

## Communication and Language

- Children will be beginning to focus for a short time on an activity of their choosing.
- During short adult led activities children will be able to focus for a short time on the adult.
- Children are beginning to show understanding and can follow simple instructions with support from adults as they point to and name an object.
- Children are developing their ability to communicate with others and adults by pointing or making sounds to share or gain attention
- Through engagement with adults and peers in the setting children will be beginning to copy some everyday words that have meaning to them.

## Understanding the world

- Children are beginning to notice that if they do something such as dropping a toy several times or making a funny noise it gets a response. Children are beginning to look for toys or objects that they have dropped or are out of sight.
- Children may gain the attention of an adult to help reach or find it.
- Children are beginning to explore making noises by banging toys or objects together such as pans in the roll play. Children are exploring placing objects inside boxes, bags and containers.
- Children are exploring objects using different approaches such as shaking, tasting, turning and poking.
- The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.

## Literacy

- Children are beginning to show an interest in sounds they can make by banging toys together, and through exploring musical instruments
- Children are beginning to move their bodies in response to hearing familiar songs and rhymes. Children will take part in weekly Music and movement activities.
- Children are using their whole hand to grasp mark making tools or shake musical instruments.

## Personal, Social and Emotional Development

- Children will begin to feel safe and secure when leaving their adult and build relationships with familiar adults in the setting
- Introducing key workers
- Children will be able to respond to their name.
- Children begin to recognise their own face on their coat peg or their star for self-registration.
- During provision the children will begin to explore their environment freely and find an activity of their choosing and engage in play.
- Children will begin to develop an understanding of their own feelings and needs and with support will seek comfort from a familiar adult.

## Explorers Half Term Overview Autumn 1

Topic:  
All about me, my family

## Physical Development

- Children can pick up and hold an object using either one or both hands to shake an instrument or grasp a toy or mark making tool.
- Children can hold and drink from a lidded beaker. Children can feed themselves finger foods such as apples and bananas and are beginning to develop their independence by trying to peel a tangerine.
- Children are beginning to hear and identify sounds they recognise from their local environment such as emergency vehicles, a plane or animal sounds.

## Expressive Arts and Design

- Children are beginning to explore through sensory experiences, such as playing in sand, water, shaving foam and during Squiggle Time where they will copy and make movements to music.
- Children are beginning to show an awareness of their surroundings and others.

## Mathematics

- Children will turn or look for dropped objects and engage in play with an adult hiding toys or objects behind their backs or under a box.
- Children will use gestures such as pointing and leading an adult to either an area where they would like to play or go. EG to the door to go outside
- Children can make towers using large and small blocks on a flat surface
- Children are exploring filling and emptying containers in the sand, water, or in areas of provision such as the home corner placing food in a pan

## Home learning

This half term the children are learning about the farm. Please could you read stories about the farm, talk about farm animals sing farm songs with your child.

It would be lovely if the children could visit a farm with your family

Please read stories and sing songs with your child as much as possible. This will help your develop your child's language skills.

## Polite reminders

If your child is not yet toilet trained, please ensure that they come to school in a clean and dry nappy.

Please bring spare nappies, wipes and clothes to school each day.

**Please can all clothes and personal items be clearly labelled with your child's name.**

## Ways to help your child

Encourage your child to be as independent as possible this includes:

- Dressing and undressing
- Toileting
- Tidying away

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.



## Useful information

## Diary Dates & Learn Together sessions

Learn together session- 3<sup>rd</sup> October 2024, 11:15am.

Parent workshop (communication and language)- 17<sup>th</sup> October 2024, 11:15am.

## Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>

Start for life:

<https://www.nhs.uk/start-for-life/>