

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

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

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



Out of this World!

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

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

Communication & Language

Can show good listening skills in a whole class session
Answers questions from peers, showing an understanding of what has been asked
Can recall poems, stories and rhymes
Listen to and understand what has been taught in non-fiction books
Listens to and continues a conversation with adults and peers
Participate in small group discussions, offering their own ideas
Describe and retell past, present and future events in one sentence using a connective and tenses
Sing a few familiar songs in a small group

Literacy

Children continue to learn new vocabulary demonstrating their understanding of the vocabulary by using it in a range of contexts
Children predict and anticipate key events based on illustrations, story content and title.
Children retell stories in the correct sequence, they draw on language patterns of stories.
Children say how they feel about stories and poems, what parts of the story they liked or disliked
Children will be secure recognising and reading all initial letter sounds
Children will be able to segment and blend to read words with 3 and 4 letter sounds.
Children will be able to read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no.
Children will accurately form lowercase letters taught (RWD) when independently writing
Children will form some capital letters correctly
Children will apply phonic knowledge to accurately record all the sounds in CVC and CVCC words and will make plausible attempts to spell some high frequency words when writing for a range of purposes including lists, labels, short captions, phrases and simple sentences

Expressive Arts & Design

Children begin to use simple step by step colour mixing prompts e.g. (yellow+blue=green)
Use tools effectively e.g. hold scissors correctly, apply glue only where they are going to stick, wash brush between colour mixing...
Cut along different lines with care and accuracy
Explore a variety of artistic effects to express their ideas and feelings on a computer program
Use some words independently linked to describing music, e.g. "It sounds like giants footsteps."
Talk about how music makes them feel

Physical Development

Use core muscle strength to achieve a good posture when sitting at a table comfortably to mark make/write
Complete games such as tig and four corners to refine movement skills
Lifts and stacks large construction materials safely
Balance on different body parts, e.g. two hands and one foot
Create sequences and patterns of movements to music and rhythm
Take turns to access the snack table, following snack time rules
Understands the importance of a sensible amount of 'screen time' which impacts on overall health and wellbeing
Children will form some capital letters correctly
Use tools safely and with good control e.g. scissors, tweezers, clay/dough tools, pipettes, brushes, knives, construction kits video cameras and iPads



Just Imagine!

Reception-Just Imagine

PSED

Talk about what they are good at as well as what their friends are good at
Children can help, listen and support each other
Children tidy up after an activity before moving onto a new provision area
Cooperate with other children
Children can talk about why we take turns
Children have built a range of constructive and respectful relationships

Mathematics

Counts objects, actions and sounds to 15
Recognise numbers to 15
Record quantities using number cards
Write numbers to 10
To say how many objects there are in total, e.g. 1, 2, 3, 4, 4 cars (cardinal principle to 15)
Count out up to 10 objects from a larger group (knowing when to stop)
Children to represent number on fingers to ten (can count past 5 for support)
Links numerals and amounts beyond 10
Recite numbers to 20
Copy and continue patterns ABB
Order items by weight and use comparative language such as "This is heavier than that."
Fill containers to full, half full and empty, ordering containers by capacity using comparative language through folding paper, printing or shadow play
Recognise odd and even numbers to 20

Understanding the World.

Beginning to suggest reasons for why life was different in the past, for example when looking at lights they are developing an understanding that in the past lights were not electric, they used candles as electricity had not been invented
Beginning to order familiar events on a simple 'timeline' for example key events from a familiar historical story
Children have learnt about a figure from the past and with visual prompts can recall key information about the figure
Draw on their knowledge of past and present and their developing observational skills to describe why people's lives were different in the past.
For example, when looking at images of houses of time they can talk about the changes in building materials, lighting, having an indoor toilet.
Recount an event, describe a character/key figure through discussion, simple images, mark making and role play
Understand and respect that other people may be good at different things
Talk about what they are good at as well as what their friends are good at
Talk about the lives of people around them and their roles in society
Recognise some environments are different to the one in which they live in, they can talk about different environments they have learnt about for example a desert being hot and dry
Continue to explore the natural world around them, making observations and drawing pictures of animals and plants
Continue to develop their understanding of seasonal changes making observations of the natural environment.
Understands the purpose of the seasonal changes they are seeing, for example the blossom on the apple trees before the fruit grows
They can talk about differences between different environments e.g. Children learn about an environment that are in contrast to their local environment, for example deserts and the arctic.