

## Communication and Language

### We will be:

Answers questions such as who, what and where in different contexts.

Join in with retelling stories with repeated language such as Goldilocks and the 3 Bears.

Uses talk to pretend and imagine.

Uses talk to explain what is happening and anticipate what might happen next.

Tell a simple event in order.

Speak in longer sentences.

## Physical Development

- Move freely and with confidence in a range of ways.
- Experiment with different ways of moving, testing out ideas.
- Uses simple tools such as scissors with greater control.
- Travels with confidence around, under, over and through balance and climbing equipment.
- Use simple tools to effect changes to materials.
- Show preference for a dominant hand.
- Begin to form recognisable letters independently such as

## Personal, Social and Emotional Development

### We will be:

- May form a special friendship or choose to play with a child with similar interests.
- Experiment with their own and others views of who they are in their play.
- Cooperate more as their experience of routines and boundaries grows.
- Can talk about how they are feeling and why.
- Becoming more independent with dressing, e.g. putting on their coat and zipping it up.

## Literacy

### We will be:

Become familiar with Goldilocks and the 3 Bears and retell the story in our play.

Begin to be aware of the way stories are structured and tell own stories.

Identify characters from familiar stories and make predictions.

Handle books carefully and the correct way up with increasing confidence.

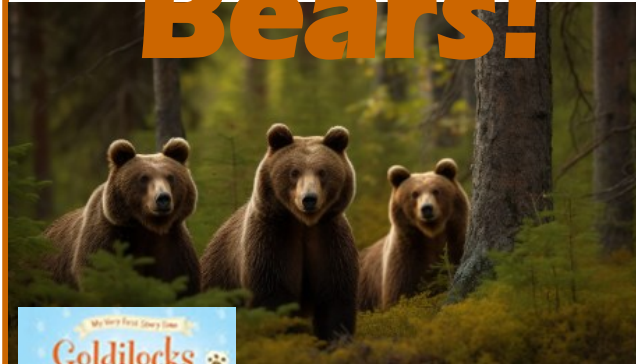
Develop phonic awareness, e.g. of rhyme, sound discrimination and alliteration.

Imitate writing by making lines of shapes and symbols from left to right.

Attempts to write some letters e.g. from their name using combinations of lines, circles, curves, or other letter type shapes.



# Bears!



## Understanding the World

### We will be:

Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience such as Ramadan and Eid.

Recognises and describes special times or events for family or friends.

Relate Ramadan and Eid to celebrations of other cultures that we have talked about.

Looking at the local environment for signs of spring and talking about what they see.

Show care and concern for living things in the environment.

Planting and looking after seeds.



## Expressive Arts and Design

### We will be:

Learning to choose colours for a purpose.

Joins in tapping the beat or simple repeated rhythms.

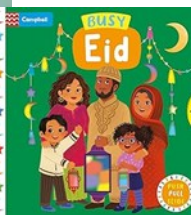
Begin to use drawing to represent actions, and objects based on imagination, observation and experience.

Experiments and creates movement in response to music, stories and ideas.

Sings to self and makes up songs.

Acting out Goldilocks and the 3 Bears in our 3 Bear's House role play area.

Looking at an artist's work—'The Carpet' by Lubaina Hamid and creating our own versions.



## Mathematics

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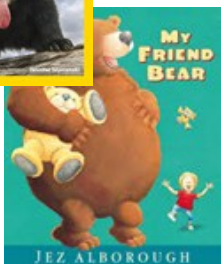
Number—Counting out small amounts accurately and representing amounts in simple ways, e.g. with fingers.

Shape, space and measure—Recognising numbers to 3.

Using positional language to describe and follow instructions.

Pattern—talking about patterns, copying and making patterns and arrangements with objects.

### 1 All About Bears



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