

Topics: Myself and Beginning Nursery Birth to Three

Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p>Develop friendships with other children Learn to use the toilet with help, and then independently. Play with increasing confidence on their own and with other children because they know their key person is nearby and available. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly</p> <p>Activities</p> <p>Find own peg, drawer, toilets, snack labels independently. Settle when carer has left Join in with tidy up time & circle time. Explore environment & choose something to play with.</p>	<p>Understand simple instructions like "give to nanny" or "stop." Listen to other people's talk with interest but can easily be distracted by other things. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops. Listen to simple stories and understand what is happening, with the help of the pictures. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Activities</p> <p>Listen to staff & respond to instructions Follow directions. Answer simple questions.</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Activities</p> <p>Use toilet independently & wash hands Move around Nursery safely Walk up decking step confidently Fiddly Finger Activities Mr potato head Threading beads onto string Do zips and buttons board</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Enjoy drawing freely.</p> <p>Activities:</p> <p>Listen to simple stories Join in with rhyming songs Draw/paint images of themselves</p>	<p>Take part in finger rhymes with numbers. Compare amounts, saying 'lots,' 'more' or 'same.' Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller,' 'high/low,' 'tall,' 'heavy.' Notice patterns and arrange things in patterns. Develop fast recognition of up to three objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Activities:</p> <p>Number rhymes Counting number of children in the line Counting small groups of objects in Nursery e.g. plates, cups</p>	<p>Repeat actions that have an effect. Explore materials with different properties. Make connections between the features of their family and other families. Notice differences between people</p> <p>Begin to make sense of their own life-story and family's history. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Activities:</p> <p>Know their name & gender Name who is in their family Talk about what they have been doing over the summer (with support and questioning)</p>	<p>Move and dance to music. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Start to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.' Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Activities:</p> <p>Role play in home corner Learn morning songs & number rhymes Explore musical instruments outside & colours through painting/colouring Paint pictures of their faces Paint pictures of the Sheldon.</p>

