



The Creative Learning Journey

Nursery Autumn 2 2016 Let's celebrate

Teacher: Sue Greaves
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.
- 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.
- 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.
 - Begins 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.

UNDERSTANDING THE WORLD

- People and communities 0-5**
- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.
- 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.
- The world 0-5**
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
 - Notices detailed features of objects in their environment.
- 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.
- 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.
- Technology 0-5**
- Seeks to acquire basic skills in turning on and operating some ICT equipment.
 - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- Technology 0-5**
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound

- The world 0-5**
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
 - Remembers where objects belong.
 - Matches parts of objects that fit together e.g. o

PSED - continuous provision this half term will include:
Expressing own preferences and interests and gain independence in child initiated learning and open ended play.
Express their own feelings such as happy, sad, cross, scared etc.
Play cooperatively with others.
Special other than continuous provision
WEEK 1 Halloween and Diwali. Dressing up.
WEEK 2 Bonfires. Keeping safe.
WEEK 3 Light and dark. Discuss feelings.
WEEK 4 Light and dark. Select and use activities.
WEEK 5 The first Christmas - perform 'wriggly nativity' for parents
WEEK 6 Christmas at home. What do children do with family at home.
WEEK 7 Christmas party. Dancing and ring games.

GL - continuous provision this term will include:
Using language to develop relationships. Learning new words and using them in communicating. Listen and respond to familiar sounds.
Understand 'who, what, where' in simple questions.
Special other than continuous provision.
WEEK 1 Halloween and Diwali. Discuss how we celebrate these two festivals.
WEEK 2 Bonfires. Talk about the colours we see on the bonfire.
WEEK 3 Light and dark. Talk about how we feel in the dark.
WEEK 4 Light and dark. Discuss how we can see in the dark.
WEEK 5 The first Christmas - talk about the first Christmas.
WEEK 6 Christmas at home. Discuss what children do with family at home.
WEEK 7 Christmas party. Discuss games we will play at the party.

UW - continuous provision this half term will include:
Pretend play celebrations of Halloween and Diwali.
Discuss Christmas traditions.
Operate mechanical toys.
Complete Christmas games on the computer.
Special other than continuous provision
WEEK 1 Halloween and Diwali. Discuss celebrations of Diwali.
WEEK 2 Bonfires. Make children aware of Guy Fawkes.
WEEK 3 Light and dark. Look at games on computer.
WEEK 4 Light and dark. Operate torches to see in the dark.
WEEK 5 The first Christmas - discuss why we celebrate Christmas.
WEEK 6 Christmas at home. Discuss Christmas traditions.
WEEK 7 Christmas party. Name the games we are going to play.

MD - continuous provision this half term will include:
Sing number rhymes.
Opportunities for counting 1-5, 5-10, 10-20.
Selecting 2,3,4 objects from a larger group.
Experiment with marks representing ideas of numbers.
Recognising 2D shapes.
Match numeral and quantity.
Using simple words to differentiate size.
Special other than continuous provision
WEEK 1 Halloween and Diwali. Selecting objects from a larger group.
WEEK 2 Bonfires. Counting fireworks, matching numeral to quantity.
WEEK 3 Light and dark. Identifying 2D shapes.
WEEK 4 Light and dark. Make marks to represent ideas of numbers.
WEEK 5 The first Christmas. Singing number rhymes.
WEEK 6 Christmas at home. Categorise objects according to size or shape.
WEEK 7 Christmas party. Using simple words to differentiate size.

PD - continuous provision this half term will include:
Helping to put on clothing. Becoming independent in self care.
Develop gross motor skills with outdoor activities.
Develop fine motor skills through drawing, small world, construction dough and creative activities.
Dough Disco.
Special other than continuous provision
WEEK 1 Halloween and Diwali. Using gross motor skills during dough disco.
WEEK 2 Bonfires. Imitate drawing simple lines and circles.
WEEK 3 Light and dark. Dismantle a torch and have a look inside.
WEEK 4 Light and dark. Use fine motor skills to turn pages in a book.
WEEK 5 The first Christmas. Use one handed tools and equipment.
WEEK 6 Christmas at home. Wrap and unwrap parcels.
WEEK 7 Christmas party. Use gross motor skills to move around during party games.

EAD - continuous provision this half term will include:
Creating sounds by banging, shaking, tapping and blowing.
Experiment with colour.
Beginning to make-believe by pretending.
Singing Christmas songs.
Using puppets to tell stories.
Special other than continuous provision
WEEK 1 Halloween and Diwali. Performing the skeleton dance.
Making skeletons with straws. Making diva lamps.
WEEK 2 Bonfires. Collage bonfires.
WEEK 3 Light and dark. Using paint to make colours lighter or darker.
WEEK 4 Light and dark. Make calendars.
WEEK 5 The first Christmas - perform 'wriggly nativity' for parents
WEEK 6 Christmas at home. Make Christmas cards.
WEEK 7 Christmas party. Dancing and ring games.

L - continuous provision this half term will include:
Listening to stories and discussing events.
Identifying letters by their sounds.
Listening for initial sounds.
WEEK 1 Halloween and Diwali. Funny Bones. Rama and Sita.
Writing own name.
WEEK 2 Bonfires. Story of Guy Fawkes. Sequence three picture of Guy Fawkes story.
WEEK 3 Light and dark. Story named After Dark. Draw picture of teddy and teacher to scribe feelings.
WEEK 4 Light and dark. Owl Babies. Writing names for Owl Babies.
WEEK 5 The first Christmas. Story of Mary and Joseph.
Reading recipe to make Christmas cake.
WEEK 6 Christmas at home. The Jolly Christmas Postman. Writing inserts of Christmas cards.
WEEK 7 Christmas party. The Christmas Robin.

Nursery
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OUTDOOR LEARNING

Outdoor learning activities in Nursery and Reception classes are embedded in their curriculum. They can be found in the specific curriculum areas on this document. The children access the outdoors every day and it forms part of our continuous and topic based provision.

LAW

- Class charters
- RRSA
- Links with organisations outside school
- Behaviour rewards: apple badges
- Class circle times

Taking responsibility for our environment
Speaking and listening
Learning about turn taking and sharing through PSED

MUTUAL RESPECT AND TOLERANCE

- RE Curriculum
- RRSA activities
- ISA - links with a school in Kenya.
- PSED curriculum

Taking responsibility for equipment, the environment .
Taking part at tidy up time.
Taking responsibility for routine jobs around the classroom and further afield.

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.
 - Squats with steadiness to rest or play with 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**
- Mounts stairs, steps or climbing equipment using alternate feet.
 - Walks downstairs, two feet to each step while carrying a small object.
 - 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.
- Health and self-care 0-5**
- 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.
- 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 clothes, 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.

EXPRESSIVE ARTS AND DESIGN

- 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.
 - Imitates movement in response to music.
 - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
 - Uses various construction materials.
 - Joins construction pieces together to build and balance.
- 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**
- Creates movement in response to music.
 - Sings to self and makes up simple songs.
 - 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.

COMMUNICATION AND LANGUAGE

- Listening and attention 0-5**
- Listens to and enjoys rhythmic patterns in rhymes and stories.
 - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
 - Rigid attention - may appear not to hear.
- Listening and attention 0-5**
- Listens with interest to the noises adults make when they read stories.
 - Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
 - Shows interest in play with sounds, songs and
- 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.
- Speaking 0-5**
- Copies familiar expressions, e.g. Oh dear, All gone.
 - Beginning to put two words together (e.g. want ball, more juice).
 - Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
 - Beginning to ask simple questions

Nursery Autumn 2 2016

UNDERSTANDING THE WORLD

People and communities 0-5

- The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.

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.

The world 0-5

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

The world 0-5

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

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.

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.

Technology 0-5

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Technology 0-5

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

MATHEMATICS AND COMPUTING

Numbers 0-5

- Notices changes in number of objects/images or sounds in group of up to 3.

Numbers 0-5

- Knows that things exist, even when out of sight.
- Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
- Says some counting words randomly.

Numbers 0-5

- Selects a small number of objects from a group when asked, for example, please give me one, please give me two.
- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as more and a lot.
- Knows that a group of things changes in quantity when something is added or taken away.

Numbers 0-5

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- 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.

Numbers 0-5

- Recognises numerals 1 to 5.

Shape, space and measure 0-5

- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
- Uses blocks to create their own simple structures and arrangements.
- Enjoys filling and emptying containers.
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen now.

Shape, space and measure 0-5

- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. before, later or soon.
- Anticipates specific time-based events such as mealtimes or home time.

Shape, space and measure 0-5

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Beginning to talk about the shapes of everyday objects, e.g. round and tall.

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

- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- 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.

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.

EXPRESSIVE ARTS AND DESIGN

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.
- Imitates movement in response to music.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Joins construction pieces together to build and balance.

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 Thats me.
- Beginning to make-believe by pretending.

Being imaginative 0-5

- Creates movement in response to music.
- Sings to self and makes up simple songs.
- 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.

LITERACY

Reading 0-5

- Interested in books and rhymes and may have favourites.

Reading 0-5

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a

Reading 0-5

- Enjoys rhyming and rhythmic activities.
- 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.
- Listens to stories with increasing attention and recall.
- Looks at books independently.
- Handles books carefully.
- Holds books the correct way up and turns pages.

Writing 0-5

- Early mark-making is not the same as writing.It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).

Writing 0-5

- Distinguishes between the different marks they make.

Writing 0-5

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

COMMUNICATION AND LANGUAGE

Listening and attention 0-5

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- Rigid attention – may appear not to hear.

Listening and attention 0-5

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

Listening and attention 0-5

- 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.

Understanding 0-5

- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Understands simple sentences (e.g. Throw the ball.)

Understanding 0-5

- Identifies action words by pointing to the right picture, e.g., "Whos jumping?"
- Understands more complex sentences, e.g. Put your toys away and then well read a book.
- Understands who, what, where in simple questions (e.g. Whos that/can? Whats that? Where is.?).
- Developing understanding of simple concepts (e.g. big/little).

Understanding 0-5

- 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.

Speaking 0-5

- Copies familiar expressions, e.g. Oh dear, All gone.
- Beginning to put two words together (e.g. want ball, more juice).
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.

Speaking 0-5

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying I have it.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. Mummy gonna work.)
- Beginning to use word endings (e.g. going, cats).

Speaking 0-5

- 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 a range of tenses (e.g. play, playing, will play, played).
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of

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.

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.

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.
- Begins 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 shouldnt 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

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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