

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

Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free anxiety  
Shows their growing sense of self through likes/dislikes, choices and decisions

### **Communication and Language:**

Selects familiar object by name  
Listens with interest to the noises adults make when they read stories  
Has some favourite rhymes and songs, clapping along with the beat and joining in with the words of familiar songs

### **Physical Development:**

Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions  
Moves in response to music, or rhythms played on instruments such as drums and shakers

### **Literacy:**

Knows that the marks they make are of value

Has some favourite stories, rhymes, songs, poems or jingles

Enjoys rhythmic and musical activities with instruments and actions

# Nursery Rhymes

### **Mathematics:**

Begins to say numbers, some of which are in the correct order  
Is interested in what happens next using the pattern of everyday routines

Responds to some spatial and positional language

In everyday situations takes or gives two or three objects from a group

Makes simple constructions

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

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

Shows an interest in the way instruments sounds and experiment with ways to play them

Joins in singing songs

### **Understanding the World:**

Beginning to have their own friends

Learns they have similarities and differences that connect them to, and distinguish them from, others

*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.*