

<u>Communication and Language</u> • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes and songs, talks about familiar books and tell a long story • Able to express a point of view and use words as well as actions to debate when they disagree • Start a conversation with an adult or a friend and continue for many turns • Develop pronunciation • Develop understanding of irregular past tense (ran, swam)	<u>Personal, Social and Emotional Development</u> • Play with one or more other children and elaborating ideas • Find solutions to conflicts and suggesting other ideas • Develop sense of responsibility and membership of a community • Talk about their feelings using words like “happy, sad, angry or worried” • Gradually start understanding how others might be feeling	<u>Physical Development</u> • Develop movement, balancing, riding (scooters, trikes) and ball skills • Start taking part in group activities made up by themselves or teams • Use one-handed tools (making snips in paper with scissors) • Show preference for a dominant hand • Increase independence in personal care needs (brushing teeth, washing hands, toileting)	<u>Literacy</u> • Understand key concepts about print (has meaning, English reads left to right, page sequencing) • Develop phonological awareness to spot rhymes, count or clap syllables, initial sounds • Engage in extended conversations about stories, learning new vocabulary • Use some of print and letter knowledge in early writing (pretend shopping lists, etc)
<u>Mathematics</u> • Subitise to 3 quickly without counting • Say one number for each item in order (1:1 counting) • Understand cardinal principle (the number you end on is the amount in a group) • Show finger numbers to 5 • Compare quantities using “more or less than” • Compare objects’ size, length, weight and capacity • Explore 2D shapes using “sides, corners, flat, round”		Explorers 1 Curriculum Map Autumn 2 – “The Spirit of Christmas” <u>Important Events</u> Bonfire Night Remembrance Day Diwali Christmas  <u>Understanding the World</u> • Use all their senses in exploring natural materials • Understand the need to respect and care for the natural environment and living things • Begin to make sense of their own life story and family history • Continue to develop positive attitudes about people’s differences • Talk about differences between materials and change they notice <u>Characteristics of Effective Teaching and Learning</u> • Use stimuli to motivate and inspire – visits, visitors, artefacts, books, videos, outside learning, our locality. • Creative thinkers, independent learners, real-life challenge, controlled risk-taking, resourcefulness, collaboration, thinking skills. • Collaborative learning, care for the environment, share talents, make decisions, links in and around Peterlee, other communities and the environment.	
			<u>Expressive Arts and Design</u> • Take part in pretend play, using an object to represent something else • Begin to develop complex stories using Small World equipment (animals, doll houses, trains) • Construct imaginative and complex small worlds using blocks and construction kits • Explore different materials freely, develop their own ideas of how to use them • Respond to different sounds they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas

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