

	Fairy / Traditional Tales/ Cinderella Project (as whole school)
Personal, Social, Emotional development	<p>To enjoy joining in with family customs and routines.</p> <p>To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</p> <p>To understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p> <p>To have an awareness of the boundaries set and of behavioural expectations within the setting.</p> <p>To display high levels of involvement in activities.</p> <p>To persist for extended periods of time at an activity of their choosing.</p> <p>To express needs and feelings in appropriate ways.</p> <p>To dress and undress independently and manage their own personal hygiene.</p> <p>To have an awareness and pride in self as having own identity and abilities.</p>
Physical Development	<p>To show awareness of space, of themselves and of others.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To show understanding of the need for safety when tackling new challenges.</p> <p>To show some understanding that good practise with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To use simple tools to effect changes to materials.</p> <p>To show understanding of how to transport and store equipment safely.</p> <p>To construct with large materials such as cartons, fabric and planks.</p>
Communication, Language and Literacy	<p>To use language for an increasing range of purposes.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>To begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another.</p> <p>To hear and say the initial sound in words and know which letters represent some of the sounds.</p> <p>To continue a rhyming string.</p> <p>To know that information can be retrieved from books and computers.</p>
English	<p>To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>To form recognisable letters.</p>
Mathematics	<p>Comparing and ordering numbers</p> <p>Counting</p> <p>Shape and space – linked to Eid?</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>To recognise numerals 1-5.</p> <p>To count an irregular arrangement of up to 10 objects.</p> <p>To say the number that is 1 more than a given number.</p> <p>To use own methods to work through a problem.</p> <p>To select a particular named shape and begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p> <p>To find items from positional or directional clues.</p> <p>To count repeated groups of the same size.</p>
Understanding the World	<p>To use a mouse and keyboard to interact with age-appropriate computer software.</p> <p>To investigate objects and materials by using all of their senses as appropriate.</p> <p>To notice and comment on patterns.</p> <p>To show an awareness of change.</p> <p>To build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.</p> <p>To understand about the seasons of the year and their regularity.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To complete a simple program on the computer.</p> <p>To use ICT to perform simple functions, such as selecting a channel on the TV remote control.</p> <p>To gain an awareness of the cultures and beliefs of others.</p> <p>To feel a sense of belonging to own community and place</p>
Expressive arts and Design	<p>To respond to comments and questions, entering into dialogue about their creations.</p> <p>To choose particular colours to use for a purpose.</p> <p>To create constructions, collages, paintings and drawings.</p> <p>To experiment to create different textures.</p> <p>To begin to move rhythmically.</p> <p>To begin to build a repertoire of songs.</p> <p>To explore the different sounds of instruments.</p> <p>To introduce a story line or narrative into their play.</p>

Home/School Links	<b>Home/School Links</b> Reading Books – when the child is beginning to blend and read words securely Parent Group Consultations and Phonics Workshops. Parent café
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