**Personal, Social and Emotional**

Select and use activities and resources, with help when needed.

- This helps them to achieve a goal they have chosen, or one which is suggested to them.

Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.

**Physical Development**

Match their developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

**Communication and Language**

Pay attention to more than one thing at a time, which can be difficult.

Sing a large repertoire of songs, know many rhymes and be able to talk about familiar books.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Use talk to organise themselves and their play e.g. “Let’s go on a bus... you sit there... I’ll be the driver.”

**Mathematics**

Say one number for each item in order: 1,2,3,4,5. Recite numbers past 5 (forwards and backwards).

Experiment with their own symbols.

Compare quantities using language: ‘more than’, ‘fewer than’.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

Talk about 2d and 3d shape.

Make comparisons between objects related to length.

**Literacy**

Engage in conversations about stories, learning new vocabulary.

Begin to understand the five key concepts about print e.g. print has meaning and that print can have different purposes.

Use some of their print knowledge such as writing a pretend shopping list/birthday card.

Develop their phonological awareness, so that they can spot and suggest rhymes.

**Expressive Arts and Design**

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore colour and colour mixing.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Listen with increased attention to sounds. Remember and sing entire songs. Play instruments.

**Understanding the World**

Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel e.g. how they can stretch elastic, snap a twig, but can’t bend a metal rod. Talk about the differences between materials and changes they notice e.g. investigate light and shadows.