

Nursery – summer 1 – People who help us (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development MH- can grasp and release with two hands to throw and catch a large ball, beanbag or object / Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles / 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 aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. 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- Talks about how others might be feeling and responds according to their understanding of the other persons wants and needs. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. MR- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>	<p>Communication, Language and Literacy L- Is able to follow directions (if not intently focused) U- Beginning to understand 'why' and 'how' questions. S- Beginning to use a range of tenses (e.g. play, playing, will play, played). Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences R- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Begins to navigate APPS and websites on digital media using drop down menu to select websites and icons to select APPS. W- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves or letter-type shapes. Shows interest in letters on a keyboard, identifying the initial letter of their name and other familiar words.</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. May enjoy counting verbally as far as they can go. 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 1 to 10. 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) Links numerals with amounts up to 5 and maybe beyond. Comp 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. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. 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 EAD- Explores and learns how sounds and movements can be changed. Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home. Develops an understanding of how to create and use sounds intentionally. 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. Uses tools for a purpose. BI- Sings to self and makes up simple songs. Makes up rhythms. Creates sounds, movements, drawings to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Knowledge & Understanding of the World PC- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 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. Talks about why things happen and how things work T- plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>