

<p><b>PSE</b> <b><u>Making Relationships - a Unique child</u></b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>30 - 50 months</p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>40 - 60+ months</p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children.</li> </ul>	<p><b>PSE</b> <b><u>Self-confidence and self-awareness</u></b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul> <p>30 - 50 months</p> <ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul> <p>40 - 60+ months</p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<p><b>PSE</b> <b><u>Managing feelings and behaviour</u></b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, and worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p>30 - 50 months</p> <ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routines.</li> </ul> <p>40 - 60+ months</p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression.</li> </ul>
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## Nursery Medium Term Plan 2017-2018

### Autumn 1 - Who am I?

#### CL

#### Listening and attention

##### 22-36 months

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.

##### 30 - 50 months

- Listens to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

##### 40 - 60+ months

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.

#### CL

#### Understanding

##### 22-36 months

- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is?).
- Developing understanding of simple concepts (e.g. big/little).

##### 30 - 50 months

- Understands use of objects.
- Shows understanding of prepositions such as under/on/top/behind by carrying out an action or selecting correct picture.
- Responds to simple instructions.
- Beginning to understand why and how questions.

##### 40 - 60+ months

- Responds to instructions involving a two-part sequence.
- Understand humour e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

#### CL

#### Speaking

##### 22-36 months

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words rapidly and uses them to communicate.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Beginning to use word endings (e.g. going, cats).

##### 30 - 50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and/because)
- Can retell a simple past event in correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks who/what/when/how.
- Uses a range of tenses.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects their experiences.
- Uses talk in pretending objects stand for something else in play.

##### 40 - 60+ months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Nursery Medium Term Plan 2017-2018  
Autumn 1 - Who am I?



<p><b>PD</b></p> <p><b><u>Moving and Handling</u></b></p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers &amp; mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot</li> </ul>
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<p><b>PD</b></p> <p><b><u>Moving and Handling</u></b></p> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with control.</li> <li>• Can copy some letters e.g. letters from their name.</li> </ul> <p><b>40 - 60+ months</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands correctly.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tool, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which</li> </ul>
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<p><b>PD</b></p> <p><b><u>Health and self-care</u></b></p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul> <p><b>30 - 50 months</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help.</li> </ul> <p><b>40 - 60+ months</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>
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**Nursery Medium Term Plan 2017-2018**

**Autumn 1 - Who am I?**

<p>when shown.</p>	<p>are correctly formed.</p>	
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# Nursery Medium Term Plan 2017-2018

## Autumn 1 - Who am I?

### Lit

#### Reading

##### 22-36 months

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

##### 30 - 50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of the rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.

### Lit

#### Reading

##### 30 - 50 months

- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English is read from left to right and top to bottom.

##### 40 - 60+ months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

### Lit

#### Writing

##### 22-36 months

- Distinguishes between the different marks they make.

##### 30 - 50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

##### 40 - 60+ months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

## Nursery Medium Term Plan 2017-2018

### Autumn 1 - Who am I?

#### Maths

##### Numbers

22-36 months

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.

#### Maths

##### Numbers

30 - 50 months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

#### Maths

##### Numbers

40 - 60+ months

- Recognises some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, the ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

## Nursery Medium Term Plan 2017-2018

### Autumn 1 - Who am I?

#### Maths

##### SSM

###### 22-36 months

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soorl'.
- Anticipates specific time-based events such as mealtimes or home time.

###### 30 - 50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects e.g. round/tall.

#### Maths

##### SSM

###### 40 - 60+ months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as behind or next to.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

# Nursery Medium Term Plan 2017-2018

## Autumn 1 - Who am I?

<p><b>UW</b></p> <p><b><u>People and communities</u></b></p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"><li>• Has a sense of own immediate family and relations.</li><li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li><li>• Beginning to have their own friends.</li><li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li></ul> <p><b>30 - 50 months</b></p> <ul style="list-style-type: none"><li>• Shows interest in the lives of people who are familiar to them.</li><li>• Remembers and talks about significant events in their own experience.</li><li>• Recognises and describes special times or events for family or friends.</li><li>• Shows interest in different occupations and ways of life.</li><li>• 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.</li></ul> <p><b>40 - 60+ months</b></p> <ul style="list-style-type: none"><li>• Enjoys joining in with family customs and routines.</li></ul>	<p><b>UW</b></p> <p><b><u>The world</u></b></p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"><li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li><li>• Notices detailed features of objects in their environment.</li></ul> <p><b>30 - 50 months</b></p> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li><li>• Talks about why things happen and how things work.</li><li>• Developing an understanding of growth, decay and changes over time.</li><li>• Shows care and concern for living things and the environment.</li></ul> <p><b>40 - 60+ months</b></p> <ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and changes.</li></ul>	<p><b>UW</b></p> <p><b><u>Technology</u></b></p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"><li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li><li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li></ul> <p><b>30 - 50 months</b></p> <ul style="list-style-type: none"><li>• Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li><li>• Shows an interest in technological toys with knobs or pullets, or real objects such as cameras or mobile phones.</li><li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li><li>• Knows that information can be retrieved from computers.</li></ul> <p><b>40 - 60+ months</b></p> <ul style="list-style-type: none"><li>• Completes a simple program on a computer.</li><li>• Uses ICT hardware to interact with age-appropriate computer software.</li></ul>
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## Nursery Medium Term Plan 2017-2018

### Autumn 1 - Who am I?

#### EAD

##### Exploring and using media and materials

###### 22-36 months

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

###### 30 - 50 months

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Explores & learns how sounds can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

#### EAD

##### Exploring and using media and materials

###### 40 - 60+ months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

## Nursery Medium Term Plan 2017-2018

### Autumn 1 - Who am I?

#### EAD

##### Being imaginative

###### 22-36 months

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

###### 30 - 50 months

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

#### EAD

##### Being imaginative

###### 40 - 60+ months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.