

COMMUNICATION AND LANGUAGE

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- 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 talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*
- Listens and responds to ideas expressed by others in conversation or discussion.

LITERACY

- Hears and says the initial sound in words.
- Beginning to be aware of the way stories are structured.
- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels, captions.

EXPRESSIVE ARTS AND DESIGN

- Introduces a storyline or narrative into their play.
- 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.
- Realises tools can be used for a purpose.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses available resources to create props to support role-play.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.

PERSONAL, SOCIAL AND EMOTIONAL

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Aware of the boundaries set, and of behavioural expectations in the setting.

SPRING TERM (2)

NURSERY

Peppa Pig "Oink Oink"

PHYSICAL DEVELOPMENT

- Experiments with different ways of moving.
- 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.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Can copy some letters, e.g. letters from their name.
- Understands that equipment and tools have to be used safely.

MATHEMATICS

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Recognises numerals 1 to 5.
- Beginning to talk about the shapes of everyday objects, e.g. *'round'* and *'tall'*.
- Beginning to use mathematical names for *'solid'* 3D shapes and *'flat'* 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Knows that numbers identify how many objects are in a set.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Orders and sequences familiar events.
- Notices simple shapes and patterns in pictures.

UNDERSTANDING OF THE WORLD

- 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.
- 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.
- Uses ICT hardware to interact with age-appropriate computer software.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.