

Unique child
Resilient, capable, confident, self assured

Positive relationships
Strong, independent

Enabling environments
Teaching and support building learning over time

Learning and development
Broad and balanced curriculum

Communication and Language
Enjoy listening to longer stories.—introduce story time and sitting together as a group. Setting carpet rules—good looking / listening / sitting / lips / turn taking.
Pay attention to more than one thing at a time. - Instilling carpet rules and awareness of their name. Teacher modelling. Learning to wait.
Use a wider range of vocabulary.—Teacher modelling language through out the day. Word of the day. Use of Tales tool kit language through out the curriculum.
Understand a question or instruction that has two parts.— Questions asked throughout the day, using Makaton to aid with understanding. Class routines , “Get your coat and wait at the door.”
Understand ‘why’ questions.— Opportunities through the day asking why questions. Why do you want apple? Why did you like that story? Why is * sad?
Sing a large repertoire of songs.— Introduce song basket and weekly singing sessions.
Know many rhymes.— Weekly singing sessions and song basket/ music area available for children to choose to sing freely.
Develop their communication and pronunciation.—Teacher modelling correct tenses focus on the irregular and plurals he ran / he swam / we swim. Circle time sessions valuing individuals inputs. Teachers always ready to listen and value children’s responses. Teacher model correct pronunciation and circle games involving specific sounds and tongue twister games.
Use longer sentences of four to six words, using talk to organise themselves and their play.— Teacher modelling sentences and encouraging interaction between peers. Engaging in play to encourage the use of longer sentences.
Be able to express a point of view. Start a conversation with an adult or a friend. — Circle / snack time allowing children to discuss their thoughts and feelings. Through free play teacher modelling set phrases to encourage discussions.

Physical Development
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.— Outdoor activities to encourage development and self-confidence.
Climb up apparatus, using alternate feet.— Free play on the climbing frame, observe confidence and teacher support available.
Skip, hop, stand on one leg and hold a pose for a game.—Playing musical statues / Simon Says / Follow My Leader.
Use large-muscle movements.—Dough disco and Pen disco activities, outdoor play activities waving flags / scarves.
Start taking part in some group activities.— Starting activities as a group—passing the ball / bean bag around the circle.
Increasingly be able to use and remember sequences and patterns of movements— Circle activities repeating body patterns, Follow My Leader games. Sticky kids, Dance sticks.
Use one-handed tools and equipment. Show a preference for a dominant hand. Use a comfortable grip—using a pencil / paint brush. Teacher model, finger gym activities.
Be increasingly independent as they get their coat on/off and using the toilet—Teacher model and support.
Start eating independently—teacher model healthy eating at snack time.
By the age of 4 most children reliably dry—teacher scaffold and support children to achieve.

Personal, Social and Emotional
Select and use activities and resources, with help when needed. - Teacher model how to use the areas in Nursery and play alongside children to develop independence and free play. Helping them to achieve the daily goals.
Develop their sense of responsibility and membership of a community.— Circle time activities bonding as a class. Rules and routines that we follow. All ideas are valued.
Become more outgoing with unfamiliar people, in the safe context of their setting.— Carpet sessions and teacher playing with children to develop strong bonds. Allowing children time to discuss their feelings and experiences.
Show more confidence in social situations.—Teacher acknowledging children and their abilities and encouraging relationships. Teacher playing with children and modelling what to do in situations.
Play with one or more other children, develop appropriate ways of being assertive.— Teacher modelling language through play to encourage positive interactions. Teacher modelling how to play and use of language and body to start play off. Activities to develop friendships and how to make friends. Teacher DEAL activity.
Increasingly follow rules, understanding why they are important and remember to follow them.— Nursery rules written together as a group. Teacher reminders throughout the day highlighting following rules. Use of Makaton to aid.
Talk about their feelings.—Circle time / story time discussing feelings, using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’. Faces introduced as a daily ‘check in.’
Age 3 share with adult guidance / settle to an activity for a while.
Age 4 child plays alongside or prefers to play alone / takes part in pretend play / negotiate solutions in conflicts

Banks Lane Infant and Nursery School
Y Nursery Term 1:2
Why do leaves go crispy?

Literacy
Understand the five key concepts about print; Print has meaning Print can have different purposes We read English text left to right and from top to bottom the names of the different parts of a book Page sequencing— Daily story time sessions pointing out the five concepts.
Tales Tool kit introduced— specific vocabulary and weekly story sessions.
Develop their phonological awareness so that they can spot and suggest rhymes— Phase 1 phonics sessions started through carpet sessions and outdoor activities—General sound discrimination (1), environmental instrumental (2), body percussion (3), rhythm and rhyme (4), Alliteration (5), voice sounds (6).
Engage in conversations about stories.— During story time engage with the children in conversations about stories and introduce new vocabulary.
Tales Tool kit introduced—specific vocabulary, character, setting, problem and solution. Story time use the hanger to discuss stories. Tales Tool Kit pictures around the Nursery both indoor and outdoor. Referred to during free play sessions.
Use some of their letter knowledge in their early writing.— Teacher model how to use the writing area and it’s resources. Slowly introduce the resources week by week this first half term.
Write some of their name.— Children to begin to recognise their own name through self-registering when entering nursery. Children introduced to their name card. Teacher model writing their names and encourage children to ‘have a go.’

Mathematics
Daily number sessions on the carpet introduced. Counting forwards as a group and then teacher modelling throughout the day when opportunities arise—How many children? Let’s jump 4? How many bricks have we got? Counting for snack—halving group, introducing odd and even.
Develop fast recognition of up to 3 objects, without having to count them individually subitising.— Various activities counting through out the day as well as the timetable maths session. Counting body parts.
Recite numbers past 5.—Daily formal counting on the carpet, lining up times, snack time home time. Various opportunities throughout the day. .
Say one number for each item in order: 1, 2, 3, 4, 5. Opportunities to find that number around Nursery. Counting our fingers.
Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).— Teacher modelling activities on the carpet and during free play sessions. Children are taught to recognise and name colours in a variety of contexts e.g. toys within Nursery, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin and clothes. Children should be able to say when objects are and are not the same colour. Children will be sorting by various attributes and be able to communicate their reasoning. Children will be involved in experiencing patterns in the classroom and in the wider environment. They will be continuing an AB pattern.

Understanding the World
Use all their senses in hands-on exploration of natural materials.— This half term teacher model the appropriate language for weekly activities during Welly Wednesday relating to what can I feel / see / hear and taste. Encouraging children to make their observations. Sound activities in phonics Phase 1 planning.
Talk about what they see.—Teacher to encourage and model sentence starter for children to make their responses. Discussions around our faces and naming parts of our face. Drawing self— portraits. To record our findings. Naming parts of our body— hand prints how does it feel?
Begin to make sense of their own life-story and families history, positive attitudes about differences. —Children draw their family and encourage discussions. Circle time about similarities and differences of our families. Teacher to model her family.
Understand the key features of the life cycle of a plant and begin to understand the need to respect and care for all the natural environment and all living things. - Introduce our Nursery plant (spider plant) and discussions about how to look after it. Welly Wednesday looking at our environment and how to take care of it. Introduce our gardening area. Use of tools and safety discussed. Planting strawberries and daffodils.

Expressive Arts and Design
Take part in simple pretend play—Children to be introduced to the areas with in Nursery and teachers to engage in play with the children.
Begin to develop complex stories using small world equipment.— Teachers to encourage play and help develop story lines in play. Introducing the Tales Tool kit language in to play situations.
Make imaginative ‘small worlds’ with blocks and construction kits. —Introduce the construction area to the children and model how to play and engage with children develop their play.
Draw and create closed shapes with continuous lines, and begin to use these shapes to represent objects. — Introduce the writing area to the children, also the painting easel and model their uses. Encourage children to look closely at their face to produce a self- portrait. After discussions about families, drawing a picture of their family.
Listen with increased attention to sounds— Phase 1 phonic activities and Welly Wednesday walks. Carpet sessions listening to each other and waiting our turn. Listen and respond songs during singing sessions. Listening to music—How did it make you feel? (Linking with PSED).
Remember and sing songs.—Introduce the song basket inviting children to sing songs that we have previously learnt. Teachers model use during free play sessions.
Play instruments—Introduce the children to the music area, teacher modelling how to play an instrument. Link with Phase 1 planning activities. Following Music Express : Special people—Beat.

Playing and exploring
Investigate and ‘have a go’



Active learning
Concentrate and keep on trying



Creating and thinking critically
Developing own ideas, making links and developing strategies