

<p>Literacy</p> <p>Key Texts</p> <ul style="list-style-type: none"> • Aarr Spider • Colour Monster • The Gruffalo's Child • Polar Bear, Polar Bear, What Do You See? • Little Penguin Learns to Swim • Dear Santa <p>Additional Texts</p> <ul style="list-style-type: none"> • Ten Little Monsters • Incy Wincy Spider • Little Red Riding Hood • Penguin's Christmas Wish • Five Little Penguins • The Nativity • The Gruffalo • We're Going on a Ghost Hunt • The Very Busy Spider <p>Rhymes and Songs</p> <ul style="list-style-type: none"> • When Santa Got Stuck Up the Chimney • Rudolph the Red Nose Reindeer • Twinkle Twinkle Little Star • Jingle Bells • The Haunted House • 5 Little Ghosts on a Witch's Broom • Incy Wincy Spider • Cold and Frosty Morning • Snowflakes • Five Little Snowmen • If You're Happy and You know It • Five Little Rockets 	<p>Maths</p> <p>We'll be building our understanding of numbers 1 to 5 through fun and hands-on activities. Children will explore 2D shapes, learning to recognize their features and spot them in the world around us. We'll use shapes creatively to express ideas and design our own images. As we observe patterns, we'll also begin to create our own using two different items—laying the foundation for early mathematical thinking.</p>	<p>Parental Engagement Opportunities and Dates</p> <p>Friday 7th November Science shadow puppets.</p> <p>Tuesday 16th December Parents Christmas show and celebration.</p>	<p>Prime Areas</p> <p>Communication & Language:</p> <p>We will support children's communication skills through rich sensory play experiences. By exploring a variety of textures, children will be introduced to new vocabulary, helping to expand their language and descriptive skills in meaningful ways.</p>
<p>Term Two - Rainbow Explorers</p> <p>This term, we'll be exploring the world of colour—learning about light, shadows, and how light moves and reflects. Children will discover primary colours and experiment with mixing them to create new ones. As the seasons shift from autumn to winter, we'll observe changes in nature and learn about Arctic animals. We'll also celebrate key seasonal events including Fireworks Night, Halloween, and Christmas.</p>			<p>Personal, Social and Emotional Development:</p> <p>We will encourage children to confidently communicate their needs and ideas, fostering self-expression and independence. Through guided interactions, we'll support them in working with peers to resolve conflicts and develop collaborative problem-solving skills.</p>
	<p>Understanding the World:</p> <p>We will explore seasonal changes in the natural world, including shifts in temperature and the unique textures of winter, such as ice and its ability to change form. Children will also learn about a variety of celebrations, discovering how different traditions are honoured and how we come together as a community to celebrate them.</p>	<p>Expressive Arts and Design:</p> <p>We will be exploring the work of artist Wassily Kandinsky, using his abstract style to inspire our own creative expression through 2D shapes. Children will experiment with colour, observing how colours change when mixed. They will also learn to use scissors safely, developing fine motor skills and understanding the cause and effect involved in cutting materials.</p>	<p>Physical Development:</p> <p>We will support and encourage children to build independence by learning to put on their own coats and hats. A variety of bikes will be available to help strengthen coordination and balance. Through large movement activities, we'll focus on developing core strength and gross motor control. Children will also practise using scissors safely, helping to refine their snipping grip and fine motor skills.</p>

EYFS Development Matters Statements – Three and Four Year Olds Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

EYFS Development Matters Statements – Three and Four Year Olds Specific Areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.