

Focus	Letters and sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p><b>Storytelling</b> [reading and talk] e.g. Tell me a story</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul> <p><b>Literacy</b></p> <p><b>R -</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>	<p>Retell and create using:</p> <ul style="list-style-type: none"> <li>▪ story boxes</li> <li>▪ props and puppets</li> <li>▪ sequencing cards and pictures</li> <li>▪ role-play/home corner (dressing-up)</li> <li>▪ circle stories, storyteller’s chair</li> <li>▪ masks and story maps</li> </ul> <p>Books – Farmer Duck – Martin Waddell</p>	<p>Expressive arts and design , e.g. <i>use their imagination in role play and stories, empathising with characters</i></p>
<p><b>Story Sack of the Week: narrative</b> [reading, responding and awareness of print] e.g. Reading together</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul> <p><b>Literacy</b></p> <p><b>R -</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Big books and story sack resources</li> <li>▪ Taped stories</li> <li>▪ Key questions related to text</li> <li>▪ Sequencing picture cards</li> </ul> <p>Books - Commotion in the Ocean Rumble in the Jungle Farmyard Hullabaloo Mad about Minibeasts</p> <p>All by Giles Andreae</p>	<p>Personal, social and emotional development – according to content of story</p>

<p><b>Nursery Rhyme of the week</b> [reading, talking and joining in] e.g. Rhyme time</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> </ul> <p><b>Literacy</b></p> <p><b>R -</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Poetry posters and rhyme cards</li> <li>▪ Musical instruments/voice</li> <li>▪ Movement sequences/drama</li> <li>▪ Text marking</li> <li>▪ Matching words of interest</li> <li>▪ Rhyme basket and resources</li> <li>▪ Sing It bag and instruments.</li> </ul> <p>Traditional Nursery Rhymes and also others linked to learning – Old McDonalds Farm Animal Boogie Five Little Monkeys</p>	<p>Expressive arts and design , e.g. <i>make simple musical instruments and use to accompany rhymes</i></p> <p><i>Recordable pegs/Tuff Cams to record performances.</i></p>
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<p><b>Print culture</b> [reading and writing] e.g. Words, words, words, Words around us</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p>	<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> <li>• Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> </ul> <p><b>Literacy</b></p> <p><b>R -</b></p> <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully</li> </ul> <p><b>W -</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental print (labels and signs)</li> <li>• Familiar print (lunchboxes, birthday badges, logos, greeting cards)</li> <li>• Comics</li> <li>• Leaflets re animals and habitats.</li> <li>• Diary – growth including bean diary.</li> <li>• Signs and symbols – road, first aid etc.</li> </ul>	<p>Understanding of the world, e.g. <i>when taken on a print safari they are observant about their environment, they talk about what they see/how print can help us.</i></p>
<p><b>Objects and materials to stimulate interest</b> [talk] e.g. Look what I've got! Looking at Mini-beasts, bug boxes and bugs collected on mini-beasts walk. Animals and habitats – school grounds.</p>	<p>Also see Phase 2 p48 re phoneme progression</p>	<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>U -</b></p> <ul style="list-style-type: none"> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> <li>• Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li> <li>• Responds to simple instructions, e.g. to get or put away an object</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them</li> </ul>	<ul style="list-style-type: none"> <li>• Topic related artefacts and objects, e.g. toy collections, photos, interest table</li> <li>• Show and tell</li> <li>• Activities and games to extend vocabulary ('Guess my object')</li> <li>• Describing, explaining, questioning and problem-solving.</li> <li>• Discussion about how to care for living things.</li> <li>• Non-fiction books about growth and animals / habitat</li> </ul>	<p>Understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i></p>

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<p><b>'life-cycles' non-fiction texts to stimulate discussion and writing.</b> [writing]</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p>	<p>Literacy</p> <p>W –</p> <ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make.</li> <li>•Sometimes gives meaning to marks as they draw and paint.</li> <li>•Ascribes meanings to marks that they see in different places</li> </ul> <p>Physical Development</p> <p>MH –</p> <ul style="list-style-type: none"> <li>•Shows control in holding and using jugs to pour, hammers, books and mark-making tools</li> <li>•Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>•Imitates drawing simple shapes such as circles and lines</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Photographs/pictures (to label)</li> <li>▪ Zigzag books</li> <li>▪ Songs / rhymes about animals, growth and habitats</li> <li>▪ PowerPoint about life-cycles, habitats.</li> <li>▪ Where animals live in the world – use of globe / maps.</li> </ul>	<p>Personal, social and emotional development, e.g. <i>they talk about the people who may have helped them – hospital, doctors etc,</i></p> <p><i>Role-play area – doctors, fire service.</i></p> <p><i>Looking after Our World.</i></p>
<p><b>Outdoor area</b> [handwriting] e.g. Inside/Outside</p>	<p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p><b>Also see Phase 2 p48 re phoneme progression</b></p>	<p>Physical Development</p> <p>MH –</p> <ul style="list-style-type: none"> <li>•Shows control in holding and using jugs to pour, hammers, books and mark-making tools</li> <li>•Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>•Imitates drawing simple shapes such as circles and lines</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <p>Literacy</p> <p>W –</p> <ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make.</li> <li>•Sometimes gives meaning to marks as they draw and paint.</li> <li>•Ascribes meanings to marks that they see in different places</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mark making on the ground/walls (water, mud, chalks) finger painting</li> <li>▪ Salt, sand, foam and grain trays</li> <li>▪ Bead threading, construction</li> <li>▪ Stick twirling and ball games (see <i>Developing early writing</i>)</li> <li>▪ Chalk boards, wipe boards and magnetic boards to aid mark making.</li> </ul>	<p>Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i></p>
<p><b>Visit/Visitors</b> [reading and writing] e.g. parent sessions, focus week sessions (creative and performing arts week).</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p>	<p>Literacy</p> <p>W –</p> <ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make.</li> <li>•Sometimes gives meaning to marks as they draw and paint.</li> <li>•Ascribes meanings to marks that they see in different places</li> </ul> <p>Communication &amp; Language</p> <p>LA –</p> <ul style="list-style-type: none"> <li>•Shows interest in play with sounds, songs and rhymes</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Posters, invitations, letters to parents/carers</li> <li>▪ Photographs to talk about, sequence and write captions</li> <li>▪ Books</li> <li>▪ Class book about activities from Creative / Performing Arts Week.</li> </ul>	<p>Understanding of the world, e.g. <i>talk readily about features in their immediate locality</i></p>

	<p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Also see Phase 2 p48 re phoneme progression</p>	<ul style="list-style-type: none"> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>U -</b></p> <ul style="list-style-type: none"> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> <li>• Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</li> <li>• Responds to simple instructions, e.g. to get or put away an object</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>S -</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall / relive experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them</li> </ul>		
<p><b>Seasonal/cultural interest</b> [reading: non-fiction] e.g. Harvest, Birthdays, walk in woods, Diwali, Christmas, Creative/performing arts week visitors and activities.</p>		<p><b>Communication &amp; Language</b></p> <p><b>LA -</b></p> <ul style="list-style-type: none"> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>U -</b></p> <ul style="list-style-type: none"> <li>• Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> <li>• Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>S -</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>• Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>).</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts</li> <li>• Writing cards, making labels</li> <li>• Big information books/sets</li> <li>• Instructions and captions</li> <li>• CDROMs</li> <li>• Web sites</li> <li>• visitors</li> </ul>	<p>Mathematical development Understanding of the world Expressive arts and design</p>

		<ul style="list-style-type: none"> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle'</i></li> </ul> <p><b>Literacy</b></p> <p><b>W –</b></p> <ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make.</li> <li>•Sometimes gives meaning to marks as they draw and paint.</li> <li>•Ascribes meanings to marks that they see in different places</li> </ul> <p><b>R -</b></p> <ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>		
<p><b>Talk for thinking</b></p> <p>Looking at mini-beasts, caring for living things in the classroom, walk in woods, mini-beast hunt, animals and habitats, life-cycles.</p>		<p><b>Communication &amp; Language</b></p> <p><b>LA –</b></p> <p>Listens with interest to the noises adults make when they read stories.</p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>U -</b></p> <ul style="list-style-type: none"> <li>•Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></li> <li>•Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that? What's that? Where is.?</i>)</li> <li>•Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> <li>• Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>S –</b></p> <ul style="list-style-type: none"> <li>•Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>•Learns new words very rapidly and is able to use them in communicating.</li> <li>•Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>•Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>)</li> <li>•beginning to use word endings (e.g. <i>going, cats</i>).</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></li> </ul> <p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>▪ Malleable play (dough, clay, etc.)</li> <li>▪ Sand and water trays</li> <li>▪ Design and make (construction kits, toys, junk modelling)</li> <li>▪ Cooking</li> <li>▪ Describing, explaining, questioning and problem-solving.</li> <li>▪ Role-play areas.</li> <li>▪ Non-fiction texts about animals, habitats and life-cycles.</li> </ul>	<p>Physical development, e.g. <i>handle tools, objects, construction and malleable materials safely and with increasing control</i></p> <p>Understanding of the world, e.g. <i>build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary</i></p>

MH –

- Imitates drawing simple shapes such as circles and lines.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools..
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Expressive Arts And Design

EUMM –

- Experiments with blocks, colours and marks.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

BI –

- Beginning to use representation to communicate, e.g. drawing a line and saying '*That's me.*'
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play