

## Personal, Social and Emotional Development

### Manage feelings and behaviour

- Able to distract self when upset e.g. by engaging in a new play activity.
- Continue to adapt behaviour to different events, social situations and changes in routines.

### Making relationships

- Begin to form a special friendship with another child.
- Initiates play offering clues to peers to join them.

### Self-confidence and self-awareness

- Continues to express own preferences and interests.
- Can select and use activities and resources independently.
- Enjoys responsibility of carrying out small tasks.

\*Also see LEA R.E.

## Mathematics

### Numbers

- Continues to recite numbers in order.
- Continue to represent numbers using fingers.
- Use some number-names and number language spontaneously.
- Sometimes matches numeral and quantity correctly (oral)
- Name/recognise numerals 1-5

### Shape, space and measures

- Notices simple shapes and patterns in pictures.
- Categorise objects according to properties e.g. shape, size.
- Use mathematical names of 2D shapes.
- Selects a particular named 2D shape.
- Use familiar objects and common shapes to create and recreate patterns.

## Literacy

### Reading

- Continue to link sounds to letters, naming and sounding letters of the alphabet.
- Continue to listen to stories with increasing attention and recall.
- Begin to suggest how a story might end.
- Continue to be aware of main story setting, events and main characters.
- Aware of rhyme in spoken words.
- Be aware of rhyme and alliteration

### Writing

- Adults to support children in recognising and writing their own name.
- Begin to hear/say the initial sound in words.
- Ascribe meanings to the mark they see in different places.

## **Nursery Planning Term 2:1**

Topic: **PATTERNS**

Practitioners: \_\_\_\_\_ Date \_\_\_\_\_

## Understanding the World

### People and communities

- Show interest in different occupations.
- Begin to have their own friends.

### The world

- Looks closely for patterns.
- Can talk about some of the things they observe e.g. plants, animals, natural objects.

### Technology

- Shows interest in technological objects e.g. cameras, computers, toys with knobs.
- Begin to complete simple programmes on the computer with adult support.

## Expressive Arts and Design

### Being imaginative

- Creates movement in response to music.
- Uses available resources to create prop to support role-play.
- Continue to develop preferences for forms of expression.

### Exploring and using media and materials

- Begins to tap out simple repeated rhymes.
- Imitates movement in response to music.
- Explore the different sounds of instruments.
- Continue to sing a few familiar songs.
- Uses various construction materials.
- Realises tools can be used for a purpose.
- Printing skills.

## Physical Development

### Moving and handling

- Experiments with different ways of moving.
- Runs safely on whole foot.
- Can kick a large ball/catch a large ball.
- Turns pages in a book one by one.
- Uses tripod grip with writing tools.
- Can stand momentarily on one foot when shown.

### Health and self-care

- Observe the effects of activity on their body.
- Begin to dress with help e.g. pull up trousers, put on own coat.
- Be aware of/ eat a range of food stuffs and understand the need for variety of foods.

## Communication and Language

### Listening and attention

- Listen to others 1:1 or in small groups when conversation interests them.
- Listens to stories with increasing attention and recall.
- Continue to join in with repeated refrains and anticipates key events and phrases in rhymes/stories.

### Speaking

- Continue to use a variety of questions e.g. what, where, who.
- Uses simple, clear sentences.
- Learns new words (e.g. modelled by teacher, introduced through books/activities)
- Begin to use talk to explain what is happening.

### Understanding

- Continue to understand more complex sentences e.g. put your toys away then we will read a book.
- Develop understanding of simple concepts e.g. patterns.
- Responds appropriately to simple instructions.