

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from main carer independently. • Feel secure and begin to develop a sense of their own well-being. • Are more independent with routines. • Continue to more aware of and follow the sequence of the day. • Is able to select activities and use resources independently. • Able to dress with increasing independence – coats, shoes etc (with support as required) • Continue to form special friendships and relationships with other children. • Continuing to expand peer friendships in addition to preferred peers. • Know how to approach others when necessary and communicate appropriately. • Is able to and shows confidence in asking adults and peers for help. • Continue to develop understanding around accepting the need to consider other people. • Initiating taking turns with peers with less adult support • Approach tasks with energy and an eagerness to learn. • Continue to develop the ability to persevere with tasks. 	<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 and initiate social skills such as turn taking, sharing, co-operating, and negotiating. • Developing 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). • Can kick a stationary ball and develop control. • Continuing 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 and follow simple instructions (1 to 2 parts and with visual cues and signing if needed). • Showing an understanding of questions. • Listening attentively during group story time with less adult prompts. • Developing memory and recall of what they hear and see. • Continuing to identify more environmental sounds that they hear. <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 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 the ability 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"> • Continuing to mark make to convey meaning e.g., express themselves. • Showing an interest in writing for themselves. • Makes marks to represent ideas/to tell a story. • Beginning to visually recognise some letters.
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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. • Developing the use of 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 (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., 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. • Developing awareness 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. • Continuing to explore painting or drawing pictures from direct observation. • Continue to explore the properties of modelling materials. <p><u>Music</u></p> <ul style="list-style-type: none"> • Listens and joins in to singing rhymes and simple songs; • Listen 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. • Becoming 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"> • Access a wide range of props to enhance play. • Continue 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. • Initiating and taking 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). • Continuing to explore our senses and learning to identify them and how we use them. • Continue to experience opportunities to use senses during play and outdoors. • Developing an understanding of keeping safe. • Continue to become more familiar with where we live – the name of our town, buildings, shops etc. • Continuing to explore how to care for and respect living things and handle them sensitively. • Explore how things can be joined together – extend selection of joining materials and be able to name some materials. • Able to ask questions about why things happen and how things work. • Continue to develop the ability to name parts of the body. • 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 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.
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