

<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • More familiar with the pre-school environment (indoor and outdoor) and beginning to select new experiences more independently. • Engage in tidy up routine more independently with staff prompts. • Gaining more independence with bathroom routine – toileting/handwashing. • Encourage children to use pegs for coats/bags when entering and leaving, identifying them more independently using symbol. • Engaging in snack routine and try new foods. • Continuing to become more familiar with peers, developing relationships and widening peer circle. • Continue to introduce children to social etiquette/conventions and social communication skills. • Begin to express own interests and preferences. • Beginning to develop independence with leader routine – participating in setting up routines. 	<p>Physical Development & Movement</p> <ul style="list-style-type: none"> • Continue to begin to develop <u>pincer grip</u>, <u>hand muscles</u> and <u>hand-eye coordination</u> • Begin to develop <u>cross lateral movement</u> – exploring cross lateral/alternate movement. • Begin to develop <u>balance & coordination</u> • Begin to develop <u>spatial awareness</u> and <u>deep sensory (Proprioceptive)</u> • Continue to have opportunities to try new food textures and tastes. • Continue to develop skills to use utensils at snack time. • Continue to begin to pour water and milk into a cup without spilling more independently. • Continue to begin to manage personal self-hygiene routines - hand washing, toileting, nose cleaning with less adult support. • Continue to begin to dress more independently – coats, shoes and cold weather items e.g., gloves/hats. • Begin to use a variety of equipment indoors and outdoors with less adult prompts e.g., hoops, climbing frame, balance beam and parachute. • Beginning to handle objects and resources with some control/ co-ordination e.g., parachute, balls. • Beginning to build simple block structures with a variety of blocks. • Beginning to develop FMS/control/GMS e.g., uses a thick pencil, crayon, paintbrush, scissors. 	<p>Language Development</p> <p>Attention and Listening</p> <ul style="list-style-type: none"> • Continue to begin to develop focus, attention and listening. • Beginning to follow simple instructions with less staff prompts. • Beginning to understand and follow simple instructions related to routines with less staff prompts. • To begin to listen and attend when someone is speaking (with less refocusing prompts). <p>Talking and Listening</p> <ul style="list-style-type: none"> • Continuing to begin to communicate needs verbally e.g., asking for help. • Begin to engage in conversations with others e.g., large group, small group or on a 1 to 1 basis. • Continuing to join in with whole class/small group songs and rhymes – including selecting. • Continuing to explore and investigate roleplay – props, puppets and areas. <p>Early Reading Skills</p> <ul style="list-style-type: none"> • Recognise own photograph/symbol and name on belongings in school. • Continuing to show an interest in books and begin handling books. • Begin to enjoy being read to. • Begin to sit attentively for short story sessions with less staff prompts. • Continue to begin to create own simple stories through role play and small imaginative play. <p>Early Writing Skills</p> <ul style="list-style-type: none"> • Beginning to make visible marks with a wide variety of materials e.g., pencils, markers, chalk, crayons, paint. • Beginning to show an interest/curiosity as adult writes – asking questions about the writing. • Beginning to make marks to represent ideas/to tell a story and describe marks made.
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<p>Early Mathematical Development</p> <ul style="list-style-type: none"> • Continue to listen to and join in with new number songs, stories and rhymes. • Continuing to begin to explore shapes in both the indoor and outdoor environment. • Begin to show an awareness of similarities of shapes in the environment – verbally or through matching. • Beginning to compare and name large and small containers e.g., at sand, water, mud lab, home corner. • Becoming familiar with and identifying number of children in an area. • Begin to match items by size. • Begin to understand and respond to mathematical language used by the adult during play. • Beginning to sort with/without adult support for a criteria/criterion. • Beginning to gain understanding of language associated with size and quantity e.g., big/small, heavy/light. • Begin to understand and respond to mathematical language used by the adult during play. • Beginning to use mathematical language naturally during play. 	<p>The Arts</p> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • Making marks with a variety of drawing materials through self-selection - biro, markers, chalk, big bushes & water; • Draw on a range of papers, surfaces varying in colour, shape and size (self-selection); • Continuing to explore creating on an easel, floor or table top; • Beginning to explore malleable materials e.g., dough with scents/ colours and different sensory elements. • Continue 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); • Continue to value own work and begin to show value for the work of others. <p><u>Music</u></p> <ul style="list-style-type: none"> • Begin to listen and join in to singing rhymes and simple songs; • Beginning to see and hear a variety of music performed, either first-hand or using video or ICT; • To begin to clap, march and perform actions to the beat of the music; • Beginning to explore moving to the speed of the music. <p><u>Drama</u></p> <ul style="list-style-type: none"> • Becoming more confident to engage in group role play - dressing up clothes and props will be available to enhance their play. • Acting out stories using own imagination/ experiences. • Playing imaginatively with equipment/resources to extend play (with less staff support). 	<p>WAU</p> <ul style="list-style-type: none"> • Gaining confidence to talk more about themselves, their families, their pre-school setting; • Beginning to develop more understanding of their physical selves – height, eye colour, hair colour etc. • Continue to begin to self-select more resources/ equipment to observe, explore, investigate and name in a range of situations. • Beginning to join more materials – using tape and glue. • Continuing to begin to develop skills such as cutting, sticking, folding and pouring. • Begin to develop an interest in and care for the environment e.g., planting, watering plants ... • Begin to become familiar with and name the different types of weather we experience. • Begin to become aware of seasonal change e.g., Autumn into Winter and changing weather/temperature. • Begin to explore opportunities to use senses. • Begin to explore ICT e.g., matching game/colours (with adult support if required). • Begin to explore relevant topics e.g., Christmas celebration and their own experiences of this. • Beginning to develop a natural curiosity about the world around us.
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