

MR 30-50

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

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

MR 40-60

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, e.g. finding a compromise.

SCSA 30-50

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.

SCSA 40-60

Confident to speak to others about own needs, wants, interests and opinions.

Can describe self in positive terms and talk about abilities.

MFB 30-50

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 routine.

MFB 40-60

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, e.g. when someone has taken their toy.

Literacy (R W)

R - 30-50

Listens to stories with increasing attention and recall.

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.

Describes main story settings, events and principal characters.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

R - 40-60

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.

W - 30-50

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

W 40-60

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words.

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.

Maths (N SSM)

N 30-50

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.

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 representing numbers.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

N 40-60

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, then ten objects.

SSM 30-50

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' and 'tall'.

Ssm 40-60

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.

UW (P&C TW T)		
PC 30-50	TW 30-50	Tech 30-50
Shows interest in the lives of people who are familiar to them.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Remembers and talks about significant events in their own experience.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Recognises and describes special times or events for family or friends.	Talks about why things happen and how things work.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Shows interest in different occupations and ways of life.	Developing an understanding of growth, decay and changes over time.	
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.	Shows care and concern for living things and the environment.	
PC 40-60	TW 40-60	Tech 40-60
Enjoys joining in with family customs and routines.	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer.
		Uses ICT hardware to interact with age-appropriate computer software.

EAD (EUMM BI)	
EUMM 30-50	BI 30-50
Enjoys joining in with dancing and ring games.	Developing preferences for forms of expression.
Sings a few familiar songs.	

Beginning to move rhythmically.
Imitates movement in response to music.
Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours 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.

40-60

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.
Understands 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.

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, e.g. farm animals needing rescue from an armchair 'cliff'.
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.

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.
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.

Listening and attention 30-50

- 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 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).

Listening and attention 40-60

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

Understanding 30-50

- Understands use of objects (e.g. “What do we use to cut things?”)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.

- Beginning to understand ‘why’ and ‘how’ questions.

Understanding 40-60

- Responds to instructions involving a two-part sequence.
- Understands 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.

Speaking 30-50

- 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.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- 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 the breadth of their experiences.

- **Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’**

40-60

- **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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- 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.
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- Introduces a storyline or narrative into their play

PD (MH H&SC)

MH 30-50

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 when shown.

Can catch a large ball.

Draws lines and circles using gross motor movements.

HSC 30-50

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.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	HSC 40-60
Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Eats a healthy range of foodstuffs and understands need for variety in food.
Holds pencil near point between first two fingers and thumb and uses it with good control.	Usually dry and clean during the day.
Can copy some letters, e.g. letters from their name.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
40-60	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
Experiments with different ways of moving.	
Jumps off an object and lands appropriately.	
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 tools, 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 are correctly formed.	

Weekly overview for medium term planning Autumn 1= September- October 2017

	Celebrations	Focus activities ideas	Big book	Continuous provision ideas.	Visits inside and outside.
Week 1 Mon 4 th Sept 2017	Starting Nursery/ returning to Nursery. New beginnings/ Nursery routines and expectations.	Introduce new topic "Once upon a Time" Introduce new role play area (castle) Children paint their family...can they tell us who they have painted? Different ethnic family colouring	"Sam's First Day"	Castle Fairyland Farm small world Dolls and dolls houses People dominos Coloured glass blocks The mirror Dressing up	Relax kids

<p>Week 2 Mon 11th Sept 2017</p>		<p>Bowls and cutouts of biscuits for kitchen area</p> <p>Playdough and mixed cutters</p> <p>Taste gingerbread</p> <p>Tea party table with pretend gingerbread</p> <p>Tracing number 1</p> <p>Collaging number 1</p> <p>Sticking 1 thing onto a sheet with "1" on it</p>	<p>Maisie Makes Gingerbread</p>	<p>Stencils</p> <p>Popoids</p> <p>Stencils to rub</p> <p>Small mirrors</p> <p>Dolls and plastic play food</p> <p>Train track and trains</p> <p>Road track and cars</p> <p>Airport and planes</p> <p>Pencil control sheets</p> <p>Maths table 1-3</p> <p>White boards and pens</p> <p>Playmais</p> <p>paint</p>	<p>Relax kids</p>
<p>Week 3 Mon 18th sept 2017</p>	<p>Plant hyacinth bulbs?</p>	<p>Cut outs of gingerbread men for kitchen area and baking trays</p> <p>Gingerbread man role play table</p>	<p>The Gingerbread Man</p>		<p>Relax Kids</p>

Playdough and men shaped cutters

Craft table = colouring sheets from story

Craft table = make scene from story with ready cut out figures.

Decorate real gingerbread biscuits

Make stick puppets from story

Design own gingerbread man (draw then stick on eyes and cherry buttons etc)

Teacher led = cutting skills sheet

Teacher led = counting activity, put on 2 eyes, 3 buttons (with circular stickers)

		<p>Writing table = edged paper from story and copy gingerbread man words from word cards and gingerbread man pencil control sheet</p> <p>Tracing number 2</p> <p>Collaging number 2</p> <p>Sticking 2 things onto a sheet with number "2" on it.</p>		
<p>Week 4 Mon 25th Sept 2017</p>	<p>Autumn starts</p>	<p>Leaf collection walk</p> <p>Rubbing Autumn leaves</p> <p>Printing with paint and autumn leaves</p> <p>Collaging leaf outline in autumn oranges reds and golds</p> <p>Topic writing sheet</p>	<p>The Three Little Pigs</p>	<p>Relax kids</p>

		<p>3 little pigs role play table</p> <p>Sticking THREE pigs onto background sheet with "3" on it (counting activity)</p> <p>Collaging number 3</p> <p>Tracing the digit 3</p> <p>Teacher led = cutting skills</p> <p>Colouring sheets</p>			
<p>Week 5 Mon 2nd Oct 2017</p>		<p>Big and small bear on a sheet to colour</p> <p>Hot and cold (introduce ice)</p> <p>3 bears role play table</p> <p>Tasting porridge (feeding self with spoon)</p>	<p>Goldilocks and the three bears</p>		<p>Relax kids</p>

		<p>Writing letter from goldilocks to say sorry</p> <p>Teddy puzzle (body parts)</p> <p>Teddy size puzzle</p> <p>Lace up large bear board</p> <p>Sticking 4 characters onto sheet with "4" (3 bears plus goldilocks)</p> <p>Tracing number 4</p> <p>Collaging number 4</p>		
<p>Week 6</p> <p>Mon 9th Oct 2017</p>	<p>Plant beans in jars??</p>	<p>Sequencing story cards</p> <p>Large green blocks to build tower</p> <p>Collaging golden eggs??</p> <p>Sticking 5 beans onto a sheet with "5"</p> <p>Tracing number 5</p> <p>Collaging number 5</p> <p>Laminated words from story to copy onto paper leaves</p>	<p>Jack and the beanstalk</p>	<p>Relax kids</p>

		<p>Stick puppets</p> <p>Edged paper for writing</p> <p>Pencil control maze sheets</p> <p>Topic writing sheet</p> <p>Faint words from story on A4 sheet to trace over</p> <p>"Wanted" posters to fill in</p> <p>Jack and Beanstalk role play table with plastic tower</p> <p>Colouring sheets</p>			
<p>Week 7 Mon 16th Oct 2017</p>		<p>Quill writing (feather and paint)</p> <p>Stick puppets of knights and princesses</p> <p>Stain paper to look old with teabags</p>	<p>In the Castle</p>		

Princess/ knight
edged paper for
writing

Mixed pic colouring
sheet

Trace over words
(castle, princess,
knight and a picture?)

Build castles with big
duplo

Make princess cone
hat with ribbon

Decorate knights
shield

Decorate a "crown"
with "jewels"

Make knight badges

Decorate dragon with
triangles

Week 8
Mon 23rd Oct 2017

To use language of
size

To use positional
language

Picture of setting
from book (fields,
bridge over river) and
goats and trolls to
stick. WHERE will
they put the goats?
And the troll?

3 different sized
goats to order acc to
size

3 billy goats role play
set

"WANTED" poster to
complete for troll

Key words to copy

Three Billy Goats
Gruff

Duplo...can they make
a bridge over a "river"

Extra ideas/themes.

