



The Creative Learning Journey

Nursery Spring 1 2017 People who help us

Teacher: SueGreaves
School: Windy Nook Primary School



PSED & RELIGIOUS EDUCATION

- Making relationships 0-5**
- Plays alongside others.
 - Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
 - Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- Making relationships 0-5**
- 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.
- Making relationships 0-5**
- 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.
- Making relationships 0-5**
- Initiates conversations, attends to and takes account of what others say.
 - Explains own knowledge and understanding, and asks appropriate questions of others.
- Self-confidence and self-awareness 0-5**
- Explores new toys and environments, but checks in regularly with familiar adult as and when needed.
 - Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
 - Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.
- Self-confidence and self-awareness 0-5**
- Separates from main carer with support and encouragement from a familiar adult.
 - Expresses own preferences and interests.
- Self-confidence and self-awareness 0-5**
- 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.**
- Self-confidence and self-awareness 0-5**
- Confident to speak to others about own needs, wants, interests and opinions.
- Managing feelings and behaviour 0-5**
- Is aware of others feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
 - Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
 - Responds to a few appropriate boundaries, with encouragement and support.
 - Aware to learn that some things are theirs, some things are shared, and some things belong to other people.
- Managing feelings and behaviour 0-5**
- Seeks comfort from familiar adults when needed.
 - Can express their own feelings such as sad, happy, cross, scared, 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.
- Managing feelings and behaviour 0-5**
- 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.

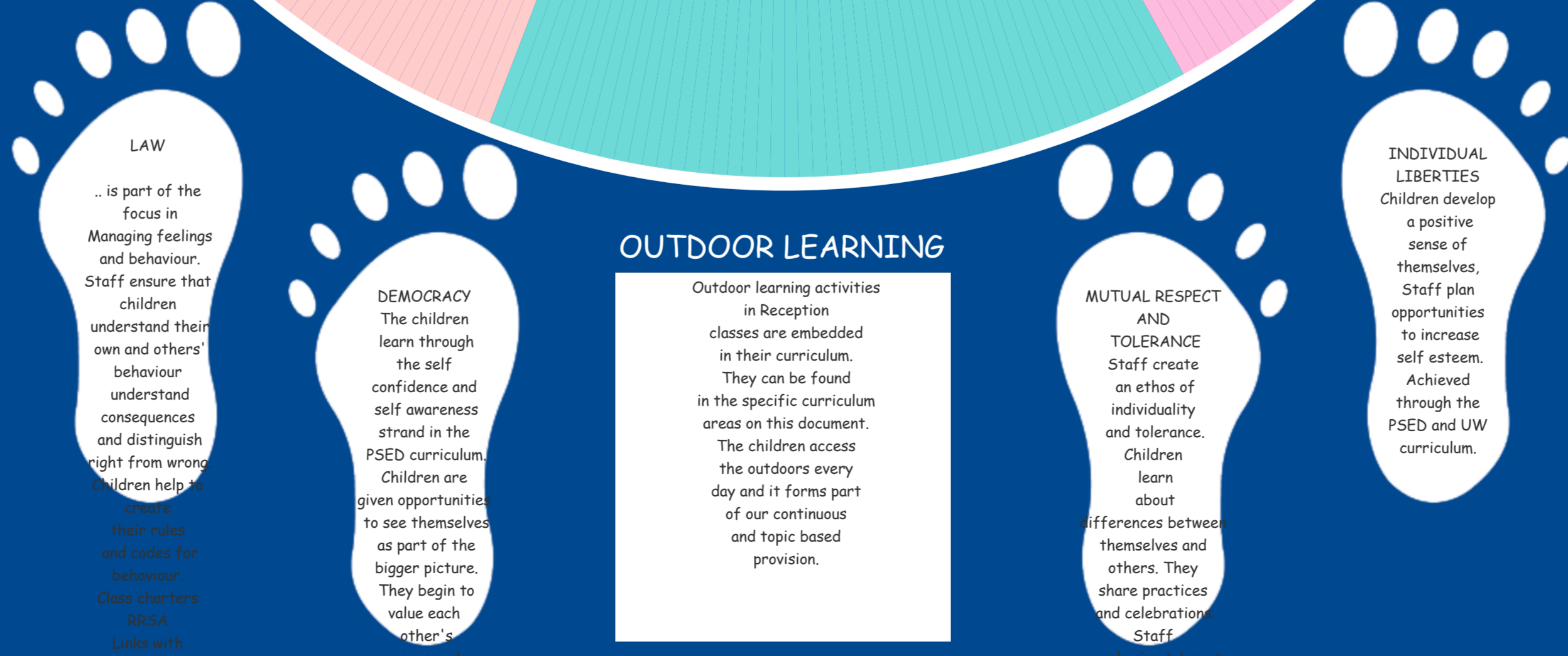
- PSED - continuous provision this half term will include:**
Support children to express own feelings. Respond to the feelings and wishes of others. Be aware that some actions can hurt others. Support children to take turns and share resources.
Four new starters week 2.
Week 1 (3 days) Remind children of routines. Set up role play area.
Week 2 Taking turns in the role play area - The Doctors.
Week 3 Support children to extend and elaborate their play ideas.
Week 4 Chinese New Year.
Week 5 Talk about who helps us everyday.
Week 6 Circle time. Talk about what makes us happy, sad etc.
Week 7 Talk about Friendships.
- CL - continuous provision this term will include:**
New starters to cooperate with boundaries and routines. Listen to other children and respond appropriately. Use language as a means of sharing experiences and thoughts. Develop vocabulary and the use of more complex sentences. Visit the top field and talk about what you see and hear.
Week 1 (3 days) Remind children of routines. Discuss new role play area.
Week 2 Role play area - Respond to what others are saying or doing.
Week 3 Develop vocabulary when playing with small world activities.
Week 4 Chinese New Year. Discuss the celebrations of this festival.
Week 5 Discuss who helps us everyday, family members, school members.
Week 6 Circle time - roll ball and say 'my friend isbecause'
Week 7 Discuss why friendships are important.
- UW - continuous provision this half term will include:**
Take notice of the effects of winter outdoors. Talk about some of the things they have observed. Be aware of how other people around them celebrate different festivals. Show skill in making toys work by lifting flaps or pressing parts to achieve effects such as sound or movement.
Four new starters week 2.
Week 1 (3 days) Discuss what's in the doctors' bag.
Week 2 Using mobile phone in the in the role play area.
Week 3 Discuss the small world emergency vehicles.
Week 4 Chinese New Year.
Week 5 Look at 'rainbow street' computer program on people who help us and connect the uniforms to the correct people.
Week 6 Look at and talk about the similarities and differences they to their friends.
Week 7 Use camera to take photograph of their friends.
- MD - continuous provision this half term will include:**
Recite number names in sequence. Create and experiment with making marks representing ideas of numbers. Identifying numerals. Categorise objects according to properties such as shape or size. Look for shapes in the environment. Use positional language. Match numeral to quantity correctly.
Four new starters week 2.
Week 1 (3 days) Remind children of routines. Singing number rhymes.
Week 2 Counting the patients in the role play area.
Week 3 Sorting the small world emergency vehicles.
Week 4 Chinese new year - making marks to represent number on red envelopes.
Week 5 Using 2D shapes to make emergency vehicles.
Week 6 Identify simple shapes and patterns in pictures.
Week 7 Use positional language.

- PD - continuous provision this half term will include:**
Develop gross motor skills outdoors. Develop fine motor skills through manipulating dough, threading beads, construction and creative activities. Dough Disco.
Four new starters week 2.
Week 1 (3 days) Remind children of routines. Climbing confidently on play equipment outdoors.
Week 2 Use bandages on the dolls in the role play area.
Week 3 Climbing the play equipment and sliding down the pole like a firefighter.
Week 4 Chinese New Year dragon dance.
Week 5 Develop gross motor skills. Use the large blocks to make an emergency vehicle.
Week 6 Use scissors to cut paper to make a bracelet for your friend.
Week 7 Use gross motor skills to draw lines and circle to present your friend.
- EAD - continuous provision this half term will include:**
Experiment with blocks, colours and marks. Create movement in response to music. Build stories around the small world toys. Learning songs linked to the theme.
Four new starters week 2.
Week 1 (3 days) Remind children of routines. Create paintings to put up in the doctors.
Week 2 Making an ambulance with the recycled materials.
Week 3 Finger painting.
Week 4 Chinese New Year.
Week 5 Making thank you cards for your friends.
Week 6 Colour mixing.
Week 7 Making a friendship bracelet.
- L - continuous provision this half term will include:**
Listening to stories - Meg and the VET, The Jolly Postman, The Fire engine, Percy the Park keeper, The Lighthouse keeper. Retelling stories with increasing recall. Using gross and fine motor skills to make marks or write letters. Writing prescriptions in the role play area.
Activities from letters and sounds.
Four new children starting week 2.
Week 1 (3 days) Remind children of routines. Writing own names.
Week 2 Writing prescriptions in the role play area.
Week 3 Finger painting.
Week 4 Chinese New Year - Using paint to represent Chinese writing.
Week 5 Making thank you cards for friends.
Week 6 Squiggle while you wiggle.
Week 7 Drawing pictures on friendship bracelets.

Nursery Spring 1 2017
People who help us

UNDERSTANDING THE WORLD

- People and communities 0-5**
- Is curious about people and shows interest in stories about themselves and their family.
 - Enjoys pictures and stories about themselves, their families and other people.
- People and communities 0-5**
- 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.
- People and communities 0-5**
- 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.
- The world 0-5**
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 - 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.
 - Developing an understanding of growth, decay and changes over time.
 - Shows care and concern for living things and the environment.
- The world 0-5**
- Looks closely at similarities, differences, patterns and change.
- Technology 0-5**
- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
 - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.



PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Turns head in response to sounds and sights.
- Moving and Handling 0-5**
- Walks upstairs holding hand of adult.
 - Comes downstairs backwards on knees (crawling).
 - Beginning to balance blocks to build a small tower.
 - Makes connections between their movement and the marks they make.
- Moving and Handling 0-5**
- Runs safely on whole foot.
 - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
 - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
 - Can kick a large ball.
 - Turns pages in a book, sometimes several at once.
 - 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.
- Moving and Handling 0-5**
- 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.
 - 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.
 - Holds pencil near point between first two fingers and thumb and uses it with good control.
 - Can copy some letters, e.g. letters from their name.
- Moving and Handling 0-5**
- Experiments with different ways of moving.
 - Jumps off an object and lands appropriately.
 - 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.**
- 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.
- Health and self-care 0-5**
- Develops own likes and dislikes in food and drink.
 - Willing to try new food textures and tastes.
 - Holds cup with both hands and drinks without much spilling.
 - Clearly communicates wet or soiled nappy or pants.
 - Shows some awareness of bladder and bowel urges.
 - Shows awareness of what a potty or toilet is used for.
 - Shows a desire to help with dressing/undressing and hygiene routines.
- Health and self-care 0-5**
- Feeds self competently with spoon.
 - 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.
- Health and self-care 0-5**
- 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.
- Health and self-care 0-5**
- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- Explores and experiments with a range of media through sensory exploration, and using whole body.
 - Move their whole bodies to sounds they enjoy, such as music or a regular beat.
 - Imitates and improvises actions they have observed, e.g. clapping or waving.
 - Begins to move to music, listen to or join in rhymes or songs.
 - Notices and is interested in the effects of making movements which leave marks.
- Exploring and using media and materials 0-5**
- 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.
- Exploring and using media and materials 0-5**
- Enjoys joining in with dancing and ring games.
 - Sings a few familiar songs.
 - Beginning to move rhythmically.
 - Imitates movement in response to music.
 - Taps out simple repeated rhythms.
- 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.
- Being imaginative 0-5**
- Expresses self through physical action and sound.
 - Pretends that one object represents another, especially when objects have characteristics in common.
- Being imaginative 0-5**
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
 - Beginning to make-believe by pretending.
- Being imaginative 0-5**
- Developing preferences for forms of expression.
 - Uses movement to express feelings.
 - Creates movement in response to music.
 - Sings to self and makes up simple songs.
 - Makes up rhythms.
 - Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement	Active learning - motivation	Creating and thinking critically - thinking
<ol style="list-style-type: none">1. Finding out and exploring2. Playing with what they know3. Being willing to 'have a go'	<ol style="list-style-type: none">1. Being involved and concentration2. Keep trying3. Enjoying achieving what they set out to do	<ol style="list-style-type: none">1. Having their own ideas2. Making links3. Choosing ways to do things