

We will be thinking about how our children can feel safe and loved. Spend a time talking with your child about the pictures and what they mean.

Do you want to be friends?



Making new friends.

Autumn 1 – Key Knowledge

I know how to be happy and home and school

I know how to be kind, helpful and friendly

I act cooperatively at home and school



Being kind and helpful.



Being the same and being different



| Key Vocabulary | Definition |
|----------------|---|
| Friendship | Happiness and emotions of being friends with someone – when you like and are kind to each other |
| Teamwork | Effort and helpfulness of a group to do something together |
| Co operation | Helping each other by listening ,talking and agreeing |
| Kindness | Letting someone play with you, helping someone. |
| Similarities | Finding things that are the same |

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Use the milestones below for Preschool to help your child learn at school and home.

Personal, Social and Emotional / Physical and Self care Milestones

Can they separate confidently from their carer to come into school? Are they forming a relationship with their key person? Are they beginning to show involvement with some nursery school activities?

Can they take part in pretend play? Are they making connections to form relationships with friends ?

Can they independently play around the classroom both indoors and outdoors? Does their wellbeing appear high?

Can they wash their hands independently? Can they drink from a cup and feed themselves? Are they showing some interest and use of the toilet? Follow snack routine Engage in a range of physical play Awareness of dangerous situations

Communication and Language Milestones

Are they using and understanding non-verbal communication, including eye contact and facial expressions?

Can they engage in joint attention and other social interactions with peers?

Do they understand simple questions and instructions ? Are they putting three or four words together ?

Are they responding appropriately to spoken language to demonstrate understanding?

Literacy Reading

Can they take part in pretend play? Do they engage in social interactions with peers? Can they engage positively with books and stories? Do they follow and remember a simple story or narrative? Can they join in with rhymes and copy actions?

Do they develop simple stories in their play? Can they recall stories using ICT?

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Literacy Writing

Can they use the muscles in their hands and arms to make big and small movements? Do they bring together their hand and eye movements to make contact with objects? Do they make and notice marks with fingers in different media including paint/flour/rice/shaving foam/sand ?

Can they give meaning to their marks? Do they use ICT to represent writing?

Number and Number Pattern

Are they able to engage with number rhymes? Do they show perceptual subitising to 3 (Recognise 3 items without counting)

Are they using fingers to represent amounts?

Do they know where their arms and legs are during movements?

Can they begin to distinguish between properties (sorting and classifying) eg what 'is' and 'is not' ?

Recreate imprints observed in sand and patterns in the environment? Can they predict which containers hold the same/more/less sand/water . Do they demonstrate understanding of positional language: 'on top of', 'underneath', 'forwards' and 'backwards'.

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Understanding the world

Can they notice and consider living things in the environment ? Are they beginning to notice changes in the environment?

Can they look after resources and begin to put them back where they belong?

Do they explore 'ingredients' including sand/water/flour/mud and experiment with different textures ?

Can they show an interest in pictures of themselves and other familiar people ?

Do they talk about people who are important to them? Talk about themselves and others in celebration pictures?

Expressive Arts and Development

Do they show interest in combining materials? Can they respond to 'musical' stimuli (music, singing or instruments)? Can they use

technology to make sounds?

Can they give meaning to creations? Do they use their imagination and knowledge to create representations of imaginary and real-life

experiences, people, objects? Do they engage with artistic opportunities in school?