

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from main carer, continue to encourage, and provide support from familiar adult to separate independently. • Be more familiar with the pre-school environment (indoor and outdoor). • Independent with bathroom routine. • Able to self-register on arrival and at snack time – using child’s photo and name. • Can select activities and use resources with greater independence. • Able to dress with increasing independence – coats, hats, gloves, shoes etc (with support as required) • Continue to form special friendships with other children. • Know how to approach others when necessary and communicate appropriately. • Show confidence in asking adults and peers for help. • Begin to accept the need to consider other people. • Take turns (with less adult support) • Approach tasks with energy and an eagerness to learn. 	<p>Physical Development & Movement</p> <ul style="list-style-type: none"> • Take part in physical play and developing an understanding of safety. • Respond more creatively through a range of stimuli including music, songs, action rhymes and stories. • Opportunities to develop social skills such as turn taking, sharing, co-operating, and negotiating. • Developing more control over pouring, building, threading, screwing, and unscrewing. • Continue to explore malleable materials safely and with control. • 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). • Begin to kick a stationary ball and develop control. • Begin to follow simple 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 a simple instruction (with visual cues/signing if needed). • Understand and follow simple instructions (1 to 2 parts). • Showing an understanding of questions. • Listening attentively during group story time with less adult prompts. • Continue to explore listening to other types of media. <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, beginning to use expressive language. • Join in with whole class/small group songs and rhymes. • Talking about their experiences with adults and peers. • Initiating conversation with adults and peers. • Begin to explore rhyming words. <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. • Begin 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. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Makes marks with a wide variety of materials e.g., sand. • Beginning to show an interest in writing for themselves. • Makes marks to represent ideas/to tell a story. • Beginning to make explicit links between reading and writing by ‘reading’ their own ‘writing’.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Continuing to begin to show an awareness of today, yesterday, and tomorrow. • Beginning to use more positional language in context during play. • Observing numbers on everyday objects in the pre-school setting. • Beginning to participate in simple games with an element of counting (including objects). • Talk about the steps involved in completing an activity (with staff support if needed). • Aware of the days of the week and can name some. Beginning to identify order of them. • Can name simple shapes and become 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., characters in stories, size of boxes. • Creating play items that are different sizes and link in with mathematical language. • Using mathematical language more independently during play e.g., big/small, full/empty, heavy. • Talk about what is next in the daily routine. • Beginning to become aware of patterns. • Becoming aware of sequencing. • Understand and respond appropriately to prepositional words – in, on, at, above, below and under. 	<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); • Draw 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. • Value their own work and developing a sense of achievement. • Creating pictures using an increasing number of methods e.g., printing, shaving foam, marbling. • Beginning to make representational models with pliable materials. <p><u>Music</u></p> <ul style="list-style-type: none"> • Listen and join in to singing rhymes and simple songs; • Become aware of different kinds of sounds e.g., loud/quiet, high/low. • Participates in musical activities within a group. • Responding independently to the beat of a variety of types of music by clapping, marching, and swaying. <p><u>Drama</u></p> <ul style="list-style-type: none"> • Access a wide range of props to enhance play. • Beginning to initiate own role play, assuming and sustaining roles. • Playing imaginatively with equipment/resources to extend play, expressing thoughts and feelings. • Develop confidence to approach and join a group involved in role play. • Beginning to take the lead in imaginative activities. 	<p>WAU</p> <ul style="list-style-type: none"> • 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). • Begin to become aware of our senses – what are they and how do we use them? • Begin to experience opportunities to use senses. • Developing an understanding of keeping safe. • Become familiar with where we live – the name of our town, buildings, shops etc. • Become more aware of and discuss patterns around them e.g., rubbings from grates, covers or bricks. • Explore how things can be joined together – extend selection of joining materials and be able to name some materials. • Begin to ask questions about why things happen and how things work. • Develop an awareness that they can move things by pushing or pulling them. • Begin to understand that living things can be sorted into plants, animals and humans. • Begin to identify living things that move on the ground, underground, in the air and in water. • Talk about the changing weather conditions – moving into spring. • Examine change over time, for example growing plants and change that may be reversed e.g., melting ice. • Explore shadows and images. • Begin to ask appropriate questions to gain knowledge (with staff support/role modelling if necessary). • Begin to explore mouse control at ICT.
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