

Communication and Language

- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understand 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*).
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus
- Responds to simple instructions, e.g. to get or put away an object.
Beginning to understand 'why' and 'how' questions.
- 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*).
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Understands humour, e.g. *nonsense rhymes, jokes*
- Uses language to imagine and recreate roles and experiences in play situations.
- Maintains attention, concentrates and sits quietly during appropriate activity.

Understanding the World

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- Notices detailed features of objects in their environment.
- Enjoys playing with small-world models such as a farm, a garage, or a train track
- 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. Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Shows care and concern for living things and the environment
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- 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.
- Shows care and concern for living things and the environment
- Enjoys joining in with family customs and routines
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Shows care and concern for living things and the environment

Kilmorie Primary School -EYFS Half-Termly Learning Objectives Planner Nursery Spring 1 2020

Key Ideas / Learning Stimulus

Settling in new children

Reading Familiar Stories & Rhymes: Owl Babies, Bear Hunt, Gruffalo
Percy the Park Keeper stories, Stick Man,
Forest School

Other Outdoor Learning Opportunities: Percy the Park Keeper Hut, Art with natural

Literacy

- Distinguishes between the different marks they make. 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 ...
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places
- 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.
- 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.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels, captions.

Physical

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- 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.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Mathematics

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- 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.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects, which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group

Personal and Social Development

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Shows understanding and cooperates with some boundaries and routines.
- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- 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.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise
- They show confidence when speaking to others about own needs, wants, interests and opinions
- 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

Special Events / Visitors / Working with Parents and Carers

Settling in new children
Workshops
World food day

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.'
- Beginning to make-believe by pretending.
- 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.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- 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 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.
- Plays alongside other children who are engaged in the same theme. Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.

Key: Red = 22-36 months Black = 30-50 months Blue = 40-60 months