

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• To begin to separate from main carer, with support and encouragement from a familiar adult.</li> <li>• Become familiar with the pre-school environment (indoor and outdoor).</li> <li>• Begin to tidy equipment with an adult.</li> <li>• Introduce bathroom routine.</li> <li>• Introduce self-registration on arrival.</li> <li>• Introduce children to coat spaces and personal item spaces– use symbols.</li> <li>• Introduce snack routine.</li> <li>• Get know the people in the pre-school environment.</li> <li>• Introduce boundaries for safety.</li> <li>• Introduce simple routines.</li> <li>• Introduce children to social. etiquette/conventions.</li> <li>• Beginning to form and establish relationships.</li> <li>• Seek comfort from familiar adults, when needed.</li> </ul>	<p><b>Physical Development &amp; Movement</b></p> <ul style="list-style-type: none"> <li>• Begin to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u></li> <li>• Begin to develop <u>cross lateral movement</u></li> <li>• Begin to develop <u>balance &amp; coordination</u></li> <li>• Begin to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u></li> <li>• Have opportunities to try new food textures and tastes.</li> <li>• Begin to pour water and milk into a cup without spilling (with support, if required).</li> <li>• Begin to manage personal self-hygiene routines - hand washing, toileting, nose cleaning etc.</li> <li>• Beginning to recognise danger/risk and seek support of significant adult.</li> <li>• Begin to dress independently – coats, shoes, etc (with support).</li> <li>• Begin to use a variety of equipment indoors and outdoors e.g., bean bags, balance beam and parachute.</li> </ul>	<p><b>Language Development</b></p> <p><b>Attention and Listening</b></p> <ul style="list-style-type: none"> <li>• To begin to develop focus, attention and listening.</li> <li>• To begin to understand a simple instruction.</li> <li>• To begin to follow simple instructions.</li> <li>• To begin to understand and follow simple instructions related to routines.</li> <li>• To begin to listen and attend when someone is speaking (with the aid of visual cues/signing if required).</li> </ul> <p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>• Begin to communicate needs (verbally/gestures) e.g., asking for help.</li> <li>• Begin to engage in conversations with others e.g., large group, small group or on a 1 to 1 basis.</li> <li>• Begin to join in with whole class/small group songs and rhymes.</li> <li>• Beginning to explore and investigate roleplay – props, puppets.</li> </ul> <p><b>Early Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise own photograph/symbol and name on belongings in school.</li> <li>• Begin to show an interest in books and</li> <li>• Begin to enjoy being read to.</li> <li>• Begin to sit attentively for short story sessions.</li> <li>• Begin to create simple stories through role play and small imaginative play.</li> </ul> <p><b>Early Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to show an interest in a variety of mark making.</li> <li>• Begin to express themselves by scribbling, mark-making and drawing.</li> <li>• Begin to experiment with a wide range of media such as paper, crayons, chalk and paint.</li> </ul>
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<p><b>Early Mathematical Development</b></p> <ul style="list-style-type: none"> <li>• Begin to listen to and join in with number songs, stories and rhymes.</li> <li>• Begin to show interest in shapes in both the indoor and outdoor environment.</li> <li>• Begin to show an awareness of similarities of shapes in the environment.</li> <li>• Begin to find an appropriate amount of space for an activity, such as dancing, floor puzzles etc.</li> <li>• Begin to explore, compare and name large and small containers e.g., at sand, water, mud lab, home corner.</li> <li>• Begin to follow simply daily routines.</li> <li>• Begin to match items.</li> <li>• Begin to find, use and return items to correct locations.</li> </ul>	<p><b>The Arts</b></p> <p><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to make marks with a variety of drawing materials - biro, markers, chalk, big bushes &amp; water;</li> <li>• To begin to draw on a range of papers, surfaces varying in colour, shape and size;</li> <li>• To begin to work on an easel, floor or table top;</li> <li>• Beginning to explore different consistencies of paints through adding water;</li> <li>• Beginning to use a range of tools to apply paint to surfaces, and exploring the marks which can be made, for example with: brushes, fingers, sponges, combs;</li> <li>• To begin to explore using a range of techniques to shape and change papers and card, such as tearing to create different shapes and sizes, crumpling, layering to create texture (begin with newspaper);</li> <li>• Begin to use different types of glues such as PVA, glue sticks, pastes etc. to stick down papers.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Begin to listen and join in to singing rhymes and simple songs;</li> <li>• Beginning to see and hear a variety of music performed, either first-hand or using video or ICT;</li> <li>• To begin to clap, march and perform actions to the beat of the music;</li> <li>• Beginning to explore moving to the speed of the music.</li> </ul> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>• Begin to be involved in group role play - dressing up clothes and props will be available to enhance their play.</li> <li>• Begin to act out stories.</li> </ul>	<p><b>WAU</b></p> <ul style="list-style-type: none"> <li>• Begin to talk about themselves, their families, their pre-school setting;</li> <li>• Beginning to increase understanding of their physical selves – height, eye colour, hair colour etc.</li> <li>• To begin to be able to recognise the role of some people who work within the pre-school.</li> <li>• Begin to observe, explore, investigate, name and select materials and equipment in a range of situations.</li> <li>• Begin to join materials – glue, tape.</li> <li>• Begin to develop skills such as cutting, sticking, folding, pouring and building as they work with a variety of materials.</li> <li>• Begin to show interest in and care for the environment e.g., planting, watering plants ...</li> <li>• To begin to care for and respect living things and handle them sensitively.</li> <li>• Begin to become familiar with and name the different types of weather we experience.</li> <li>• Begin to become aware of seasonal change e.g., Autumn and observing changing.</li> <li>• Begin to Identify a variety of familiar sounds – birds singing, wind, rain etc.</li> </ul>
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