

Communication & Language

Understand simple questions about 'who', 'what' and 'where' talking about ourselves and our families in greater detail.

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." - explaining causes to our emotions
"it makes me sad/happy/worried/nervous/excited when..."

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- dancing in response to music and catching a large ball during adult-led activities.

Using one-handed tools- Practising fine motor skills during independent mark-making activities.

Expressive Art & Design

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

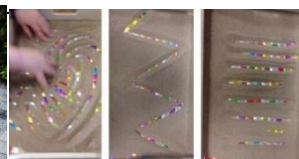
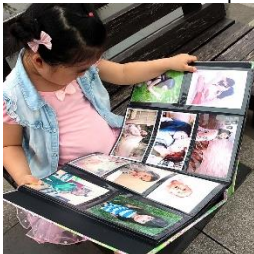
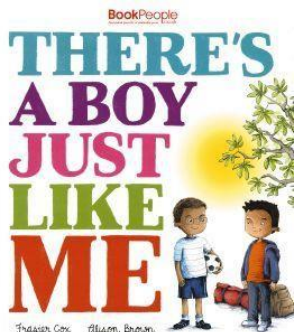
Remember and sing entire songs- daily song and rhyme time.

Understanding the World

Make connections between the features of their family and other families.- using what we know about similarities and differences to compare our families and how they may differ or be similar. Looking at our classroom family photo album.

Begin to understand the need to respect and care for the natural environment- The Garden Clean Up Project. Children will help to tidy up and organise our nursery garden.

What makes my family special?



Mathematics

Take part in finger rhymes with numbers.- daily number rhymes.

Build with a range of resources- using large sponge bricks to build a large scale house as part of a small group.

Literacy

Enjoy sharing books with an adult. Develop play around favourite stories using props- using puppets to retell familiar stories in the reading corner.

Enjoy drawing freely- making marks independently.

Characteristics of Effective Teaching and Learning

Children will be learning to...

Make independent choices. Children will support staff in creating a well-organised environment so that children know where materials and tools are and can access them easily.

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. Staff will talk with children 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.