

Personal, Social and Emotional Development

Making relationships

- Shows interest in other children's play and starts to join in.
- Use a familiar adult as a secure base from which to explore independently in a new environment.
- Seeks out others to share experiences.
- Shows affection to people who are special to them.

Self-confidence and self-awareness

- Separates from main carer with support.
- Expresses own preferences and interests.
- Can select and use activities and resources with help.

Manage feelings and behaviour

- Can express own feelings e.g. happy, cross etc.
- Shows understanding and co-operates with some boundaries and routines.
- Seeks comfort/help from a familiar adult when needed.

Mathematics

Numbers

- Recites some number names in sequence.
- Begin to represent numbers using fingers.
- Know that a group of things changes in quantity when something is added or taken away.
- Begin to make comparisons between quantities.
- Order two items by capacity.
- Uses some language of quantities such as "more", "lots".

Shape, space and measures

- Anticipates specific time-based events e.g. talk about what happens next in their new nursery routine.
- Show an interest in shape and space by playing with shapes.
- Begin to categorise objects according to properties such as size, similarities in people.

Literacy

Reading

- Has some favourite stories, jingles or songs.
- Repeats words or phrases from familiar stories e.g. join in with repeated phrases in books.
- Begin to listen to stories and poems in one-to-one and small groups.

Writing

- Begin to distinguish between the different marks they make.
- Begin to recognise/write their own name.

Nursery Planning Term 1:1

Topic: All about Me

Practitioners: K Buckley/T.Griffiths **Date:** Sept/Oct

Understanding the World

People and communities

- Has a sense of own immediate family and relations.
- In pretend play imitates everyday actions/events from own family and cultural background.
- Understands that they have similarities and distinguish them from others.

The world

- Enjoy playing with small-world models e.g. house, train track.
- Notices features of objects in their environment/people.

Technology

- Develop an understanding of change/growth in themselves.
- Seeks to acquire basic skills in operating some ICT equipment e.g. whiteboard/mouse)

Expressive Arts and Design

Being imaginative

- Begin to use representation to communicate e.g. drawing/painting self.
- Notice what adults do, imitate when adults are not there.

Exploring and using media and materials

- Joins in singing favourite songs.
- Shows an interest in the way musical instruments sound.
- Experiment with blocks/construction, colour and marks.
- Create sounds using body/voice.

Physical Development

Moving and handling

- Shows control in holding and using jugs to pour.
- Turns pages in a book, sometimes several at once.
- Run safely on one foot.
- Imitates drawing simple shapes such as lines and circles.
- Begin to show preference for a dominant hand.
- Able to move freely with pleasure/confidence in a range of ways.

Health and self-care

- Clearly communicates their need for the toilet (begin to toilet, flush, dry and wash hands on own)
- Recognises danger and seeks adult support for help.
- Helps with own clothing e.g. puts on own shoes, socks, coat, apron.
- Feeds self with a spoon.
- Begin to observe the effects of activity on their body.
- Can tell adults when thirsty, hungry or tired.

Communication and Language

Listening and attention

- Listens with interest to adults when they read stories.
- Recognises and responds to familiar sounds e.g. knocking at the door.
- Shows interest in play with sounds, songs and rhymes.
- Listens to others one-to-one.

Speaking

- Begin to ask simple questions.
- Uses simple sentences, beginning to use word endings e.g. going, cats.
- Begin to hold a conversation, not jumping from topic to topic.
- Uses gestures sometimes with limited talk.

Understanding

- Begin to understand who? what? where? in simple questions.
- Develop an understanding of simple concepts e.g. big, little.
- Identifies action words by pointing to the right picture e.g. who's jumping?

Personal, Social and Emotional Development

Manage feelings and behaviour

- Can adapt behaviour to different events, social situation and changes in routines e.g. visiting Santa/Christmas Party/ Performance.
- Begin to accept the needs of others/share resources.

Religious Education related experiences and opportunities.

Why do we celebrate Christmas?

- Know the meaning of Christmas.
- Aware of the Nativity Story
- Begin to know about their own culture and beliefs and those of others.

Mathematics

Numbers

- Represent numbers using fingers 1-5 e.g. Santa songs/ 5 little reindeers.
- Use some language of quantities e.g. "more", "a lot"
- Recites numbers on order 1-10
- Uses some number names accurately in play.
- Continue to use talk about immediate past/future.
- Show awareness of similarities in shape in the environment.

Literacy

Reading

- Continue to link sound and sound names to letters.
- Be aware of the way stories are structured (beginning, middle and end)
- Begins to describe main setting and characters in stories.

Writing

- Begin to give meaning to the marks they make as the draw, write and paint.
- Aware of purposes of writing e.g. cards, lists.

Nursery Planning Term 1:2

Topic: **Christmas**

Practitioners: Miss Buckley & Mrs Griffiths Date: December

Understanding the World

- Recognises and describes special times/events for family
- Enjoys joining in with family customs and routines.
- Talk about things they have observed e.g. trip to Croxteth Park.
- Begin to operate mechanical toys.

Expressive Arts and Design

Being imaginative

- Creates movement in response to music (2x music dances in performance).
- Moves rhythmically.
- Sings a few familiar songs.

Physical Development

Moving and handling

- Uses one handed tools/equipment.
- Handles construction kits safely.
- Hold pencil between thumb and two fingers.
- Squats with steadiness to rest/play with objects on ground e.g. musical bumps at party.

Health and self-care

- Shows understanding of the need for safety e.g. on trip, stranger danger/ seat belts on the coach.

Communication and Language

Listening and attention

- Begin to maintain attention, concentration and sit quietly in a short activity.
- Anticipate key events in stories e.g. what will happen next?

Understanding

- Understands more complex sentences / instructions.
- Responds to simple instructions e.g. put your coat on, get your hat.
- Continue to understand how? and why? questions.

Speaking

- Use vocabulary focused on objects/people that are particularly important to them.
- Retell a simple past event in own life.