

### Personal, Social and Emotional Development (PSED)

- To begin to leave his/her carer with confidence
- To select and use toys in nursery independently.
- To talk simply about their feelings e.g. sad, happy, scared.
- To begin to respond to the feelings and wishes of others.
- To begin to make friends with the other children.
- To show an interests in what the other children are doing and start to join in with them.

### Communication and Language (C&L)

- To join in with songs and nursery rhymes.
- To listen to others in small groups.
- To respond to simple instructions e.g. put the car in the box.
- To begin to understand 'who,' 'what,' and 'when,' when used in simple questions.
- To begin to talk in longer sentences e.g. using 'because,' and'.



### Physical Development (PD)

- To hold a pencil using a tripod (thumb and two fingers) grip.
- To begin to show some control when jugs to pour, tools such as hammers and mark making tools.
- To begin to use scissors to make snips in paper.
- To use the toilet independently including washing and drying his/her hands.
- To begin to put on own coat and fasten it.
- To begin to show an understanding of the need to eat a range of different foods.

### Mathematics (M)

- To count to 10.
- To begin to talk about the numbers she/he can see in the environment e.g. car registration plates.
- To begin to make marks to represent numbers.
- To talk about different groups of numbers e.g. mum has more sweets than me.
- To begin to talk about and name some simple 2D and 3D shapes e.g. square, rectangle, cylinder, cube.
- To recognise and talk about simple patterns.

### 'Super Me, Super You' (All about me)

**Topics will be child-led and planning will reflect the needs and interests of the children. To inspire the children we will plan a range of activities, however these may change due to interests.**

### Literacy (L)



- To look at books independently, holding them the correct way up and turning the pages.
- To join in with the repeated sentences in stories e.g. 'Run, run as fast as you can.'
- To recognise everyday signs and logos e.g. the Tesco logo
- To begin to say what the marks they have made mean e.g. 'It's my name' after drawing a squiggle.



### Understanding the World (UW)

- To begin to talk about things that see and find e.g. name different vegetable and talk about their colour/shape.
- To know how to operate simple equipment e.g. remote control, camera.



### Express Arts and Design (EAD)



- To begin to explore musical instruments including tapping out simple rhythms.
- To begin to join in with dancing and ring games.
- To use a range of construction materials.
- To notice what adults do, using it in their role play e.g. pretending to make the dinner.

### Ways in which to support your child at home

Share a story with your child at bedtime talking about the pictures and encouraging them to join in with repeated sentences. Encourage your child to be more independent at home e.g. putting on their own shoes, pyjamas. Sing songs and rhymes together, talk about their favourite song. When out and about point out numbers and shapes you can see e.g. I can see a number 4, can you see a number 2. Talk about the different types of food your child likes to eating, explaining which are healthy. Write a shopping list together and go shopping, talking about the different foods you see. Let your child help to wash and chop fruits and vegetables, talking about what they look like and encouraging them to try new ones. Visit a café or go on a picnic. Make a fruit salad or fruit kebabs together. Visit the library and share some food related stories. Share a recipe book. Talk about foods we eat at different times of the year e.g. Christmas dinner.