

Kilmorie EYFS half termly learning objectives Planner
Class: Nursery **TB:Summer 2 2018**

Key Ideas / Creative Entry Point
Roleplay areas-garden centre outside
Seaside trip,picnics
Café healthy food inside
school/transition/behaviour, Take one picture

CL

- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*).
- Understands use of objects (e.g. "What do we use to cut things?")
- Listens to others one to one or in small groups, when conversation interests them
- 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 talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Questions 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
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle."
- Is able to follow directions (if not intently focused on own choice of activity).
- Uses language to imagine and recreate roles and experiences in play situations
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Understanding the world

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment
- 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.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment
- Looks closely at similarities, differences, patterns and change

Literacy

- Has some favourite stories, rhymes, songs, poems or jingles.
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- 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.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows that information can be retrieved from books and computers
- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Hears and says the initial sound in words.
- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels, captions.
- Links sounds to letters, naming and sounding the letters of the alphabet
 - Play with alliteration e.g. children's names ,body percussion, instrumental, oral blending sementing

ICT

- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- 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 -

- 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.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows 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'.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'..
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.

Special Events / visitors / working with parents
Picnic with parent
Lunch in hall
Children to visit reception, stories, swap teachers, leaflet made by reception with staff and classroom
Open up outside area
Seaside trip
Roleplay-garden centre, café
Take one

PSE

- Expresses own preferences and interests.
- 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.
- 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.
 - Confident to speak to others about own needs, wants, interests and opinions.
 - Can describe self in positive terms and talk about abilities .asking adults for help.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Expressive arts and design- Music/singing

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments

Physical

- 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.
- 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.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Feeds self competently with spoon.
- Drinks well without spilling.
- Can tell adults when hungry or tired or when they want to rest or play.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Expressive arts and design

- Experiments with blocks, colours and marks.
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Explores colour and how colours can be changed.
- Beginning to be interested in and describe the texture of things
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
 - Realises tools can be used for a purpose.
- Constructs with a purpose in mind, using a variety of resources.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
 - Create simple representations of events, people and objects.
 - Explores what happens when they mix colours.
- Beginning to make-believe by pretending.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.

Outdoor focus- use cage

- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.