

## Personal, Social and Emotional Development - P.S.E.

Interested in others' play and starting to join in.  
Initiates play, offering prompts to friends to join them.  
Can play in a group, e.g building up a role play activity with others.  
Welcomes and values praise for what they have done.  
Enjoys responsibility of carrying out small tasks.  
Confident to talk to other children when playing, and will communicate freely about own home and community.  
Aware that some actions can hurt or harm others.  
Aware of own feelings, and knows that some actions and words can hurt others' feelings.

## Understanding the World

Learns that they have similarities and differences.  
Remembers and talks about significant events in their own experience.  
Recognises and describes special times or events for family or friends.  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
Talks about why things happen and how things work.  
Shows skill in making toys work by pressing parts to achieve effects such as sound or movements.

## Mathematics

Beginning to represent numbers using fingers, marks on paper or pictures.  
Uses some numbers names and number language spontaneously.  
Uses some number names accurately in play.  
Recites some number names in sequence/ number names in order to 10.  
Knows that numbers identify how many objects are in a set.  
Sometimes matches numeral and quantity correctly.  
Begins to use the language of size.  
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  
Beginning to represent numbers using fingers, marks on paper, pictures.



Once Upon a Time  
(FI)  
Who lived happily ever  
after?

7 weeks Spring 1  
2017

## Communication, Language and Literacy Development

Identifies action words by pointing to the right picture.  
Listens to stories with increasing attention and recall.  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
Beginning to be aware of the way stories are structured.  
Describes main story settings, events and principal characters.  
Beginning to understand 'why' and 'how' questions.  
Sometimes gives meaning to marks as they draw and paint.  
Beginning to use more complex sentences to link thoughts (e.g. using and, because).  
Recall and relive past experiences (e.g. What happened over the Christmas holidays).  
Questions why things happen and gives explanations.

## Physical Development

Beginning to use three fingers (tripod grip) to hold writing tools.  
Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  
Draws circles and lines using gross motor skills.  
Can copy some letters e.g. letters from their name.  
Can stand momentarily on one foot when shown.  
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

## Expressive Arts and Design

Explores colour and how colours can be changed.  
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  
Uses available resources to create props to support role-play.  
Taps out simple repeated rhythms.  
Build stories around toys, e.g. farm animals need rescuing.  
Captures experiences and responses with a range of media.