

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from main carer independently. • Feel secure and demonstrates awareness of their own well-being. • Independent with routines. • Shows awareness of and follows the sequence of the day. • Is able to select activities and use resources independently. • Able to dress with increasing independence – coats, shoes etc. • Is forming special friendships and relationships with other children. • Continues to expand peer friendships in addition to preferred peers. • Is confident and knows how to approach others when necessary and communicate appropriately. • Is able to and shows confidence in asking adults and peers for help. • Demonstrates the skill to consider others in situations. • Initiating independently taking turns with peers. • Approaches known and new tasks with energy and an eagerness to learn. • Continue to develop the ability to persevere with tasks with less adult support. 	<p>Physical Development & Movement</p> <ul style="list-style-type: none"> • Demonstrates an awareness of safety whilst participating in physical play. Identifying potential risks. • Responding more creatively through a range of stimuli including music, songs, action rhymes and stories. • Opportunities to develop and initiate social skills such as turn taking, sharing, co-operating, and negotiating. • Demonstrates more control over pouring, building, threading, screwing, and unscrewing. • Able to explore malleable materials safely and with control. • Explore using tools with malleable materials to develop fine and gross motor skills. • Developing physical skills to complete simple tasks independently e.g., buttering own bread, putting on own coat and doing zip. • Show an awareness of space and of others and begin to use the space imaginatively. • Developing scissor skills more with greater control (staff support if needed). • Follows a range of movement sequences. • Continue to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u> • Continue to develop <u>cross lateral movement</u> • Continue to develop <u>balance & coordination</u> • Continue to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u> 	<p>Language Development</p> <p>Attention and Listening</p> <ul style="list-style-type: none"> • Focus, attention and listen when interacting with staff and peers. • Understand and follow simple instructions (1 to 2 parts and with visual cues and signing if needed). • Shows an understanding of questions and able to respond in context. • Listening attentively during group story time with less adult prompts. • Demonstrates memory and recall of what they hear and see. <p>Talking and Listening</p> <ul style="list-style-type: none"> • Communicating needs verbally or through signing if applicable. • Engaging in conversations with peers and adults, continuing to use expressive language. • Join in with whole class/small group songs and rhymes. • Talking about their experiences confidently with adults and peers. • Initiating conversation with adults and peers during play. • Continue to explore playing word games. <p>Early Reading Skills</p> <ul style="list-style-type: none"> • Recognising own picture and name symbol on belongings in pre-school and self-registrations. • Ability to hold book confidently and use appropriately. • Developing skill to retell a story from pictures/ familiar stories more independently. • Retelling or creating simple stories through role play and small imaginative play. • Developing memory skills and recall after stories. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Continuing to mark make to convey meaning e.g., express themselves. • Showing an interest in writing for themselves. • Continuing to visually recognise some letters – including name.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Showing an awareness of today, yesterday, and tomorrow. • Able to use more positional language in context during play. • Observing numbers on everyday objects in both the outdoors and indoors environment. • Continuing to participate in simple games with an element of counting (including objects). • Talk about the steps involved in completing an activity. • Aware of the days of the week and can name some. Becoming more aware of order. • Can name simple shapes and is aware of the shape of everyday objects they encounter in their immediate environment e.g., plates, sandwiches, windows. • Talking about size during play e.g., shape sorters and jigsaws. • Using mathematical language more independently during play e.g., big/small, full/empty, heavy/light. • Talk about what is next in the daily routine. • Continue to become aware of patterns and follow a basic pattern. • Becoming more aware of sequencing. • Understand and respond appropriately to prepositional words – in, on, at, above, below and under. Able to follow instructions using these words. 	<p>The Arts</p> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • Make marks with a variety of drawing materials - biro, markers, chalk, big brushes & water (inside and outside); • Draws/paints on a range of papers, textures, surfaces varying in colour, shape, and size; • Initiate and explore experimenting with sensory/ dough materials. • Is able to make a simple model with scrap materials. • Values their own work and demonstrates a sense of achievement. • Continuing to explore painting or drawing pictures from direct observation. • Continue to explore the properties of modelling materials e.g., clay/ salt dough. <p><u>Music</u></p> <ul style="list-style-type: none"> • Listens and joins in confidently with singing rhymes and simple songs; • Listens to a variety of music. • Is aware of different kinds of sounds e.g., loud/quiet, high/low. • Participates in musical activities within a group. • Is more aware of different sounds in the environment such as bird songs and traffic. <p><u>Drama</u></p> <ul style="list-style-type: none"> • Accesses a wide range of props to enhance play. • Confident to initiate own role play, assuming and sustaining roles. • Playing imaginatively with equipment/resources to extend play, expressing thoughts and feelings. • Confident to approach and join a group involved in role play. • Initiating and taking the lead in imaginative activities. 	<p>WAU</p> <ul style="list-style-type: none"> • Engage in conversation by talking about themselves, families, home, interests, and experiences in the nursery setting and the wider school environment. • Engaging in exploring our senses and can identify them and how we use them. • Demonstrates an understanding of keeping safe and identifying potential risks. • Continue to become more familiar with where we live – the name of our town, buildings, shops etc. • Demonstrating care for and respect living things and handle them sensitively e.g., plants/animals. • Explore joining properties such as glue, tape, masking tape, blu tac. • Can ask questions about why things happen and how things work. • Able to name parts of their body and features. • Continue to understand that living things can be sorted into plants, animals, and humans. • Continue to explore and identify living things that move on the ground, underground, in the air and in water. • Talk about and develop observational skills around the ongoing changing weather conditions. • Continue to examine change over time, for example growing plants and animals growing. • Continue to identify a variety of familiar sounds outdoors and make sounds. • Developing the ability to ask appropriate questions to gain knowledge (with staff support/role modelling if necessary). • Continuing to show an awareness of some environmental and safety issues e.g., rubbish – where does it go?
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