

## Physical Development

### Moving and Handling

Jumps off an object and lands appropriately.  
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  
Travels with confidence and skill around, under, over and through balancing and climbing equipment.  
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  
Uses simple tools to effect changes to materials.  
Handles tools, objects, construction and malleable materials safely and with increasing control.  
Begins to use anticlockwise movement and retrace vertical lines.  
Begins to form recognisable letters.  
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Health and Self-care

Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  
Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.

## Personal, Social and Emotional

### Making Relationships

Initiates conversations, attends to and takes account of what others say.  
Explains own knowledge and understanding, and asks appropriate questions of others.  
Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### Self-confidence and Self-awareness

Confident to speak to others about own needs, wants, interests and opinions.  
Can describe self in positive terms and talk about abilities.

### Managing Feels and Behaviour

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  
Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

## Communication and Language

### Listening and Attention

Children listen attentively in a range of situations.  
They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  
They give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding

Understands humour, e.g. nonsense rhymes, jokes.  
Able to follow a story without pictures or props.  
Listens and responds to ideas expressed by others in conversation or discussion.

### Speaking

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  
Uses language to imagine and recreate roles and experiences in play situations.  
Links statements and sticks to a main theme or intention.  
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

**Theme: - All About Me**

**FS2 Autumn Term 1 2020**

## Literacy

### Reading

Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

### Writing

Gives meaning to marks they make as they draw, write and paint.  
Begins to break the flow of speech into words.  
Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
Writes own name and other things such as labels, captions.  
Attempts to write short sentences in meaningful contexts.

## Mathematics

### Number

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  
Counts an irregular arrangement of up to ten objects.  
Uses the language of 'more' and 'fewer' to compare two sets of objects.  
Finds the total number of items in two groups by counting all of them.  
*Daily Number songs: Says the number that is one more and one less than a given number.*  
*Finds one more or one less from a group of up to five objects, then ten objects.*

### Shape, Space and Measure

Orders two items by weight or capacity.  
Uses familiar objects and common shapes to create and recreate patterns and build models.  
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  
Selects a particular named shape.

## Expressive arts and design

### Exploring using media and materials

Explores what happens when they mix colours.  
Experiments to create different textures.  
Understands that different media can be combined to create new effects.  
Manipulates materials to achieve a planned effect.

### Being imaginative

Create simple representations of events, people and objects.  
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
Chooses particular colours to use for a purpose.  
Introduces a storyline or narrative into their play.  
Plays alongside other children who are engaged in the same theme.  
Plays cooperatively as part of a group to develop and act out a narrative.

## Understanding of the world

### People and Communities

Enjoys joining in with family customs and routines.  
ELG-Children talk about past and present events in their own lives and in the lives of family members.  
They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The World

Looks closely at similarities, differences, patterns and change.

### Technology

Completes a simple program on a computer.  
Uses ICT hardware to interact with age-appropriate computer software

