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| **Communication and Language**   * Maintain attention, concentrates and sits quietly during appropriate activity. * Two-channelled attention – can listen and do for short span. * Respond to instructions involving a two-part sequences * Listen and respond to ideas expressed by others in conversation or discussion. * Extend vocabulary * Use language to imagine and recreate roles and experiences in play situations | **Physical Development**   * Experiment with different ways of moving. * 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. * Usually dry and clean during the day. * Show understanding of the need for safety when tackling new challenges * Show understanding of how to transport and store equipment safely. * Use simple tools to effect changes to materials. * Handle tools, objects, construction and malleable materials safely and with increasing control. | **Personal, Social and Emotional Development**   * Initiate conversations, attends to and takes account of what others say. * Explains own knowledge and understanding, and asks appropriate questions of others. * Confident to speak to others about own needs, wants, interests and opinions. * Can describe self in positive terms and talk about abilities * Understands that own actions affect other people. * Aware of the boundaries set, and of behavioural expectations in the setting. |
| **Literacy**   * + Continues a rhyming string.   + Hear, and say the initial sound in words.   + Segment the sounds in simple words and blend them together and know which letters represent some of them (orally).   + Enjoy an increasing range of books * Give meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words.   + Uses some clearly identifiable letters to communicate meaning,   + Writes own name using correct letter formation | **Examples of Learning outcomes and developmental steps for the...**  Image result for autumn word  NB. Each child is unique with their own developmental profile. Whilst some will be working towards these next steps others will be working beyond them in one or more area. | **Maths**   * Recognise numerals to 10 (or beyond, as appropriate) * Counts accurately saying one number name for each object counted * Learn to form numerals correctly * Count actions or objects which cannot be moved. * Use the language of ‘more’ and ‘fewer’ to compare two sets of objects. * Say the number that is one more or less than a given number. * Record, using marks that they can interpret and explain. * Use mathematical names for ‘flat’ 2D shapes, * Use mathematical terms to describe shapes. * Describe their relative position such as ‘*behind*’ or ‘*next to*’. * Order two or three items by length, height, weight or capacity. * Use familiar objects and common shapes to create and   Re-create patterns and build models.   * Use everyday language related to time. * Order and sequence familiar events. |
| **Understanding of the world**   * Show interest in the lives of people who are familiar to them. * Remember and talks about significant events in their own experience. * Recognise and describe special times or events for family or friends. * Shows interest in different occupations and ways of life. * Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. * Developing an understanding of growth, and change over time * Complete a simple program on a computer. * Develop mouse control |
| **Creative art and design**   * Begin to build a repertoire of songs and dances. * Explore the different sounds of instruments * Manipulate materials to achieve a planned effect. * Construct with a purpose in mind, using a variety of resources. * Use simple tools and techniques competently and appropriately. * Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. * Engage in imaginative role-play based on own first-hand experiences. * Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. * Use available resources to create props to support role-play. |