

PSE
Making Relationships - a Unique child

22-36 months

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

30 - 50 months

- Can play in a group, extending and elaborating play ideas.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40 - 60+ months

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children.

PSE
Self-confidence and self-awareness

22-36 months

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

30 - 50 months

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

40 - 60+ months

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

PSE
Managing feelings and behaviour

22-36 months

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

30 - 50 months

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routines.

40 - 60+ months

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression.

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<p>CL</p> <p><u>Listening and attention</u></p> <p>22-36 months</p> <ul style="list-style-type: none"> • 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. <p>30 - 50 months</p> <ul style="list-style-type: none"> • 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). <p>40 - 60+ months</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. 	<p>CL</p> <p><u>Understanding</u></p> <p>22-36 months</p> <ul style="list-style-type: none"> • 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). <p>30 - 50 months</p> <ul style="list-style-type: none"> • 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. <p>40 - 60+ months</p> <ul style="list-style-type: none"> • 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. 	<p>CL</p> <p><u>Speaking</u></p> <p>22-36 months</p> <ul style="list-style-type: none"> • 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). <p>30 - 50 months</p> <ul style="list-style-type: none"> • 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. <p>40 - 60+ months</p> <ul style="list-style-type: none"> • 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.
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PD

Moving and Handling

22-36 months

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers & mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

30-50 months

- 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.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot

PD

Moving and Handling

30-50 months

- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with control.
- Can copy some letters e.g. letters from their name.

40 - 60+ months

- Experiments with different ways of moving.
- Jumps off an object and lands correctly.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tool, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which

PD

Health and self-care

22-36 months

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

30 - 50 months

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help.

40 - 60+ months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

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<p>when shown.</p>	<p>are correctly formed.</p>	
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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.

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<p>Maths Numbers 22-36 months</p> <ul style="list-style-type: none">• 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.	<p>Maths Numbers 30 - 50 months</p> <ul style="list-style-type: none">• 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.	<p>Maths Numbers 40 - 60+ months</p> <ul style="list-style-type: none">• 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.
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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.

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

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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.