

# Sunflowers Autumn Term Intentions

Communication & Language	Personal, Social & Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>Know their keyworkers name – say or sign</li> <li>Recognise their own name – self register</li> <li>Communicate basic needs through language or signs-toilet, hungry, thirsty, happy &amp; sad</li> <li>Use a simple sentence to make a choice at group time – ‘I want to play in the garden’</li> <li>Show an interest in songs and rhymes</li> <li>Understand, access &amp; read visual timetable</li> <li>Understand and act on longer sentences like make teddy jump or find your coat.</li> <li>Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Understand the Group Behaviour Charter &amp; signs for good looking, good listening and good thinking</li> <li>Understand visual timetables of the day</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Recognise their Key Person as a familiar/secure base.</li> <li>Find own photograph in group</li> <li>Our families photos &amp; display</li> <li>Use the bathroom with some support if required</li> <li>Participate in dinner time routines</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Establish a secure relationship with their keyworker</li> <li>Learn the Hello song</li> <li>Participate in a short grp time session, supported by visual cues</li> <li>Learn names of family grp members</li> <li>Access Snack Time</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Explore a variety of fine motor activities; threading, puzzles, playdough, painting, etc, finger painting, hole puncher</li> <li>Demonstrate an emerging preference for a dominant hand</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>To be able to put on own coat</li> <li>To be able to move around the nursery environment freely, in and out, safely</li> <li>Experiment with freedom to move in a variety of ways</li> <li>Access the large play area safely</li> </ul>