



Communication and Language	Physical Development	Personal, Social and Emotional
<p>The children continue to build their communication skills, growing into confident listeners and developing their understanding, vocabulary, and ability to express their thoughts and ideas.</p> <p>Children are learning to:</p> <ul style="list-style-type: none"> • Listen to others speaking and continue conversations responding to what has been said. • Enjoy listening to stories, paying attention to events, characters, key words and repetitive phrases. • Sit and listen during quieter and adult-led activities when appropriate. • Use talk to support imaginative play, representing objects as other things. (pretend play) • Understand and answer who and what questions. • Understand prepositions and positional language: in, on, under, next to, in front, behind. • Recite familiar nursery rhymes from memory. <p>Children are beginning to:</p> <ul style="list-style-type: none"> • Identify characters in stories and talk about what they are doing and how they are feeling. • Use picture prompts and actions to retell stories. • Understand and follow a three word instruction. • Talk and respond to other children during play. • Talk about their experiences and ideas using longer phrases and simple sentence (4-5 words). • Recall and talk about events from stories and their own life. • Use new and topic-related vocabulary in play and everyday situations. • Understand the concepts soft, hard, fast, slow, empty, full, heavy, light (Concept cat). 	<p>We will focus on developing confidence in movement, greater control, balance and independence. Fine motor skills continue to be refined through activities that require precise hand and finger movements.</p> <p style="text-align: center;">Gross- Motor Development</p> <p>Children are learning to:</p> <ul style="list-style-type: none"> • Move freely and confidently in a range of ways, including running, jumping, crawling and sliding. • Climb apparatus and go up steps with increasing control and balance using alternate feet. • Jump up with both feet leaving the floor and jumping forward a short distance. • Understand the concept of a personal space. • Balance on one foot or in a squat, shifting body weight to improve stability. • Kick and throw a large ball with increasing control. <p style="text-align: center;">Fine motor skills</p> <p>Children are learning to:</p> <ul style="list-style-type: none"> • Use a range of mark making resources to draw, paint and write. • Use a range of one-handed tools such as scissors to snip paper, jugs to pour, tambourines and mark-making tools. • Show a preference for a dominant hand. • Use a comfortable pencil grip with increasing control. • Make more controlled marks when drawing and mark making. • Use construction equipment to build basic models such as Duplo, Mobilo. • Manipulating dough through rolling, squeezing, patting and rolling balls. • Independently manage coat buttons, poppers and zips. 	<p>The children continue to develop greater independence, emotional awareness and social skills.</p> <p>Children are learning to:</p> <ul style="list-style-type: none"> • come into Nursery with minimal adult support and talk about their family. • show increasing independence when exploring different areas. • take responsibility by joining in with daily tasks and routines. • choose and use activities and resources independently, and tidy away after use. They are asking for help when needed. • show friendly behaviours towards other children and are starting to understand that kind words and actions help friends feel good. • focus on their task with more attention and play activities for a longer period of time. <p>In their play, children will:</p> <ul style="list-style-type: none"> • Play with one or more children, developing shared ideas. • Develop their own play ideas and are beginning to play cooperatively together. • Learn how to cope with competition and resolving of simple conflicts, as they start to negotiate roles and take turns. • Explore their own interests while respecting those of others. <p>Children are becoming increasingly independent in:</p> <ul style="list-style-type: none"> • Using the toilet independently. • Washing and drying hands thoroughly. • Using a tissue to blow their nose and put it in the bin.

Personal, Social and Emotional	Literacy	Maths
<p>Zones of Regulation Children will begin to learning to:</p> <ul style="list-style-type: none"> • Recognise, think and talk about the emotions happy and sad. • Recognise and name the emotions angry and worried. • Understand right choices and that actions have consequences, even when outcomes are not what they expect. • Show care and concern for others, offering comfort for example offering a tissue, comfort object or a cuddle. <p>Jigsaw -Dreams and Goals Children will begin to learning to:</p> <ul style="list-style-type: none"> • Name things they find difficult. • Keep trying when something feels tricky. • Use kind words to encourage others. • Set simple goals and work towards them. • Feel proud when they achieve a goal. <p>Jigsaw- Healthy Me Children will begin to learning to:</p> <ul style="list-style-type: none"> • Name some basic body parts. • Talk about ways to; <ul style="list-style-type: none"> ○ Stay healthy. ○ Be active. ○ Learn about sleep routines and why rest is important. ○ Understand hygiene routines such as washing hands before eating, after toileting and messy play. ○ What to do if they get lost and how to say NO to strangers. 	<p>The children are developing their early love of books as they listen and interact with stories and rhymes being read to them. They are starting to enjoy mark-making and drawing.</p> <p>Early Reading and Book Handling Children are beginning to learn to:</p> <ul style="list-style-type: none"> • Enjoy singing a wider range of rhymes and songs and listening to longer stories. • Join in with some simple repeated refrains in well know stories or rhymes. • Hold books the correct way up and turn pages from left to right with increasing independence. • Identify and name different parts of a book, such as the front cover and pages. • Identify signs and symbols in the environment and recall what they mean, including their own name. • Make comments, share ideas and ask questions about stories and pictures. • Begin to enjoy rhyming and rhythmic activities, such as clapping or tapping syllables in words. • Begin to spot and suggest rhyming words. (cat and hat) • Begin to recognise words that start with the same sound, such as money and mum. <p>Mark Making and Early Writing Children are beginning to learn to:</p> <ul style="list-style-type: none"> • Give meaning to their drawings and paintings by talking about what they have created. • Draw and writing on paper and a range of textures, such as sand and playdough. • Add marks that symbolises their name. • Holds a pencil or tool using a preferred hand. • Imitate adults' writing by making continuous lines, shapes and symbols. • Form and copy some recognisable letter shapes, such as some or all of the letters in their name. 	<p>The children continue to build on their early number experiences, developing greater confidence with counting, recognising small quantities, and exploring pattern through play and everyday routines.</p> <p>Number Children are learning to:</p> <ul style="list-style-type: none"> • Recognise quantities of up to three objects without counting. • Represent numbers using their fingers, up to five. • Say one number name for each item counted, in order up to five. <p>Children are developing an understanding that:</p> <ul style="list-style-type: none"> • Counting can be used in everyday play and movement. • Not only objects, but anything can be counted, such as steps and claps. • The last number said when counting a small group shows the total amount. <p>Shape and measures Children are learning to:</p> <ul style="list-style-type: none"> • Explore 2D and 3D shapes through play and choose objects based on their shape to suit a purpose. • Sort objects using more than one feature. (size and shape) <p>Pattern Children are beginning to:</p> <ul style="list-style-type: none"> • Notice and correct mistakes in repeating patterns. • Extend and create simple repeating patterns, such as stick, leaf, stick, leaf. • Use familiar objects and common shapes to create and recreate patterns.

Understanding of the World

The children continue to learn more about themselves, their families, and the world around them. They develop curiosity about nature, people and cultures, and begin to notice similarities and differences in their environment.

Me, My Family and Community

Children are beginning to:

- Remember and talk about significant events in their own experience.
- Notice and develop a positive attitude about the similarities and differences between people.
- Develop a sense of wonder of the world and ask questions about it.
- Use pretend play to imitate everyday actions and events from their own family and cultural background.
- Enjoy listening to stories and share photos about people, cultures and the world around them.

Exploring the Natural World

Children are learning to:

- Show curiosity and talk about things they observe, such as plants, animals, and natural or found objects.
- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see using a wide vocabulary.
- Notice similarities and differences and are begin to make comparisons in the world around them.
- Playing with small world reconstructions based upon stories, sharing photos and the world around based on first-hand experiences.
- Plant seeds and care for growing plants.
- Observe and discuss weather and seasonal changes using themed stories, noticing real features like frost, ice, snow, emerging leaves, buds, flowers, and birds.

Children are beginning to:

- Understand the need to respect and care for the natural environment and all living things.
- Talk about differences in materials and changes they notice, for example:
 - cooking
 - melting

Expressive Arts and Design

The children continue to explore music, colour, materials, and imaginative play. They are beginning to develop confidence in expressing their ideas, experimenting with sound, art and construction, and creating more detailed representations in their drawings and models.

Music and Sound

Children are beginning to:

- Remember and sing short songs.
- Respond to what they have heard expressing their thoughts and feelings.
- Sing the melodic shape of familiar songs, moving their voice up and down.
- Show interest in the sounds of instruments and sound makers, experimenting with different ways of playing, for example: loud/quiet or fast/slow.

Art, Colour and Materials

Children are learning to:

- Explore colours and experiment with mixing them.
- Choose colours to use for a purpose.
- Create closed shapes with continuous lines and are beginning to use these shapes to represent objects.
- Draw with increasing detail by adding features and parts, for example representing a face with a circle and including facial features.
- Explore different materials and practise joining them together.
- Explore different materials freely to develop ideas about how to use them and what to make.

Construction and Design

Children enjoy:

- Exploring and using a variety of construction kits.
- Making enclosures, creating spaces, stacking and combining pieces to express their ideas.

Imaginative and Pretend Play

Children are beginning to:

- Participate in simple food preparation activities.
- Develop more complex stories using small world equipment, such as animal sets, dolls and dollhouses.