

## Literacy Development

### Writing

- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint

### Reading

- Interested in books and rhymes and may have favourites.
- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

## Personal, Social and Emotional Development

- Shows affection and concern for people who are special to them.
- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- May form a special friendship with another child
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Enjoys responsibility of carrying out small tasks.
- Shows confidence in asking adults for help
- Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

## Understanding the world

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families and other people.
- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends
- Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

## Maths Development

### Number

- Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set
- Sometimes matches numeral and quantity correctly.
- Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Recognises numerals 1 to 5
- Counts up to three or four objects by saying one number name for each item.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- Shape**
- Notifies simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size
- Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'

## Yellow 3

This half term we are covering a couple of topics we will be learning about different celebrations (Diwali, Bonfire night and Christmas) and then We will be reading the story Whatever Next!

**These are broad objectives and they will be simplified or extended depending on the needs of the child.**

## Expressive Arts and Design

- Begins to move to music, listen to or join in rhymes or songs.
- Notices and is interested in the effects of making movements which leave marks.
- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.
- Explores colour and how colours can be changed
- Explores what happens when they mix colours.

## Communication, Language and Literacy Development

- Shows interest in play with sounds, songs and rhymes
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').
- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Understands simple sentences
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).
- Developing understanding of simple concepts
- Copies familiar expressions, e.g. 'Oh dear', 'All gone'. •Beginning to put two words together (e.g. 'want ball', 'more juice').
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- Uses a variety of questions (e.g. what, where, who). •Uses simple sentences

**Also see individual SCERTS targets**

## Physical Development

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Imitates drawing simple shapes such as circles and lines
- May be beginning to show preference for dominant hand.
- Experiments with different ways of moving.
- Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks.

