

Personal, Social and Emotional Development:

Confident to talk to other children, when playing, and will communicate freely about home and community. Linked to traditional tales. Do you eat porridge at home? What traditional foods do you eat? *Children can talk in sentences of more than two words. Children are able to talk about what happens at home. Children can compare this to the story.*

Shows confidence in asking adults for help. Independence and self-care encouragement. *I can recognise when I need help. I can use hand gestures to request help. I can use verbal communication to ask for help.*

Can usually tolerate delay when needs are not immediately met.

Can play in a group, extending and elaborating play ideas. Children to act out and retell the traditional tales – can they think of any of their own ideas? *I can play alongside others. I can allow others to join in with my play. I can communicate with others whilst playing. I can play in a small group with my peers.*

Communication and Language:

Listens to stories with increasing attention and recall. Children listen and respond to questions about the traditional tales. *I can sit still and listen. I can listen to a question. I can respond to a questions. I can retell what I have heard.*

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Children to retell the stories. *I can listen to a story. I can repeat what I have heard. I can predict what might happen next.*

Beginning to understand how and why questions. Children to respond to questions about the stories and their experiences. *I can listen and respond to questions. I can answer how questions. I can answer why questions.*

Builds a breadth of vocabulary based on their experiences. Children use language from the stories in their play. *I can use two or more word sentences. I can link words together. I can use familiar vocabulary in my play.*

Physical Development:

Runs skilfully and successfully negotiates space adjusting speed and direction to avoid obstacles. PE Sessions / Outdoor Environment. *I can walk, jog and run safely. I can identify a space. I can run without colliding. I can change direction when I walk, jog, run.*

Can catch a large ball. PE sessions and Outdoor Sessions *I can catch a large object. I can catch a large soft ball. I can catch a large solid ball.*

Holds pencil near point between first two fingers and thumb and uses it with good control. Finger gym and daily name writing *I can hold a pencil using a developing tripod grip.*

Can copy some letters eg letters from their name. Daily name writing. *I can recognise my name. I can mark make with control. I can make circular shapes. I can draw lines. I can copy some letters.*

Expressive Arts & Design:

Explores and learns how sounds can be changed. Children to make their own musical instruments. *I can explore musical instruments. I can tap and shake resources to make different noises. I can use resources to make different sounds.*

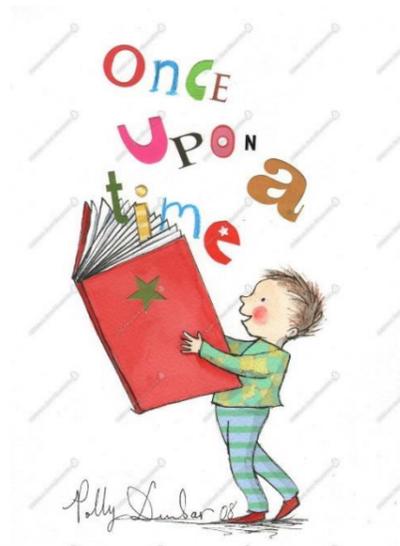
Enjoys joining in with dancing and ring games. Large ring games linked to traditional tales. *I know five nursery rhymes. I can join in with songs. I can join in with dances.*

Beginning to be interested in describing the texture of things. *I can use words including soft, hard, rough, smooth to describe the textures of objects.*

Creates movements in response to music. Children listen to music and think about movement in response to tempo. *I can listen to music. I can move in response to the music eg fast, slow.*

Uses available resources to create props to support role-play. Children retell the traditional tales. *I can join in with role play. I can use role play resources to support my play.*

Nursery



Understand the World:

Shows an interest in technological toys. *I can operate toys with buttons and switches to make them work.*

Talks about why things happen or how things work. *I can observe what is happening. I can say what is happening. I can talk about why things are happening.*

Comments and asks questions about aspects of their familiar world such as the place they live or natural world. *I can observe what is happening. I can say what is happening. I can talk about why things are happening.*

Recognises and describes special times or events for family or friends. *I can talk about my family. I can talk about what happens at home. I can identify and discuss special events.*

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. *I can talk about myself. I can identify difference between myself and others. I can identify similarities between myself and others.*

Literacy:

Texts to use:

Three Little Pigs, Goldilocks and the Three Bears, Three Billy Goats Gruff

Listens and joins in with stories one to one and also in small groups. I can sit still and listen. I can listen to short stories with pictures. I can join in with repeated parts of stories.

Begins to be aware of the way stories are structured. I can listen to stories. I can discuss what happened at the beginning/end of the story.

Suggests how a story might end. I can listen to a story. I can make a reasonable guess at what might happen at the end of the story.

Recognises own name. I can find my name card with my photo on. I can recognise my name without pictorial clues.

Holds book the correct way up and turns pages. I can choose a book. I can hold it the correct way up. I can turn the pages one at a time.

Sometimes gives meaning to marks as they draw and paint. I can say what I have drawn or painted.

Children listen to / retell / sequence / mark make about the different traditional tales. *I can listen to a story. I can talk about what happened in the story. I can sequence the story. I can mark make about the story.*

Maths:

Knows that numbers identify how many are in a set. I can know the difference between numbers and letters.

Shows and interest in numerals in the environment. I can identify numerals in the environment.

Shows an interest in representing numbers. I can mark make and say they are numerals of objects to count.

Compares two groups and says when they have the same numbers. I can use the words more, less and the same. I can correctly identify groups of objects that are more, less or the same.

Uses positional language. I can place an object on top, under, next to, in front and behind. I can use positional language to describe where an object.

Uses shapes appropriate for task. I can use construction materials to make 3d models. I can name some shapes.

Beginning to talk about the shapes of everyday objects. I can use construction materials to make 3d models. I can name some shapes.

Safeguarding and Wellbeing:

Traditional tale stranger danger / how to keep ourselves safe.

Parental Links: