

## Celebrations and Festivals Autumn 2 2015

### Personal, Social and Emotional Development

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Welcomes and values praise for what they have done.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Mathematics

- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Counts actions or objects, which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Can describe their relative position such as 'behind' or 'next to'.

### Communication and Language

- Listens to stories with increasing attention and recall.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Able to follow a story without pictures or props.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.

### Literacy

- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in the environment.
- Looks at books carefully.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Gives meaning to marks they make as they draw, write and paint.
- Hears and says the initial sounds in words.
- Links sounds to letters, sounding the letters of the alphabet.

### Understanding the World

- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Talks about why things happen and how things work.
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

### Physical Development

- Experiments with different ways of moving.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Begins to form recognisable letters.
- Can usually manage washing and drying hands.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

### Expressive Arts and Design

- Beginning to move rhythmically.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Uses movement to express feelings.
- Makes up rhythms.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.