

Nursery – spring 1 – Traditional Tales (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development</p> <p>MH- Sits comfortable on a chair with both feet on the ground /May be beginning to show preference for dominant hand or leg/foot / begins to understand and choose different ways of moving / use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>HS- can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions / gains more bowel and bladder control and can attend to toileting needs most of the time themselves / can tell adults when hungry, full up or tired or when they want to rest, sleep or play / Observes and can describe in words or actions the effects of physical activity on their bodies / takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</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. Enjoys a sense of belonging through being involved in daily tasks. Shows their confidence and self-esteem through being outgoing towards other people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. UE- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. Respond to the feelings of others, showing concern and offering comfort.MR- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</p>	<p>Communication, Language and Literacy</p> <p>LA- Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. U- Responds to instructions with more elements e.g. 'Give the big ball to me; collect up all the books and put them in the box.' Beginning to understand 'why' and 'how' questions. S- Able to use language in recalling past experiences. Can retell a simple past event in correct order (e.g. went down slide, hurt finger) R- Listens to and joins in with stories and poems, when reading one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Looks at and enjoys print and digital books independently. Know that print carries meaning and in English is read from left to right and top to bottom. Handles books and touch screen technology carefully and the correct way up with growing confidence. W- Sometimes gives meaning to their drawings or paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. Include mark making and early writing in their play.</p>
<p>Mathematical Development</p> <p>Comp. Comparing two small groups of up to five objects, saying when they are the same number of objects in each group, e.g. You've got two, I've got two. Same! Count. Uses some number names and number language within play, and may show fascination with larger numbers. Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Card. Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Compo Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. SpAw. Responds to and uses language of position and direction. Sh. Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Pat. Creates their own spatial patterns showing some organisation or regularity. Meas. Recalls a sequence of events in everyday life and stories.</p>	<p>Expressive Arts and Design</p> <p>EAD- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Uses 3D and 2D structures to explore materials and/or to express ideas.. Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Taps out simple repeated rhythms. Explores and learns how sounds and movements can be changed. Continues to explore colour and how colours can be changed. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. BI- Engages in imaginative play based on their own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support role-play. Plays alongside other children who are engaged in the same theme. Creates sounds, movements, drawings to accompany stories.</p>	<p>Knowledge & Understanding of the World</p> <p>PC- 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). Beginning to have their own friends Remembers and talks about significant events in their own experience. TW- Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. T- shows an interest in technological toys with knobs and pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p>

Week 1 – Goldilocks and the Three Bears Early Talk Boost Week 1	Week 2 Goldilocks and the Three Bears Early Talk Boost Week 2	Week 3 The Little Red Hen Early Talk Boost Week 3
Week 4 The Little Red Hen Early Talk Boost Week 4	Week 5 The Gingerbread Man Early Talk Boost Week 5	Week 6 The Gingerbread Man Early Talk Boost Week 6