

Nursery – autumn 1 – Marvellous Me (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development</p> <p>MH- Runs safely on whole foot / Kicks a stationary ball with either foot / throws a ball with increasing force and accuracy / begins to catch a large ball using 2 hands and chest to trap it / Turns pages in a book sometimes several at once / Walks upstairs or downstairs holding onto a rail two feet to a step / begins to walk, run and climb on different levels and surfaces / HS- Feeds self competently / can hold a cup with two hands and drinks well without spilling / develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for their preferred choice of potty or toilet / Begins to recognise danger and seeks the support and comfort of significant adults / able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets and wellington boots / can name and identify different parts of the body</p>	<p>Personal, Social & Emotional Development</p> <p>SoS- Knows their own name, their preferences and interests and is becoming aware of their unique abilities. Is developing an understanding of and interest in differences of gender, ethnicity, and ability. UE- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, angry, anxious or over-stimulated. Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. MR- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. Builds relationships with special people but may show anxiety in the presence of strangers.</p>	<p>Communication, Language and Literacy</p> <p>LA- Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. U- Identifies action words by following simple instructions, e.g., "Show me jumping" Developing understanding of simple concepts (e.g. fast/slow, good/bad) Responds to simple instructions, e.g. to get or put away an object. S- Uses language to share feelings, experiences and thoughts. Uses longer sentences (e.g. 'Mummy gonna work.')</p> <p>R- Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories. Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. W- Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through touch-screen technology</p>
<p>Mathematical Development</p> <p>Comp. Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. Count. Begins to say numbers in order, some of which are in the right order (ordinality) Card. In everyday situations, takes or gives two or three objects from a group. SpAw. Moves their bodies and toys around objects and explores fitting into spaces. Begins to remember their way around familiar environments. Sh. Chooses puzzle pieces and tries to fit them in. Makes simple constructions. Pat. Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. Meas. Explores differences in size, length, weight and capacity. Beginning to anticipate times of the day such as mealtimes or home time.</p>	<p>Expressive Arts and Design</p> <p>EAD- Joins in singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet fast/slow. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.' BI- Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations. Begins to make-believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively e.g. scary music.</p>	<p>Knowledge & Understanding of the World</p> <p>PC- Has sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background (making and drinking tea, going to the barbers, being a cat, bird or dog). Learns about similarities and differences that connect them to, and distinguish them from, others TW- Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, garages, train tracks, walking by river or lake. T- Shows skill in making toys work by pressing parts of lifting flaps to achieve effects such as sound, movements or new images.</p>

*Development matters age bands shown are for an 'average' child. Assessments will be made in the appropriate age band for each child.