

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Separate from main carer independently.</li> <li>• Feel secure and begin to develop a sense of their own well-being.</li> <li>• Are more independent with routines.</li> <li>• Continue to more aware of and follow the sequence of the day.</li> <li>• Is able to select activities and use resources independently.</li> <li>• Able to dress with increasing independence – coats, shoes etc (with support as required)</li> <li>• Continue to form special friendships and relationships with other children.</li> <li>• Beginning to expand peer friendships in addition to preferred peers.</li> <li>• Know how to approach others when necessary and communicate appropriately.</li> <li>• Is able to and shows confidence in asking adults and peers for help.</li> <li>• Begin to accept the need to consider other people.</li> <li>• Beginning to initiate taking turns with peers.</li> <li>• Approach tasks with energy and an eagerness to learn.</li> <li>• Continue to develop the ability to persevere with tasks.</li> </ul>	<p><b>Physical Development &amp; Movement</b></p> <ul style="list-style-type: none"> <li>• Take part in physical play and developing an understanding of safety.</li> <li>• Respond more creatively through a range of stimuli including music, songs, action rhymes and stories.</li> <li>• Opportunities to develop and initiate social skills such as turn taking, sharing, co-operating, and negotiating.</li> <li>• Developing more control over pouring, building, threading, screwing, and unscrewing.</li> <li>• Able to explore malleable materials safely and with control.</li> <li>• Explore using tools with malleable materials to develop fine and gross motor skills.</li> <li>• Developing physical skills to complete simple tasks independently e.g., buttering own bread, putting on own coat and doing zip.</li> <li>• Show an awareness of space and of others and begin to use the space imaginatively.</li> <li>• Developing scissor skills more with greater control (staff support if needed).</li> <li>• Can kick a stationary ball and develop control.</li> <li>• Continuing to follow simple movement sequences.</li> <li>• Continue to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u></li> <li>• Continue to develop <u>cross lateral movement</u></li> <li>• Continue to develop <u>balance &amp; coordination</u></li> <li>• Continue to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u></li> </ul>	<p><b>Language Development</b></p> <p><b>Attention and Listening</b></p> <ul style="list-style-type: none"> <li>• Focus, attention and listen when interacting with staff and peers.</li> <li>• Understand and follow simple instructions (1 to 2 parts and with visual cues and signing if needed).</li> <li>• Showing an understanding of questions.</li> <li>• Listening attentively during group story time with less adult prompts.</li> <li>• Developing memory and recall of what they hear and see.</li> <li>• Beginning to identify more environmental sounds that they hear.</li> </ul> <p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>• Communicating needs verbally or through signing if applicable.</li> <li>• Engaging in conversations with peers and adults, beginning to use expressive language.</li> <li>• Join in with whole class/small group songs and rhymes.</li> <li>• Talking about their experiences confidently with adults and peers.</li> <li>• Initiating conversation with adults and peers during play.</li> <li>• Continue to explore playing word games.</li> </ul> <p><b>Early Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Recognising own picture and name symbol on belongings in pre-school and self-registrations.</li> <li>• Ability to hold book confidently and use appropriately.</li> <li>• Begin to retell a story from pictures/ familiar stories more independently.</li> <li>• Retelling or creating simple stories through role play and small imaginative play</li> <li>• Developing memory skills and recall.</li> </ul> <p><b>Early Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Continuing to mark make to convey meaning e.g., express themselves.</li> <li>• Showing an interest in writing for themselves.</li> <li>• Makes marks to represent ideas/to tell a story.</li> <li>• Beginning to visually recognise some letters.</li> </ul>
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<p><b>Early Mathematical Development</b></p> <ul style="list-style-type: none"> <li>• Continuing to begin to show an awareness of today, yesterday, and tomorrow.</li> <li>• Beginning to use more positional language in context during play.</li> <li>• Observing numbers on everyday objects in both the outdoors and indoors environment.</li> <li>• Continuing to participate in simple games with an element of counting (including objects).</li> <li>• Talk about the steps involved in completing an activity (with staff support if needed).</li> <li>• Aware of the days of the week and can name some. Beginning to identify order of them.</li> <li>• Can name simple shapes and become aware of the shape of everyday objects they encounter in their immediate environment e.g., plates, sandwiches, windows.</li> <li>• Talking about size during play e.g., shape sorters and jigsaws.</li> <li>• Using mathematical language more independently during play e.g., big/small, full/empty, heavy/light.</li> <li>• Talk about what is next in the daily routine.</li> <li>• Continue to become aware of patterns and follow a basic pattern.</li> <li>• Becoming more aware of sequencing.</li> <li>• Understand and respond appropriately to prepositional words – in, on, at, above, below and under.</li> </ul>	<p><b>The Arts</b></p> <p><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Make marks with a variety of drawing materials - biro, markers, chalk, big brushes &amp; water (inside and outside);</li> <li>• Draw on a range of papers, textures, surfaces varying in colour, shape, and size;</li> <li>• Initiate and explore experimenting with sensory/ dough materials.</li> <li>• Is able to make a simple model with scrap materials.</li> <li>• Value their own work and developing a sense of achievement.</li> <li>• Continuing to explore painting or drawing pictures from direct observation.</li> <li>• Continue to explore the properties of modelling materials.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Listens and joins in to singing rhymes and simple songs;</li> <li>• Listen to a variety of music</li> <li>• Is aware of different kinds of sounds e.g., loud/quiet, high/low.</li> <li>• Participates in musical activities within a group.</li> <li>• Becoming more aware of different sounds in the environment such as bird songs and traffic.</li> </ul> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>• Access a wide range of props to enhance play.</li> <li>• Continue to initiate own role play, assuming and sustaining roles.</li> <li>• Playing imaginatively with equipment/resources to extend play, expressing thoughts and feelings.</li> <li>• Develop confidence to approach and join a group involved in role play.</li> <li>• Initiating and taking the lead in imaginative activities.</li> </ul>	<p><b>WAU</b></p> <ul style="list-style-type: none"> <li>• Talk about themselves, families, home, interests, and experiences in the nursery setting and the wider school environment (especially children who won't have been doing this in term 1).</li> <li>• Continuing to explore our senses and learning to identify them and how we use them.</li> <li>• Continue to experience opportunities to use senses during play and outdoors.</li> <li>• Developing an understanding of keeping safe.</li> <li>• Continue to become more familiar with where we live – the name of our town, buildings, shops etc.</li> <li>• Begin to care for and respect living things and handle them sensitively.</li> <li>• Explore how things can be joined together – extend selection of joining materials and be able to name some materials.</li> <li>• Able to ask questions about why things happen and how things work.</li> <li>• Continue to develop the ability to name parts of the body.</li> <li>• Continue to understand that living things can be sorted into plants, animals, and humans.</li> <li>• Continue to explore and identify living things that move on the ground, underground, in the air and in water.</li> <li>• Talk about the ongoing changing weather conditions.</li> <li>• Continue to examine change over time, for example growing plants and animals growing.</li> <li>• Continue to identify a variety of familiar sounds outdoors and make sounds.</li> <li>• Developing the ability to ask appropriate questions to gain knowledge (with staff support/role modelling if necessary).</li> <li>• Continuing to show an awareness of some environmental and safety issues.</li> </ul>
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