

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

Is becoming able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress through actions, behaviours and a few words

Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow

Understands that expectations vary depending on different events, social situations and changes in routine

### **Communication and Language:**

Identifies action words by following simple instructions e.g. Show me jumping

Understands who, what, where in simple questions

Uses language to share feelings, experiences and thoughts

Uses longer sentences e.g. Mummy gonna work

### **Physical Development:**

Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support

Moves in response to music, or rhythms played on instruments such as drums or shakers

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

Shows interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow

Joins in singing songs

Moves while singing/vocalising, whilst listening to sounds and music, while playing with instruments  
Sings/ vocalises whilst listening to music or playing instruments

## Courage

### **Literacy:**

Listens to and joins in with stories and poems, when reading one-to-one and in small groups

Distinguishes between the different marks they make

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

### **Mathematics:**

Explores how things look from different viewpoints including things that are near or far

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

Beginning to count on their fingers

Beginning to notice numerals

Beginning to say numbers in order, some of which is in the right order (ordinality)

Makes simple constructions

### **Understanding the World:**

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

Beginning to have their own friends

Has a sense of their own immediate family and relations

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

*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.*