

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

Beginning to use me, you and I in their talk to show awareness of their social identity of gender, ethnicity and ability

Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions

Is becoming more aware of the similarities and differences between themselves and others in more detailed way and identifies themselves in relation to their peers

### **Communication and Language:**

Selects a familiar object by name and will go and find objects when asked, or identify objects from a group

Learns new words rapidly and is able to use them in communication

Holds a conversation jumping from topic to topic

Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisation

### **Physical Development:**

Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride

Develops some independence in self-care and shows an awareness of routines such as hand washing

Shows increasing control in holding, using and manipulating mark making tools

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

Enjoys and responds to playing with colour in a variety of ways, for example combining colour

Uses everyday materials to explore, understand and represents their world- their ideas, interests and fascinations

Joins in singing with songs

Creates rhythmic sounds and movements

### **Understanding the World:**

Uses pipes, funnels and other tools to carry/transport water from one place to another

Plays with water to investigate "low technology" such as washing and cleaning

Has a sense of own immediate family relations and pets

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

# Friends and Family

### **Mathematics:**

Explores differences in size, length, weight and capacity

Moves their bodies and toys around objects and explores fitting into spaces

Responds to some spatial and propositional language

Beginning to count on their fingers

Beginning to compare and recognise changes in number of things

Predicts, moves, rotates objects to fit the space or create the shape they would like

### **Literacy:**

Repeats and uses actions, words or phrases from familiar stories

Beginning to talk about people and things that are not present

Shows an interests in playing with sounds, songs and rhymes

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Uses language to share feelings, experiences and thoughts

*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.*