

Nursery – summer 2 – Minibeasts (Range 4 24-36mths/ Range 5 36-48mths)

<p>Physical Development MH- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles / climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise / manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves and ribbons HS- observes and controls breath, able to take deep breaths, scrunching and releasing the breath / can mirror the playful actions or movements of another adult or child / can name and identify different parts of the body / observes and can describe in words or actions the effects of physical activity on their body / 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 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- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. 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- 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.' S- Beginning to use more complex sentences to link thoughts (e.g. using 'and' and 'because') Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to them R- Begins to develop phonological and phonemic awareness - shows awareness of rhyme and alliteration / recognises rhythm in spoken words, songs, poems and rhymes / claps or taps the syllables in words during sound play / hears and says the initial sounds in words. W- Begins to make letter like shapes to represent the initial sound 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. Explores using a range of their own marks and signs to which they attribute mathematical meaning 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. Responds to both informal language and common shape names. 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- Continues to explore moving in different ways, e.g. mirroring, creating own movement patterns. Enjoys joining in with moving, dancing and ring games. 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- Uses movement and sounds to express experiences, expertise, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Creates sounds, movements, drawings to accompany stories.</p>	<p>Knowledge & Understanding of the World PC- 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. Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Begin to understand the effect their behaviour can have on the environment. T- Knows that information can be retrieved from digital devices and the internet.</p>

