

### **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

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

Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

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

Uses 2D and 3D structures to explore materials and/or to express ideas

### **Literacy:**

Repeats and uses actions, words or phrases from familiar stories

Knows the marks they make are of value

Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology

Distinguishes between the different marks they make

Nursery  
New Life and Easter

### **Mathematics:**

Beginning to compare and recognise changes in number of things, using words like lots, more or same

Beginning to notice numerals

Beginning to count on their fingers

Moves their bodies and toys around and explore fitting into spaces

Explores differences in size, length, weight and capacity

Recognises that two objects have the same shape

Beginning to anticipate times of the day such as mealtimes or home time

### **Understanding the World:**

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

Operates mechanical toys, e.g. turns the knob on a windup toy or pulls back friction car

Notices detailed features of objects in their environment

Seeks to acquire basic skills in turning on and operating some digital equipment

*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.*