

Communication and Language

- Understand a question or instruction that has two parts -
- Understand 'why' questions
- Use a wider range of vocabulary
- Use longer sentences of four to six words
- Develop their communication, but may have problems with irregular tenses and plurals such as 'runned' for ran, 'swimmed' for swam.
- Be able to express a point of view ...using words as well as actions
- Can start a conversation with others and continue it for many turns

Literacy

Embedding previously learned skills of:

- Engage in extended conversations about stories, learning new vocabulary.
- Understand the five key concepts about print
- Use some of their print and letter knowledge in their early writing.
- Write some of all of their name

And learning:

- Write some letters accurately

Mathematics

- Continuing to sing a range of counting songs and daily counting*
- Recite numbers in order to 5 with accuracy, recognising numbers as separate words
- Say one number for each item in order: 1,2,3,4,5.
- Know the last number reached when counting a small set of objects tells you how many there are in total.
- Begin to count up to 3/4 objects by saying one number name for each item in a range of contexts
- Begin to separate a group of 3 / 4 objects in different ways. Begin to recognise that the total is still the same
- Link numerals and amounts up to 5.

Quality Books and Literacy Prompts

- Mrs Wishy Washy by Joy Cowley
- Mrs McNosh by Sarah Weeks
- Everyone Got Wet by Roderick Hunt
- Mr Gumpy's Outing by John Burningham
- Fatou Fetch the Water by Neil Griffith

Explorers Nursery Water



Fine Motor Skills

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Match their developing physical skills to tasks and activities in the setting.
- Collaborate with others to manage large items, such as moving a long plank safely.

Personal, Social and Emotional Development

SCARF Unit - Rights and Responsibilities:

- Looking after myself
- Looking after others
- Looking after my environment

Understanding the World

- Use all their senses in hands on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Know that there are different countries in the world and talk about the differences they have experienced
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice

Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour-mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.