

## Prime Areas

### Personal, Social and Emotional Development

Routines and boundaries  
Building friendships  
Expressing own feelings  
Able to seek comfort  
Sharing and turn taking

### Communication and Language

Understands more complex sentences  
Understands and responds to simple questions  
Developing understanding concepts  
Asks questions  
Learning new words and using word endings

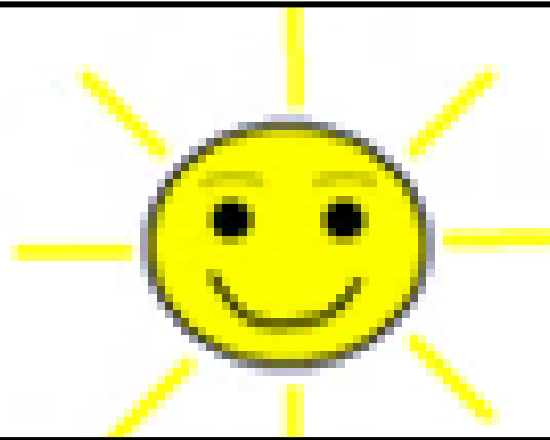
### Physical Development

Show control in holding and using tools  
Use tripod grip to hold writing tools  
Beginning to show preference for dominant hand  
Helps with clothing  
Beginning to be independent in self-care  
Beginning to recognise danger

## Autumn 2

### Value – Compassion.

Show compassion and kindness to one another. Recognising when friends and family need us to listen and act with compassion. Helping the wider community e.g. supporting Children in Need



### Topic

**Goldilocks and the 3 Bears**  
**The 3 Little Pigs**  
**Children in Need**  
**The Little Red Hen**  
**Stick Man – No Pens week**  
**Little Red Riding Hood**  
**The Gruffalo**  
**Christmas Tales**  
**Christmas**

## Specific Areas

### Literacy

Enjoys rhyming and rhythmic activities.  
Show awareness of rhyme and alliteration.  
Recognise rhythm in spoken words.  
Listen to and join in with stories  
Enjoy looking at books independently.  
Sometimes gives meaning to the marks they make

### Mathematics

Begins to make comparisons. Use language of quantities.  
Use size language.  
Knows that a group of things changes in quantity when something is added or taken away.  
Understands some talk about immediate past and future.  
Anticipates specific time-based events.

### Understanding the World

Have their own friends.  
Learns that they have similarities and differences the connect them to and distinguishes them from others.  
Notices detailed features of objects in their environment.  
Operates mechanical toys.

### Expressive Arts and Design

Enjoys joining in with dancing and ring games.  
Sings a few familiar songs.  
Beginning to move rhythmically.  
Imitates movement in response to music.  
Developing preferences for forms of expression.  
Uses movement to express feelings.  
Creates movement in response to music.  
Sings to self and makes up simple songs.