

Personal, Social and Emotional Development	Language and Literacy Development	Mathematical Development
<ul style="list-style-type: none"> <li>• <b>Treat living things and their environment with respect, care and concern – plants, animals</b></li> <li>• Be keen to 'find out' and explore</li> <li>• Cope with rules and routines, understanding safety rules for indoors / outdoors</li> <li>• <b>Displays a high level of engagement</b></li> <li>• <b>Demonstrates consideration of others by caring for and helping their peers</b></li> <li>• Operate independently within the environment, and show confidence in linking up with others</li> <li>• <b>Shows increasing self-control, self-discipline and self-confidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shows evidence of a growing vocabulary</b></li> <li>• <b>Shows an understanding of what, why and when questions and responds appropriately</b></li> <li>• Make contributions to class discussions</li> <li>• Asks appropriate questions to gain information</li> <li>• Know that the printed word carries meaning</li> <li>• Make marks on paper to write ideas</li> <li>• Create representational pictures with elements of details</li> <li>• Develop an awareness that books contain valuable information</li> <li>• Recognise their own first name</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understands and uses positional words, such as in front, behind, above, below, in, on, under</b></li> <li>• <b>Asks questions, make predictions and experiments as they play</b></li> <li>• <b>Understands and uses the language of 'same' and 'different'</b></li> <li>• Talk about daily routines in sequence</li> <li>• Sort and match by shape/size/pattern/colour</li> <li>• Create a repeating Pattern</li> <li>• Apply 1:1 correspondence and conservation of number</li> <li>• Be able to talk about 'diamond' shape</li> </ul>
Physical Development and Movement	The Arts	The World Around Us
<ul style="list-style-type: none"> <li>• <b>Moves confidently, with coordination and control</b></li> <li>• <b>Uses a wide range of large and small equipment</b></li> <li>• Hold pencils and other implements in an appropriate way</li> <li>• Use small tools effectively and safely e.g. scissors, malleable area tools</li> <li>• Have developed gross motor skills to enable them to jump, hop, run, balance and climb, throw and catch</li> <li>• Develop competitiveness through games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Expresses their ideas and feelings through role-play, assuming a variety of roles</b></li> <li>• Know that particular tools are necessary for different tasks</li> <li>• Match movements to music, beginning to move more rhythmically</li> <li>• Know about particular shapes, colours and forms linked to themes and topics</li> <li>• Develop a sense of, and respond to, the beauty around them</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observes, explores, investigates and selects materials and equipment in a range of situations</b></li> <li>• <b>Is showing an interest in and care for their environment and living things</b></li> <li>• Be able to record/represent their observations and experiences</li> <li>• Handle natural and man-made materials with curiosity, such as shells, leaves, stones, compost, water, flower petals</li> <li>• Develop an awareness of life cycles</li> <li>• Develop an understanding of the transition to Primary School in September.</li> </ul>

**Theme – based discussions –**

- Insects that we see in our gardens.
- How insects move – flying / on the ground / in the pond, what they eat, where they live etc.
- How to handle insects and plants / trees and why we have to wash our hands afterwards.
- Fruit and berries that grow on bushes and trees and which are safe for us to eat.
- Life Cycle of a butterfly – from story books and after observing in classroom setting.
- Plants and flowers that we see in our gardens and how we can look after them.

**Planning for Progression of Skills**

<b>Rules and Routines</b>	<b>Lining up / calm transitions when moving around Nursery</b>	Encourage children to line up with hands by their side and lips closed. Remind children to walk when moving around inside.
<b>Self-Care and Independence</b>	<b>Washing hands after garden play</b>	Model hand washing technique – encourage children to use soap and wash hands thoroughly. Talk about importance of hand hygiene after play.
<b>Snack and Lunch time</b>	<b>Pouring own milk in cereal / buttering toast Setting Table and putting cutlery away when finished</b>	Model how to pour carefully. Talk about how much milk is needed for cereal / butter is needed for toast. Praise attempts at independence.
<b>Communication and Social Skills</b>	<b>Taking turns to speak. Turn Taking and sharing at play areas</b>	Encourage the children to wait for their turn. Model how to listen well – lips closed, eyes looking. Use of sand timer for turn taking, praise attempts at sharing.
<b>Understanding and Using ICT</b>	<b>Using camera and tablet to record mini-beasts found and to look at features of mini-beasts.</b>	Model use of tablets/cameras for taking pictures. Print pictures and talk about features of mini beasts.
<b>Small Group Time</b>	<b>Be able to attend to story or short discussion for an appropriate length of time. Respond appropriately to discussion on stories.</b>	Reinforce story routine, model and praise active listening.

**Educational Visits / Visitors to Nursery / Events**