

Communication and Language

Personal, Social and Emotional Development

Start to say how they are feeling, using words as well as actions.

Feel strong enough to express a range of emotions.

Be increasingly able to talk about and manage their emotions.

Circle time- Discuss feelings stories and discussions around what makes us feel scared, sad loved etc.

Physical Development

Use large and small motor skills to do things independently, for example manage buttons and zips.

Develop manipulation and control.

Face playdough mats. Children to shape and mould facial features and expressions.

Be increasingly independent as they get dressed and undressed, for example putting coats on.

Understanding the World

Explore and respond to different natural phenomena in their setting.

Explore materials with different properties.

Provide interesting and attractive resources made from natural materials to stimulate curiosity e.g. household objects, toys and artefacts.

How do you feel today?

Mathematics

Complete inset puzzles.

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Teddy Bear jigsaw with emotion faces.

Literacy

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to.

Mark making with chalk in outdoor area. Children to draw themselves and their families.

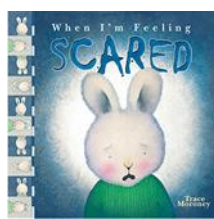
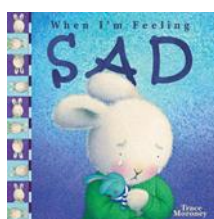
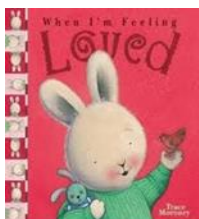
Expressive Arts and Design

Join in with songs and rhymes, making some sounds.

Enjoy and take part in action songs.

If you're happy and you know it clap your hands song.

Encourage children to join in with the songs and actions.



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.