

CL

- U Listens with interest to the noises adults make when they read stories.
- Shows interest in play with sounds, songs and rhymes.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- S 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 vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- LA 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.?).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.

Understanding the world

- 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.

Special Events / visitors / working with parents and carers

Settling New children
Set up shop outside

*Kilmorie Nursery EYFS half termly Learning Intentions Planner
Autumn 1 2018*

**Physical
GMH**

- 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,
- Experiments with different ways of moving.
- HSC Drinks well without spilling.
- Clearly communicates their need for toilet.
- Beginning to be independent in self-care but still often needs adult support
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Usually dry and clean during the day.
- FMH Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Imitates drawing simple shapes such as circles and lines.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment

Literacy Reading

- 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 ...'.
- 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.

Writing Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw, paint.

Mathematics - Shape and space

- 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.

PSE

- Interested in others' play and starting to join in.
- Separates from main carer with support and encouragement from a familiar adult.
- Seeks out others to share experiences.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross,
- Initiates play, offering cues to peers to join them.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Shows confidence in asking adults for help.

Expressive arts and design

- 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.
- Sings a few familiar songs.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Beginning to use representation to communicate
- Beginning to make-believe by pretending
- Engages in imaginative role-play based on own first-hand

Stories

Animal stories, gruffalo child, gruffalo Rhymes, number songs, Makaton Rhyme of the workshop