

## Physical Development

- \*Uses one-handed tools and equipment.
- \*Holds pencil near point between first two fingers and thumb and use it with good control.
- \*Can copy some letters e.g. letters from their name.
- \*Can stand momentarily on one foot.
- \*Can catch a large ball.
- \*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.
- \*Observes the effect of activity on their bodies.

## Communication and Language

- \*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.
- \*Shows understanding of prepositions by carrying out an action or selecting the correct picture.
- \*Responds to simple instructions.
- \*Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

## Literacy

- \*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 a story might end.
- \*Listens to stories with increasing attention and recall.
- \*Describes main story settings, events and principal characters.
- \*Shows interest in illustrations and print in books and print in the environment.
- \*Ascribes meanings to marks as they draw and paint.

## Personal, Social and Emotional Development

- \*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.
- \*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 home and community.
- \*Can usually tolerate delay when needs are not met immediately. And understands wishes may not always be met.

## Understanding the World

- \*Remember and talks about significant events in their own experiences.
- \*Recognises and describes special times or events for family or friends.
- \*Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- \*Developing an understanding of growth, decay and changes overtime.
- \*Talks about why things happen and how things work.
- \*Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- \*Knows that information can be retrieved from computers.

## Mathematics: Numbers

- \*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.
- \*Sometimes matches numeral and quantity correctly.
- \*Shows curiosity about numbers by offering comments or asking questions.
- \*Compares two groups of objects, saying when they have the same number.
- \*Shows an interest in number problems.
- \*Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

## Mathematics: Shape, Space and Measure

- \*Uses positional language.
- \*Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements.
- \*Shows an interest in shapes in the environment.
- \*Uses shapes appropriately for tasks.\*Beginning to talk about the shapes of everyday objects, e.g 'round' and 'tall'.

## Expressive Arts and Design

- \*Beginning to move rhythmically.
- \*Explores colour and how colours can be changed.
- \*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- \*Beginning to be interested in and describe the texture of things.
- \*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.
- \*Builds stories around toys, e.g farm animals needing rescue from armchair 'cliff'.
- \*Uses available resources to create props to support role play.

# Nursery

Spring Term 2016

Things that go Bump in the Night!  
Curriculum Links