



# The Creative Learning Journey

# Nursery Autumn 1 2016 All About Me

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School: Windy Nook Primary School



## PSED & RELIGIOUS EDUCATION

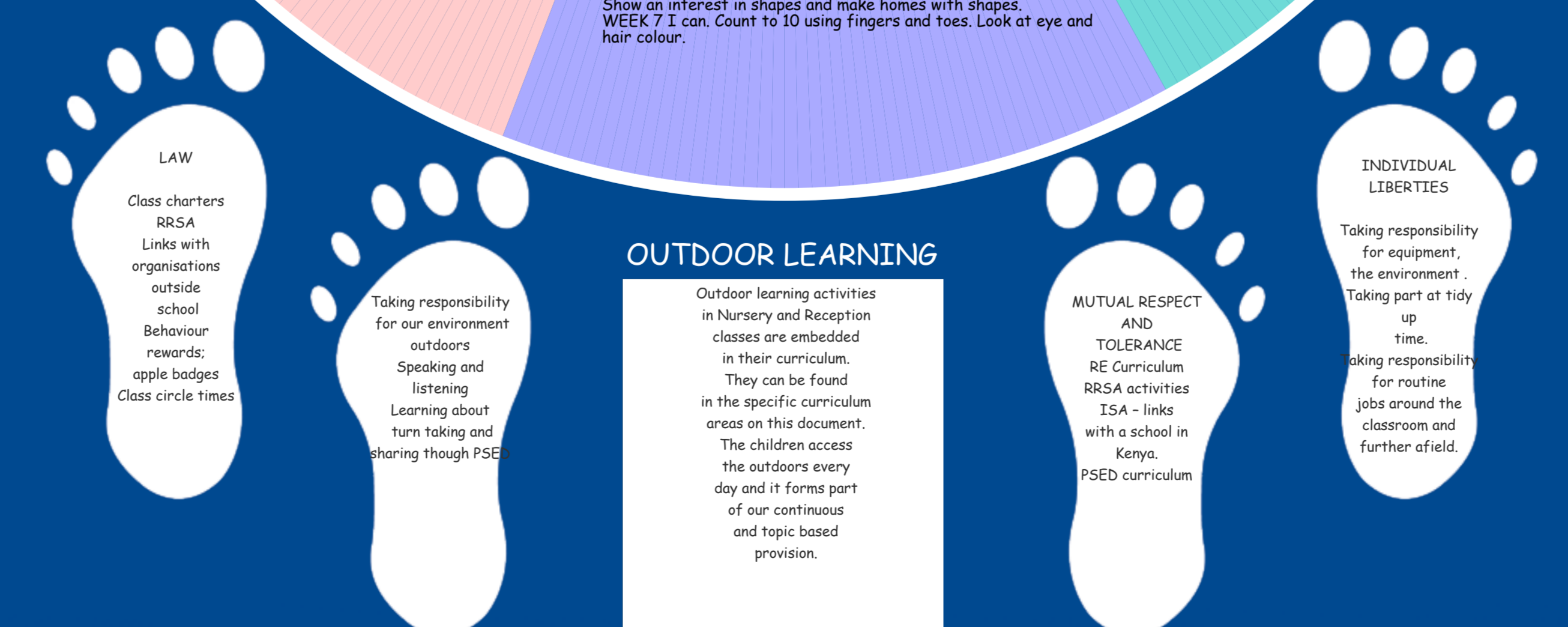
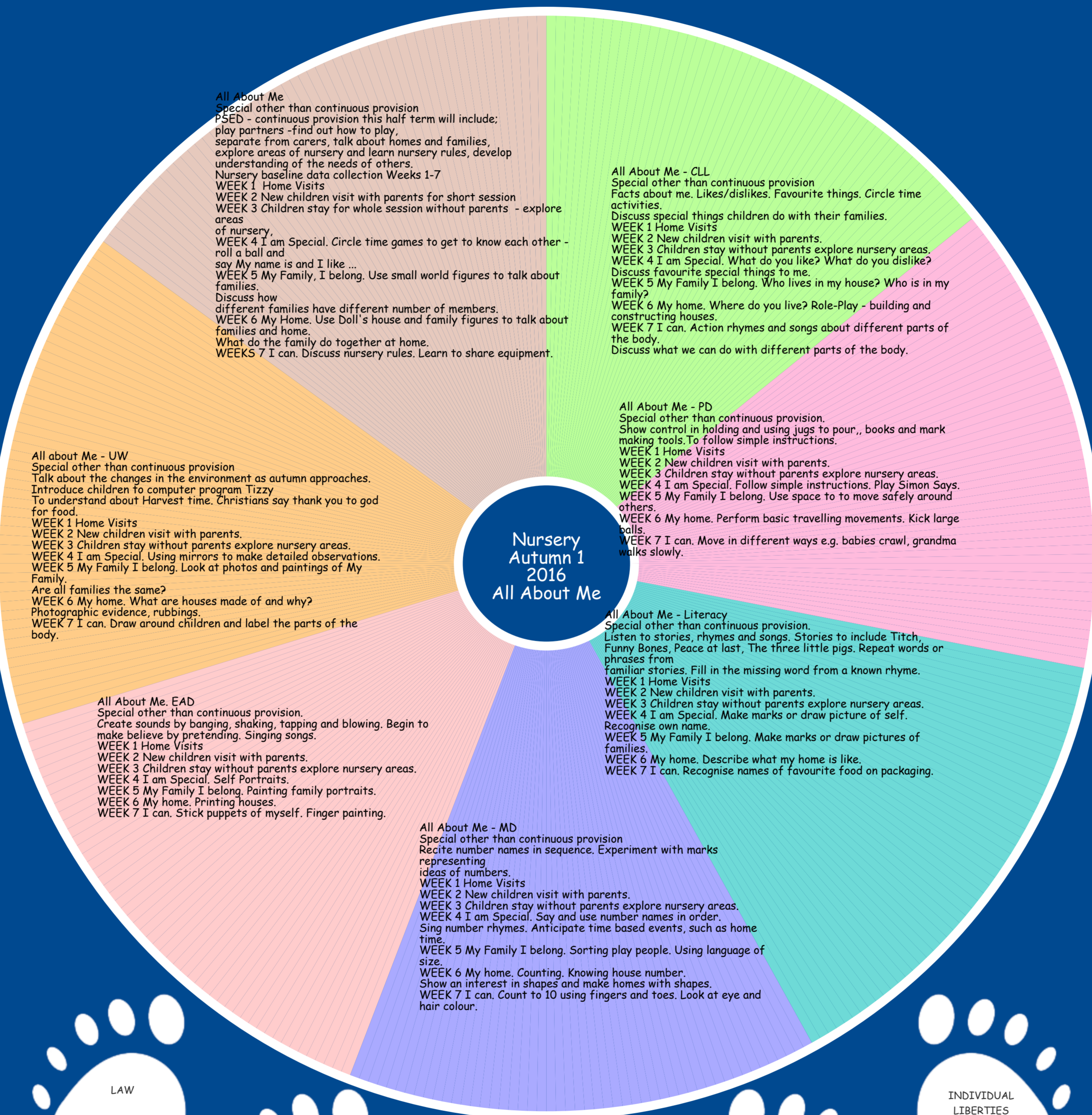
- Making relationships 0-5**
- Plays alongside others.
  - Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
  - Plays cooperatively with a familiar 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.
- Making relationships 0-5**
- 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.

## 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.
- 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.
  - Notifies 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.
- 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.

## MATHEMATICS AND COMPUTING

- Numbers 0-5**
- Notifies 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.
  - Begins to make comparisons between quantities.
  - Uses some language of quantities, such as more and a lot.
- Numbers 0-5**
- Recites numbers in order to 10.
- 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**
- Notifies simple shapes and patterns in pictures.
  - 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.



## PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Turns head in response to sounds and sights.
- 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.
- 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.
- 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.

## 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.
- 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.
- 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).

## 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**
- Looks at books independently.
  - Handles books carefully.
  - Holds books the correct way up and turns pages.
- Writing 0-5**
- Distinguishes between the different marks they make.
- Writing 0-5**
- Sometimes gives meaning to marks as they draw and paint.

## 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.
- Expressive Arts and Design 0-5**
- Expresses self through physical action and sound.
  - Pretends that one object represents another, especially when objects have characteristics in common.

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- Notices detailed features of objects in their environment.

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## 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.

### 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.

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## PSED & RELIGIOUS EDUCATION

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- Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.

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- 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.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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