

Personal, Social and Emotional Development (PSED)

To use the toilet, including washing and drying hands, independently

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 talk using a range of words, including time e.g. now and space words e.g. over there, pronouns e.g. him and plurals.

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 listen to others in small groups.

Physical Development (PD)

To hold a pencil using a comfortable grip and begin to draw with control.

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 begin to manage fine motor skills e.g. put on coat and fasten the zip or buttons.

To begin to use a knife and fork independently.

To catch a large ball and pedal a tricycle.



Mathematics (M)

To count to 5.

To take part in number rhymes and songs.

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 count small set of objects.

To build with a range of objects and complete simple jigsaw puzzles.

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 enjoy sharing books, talking about them and answering simple questions.

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 say what the marks they have made mean e.g. 'It's my name' after drawing a squiggle.



Understanding the World (UW)

Explore and talk about the natural world using a range of senses.

Notice the differences between people.

Talk about the similarities and difference between families.



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.

Explore a range of materials, using them to make models which express their ideas.

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 songs. When out and about point out different signs e.g. shop signs. Talk about people who help them e.g. doctors, police officers, fire fighters. Make a fire engine using a big box. Listen to different types of music, dance and move to the music. Make up rhythms and songs and play them on toy instruments. Talk about the natural world when out and about, making collections of objects e.g. conkers and then sort into different sizes. Enjoy investigating puddles, including puddle jumping. Encourage your child to draw and paint, demonstrating how to draw simple shapes e.g. a yellow circle for the sun.