

Nursery – spring 2 – Animal Magic (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development MH- climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise / Walks down steps or slopes whilst carrying a small object, maintaining balance and stability / creates lines and circles pivoting from the shoulder and elbow / manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves and ribbons HS- 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 / Can wash and can dry hands effectively and understands why this is important / Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Personal, Social & Emotional Development SoS- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Is sensitive to others messages of appreciation or criticism. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. UE- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares. MR- Seeks out companionship with adults and other children, sharing experiences and play ideas. • Uses their experiences of adult behaviours to guide their social relationships and interactions. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>Communication, Language and Literacy LA- Focusing attention – still listen or do, but can change their own focus of attention. Is able to follow directions (if not intently focused on own choice of activity). U-Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture S- Uses talk to explain what is happening and anticipate what might happen next, Questions why things happen and gives explanations. Asks e.g. who what when how. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play e.g. This box is my castle. R-Begins to be aware of the way stories are structured, and to tell own stories. Talk about events and principle characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Recognises familiar words and signs such as own name, advertising logos and screen icons. Knows that information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) W- Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>
<p>Mathematical Development 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 Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Begins to recognise numerals 0-5* Card Links numerals with amounts up to 5 and maybe beyond. Explores using a range of their own marks and signs to which they ascribe mathematical meanings. Comp Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. SpAw Predicts, moves and rotates objects to fit the space or create the shape they would like. Sh Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Shows awareness of shape similarities and differences between objects. Pat. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Meas. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p>	<p>Expressive Arts and Design 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. Taps out simple repeated rhythms. Develops an understanding of how to create and use sounds intentionally. Use tools for a purpose. BI- Creates sounds, movements, drawings to accompany stories. Creates sounds, movements, drawings to accompany stories. Plays alongside other children who are engaged in the same theme.</p>	<p>Knowledge & Understanding of the World 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). Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life indoors and outdoors. 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. Shows care and concern for living things and the environment. T- Knows that information can be retrieved from digital devices and the internet.</p>

