





			Introduce use of Maths area	Sing number songs and rhymes	Maths inputs to reinforce number recognition to 5	Maths inputs to reinforce number recognition to 5	shape. Pattern of number	Shape patterns
Understanding the world	FS1				Is beginning to take an interest in their peers.  Modelling play and turn-taking	Is beginning to talk about their lives.  Through play	Explores the outdoor environment.  Autumn walks in the wooded area	Explores the outdoor environments  Exploring Autumn items, describe
	FS2		Listens to stories set in other countries. Discussion at storytimes	Explores and talks about their outdoor learning Autumn walks	Explores and talks about their outdoor learning Exploring Autumn items, describe	Can talk about their family.  Looking at and discussing family photos	Can talk about their family.  Looking at and discussing family photos	Is beginning to learn about other cultures Talk about the similarities and differences in families
Expressive arts and design	FS1				Take on a role  Model play in role play area	Know some colour words Begin to experiment with tools and materials  Model use of creative area	Build with a purpose in mind  Model use of construction area, stacking bricks	Show an awareness of music  Introduce use of instruments in music sessions

	FS2			<p>Recognise and name some colour words</p> <p>Experimenting with a range of paint and tools in order to mix colours</p>	<p>Use a range of objects to imitate play.</p> <p>Modelling role play are</p>	<p>Use a variety of tools and materials.</p> <p>Ascribes meaning to their representation.</p> <p>Painting self-portraits</p>	<p>Use a variety of tools and materials.</p> <p>Ascribes meaning to their representation.</p> <p>Painting self-portraits</p>	<p>Sings a range of familiar songs and rhymes</p> <p>Copies simple rhythmic patterns</p> <p>Introduce music sessions</p>
Physical Development	FS1				<p>Can go to the toilet independently</p> <p>Self-care skills</p>	<p>Can wash hands independently</p> <p>Can feed themselves</p> <p>Snack time routine</p>	<p>Can sit on a chair and on the carpet</p> <p>Through story sessions encourage children to sit on the carpet to listen</p>	<p>Put arms into coat unaided.</p> <p>Self-care skills</p>
	FS2		<p>Can sit unaided on the carpet with control.</p> <p>Sit on the carpet for short amounts of time</p>	<p>Move confidently in a variety of ways.</p> <p>Use of outdoor area and equipment</p>	<p>Move confidently in a variety of ways.</p> <p>Introduce P.E sessions</p>	<p>Experiment with the use of small tools.</p> <p>Introduce 'froggy fingers' pencil grip</p>	<p>Use scissors to make snips in paper.</p> <p>Demonstrate scissor grip and model use of cutting area</p>	<p>Put arms into coat unaided</p> <p>Self-care skills</p>
Personal , Social and Emotional Development	FS1				<p>Separate from their carer.</p> <p>Beginning to settle into setting</p>	<p>Separate from their carer.</p> <p>Beginning to settle into setting</p>	<p>Can go to the toilet independently.</p> <p>Can wash hands independently</p> <p>Self-care skills.</p>	<p>Has awareness of daily routine.</p> <p>Children become familiar with some of the routines within the day</p>
	FS2		<p>Separate from</p>	<p>Know what to do in</p>	<p>Can organise</p>	<p>Willing to try</p>	<p>Willing to try</p>	<p>Can respond to</p>

			carer happily.	my class (know daily routine).	themselves in the environment. (class, peg, lunchtime). Through increased awareness of routines children show more awareness and organisation	new things.	new things.	others.
			Settling into the setting	Beginning to follow routines		Exploration of indoor/outdoor area	Exploration of indoor/outdoor area	Introduce show and tell
<b>Role play</b>	<b>FS1</b>	Home corner	>>>>>>	>>>>>>	>>>>>>	>>>>>>	>>>>>>	
	<b>FS2</b>	Home corner	>>>>>>		>>>>>>>>	>>>>>>	>>>>>>	