

Communication & Language

30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses intonation, rhythm and phrasing to make the meaning clear to others.
40-60 Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Eye on the goal - They develop their own narratives and explanations by connecting ideas or events.

SMSCD/IIP:

Moral, Social and Cultural (SMSCD)

Stories will be used to initiate learning of new concepts/learning activities will be directly related to the core stories.

Children will be encouraged to develop a good level of articulation which should stand them in good stead.

Understanding the world

30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

40-60 Use all their senses to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.

Eye on the goal - Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

SMSCD/ I.I.P

Social (SMSCD)

E-Safety posters displayed in the classroom and adults to encourage good practice (i.e. not sitting too close to the board) Children's natural interest in ICT reflected through provision. Children's familiarity and confidence with ICT promoted through nursery provision and opportunities provided through the curriculum to ensure all children access ICT.

Physical Development

30-50 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.

40-60 Usually dry and clean during the day. Usually dresses and undresses independently.

Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

British Values:

Individual Liberty- children discussing and making the correct choices of the foods they eat at snack time. Why are these foods good for us? Which foods do we try and avoid? Able to express themselves about things they could do to keep themselves healthy and safe.

Minibeasts: Are all minibeasts scary?



Personal, Social and Emotional Development

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal - They show sensitivity to others' needs and feelings, and form good relationships with adults and other children.

SEAL – Good to be me SMSC

- Knowing ourselves.
- Understanding and managing feelings.
- Standing up for ourselves.

Key points for discussion:

I can say and show you when I am feeling good and happy. (Sp)

I can tell you the things I like doing and the things I don't like doing. (Sp)

SMSCD/IIP:

Spiritual, Moral, Social, Cultural

Children supported in developing physically through daily outdoor activity and emotionally throughout the delivery of the nationwide SEAL program, encouraging development of social skills.

Children are made aware of the risks and hazards within the environment and are encouraged to be proactive and independent in addressing these, with adult supervision.

Achievement emphasised through promotion of ideas of setting realistic goals.

Role play environments are adapted on a regular basis to promote children's awareness of a variety of different occupations and to encourage the children to imagine themselves in those roles. Activities and equipment provided to ensure that children learn and develop to their potential.

British Values

Democracy – Children to be given opportunities to make choices about the things they believe are important. Children to choose where they would like to work.

Mathematics

Counting on

Find one more and two more than any number to 10. One more than numbers to 20. Begin to record the number in a set. To 5, then 10.

Measures (weight)

Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units.

Shape and space

Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not.

Counting and comparing numbers

Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets.

Money Recognise 1p, 2p, 5p and 10p coins and know the value of each.

'Real life' problems Solve practical problems involving counting or role play.

Time

Know how key times of day (hours only) are shown on the clock, analogue and digital.

Begin to know months of the year, including important months, e.g. birthday, celebrated festivals.

SMSCD/ IIP:

Social (SMSCD)

Mathematical games and number rhymes used to teach & reinforce concepts.

Children will get the opportunity to apply mathematical skills through practical activities making the maths relevant and enabling them to see the need for Maths in real life e.g. through cooking, calculating number of children absent etc

Literacy

30-50 Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Begins to see sounds from their own name in other words. Recognise own name in print.

40-60 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. Writes own name and other things such as labels, captions.

Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds.

They write some irregular common words.

SMSCD/I.I.P:

Moral, Social & Cultural

Stories will be used to initiate learning of new concepts and learning activities will be directly related to the core stories.

Children will be encouraged to develop a good level of articulation which should stand them in good stead.

Expressive Arts and Design

30-50 Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including 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 and builds stories around toys, e.g. farm animals needing rescue.

40-60 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. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.

Eye on the goal - Children use what they have learnt about media

SMSCD/I.I.P: **Social and Cultural (SMSCD)**

Any work produced will be used to decorate the environment

Fine motor skills and hand-eye coordination developed through specifically planned creative activities

Risk assessments will be completed to assess risks associated with activities

Emphasis will be on children making and creating things connected to the core stories.

Children will be developing motor skills in addition to exp diff. vocations through the medium of role play.