

Personal, Social and Emotional Development

Making relationships

- Can play in a group, extended and elaborating play ideas e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, forming relationships with familiar adults.

Self-confidence and self-awareness

- Confident to speak to others about own needs/wants and interests
- Welcomes and values praises for what they have done.

Manage feelings and behaviour

- Aware that some actions can hurt or harm others.
- Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't.
- Aware of the boundaries set and behavioural expectations in the setting.

Mathematics

Numbers

- Select a small number of objects from a group when asked.
- Recite numbers in order 1-10
- Uses some number names in play accurately
- Compare two groups of objects saying when they are 'the same'.
- Continue to represent numbers using fingers/counting.

Shape, space and measures

- Begins to use language of size.
- Understands some talk about immediate past, future e.g. 'later', 'before', 'soon'.
- Shows interest in shape sustained construction activity.

Literacy

Reading

- Have favourite stories/rhymes/songs.
- Fills in the missing word or phrase in a known rhyme or story e.g. H Dumpty sat on a ____.
- Enjoys rhyming and rhythmic activities.
- Begin to be aware of the way stories are structured.
- Hold book the correct way up and turns pages.

Writing

- Distinguishes between the different marks they make.
- Sometimes gives meaning to the marks they write, draw and paint.
- Begin to link sounds to letters, naming and sounding letters of the alphabet.

Nursery Planning Term 1:2

Topic: Stories and Rhymes

Practitioners: Miss Buckley & Mrs Griffiths **Date:** November

Understanding the World

People and communities

- Remembers and talks about significant events in their own experiences.

The world

- Can talk about some of the things they have observed e.g. found objects, school grounds etc.

Technology

- Knows how to operate simple equipment e.g. turn on CD, use remote control, begin to use a mouse.

Expressive Arts and Design

Being imaginative

- Creates movement in response to music.
- Engages in imaginative role-play based on own first hand experiences.

Exploring and using media and materials

- Enjoys joining in with dances and ring games.
- Sings a few familiar songs.
- Begins to move rhythmically
- Explore colour and how colours can be changed.
- Experiment to create different textures.

Physical Development

Moving and handling

- Begin to use three fingers (tripod grip) to hold writing tools.
- Shows control in handling mark making tools and books.
- Walks up and down stairs holding onto a rail (two feet on a step)
- Moves freely in a range of ways: rolling crawling, walking, running, jumping, sliding, hopping.

Health and self-care

- Beginning to be independent in self-care (sometimes with adult support) e.g. own shoes, socks, coat and apron
- Observes the effects of activities on their bodies.
- Understands that equipment and tools have to be used safely.
- Can attend to toileting needs most of the time themselves.

Communication and Language

Listening and attention

- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Understanding

- Understand who? what? where? in simple questions.
- Begin to understand why? and how? questions.

Speaking

- Uses a variety of questions e.g. what, where, who?
- Can retell a simple past event in correct order (begin to retell familiar stories)