

Communication and Language (CL)

Listening and Attention

• Listens with interest to the noises adults make when they read stories.
• 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. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains • 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).

Understanding

• 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) • Understands use of objects (e.g. "What do we use to cut things?") • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.

Speaking

• Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

Literacy (L)

Reading

• 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 ...'.
• Enjoys rhyming and rhythmic activities. • Shows awareness of 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.

Writing

Distinguishes between the different marks they make
• Sometimes gives meaning to marks as they draw and paint.

Understanding the World (UtW)

People and Communities

• 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.

The World

• Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment

Technology

• 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.



Annie Lennard Primary School

Foundation Stage: Medium Term Planning

Personal Social & Emotional Development (PSED)

Making Relationships

• 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. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self Confidence and Self Awareness

• Expresses own preferences and interests. • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. Shows confidence in asking adults for help

Managing Feelings and Behaviour

• 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. • Aware of own feelings, and knows that some actions and words can hurt others' feelings.

JIGSAW PLANING: 'Celebrating Difference'

YEAR GROUP – Nursery TERM – Autumn 2

TOPIC: Celebrations

PURPOSE FOR LEARNING

To settle into nursery life, developing independence and relationships, and feeling happy and confident.

To find out all about different celebrations.

To explore how and why ourselves and others celebrate.

**Focus Stories/Big Books/Rhymes –
Room on the Broom
The Nativity Story
Rama and Sita
Dear Santa
Christmas rhymes/songs**

Physical Development (PD)

Moving and Handling

• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Shows control in holding and using jugs to pour, hammers, books and 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. • 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. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Health and Self Care

• 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. • 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, 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.

Mathematics (M)

Number

• 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.

Shape, Space and Measure

• 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 'soon'. • Anticipates specific time-based events such as mealtimes or home time.

Expressive Arts and Design (EAD)

Being Imaginative

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

Exploring and using media and materials

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.