

Nursery – autumn 2 – Let’s Celebrate (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development</p> <p>MH- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands / Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs to pour, hammers, books and mark-making tools / Holds mark-making tools with thumb and all fingers / moves in response to music or rhythms / jumps up into the air with both feet leaving the floor and can jump forward a small distance / HS- / 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 / Beginning 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 / develops some independence in self-care and shows awareness of routines such as handwashing and teeth brushing but still often needs adult support / willing to try a range of different textures and tastes and express a preference</p>	<p>Personal, Social & Emotional Development</p> <p>SoS- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. Experiments with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Is gradually learning that actions have consequences but not always the consequences the child hopes for. UE- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. MR- Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest.</p>	<p>Communication, Language and Literacy</p> <p>LA- Listens to others one to one or in small groups, when conversation interests them. . Listens to familiar stories with increasing attention and recall U- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Understands use of objects (e.g. "Which one do we cut with?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture S- Uses a variety of questions (e.g. what, where, who). Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Beginning to use word endings (e.g. going, cats) R- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with the words of familiar songs and nursery rhymes. Fills in the missing word or phrase in a known rhyme, story or game e.g. Humpty Dumpty sat on a W- Makes up stories, play scenarios and drawings in response to experiences, such as outings. Sometimes gives meaning to their drawing and painting.</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) May enjoy counting verbally as far as they can go. Uses some number names and number language within play, and may show fascination with large numbers. Card. Beginning to notice numerals (number symbols) Beginning to count on their fingers SpAw. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away. Sh. Recognises that two objects have the same shape. Makes simple constructions. Pat. Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. Meas. Explores differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future.</p>	<p>Expressive Arts and Design</p> <p>EAD- Joins in singing favourite 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. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Enjoys joining in with moving, dancing and ring games. Singing familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home. Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. BI- Creates rhythmic sounds and movements. Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs.</p>	<p>Knowledge & Understanding of the World</p> <p>PC- Beginning to have their own friends. Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. TW- Notices detailed features of objects in their environment. Developing an understanding of growth, decay and changes over time. T- knows how to operate simple equipment e.g. turns on the CD player, uses a remote control, can navigate touch-capable technology with support.</p>

