

#### **Personal, Social and Emotional Development:**

*Can select and use activities and resources with help.*

*Confident to talk to other children when playing, and will communicate freely about own home and community.*

*Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*

*Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.*

*Children can partake in family group discussions. Children can share resources during continuous provision. Children can follow the classroom rules.*

#### **Communication and Language:**

*Listens to stories with increasing attention and recall. Children partake in daily story time sessions.*

*Listens to others one to one or in small groups, when conversations interests them. Children listen and respond to adults about activities that interest them. They partake in family group and whole class discussions.*

*Responds to simple instructions. Children follow two-step instructions.*

*Uses a range of tenses.*

Re-creates roles and experiences.

Introduces a storyline or narrative into their play – story retelling linked to literacy texts.

#### **Physical Development:**

*Moves freely and with confidence. PE sessions*

*Observes the effects of activity on their body. PE Sessions.*

*Children join in with PE Sessions and outdoor gross motor activities.*

*Holds pencil between thumb and two fingers, no longer using whole-hand grasp.*

*Draws lines and circles using gross motor movements.*

*Uses one handed tools and equipment.*

*Children can use a tripod grip, they mark make using a variety of resources. They can use scissors to cut straight and curved lines.*

#### **Expressive Arts & Design:**

*Sings a few simple songs. Children can sing 8 nursery rhymes independently.*

*Taps out simple repeated rhythm's. Children explore and use musical instruments. Can copy a simple repeated pattern.*

*Uses various construction materials. Children are able to say what they are building and begin to identify ways to improve their constructions.*

*Engages in imaginative role play based on own experiences. Builds stories around toys. Children can act out stories and real life scenario's. Children can use resources from around the setting to support their play.*



Nursery

#### **Understand the World:**

*Knows how to operate simple equipment.– IPads/Laptops/Remote Control cars/ Cd Players Children can use the IPads to select apps and complete programmes. Children can independently operate Cd player and remote control cars.*

*Comments and asks questions about aspects of their familiar world. Can talk about some of the things that they have observed. Features of their own environment – outdoor environment exploration. What can they see? What can they find? Planting and growth activities. Children can identify changes in seasons in the outdoor environment.*

What's in the egg? – exploration activity. Who does the egg belong to? What could be inside? How can we find out? *Children can investigate and explore independently.*

How do they grow and change? – how do their needs change? *Children can identify differences between themselves and adults.*

*Shows an interest in the lives of people who are familiar to them - Traditions and beliefs of other countries – traditional foods and where they originate from.*

*Shows care and concern for living things – Children plant, grow and look after the outdoor environment. They can begin to discuss why they do this.*

#### **Literacy:**

The Tiny Seed

The Ugly Duckling

Non-fiction texts – features of different texts

*Listens and joins in with stories and poems, one-to-one and also in small groups. Children partake in family and small group session discussions.*

*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Children can retell familiar stories.*

*Listens to stories with increasing attention and recall.*

*Describes main story settings, events and principle characters.*

*Gives meaning to marks they make as they draw, write and paint. Children can mark make using a variety of media and materials. Children can copy letters from their name using a tripod grip.*

#### **Maths:**

*Uses some number names and number language spontaneously.*

*Uses some number names accurately in play.*

*Recites numbers in order to ten.*

*Knows that numbers identify how many are in a set.*

*Sometimes matches numeral to quantity correctly.*

*Shows an interest in shape by playing with shapes and making arrangements with objects.*

*Uses positional language.*

*Shows and interest in shapes in the environment.*

*Beginning to talk about the shapes of everyday objects eg round*

Maths Meetings / Family Group Sessions / Continuous Provision

*Children can say number names in order to ten. Children can count six objects accurately. Children can match numeral to quantity for up to 10 objects. Children can name and use shapes in play including 3d shape names, they are beginning to describe these.*

#### **Safeguarding and Wellbeing:**

Bog Baby – Telling the truth / Not keeping secrets