

### **Personal, Social and Emotional Development:**

Beginning to use me, you and I in their talk to show awareness of their social identity of gender, ethnicity and ability

Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions

### **Communication and Language:**

Selects a familiar object by name and will go and find objects when asked, or identify objects from a group

Learns new words rapidly and is able to use them in communication

Holds a conversation jumping from topic to topic

### **Physical Development:**

Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride

Develops some independence in self-care and shows an awareness of routines such as hand washing

### **Literacy:**

Repeats and uses actions, words or phrases from familiar stories

Distinguishes between the different marks they make

## *Friends and Family*

### **Mathematics:**

Explores differences in size, length, weight and capacity

Moves their bodies and toys around objects and explores fitting into spaces

Begin to notice numerals

Beginning to count on their fingers

Beginning to compare and recognise changes in number of things

Recognises that two objects have the same shape

### **Expressive Arts and Design:**

Uses everyday materials to explore, understand and represents their world-their ideas, interests and fascinations

### **Understanding the World:**

Can talk about some of the things they have observed such as plants, animals, natural and found objects

Beginning to have their own friends

*The above summary highlights key aspects of learning that we plan to explore over the next half term. Areas of focus may change in response to the children's interests and learning needs.*