

Area of Development Focus Expressive Arts and Design	E+UM+M- Joins in singing favourite songs. E+UM+M- Realises tools can be used for a purpose. EA – Creates simple representations of events, people and objects BI – Chooses particular colours for a purpose BI- Beginning to make-believe by pretending. BI- Engages in imaginative role-play based on own first-hand experiences. BI- Creates movement in response to music.
Area of Development Focus Physical Funky fingers	M+H- Runs safely on whole foot. M+H- Can kick a large ball. M+H- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. M+H- Can catch a large ball. M+H- Walks downstairs, two feet to each step while carrying a small object. M+H- Shows control in holding and using jugs to pour, hammers, books and mark-making tools. M+H- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. H+SC- Beginning to recognise danger and seeks support of significant adults for help. H+SC- Observes the effects of activity on their bodies
Area of Development Focus Knowledge and Understanding	P+C- Beginning to have their own friends. P+C- Recognises and describes special times or events for family or friends. TW- Notices detailed features of objects in their environment. TW- Developing an understanding of growth, decay and changes over time. T- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. T- Knows that information can be retrieved from computers.

Phase1 Phonics Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.