

Communication & Language

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')- talking about ourselves and our families.

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."- Circle time passing around a worry worm to talk about how we feel and what makes us happy or sad.

Personal Social & Emotional Development

Become more outgoing with unfamiliar people, in the safe context of their setting

Physical Development

Continue to develop their movement, balancing, riding and ball skills- accessing the bikes and scooters

Use one-handed tools and equipment, for example, making snips in paper with scissors- cutting out pictures of our families and homes.

Expressive Arts & Design

Draw or paint with increasing complexity and detail, such as representing a face with a circle and including details.

Remember and sing entire songs- daily song and rhyme time.

Understanding the World

Notices differences between people – looking at ourselves and our peers noticing similarities and talking about how we are different.

Mathematics

Take part in finger rhymes with numbers.

Build with a range of resources- building our homes with wooden blocks, duplo, and natural resources such as twigs.

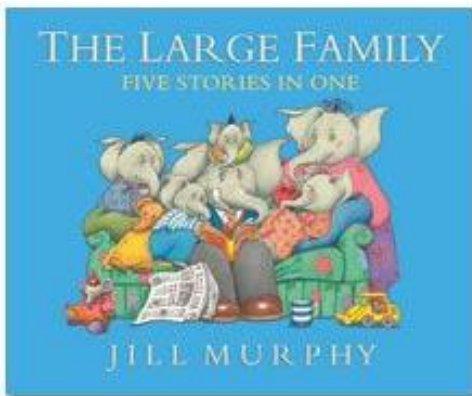
Who is my family?

Literacy

Enjoy sharing books with an adult.

Develop play around favourite stories using props.

Enjoy drawing freely- drawing ourselves, families, friends and homes.



Characteristics of Effective Teaching and Learning

Children will be learning to...

...Make independent choices. Staff will provide a well-organised environment so that children know where materials and tools are and can access them easily. Staff will provide enough materials and arrange spaces so that children can collaborate and learn alongside peers.

...Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Staff will join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.

...Keep on trying when things are difficult. Staff will help children to think about what will support them most, taking care not to offer help too soon. Staff will provide a balance of open-ended play opportunities and structured adult-supported activities.

...take part in simple pretend play. Staff will provide open-ended resources that can be used in many ways and will encourage children's creative thinking.