

## Physical Development

- **Moving & handling** – Show preference for a dominant hand, encouraging holding a pencil between thumb and fore finger. Use tools such as tweezers, pegs, tongs and threading to refine the pencil grip coordination. Show increasing control over an object through pushing, patting, throwing, catching and kicking
- **Health and self-care** – Usually stays clean and dry through the day and displays how understanding of the need for the good practice involving eating, sleeping and hygiene. Has more bladder control and is becoming more independent at toilet time.

## Literacy

- **Reading** – Join in with stories, poems, one to one and in small groups. Show interest in illustrations, books and the ability to handle books with care. Develop listening skills and become more attuned to the sounds around them. Become ready to begin developing oral blending and segmenting skills.
- **Writing** – Give meaning to the marks they make as they draw, write and paint.

## Understanding the world

- **People and Communities** – Talk about significant people, places, events and memories in their lives.
- **The world** – Comment and ask questions about aspects of their familiar world and can talk about some of the things they have observed such as plants, animals, etc
- **Technology** – Know how to operate simple equipment like a cd player. Show skill in making toys work. Know that information can be retrieved from computers.



## Mathematics

- **Numbers** – 1:1 correspondence count objects to 10. Use number language spontaneously. Know that numbers identify how many objects are in a set. Realise anything can be counted. Can recite numbers in order to 10.
- **Shape, space and measure** – Order items by length (hands and feet) or height. Show an awareness and interest in shapes in the environment. Begin to talk about the shape of everyday objects.

## Expressive arts and design

- **Exploring and using media and materials** – Construct and manipulate materials with purpose in mind selecting appropriate resources. Explore the different sounds of music. Joins in dancing games, rhymes, construction and various art activities.
- **Being imaginative** – Introduce a storyline or narrative to their play. Create simple representations of events, people and objects with small world toys, props and art media.

## Personal, Social and Emotional Development

- **Self-confidence & self-awareness** – Can select and use activities and resources with help. Will communicate freely about home and community. Become confident to speak to others about their needs, wants and interests.
- **Managing feelings & behaviour** – Begin to accept the needs of others and can take turns and share resources, sometimes with support. Can usually adapt behaviour to different events social situations and changes in routine. Aware of the boundaries set
- **Making relationships** – Initiate play, offering cues to peers to join them. Keep play going by responding to what others are saying or doing. Initiate conversations, attends and takes account of what others say.

## Communication & Language

- **Listening & Attention** – Join in with repeated refrains and anticipates key events and phrases in rhymes.
- **Understanding** – Respond to simple instructions involving a two part sequences including humour in stories, nonsense rhymes and jokes.
- **Speaking** – Extend vocabulary through exploration of the meaning and sounds in new words. Use language to imagine and recreate roles and experiences whilst introducing a storyline and narrative into their play. Use a range of tenses and complex sentences to link thoughts.