



**PSED** – The initiate play, offering cues to peers to join them. They keep play going by responding to what others are saying or doing. They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. They show confidence in asking adults for help. They can usually adapt behaviour to different events, social situations and changes in routine.

**Activities** – the weekly PATHS session, taking part in the Christmas play, taking part in fun activities and events around Christmas.

### Communication and language

They are able to follow directions (if not intently focused on own choice of activity). They respond to simple instructions, e.g. to get or put away an object. They are beginning to understand ‘why’ and ‘how’ questions.

They use intonation, rhythm and phrasing to make the meaning clear to others.

**Activities** - Listening to stories, PATHS sessions, taking part in the Xmas play.  
Continuous provision

### Mathematics

They use days of the week in context, e.g. in a story. They recognise a minute as unit of time. They can count actions carried out in a minute (less than 20). They can recite numbers to 20, then 100. They can count back from at least 10 to zero and order numerals to at least 10. They can count up to 20 objects. They understand ordinal numbers. They begin to estimate quantities, e.g. choose from 5, 10 or 20. They can count actions and sounds.

**Activities** – counting with the class, deciding who is first, second and third in a race.

### Expressive arts and design

They begin to be interested in and describe the texture of things. They use various construction materials. They begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. They join construction pieces together to build and balance pieces together. They realise tools can be used for a purpose.

They engage in imaginative role-play based on own first-hand experiences. They build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. They use available resources to create props to support role-play. They respond to experiences with a range of media, such as music, dance and paint and other materials or words

**Activities** – They take part in the Christmas play. They decorate the Christmas tree to their taste and discuss what they have on their tree at home.

I wonder what  
Christmas is?  
(subject to change through child initiated)



### Literacy

They use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. They look at books independently, handles books carefully, know information can be relayed in the form of print, holds books the correct way up and turn the pages and knows that print carries meaning and, in English, is read from left to right and top to bottom.

### Activities –

Visiting the school library to get a new book each week. Enjoying reading a book with teddy in the book corner. Reading to an adult and getting a new reading book each day if they need to. Retelling the Christmas story.

### Physical development

They dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. They experiment with different ways of moving. They jump off an object and land appropriately. They negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

### Activities - continuous provision.

Changing for PE independently  
Snack table – hand washing, taking turns and using manners.

PE – real PE sessions weekly



Let it snow, let it snow, let it snow.

**Understanding the World** - They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. They show care and concern for living things and the environment. They show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. They know that information can be retrieved from computers

**Activities** – Talking about why Christmas is special and how people celebrate in their homes and homes around the world. Thinking about what kind of presents the children would like for Christmas and what they do. Can they find it in a toy catalogue?