

Communication & Language

Enjoys listening to stories

Children show an interest in illustrations in books, they are beginning to talk about the illustrations answering simple questions for example do you think it is night time or day time?

Listen to and respond appropriately to others in their play

Can talk about where a story is set

Use past tense to talk about significant events in their own experience for example starting Nursery, going on holiday, visiting somewhere

To express a point of view, e.g. likes, dislikes and feelings

Physical Development

Move confidently on a scooter

Travel on a balance bike

Climb using alternate feet on nursery climbing equipment

Catch and throw a ball with good control

Draw large circles and lines with resources such as paint, water and paintbrush or chalk using gross motor skills

Select tools such as spades, large brushes and gardening trowels for a purpose

Start to ask for help when moving large items such as large hollow blocks

Show a preference for a dominant hand

Holds a pencil/mark making tools in a loose tripod grip

Use the toilet independently and is dry throughout the nursery session

Washes and dries hands independently

Match their developing physical skills to tasks and activities such as directing a remote-control car or using a CD player

Talk about what they want to create

PSED

In pretend play discusses others feelings

Enjoy achieving set goals

Follow some rules independently

Know the setting rules

Select own resources and activities for a short period of time

Listen to others ideas to develop a storyline in play

Retell experiences and events in imaginative play

Literacy

Children listens to stories/texts with increased attention and recall

Children show an interest in the illustrations in books, they are beginning to talk about the illustrations answering simple questions for example do you think it is night time or day time?

Children can answer why questions giving a plausible answer

Children can identify sounds they hear inside and outside

Children can recreate a simple sequence of sounds

Children look at books independently

Children hold books the correct way, turning the pages carefully

Most children will have chosen a dominant hand for writing

With reminders children can hold their pencil in a tripod grip



Just Imagine!

Nursery Just Imagine

Mathematics

Recite numbers to 10

Touch count objects to 5

Say how many objects there are in total, e.g. 1, 2, 3, 4, 5, 5 cars (cardinal principle to 5)

Represents number on fingers to 5 (without counting)

Represent numbers in pictures, e.g. when drawing an octopus does the child draw 8 legs?

Create pictures with 2D shapes

When constructing children notice that 2D shapes can be combined to make a new shape, e.g. two triangles make a diamond

Use words to describe 2D shapes such as pointy and curvy

Use shapes for a purpose when constructing, e.g. using a triangular prism for a roof

Copy and continue a pattern

Compare patterns in the environment using words such as spotty, pointy and blobby

Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'

Expressive Arts & Design

Draw pictures of people with the correct facial features

Know how to mix primary colours to create a secondary colour

Talk about what they want to create

Use words to describe the materials they have chosen

Compare models that have been made by colour, shape and size

Start to create enclosures when constructing, talking about their creation

Make some word substitutions in nursery rhymes

Play instruments loud and quietly

Play instruments fast and slowly

Recognise wild animal sounds and link to a picture card

To listen to others well when moving

Understanding the World.

Remember and talk about significant events in their own experience for example starting Nursery, going on holiday, visiting somewhere (be mindful of lack of experiences due to Covid19)

Continue to develop their understanding of language relating to the passing of time for example they talk about what they did at the weekend using the correct tense (I went)

Through work on self-portraits they discuss features that all people have as well as discussing differences between themselves and their peers

Through conversations and play children demonstrate their developing understanding of position through words alone. For example, "The bag is under the table," – with pointing.

Children are introduced to simple maps with familiar images, they can apply their knowledge of positional language to answering simple questions about the map

Use all their senses in hands-on exploration of natural materials, they can describe the observations they make using the new vocabulary taught continuing to build on the skills taught and developed in the Autumn term

Begin to understand the need to respect and care for the natural environment and all living things

Explore ICT resources such as directing a remote-control car or using a CD player