

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>I enjoy listening to story and I can remember much of what happens 2/3</p> <p>I can stop and listen when asked by an adult 1</p> <p>I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me. 2</p> <p>I know several unfamiliar words and can use them in context and I will use a 'new' word in my speech. 2</p>	<p>I am independent in my play and can play with others. 1</p> <p>I can choose equipment for my play and I can tell you why I am playing with equipment. 2</p> <p>I can think about my play. I can think and choose my own play challenges. 3</p> <p>I can use equipment correctly. 2</p>	<p>I can move in a variety of ways, I am a confident runner and I can climb safely, jump off safe apparatus and take risks. 1</p> <p>I can climb stairs independently.1</p> <p>I can make marks independently, and can hold my pencil correctly. 2</p> <p>I can independently do an action rhyme with actions.1</p> <p>I can choose the right equipment and resources to do a challenge safely and use scissors to snip. 2</p>	<p>I can explore books independently and talk about some of the pictures. 1/2/3</p> <p>I can recognise my name in line up of names. 1/2/3</p> <p>I know we are reading when we share a book. 1/2/3</p>	<p>I can count 1,2,3,4,5 and beyond. 1/2</p> <p>I can tell you 'how many' when I count a small set of objects. 1/2</p> <p>I can show you an amount, up to 5 on my fingers. 2/3</p> <p>I can count to 10. 2</p> <p>I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me and give you the correct amount. 2/3</p> <p>I know in a simple number song understanding counting forwards using puppets and picture cards. 1</p>	<p>I can use my senses and talk about them. 1</p> <p>I can explore materials and investigate different properties about them. 2</p> <p>I can tell you about my family including people who do not live with me. 1/2</p>	<p>I can role play and tell you who I am. 1</p> <p>I can recreate story in small world trays. 1</p> <p>I can build with purpose. 2</p> <p>I can think about what I am creating. 2</p>



Communication and Language

- Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects. Can they use a wider range of vocabulary to talk about the objects?
- Provide the children with a mirror. Explain that it is a magic mirror. Encourage the children to look at themselves in the mirror and describe what they see in short sentences.

Physical Development

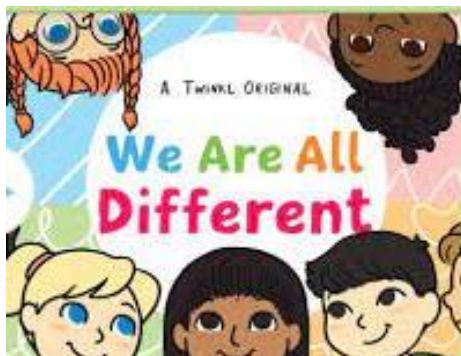
- Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad, providing child-friendly knives to cut the fruit. They may like to eat it when it is finished, using a fork.
- Explore the importance of exercise and why we need to be active with the children. Teach the children a selection of active games that they can play together in a large space or outdoor area that the children can then begin to play together independently without adult support.
- Provide music that provokes different emotions, such as Offenbach's 'Orpheus in The Underworld' for feelings of excitement or 'Adagio in G Minor' by Albinoni for sadness. Offer large pieces of paper and crayons, encouraging children to use large-muscle movements to make marks in response to the music.

PSED

- Teach the children the song 'If You're Happy and You Know It'. Change the lyrics so that you change the emotion each time, such as happy, sad, angry, excited. Encourage children to think of an action to represent each emotion in the song.
- Paint some stones to show different feelings and hide them in a sand tray. Encourage the children to choose a stone and talk about the feeling they have chosen

Continuous Provision Ideas

All About Me!



EAD

- Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'. Sing these regularly to encourage children to learn the entire song.
- Provide face outlines or round cork boards and a selection of loose parts. Children can use the loose parts to create a face. Can they talk about the face they made?
- Take photos of the children in your setting and laminate them or place them in wipeable folders. Leave out with whiteboard pens. Can the children draw different shapes on the faces to make glasses, moustaches or hair to make funny faces?

Maths

- Provide children with a selection of building blocks in different shapes. Ask them to make a model of their home. Can they select the shapes they need for building and combine shapes to create the house?
- Provide children with T-shirt cut-outs and ask them to draw different patterns on them. Can they use informal language to describe the patterns they have created?

Literacy

- Provide a large selection of writing materials and paper in different photo frame sizes. Encourage children to draw pictures of themselves, their friends or family in the photo frames then put them on a display.
- Draw an outline of a child on the ground in chalk and draw some pre-writing shapes inside, such as swirls, lines and crosses. Leave chalk and encourage the children to fill the outline with the different shapes.
- Provide each child with a name card and lay them out on a table. Encourage children to find their name then use magnetic letters to build it.
- Offer an outline of different letters of the alphabet. Encourage children to choose the letter at the start of their name. Provide different materials to decorate the letter. Can they say what letter it is? Can they think of other words that start with the same letter?

UTW

- Encourage children to explore the outdoor area or a grassy area. What objects can they collect? Can they describe the texture of the objects?
- Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?