**Literacy**

Continue to develop an understanding of the five key concepts about print e.g. the names of the different parts of a book and page sequencing.

Develop their phonological awareness, so that they can count or clap syllables in a word.

Use some of their print and letter knowledge in their early writing e.g. start at the top of the page.

Write some of their name.

**Personal, Social and Emotional**

Understand gradually how others might be feeling.

Play with one or more other children, extending and elaborating play ideas.

Develop appropriate ways of being assertive.

Increasingly follow rules, understanding why they are important.

**Mathematics**

Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

Show ‘finger numbers’ up to 3.

Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

Experiment with their own symbols and marks. Solve real world mathematical problems with numbers up to 3.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Make comparisons between objects related to weight.

**Expressive Arts and Design**

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Develop their own ideas and then decide which materials to use to express them.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Respond to what they have heard, expressing their thoughts and feelings.

Sing the pitch of a tone sung by another person (‘pitch match’).

Play instruments with increasing control

**Communication and Language**

Listen to longer stories and remember much of what happens.

Use a wider range of vocabulary.

Start a conversation with an adult or a friend and continue it for many turns.

**Physical Development**

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Start taking part in some group activities which they make up for themselves, or in teams.

**Understanding the World**

Show interest in different occupations.

Talk about the differences between materials and changes they notice e.g. freezing and melting.

Explore and talk about different forces they can feel e.g. magnetic attraction and repulsion.

Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.