

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Separate from main carer, continue to encourage, and provide support from familiar adult to separate independently.</li> <li>• Be more familiar with the pre-school environment (indoor and outdoor).</li> <li>• Independent with bathroom routine.</li> <li>• Able to self-register on arrival and at snack time – using child’s photo and name.</li> <li>• Can select activities and use resources with greater independence.</li> <li>• Able to dress with increasing independence – coats, hats, gloves, shoes etc (with support as required)</li> <li>• Begin to form special friendships with other children.</li> <li>• Know how to approach others when necessary and communicate appropriately.</li> <li>• Show confidence in asking adults and peers for help.</li> <li>• Begin to accept the need to consider other people.</li> <li>• Take turns (with some support)</li> <li>• Approach tasks with energy and an eagerness to learn.</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 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>• Begin to explore new skills such as weaving.</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>• Begin to kick a stationary ball and develop control.</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 a simple instruction (with visual cues/signing if needed).</li> <li>• Understand and follow simple instructions (1 to 2 parts).</li> <li>• Understand and follow simple instructions related to routines.</li> <li>• Listening attentively during group story time with less adult prompts.</li> <li>• Exploring listening to other types of media.</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.</li> <li>• Join in with whole class/small group songs and rhymes.</li> <li>• Talking about their experiences with adults and peers.</li> <li>• Initiating conversation with adults and peers.</li> <li>• Begin to explore rhyming words.</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>• Demonstrating an interest in books, looking at them individually or with other children or an adult.</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>• Makes marks with a wide variety of materials e.g., sand.</li> <li>• Showing an interest/curiosity as adult writes.</li> <li>• Makes marks to represent ideas/to tell a story.</li> <li>• Beginning to make explicit links between reading and writing by ‘reading’ their own ‘writing’.</li> </ul>
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<p><b>Early Mathematical Development</b></p> <ul style="list-style-type: none"> <li>• Begins to show an awareness of today, yesterday and tomorrow.</li> <li>• Beginning to use more positional language in context.</li> <li>• Observing numbers on everyday objects in the pre-school setting.</li> <li>• Beginning to participate in simple games with an element of counting.</li> <li>• Talk about the steps involved in completing an activity (with staff support if needed)</li> <li>• Talk about being first, last and next when taking turns.</li> <li>• Aware of the days of the week and can name some.</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., characters in stories, size of boxes.</li> <li>• Using mathematical language more independently during play e.g., big/small, full/empty, heavy.</li> <li>• Talk about what is next in the daily routine.</li> <li>• Understand and begin to identify the difference between day and night. What do we do at these times?</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, 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>• Creating pictures using an increasing number of methods e.g., printing, shaving foam, marbling.</li> <li>• Explore making patterns in malleable materials using a variety of tools and items e.g., sticks, cones, scissors.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Listen and join in to singing rhymes and simple songs;</li> <li>• Become aware of different kinds of sounds e.g., loud/quiet, high/low.</li> <li>• Experimenting in the environment to make musical sounds.</li> <li>• Responding independently to the beat of a variety of types of music by clapping, marching, and swaying.</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>• Beginning 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> </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>• Discuss the changes in children since September.</li> <li>• Become familiar with the names of more intricate parts of the body – eye lids, eye lashes, freckles, nostrils etc.</li> <li>• Talk about similarities and differences in children.</li> <li>• Continue to develop healthy eating habits by eating healthy snack and trying some new healthy foods.</li> <li>• Become familiar with where we live – the name of our town, buildings, shops etc.</li> <li>• Become more aware of and discuss patterns around them e.g., rubbings from grates, covers or bricks.</li> <li>• Explore how things can be joined together – extend selection of joining materials and be able to name some materials.</li> <li>• Begin to ask questions about why things happen and how things work.</li> <li>• Develop an awareness that they can move things by pushing or pulling them.</li> <li>• Begin to understand that living things can be sorted into plants, animals and humans.</li> <li>• Begin to understand that living things move on the ground, underground, in the air and in water.</li> <li>• Talk about the changing weather conditions.</li> <li>• Examine change over time, for example growing plants and change that may be reversed e.g., melting ice.</li> <li>• Children develop their own role play scenarios in lightbox theatres.</li> <li>• Explore shadows and images.</li> </ul>
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