

<p>Communication and Language</p> <ul style="list-style-type: none"> • Developing listening skills: knowing how and when to listen to my teachers and friends and why listening is important. • Listening to and responding to simple instructions. • Asking questions to find out more. • Speaking confidently in front of others. • Developing, building and embedding language structures and new vocabulary. • Sharing words and songs from our different languages. • Singing a range of songs. • Listening to and engaging in a set of core stories, rhymes and poems. 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Joining in with routines of the day and develop independence in using the provision. • Understanding and following class responsibilities. • Developing playing with others, taking it in turns and contributing confidently. • Developing how to negotiate and solve problems effectively, caring about the people and environment around us. • Expressing our feelings • Developing self- help skills: putting on shoes and coat independently, accessing continuous and enhanced provision and resources independently. • Developing independence in self-care: washing hands, toileting, dressing. • Learning how to be healthy: exercise, healthy eating, toothbrushing. 		
<p>Literacy</p> <ul style="list-style-type: none"> • Listening to and engaging in a set of core stories, rhymes and poems (links strongly to C&L) • Sharing and talking about these and a wide range of other books: the characters, the events, the language and vocabulary. • Recognising meaningful print such as children's names and labels in the environment. • To hear, continue and generate rhyming strings. • Introduction of RWI scheme, which includes: <ul style="list-style-type: none"> ○ Learning sounds ○ hearing and saying the initial and final sounds in words. ○ Emergent blending and segmenting of words. ○ Learning 'red words' • Writing own names, labels and captions. 	<p>Tigger Class Sept-Dec 2021</p> <p><i>Planning will be modified and developed to follow the children's interests. The topics, activities and provision will be adapted as ongoing assessment identifies the needs of the children</i></p>	<p>RE</p> <ul style="list-style-type: none"> • Learning our daily prayers and why we say them. • Creation. • People who care for us. • Advent. • Christmas. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Developing risk taking within a safe environment. • Developing fine motor skills to use tools: including scissors, spreaders, hole punches. • Developing correct pencil grip and form some recognisable letters. • Practising and developing our gross motor skills: moving in a variety of ways, negotiating space successfully. This will include weekly PE sessions.
<p>Expressive arts and Design</p> <ul style="list-style-type: none"> • Singing a range of songs. • Listen to and explore a variety of music. • Make music together using our voices and instruments. • Exploring dance and creating our own movements. • Use a variety of drawing tools. • Experimenting with and using primary colours. • Exploring and using a range of materials. • Taking part in imaginative play. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Learning about class routines and key times of day. • Exploring the classroom provision and using positional language. Where do things belong? • Daily counting songs, rhymes and games. • Matching, sorting and comparing amounts. • Developing accurate 1 to 1 correspondence. • Understanding and practising counting skills • comparing and understanding the composition of 1, 2 and 3. • Representing numbers to 5. • Compare and find 1 more and 1 less than a number to 5. • Making and exploring simple patterns. • Exploring circles, triangles and shapes with 4 sides. • Measuring time in simple ways. • Spotting connections and having a go. 		<p>Understanding the world</p> <ul style="list-style-type: none"> • What makes us unique and special? • Compare similarities and differences between ourselves and others and celebrating our diversity. • Exploring Oxford. • Learning about and meeting important members of our community. • Learning about different beliefs, special places and special times. • Investigate similarities, differences, patterns and change in our natural world. • Gain awareness of the use of ICT in our lives. • Learn how to use ICT to support our learning.