**Communication and Language**

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

**Literacy**

Engage in extended conversations about stories, learning new vocabulary.

**Mathematics**

Make comparisons between objects relating to size.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

**Physical Development**

Show a preference for a dominant hand.

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.

Use large-muscle movements to wave flags and streamers, paint and make marks.

**Personal, Social and Emotional**

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

**Expressive Arts and Design**

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

**Understanding the World**

Use all their senses in hands on exploration of natural materials.

Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

Explore how things work (investigate mechanical equipment such as, wind-up toys, pulleys, sets of cogs with pegs and boards).