

Robert Mellors Primary Academy
Pre-School Termly Overview

Year Group: Little Herons 2 year olds**Term: Autumn 2019**

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Be confident to stay at nursery with support. Make relationships with staff and play alongside other children To express their interests. To communicate their feelings such as happy sad, using verbal and non verbal. To become familiar with the pre-school routine. To encourage turn taking with an adults support.</p> <p>To be supported by an adult to ask for help. To be confident to explore all areas and be independent in selecting activities.</p>	<p>To develop gross motor skills such as balancing, hoping, running safely to avoid obstacles. Fine motor skills: malleable materials, range of tools to support hand eye coordination and hand strength. To use a cup well and feed themselves at the snack table.</p> <p>To communicate the need for soiled or wet nappy, start toilet training if ready. Show control in holding books, mark making tools and jugs to pour.</p>	<p>Learn our core rhymes to build confidence in language. Join in with nursery rhymes and join in with the actions. Start to understand ‘who’, ‘what’, ‘where’ questions through interest in the environment. Learn new words: related to their interests. Learn new signs to support language development. Listening – listen to simple instructions simple stories, songs, rhymes and have favourites. Develop concentration and attention skills on one to one.</p> <p>Speak in 2-3 word sentences that can be understood by others.</p>

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reading: Share books with an adult. Writing area: Making marks with a range of equipment such as paintbrushes and water, large chalk, big pens or painting. Use props to support listening to stories. Focus text to be used every two weeks: Developing the ability to listen to short interactive stories Start to make marks.	Repeat number names. Sorting objects by a category with an adult. Number rhymes and songs: focus on number names and size. Sharing out objects “one for you one for me.” Start to use mathematical language in play with adult support.	Talk about our family. Use small world play such as trains or animals, supported by adults to develop language related to home experiences. Exploring the mud kitchen. Exploring out forest school area, talking with an adult about what they can see. Cooking: following children’s interests focusing on working with others and watching change. Showing an interest and exploring festivals such as Diwali and Christmas, Able to talk about own family using family pictures.	Home corner, small world: train track, cars, and dolls house – developing language through role play. Adding materials together. Mixing paint with adult support. Beginning to make believe making tea for an adult. Explore with all the senses using different materials such as shaving foam/cornflour play.