

Communication & Language	Personal, Social & Emotional Development	Physical Development
<ul style="list-style-type: none"> • Know their keyworkers name – say or sign • Recognise their own name – self register • Communicate basic needs through language or signs-toilet, hungry, thirsty, happy & sad • Use a simple sentence to make a choice at group time – ‘ I want to play in the garden ’ • Show an interest in songs and rhymes • Understand, access & read visual timetables • Understand and act on longer sentences • Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Listen to simple stories and understand what is happening, with the help of the pictures • Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Understand the Group Behaviour Charter & signs for good looking, good listening and good thinking • Understand visual timetables and structures of the day • Be increasingly able to talk about and manage their emotions <p>Managing Self</p> <ul style="list-style-type: none"> • Recognise their key person as a familiar/secure base. • Find their own photograph in families photos • Use the bathroom with some support if required • Participate in dinner time routines <p>Building Relationships</p> <ul style="list-style-type: none"> • Establish a secure relationship and attachment with their keyworker • Learn the Hello song • Participate in a short grp time session, supported by visual cues • Learn the names of family grp members • Access Snack Time 	<p>Fine Motor</p> <ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. • Explore a variety of fine motor activities; threading, puzzles, playdough, painting, finger painting, hole puncher etc • Begin to demonstrate an emerging preference for a dominant hand <p>Gross Motor</p> <ul style="list-style-type: none"> • To be able to put on own coat • To be able to move around the nursery environment freely, inside and outside, safely • Experiment with freedom to move in a variety of ways • Access and the large play area safely • Choose the right resources to carry out their own plan. For example, choosing a spade to dig in the garden, or loose parts to build a den.