts with adults and peers- using talk.

Superheroes! Autumn 1 2024 Beesley Class

The big question:

Who am I?

Ways to help at home:

- When your child starts to bring their reading book home please make sure you read daily.
- •Try to encourage your child to develop their independence for example putting on their own coat

<u>Literacy:</u>

- •Begin phase 2 phonics (Red Rose Scheme)
- •Discrimination of sounds developing phonologic l awareness
- •Give meaning to the marks they make
- •Write some letters in their name
- •Fine motor pencil control
- •Listen to stories and retell

<u>Understanding the world</u>

- Begin to make sense of their own life story and family's history.
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Describe what they see, hear and feel whilst outside (whilst looking at seasonal changes)
- Talk about members of their immediate family and community
- Understand the effect of changing seasons on the natural world around them

Mathematics:

- Baseline assessments
- Subitising within 3
- Focus on counting skills
- Explore how all numbers are made of 1s