

# Nursery - Term 2

## **Going Wild!**

Objectives in blue are from 22-36 months, green are 30 to 50 months, purple are 40-60mths+

Going Wild    Term 2		Medium Term Planner   NURSERY		Prime Area: Personal Social and Emotional Development	
Learning Intentions		Spontaneous learning opportunities and ongoing		Planned activities	
				Resources, events, outings and visitors	

<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul> <p>• Can select and use activities and resources with help.</p> <ul style="list-style-type: none"> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>Shows confidence in asking adults for help.</li> </ul> <p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>Review of the day - share achievements with the group</li> <li>Show work to class</li> <li>Develop beginning and end of morning routines</li> <li>Establish simple routines of the morning</li> <li>Develop tidy up time routines</li> <li>Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>Work in pairs and small groups at classroom activities</li> <li>Talk to adults and peers in pairs and small groups</li> <li>Put on coats, aprons, dressing up clothes, sand hats</li> <li>Communicate needs</li> <li>Use self help systems - aprons, milk, register</li> <li>Join in discussions about stories and books that emphasise moral issues</li> <li>Introduce different customs through stories and books etc.</li> </ul>	<p><u>NEW STARTERS</u></p> <ul style="list-style-type: none"> <li>Introduce basic Nursery rules/routines (new starters)</li> <li>Leaving parent or carer with support</li> <li>Playing together in small groups or alongside other children.</li> <li>Play name games to familiarise each other with new class members</li> <li>Role play rules and manners to establish class protocols</li> </ul> <p><u>WHOLE CLASS</u></p> <ul style="list-style-type: none"> <li>Meeting new friends and establishing new routines/groups etc.</li> <li>Be able to separate from carer with confidence</li> <li>Play circle games and matching games to emphasise turn-taking.</li> <li>Share sweets/snacks in small groups</li> <li>Talk about feelings and what makes us feel these ways</li> <li>Special occasions</li> <li>Sit at table for snack time</li> <li>How animals care for their young, using stories to explain</li> </ul>	<p>Settling in</p>
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## Prime Area: Communication and Language

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats).</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>♦ Use imaginative talk in role play, small world play, puppet play,</li> <li>♦ Acting out animal stories using puppets</li> <li>♦ Listen attentively in group times, play and to audio tapes</li> <li>♦ Converse with others in all classroom areas</li> <li>♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>♦ Choose to look at books alone and with others</li> <li>♦ Talk about pictures in books</li> <li>♦ Retell familiar stories in role play and small world etc.</li> <li>♦ Join in stories, rhymes and songs</li> <li>♦ Talk about own experiences related to content of book</li> <li>♦ Make up own stories inspired by books, poems, pictures, music etc</li> </ul>	<p>Texts: Nursery Rhymes Rhyming texts Familiar stories with rhyming text</p> <p>Animal rhymes - 10 little monkeys/five little speckled frogs, Alice the Camel, 1,2,3,4,5 once I caught a fish alive etc</p> <p>Phonics/Literacy activities NEW STARTERS/ Group 1: PHASE 1 LETTERS AND SOUNDS PLANNING WEEKS 1-7</p> <p>AM - Group 2/3 :RRI and letters and sounds</p>	<p>Settling in Books linked to topic</p>

<ul style="list-style-type: none"><li>• Builds up vocabulary that reflects the breadth of their experiences.</li><li>• Uses talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i></li></ul> <p>Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>			
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**Going Wild Term 2**  
**Specific Area: Literacy**

**Medium Term Planner NURSERY**


Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Links sounds to letters, naming and sounding the letters of the alphabet.  Begins to read words and simple sentences  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> <p>Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions.</p>	<ul style="list-style-type: none"> <li>Listen attentively in group times, play and to audio tapes</li> <li>Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>Choose to look at books alone and with others</li> <li>Bring books and take books home</li> <li>Read class labels, names, signs</li> <li>Talk about pictures in books</li> <li>Retell familiar stories in role play and small world etc.</li> <li>Join in stories, rhymes and songs</li> <li>Talk about own experiences related to content of book</li> <li>Make up own stories inspired by books, poems, pictures, music etc</li> <li>Make marks to signify writing</li> <li>Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books</li> <li>Write name at every opportunity – sign up for dinner, computer, bikes, as label for models, on any work on paper</li> <li>Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough,</li> <li>Introduce mark making books</li> <li></li> </ul>	<p>Texts: Noahs Ark  Rumble in the Jungle  Walking through the Jungle  Going on a Bear Hunt  Dear Zoo  Elmer  Commotion in the Ocean</p> <p>Phonics activities</p> <ul style="list-style-type: none"> <li>Develop role play area into home corner</li> <li>Listen to above texts on the tape-recorder</li> <li>Retell above texts with story props/small world toys/puppets</li> <li>Guided reading sessions to share storysacks involving animals</li> <li>Signs and labels for classroom and role-play area using ICT</li> <li>Start Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys.</li> <li>Becoming familiar with books, holding correct way up, turning pages and distinguishing text/picture.</li> </ul> <p>Phonics activities  SEE SEPARATE LITERACY PLANNING</p> <p>Group 1: PHASE 1 LETTERS AND SOUNDS PLANNING WEEKS 1-7  Group 2/3 :RRI and letters and sounds</p>	<p>Settling in  Various books linked to topic  Story sacks  Animal puppets</p>

Specific Area: Mathematics

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>Recites some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas of number.</li> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>in practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Notices simple shapes and patterns in pictures.</li> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Begins to use the language of size.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<ul style="list-style-type: none"> <li>Sing number songs and rhymes e.g.</li> <li>Count 1-5, 1-10, 1-20</li> <li>Match numerals to quantities of different objects.</li> <li>Match NUMICON pieces to the correct number</li> <li>Count objects using a ten frame.</li> <li>Recite number names in order, continuing the count forwards or backwards from a given number</li> <li>Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>Recognise none and zero in stories, rhymes and when counting</li> <li>Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly)</li> <li>Count sounds, movements, moving things, objects in a circle, blank number track</li> <li>Count quietly on fingers and in head</li> <li>Estimate a number and check by counting</li> <li>Recognise numerals 1-9, then 0 and 10, then 10 and beyond</li> <li>Compare two numbers and say which is more or less</li> <li>Group objects in different ways but notice the total stays the same</li> <li>Notice numbers in the Nursery environment</li> <li>Solve simple practical problems and respond to "what could we try next?"</li> <li>Solve practical problems using shape space and measure.</li> <li>Make shape pictures and patterns using 2d shapes</li> <li>Maths display with dice/baskets to count up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Make a Noahs Ark for animals - use language of size.</li> <li>Measure heights/lengths using large plastic bricks Eg The teddy is 5 bricks high.</li> <li>Large tens frames - count animals</li> <li>Counting footsteps outside/in nursery</li> <li>Sort sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order.</li> <li>Does it take longer to do 5 star jumps or 5 claps?</li> <li>Use hands and feet to measure animal silhouettes and count.</li> <li>Play counting games using fingers (and toes)</li> <li>Simple addition / subtraction</li> <li>Number ordering / counting</li> <li>Number recognition and formation</li> <li>Shape pictures</li> <li>Jungle snakes - shorter /longer</li> <li>Noahs Ark - counting in twos</li> <li>Counting how many legs animals have</li> <li>Animal patterns</li> <li>Grouping animals</li> <li>Ladybird spots</li> </ul>	<p>Settling in</p>

<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. '<i>round</i>' and '<i>tall</i>'.</li> </ul> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p>			
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Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>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.</li> </ul> <p>Enjoys joining in with family customs and routines.</p> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notifies detailed features of objects in their environment</li> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment</li> </ul> <p>Looks closely at similarities, differences, patterns and change.</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<ul style="list-style-type: none"> <li>Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc</li> <li>Make DT models with junk materials</li> <li>Make family puppets</li> <li>Build construction houses for play people families</li> <li>Get to know where things are kept in the classroom</li> <li>Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc.</li> <li>Observe things closely, record through drawing and modelling</li> <li>Discuss changes, patterns, similarities and differences e.g. Observe and record the weather</li> <li>Use computers, calculators, programmable toys, tape recorders, cameras, iPads confidently</li> <li>Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork</li> <li>Use small world and role play to explore other lives and environments</li> <li>Visit other people and places</li> <li>Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>Develop language of time through sequencing events and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Touch different fabrics and materials/animal fur etc</li> <li>Play feely bag games, describing objects hidden within</li> <li>Listen to sounds tape and draw what is heard and discuss as a group.</li> <li>Listen to instruments behind a screen and guess which made the sound.</li> <li>Experiment with magnifying glasses, telescopes, kaleidoscopes, colour filters, mirrors etc.</li> <li>Compare and describe seasonal colours, flower colours,</li> <li>Explore senses</li> <li>Feely box</li> <li>Similarities and differences between wild animals</li> <li>Noahs Ark Story</li> <li>Different habitats - jungle/forest, who lives where</li> <li>What do animals eat?</li> <li>Jungle small world</li> </ul> 	<p>Settling in</p>

**Going Wild Term 2 Medium Term Planner Prime Area: Physical Development**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once</li> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>May be beginning to show preference for dominant hand.</li> <li>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.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul> <p>Experiments with different ways of moving.</p> <p>umps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>Make range of jigsaws</li> <li>Sewing - cards, binca, holes punched in paper</li> <li>Threading beads, reels, pasta, shapes etc.</li> <li>Dressing up</li> <li>Make collages/models using scissors, glue, tape, paper, junk</li> <li>Use paintbrushes and mark-makers</li> <li>Play with sand and water toys,</li> <li>Use computer keys and mouse</li> <li>Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>Explore textures e.g. gravel, talc,</li> <li>Use cutlery independently at lunchtimes (30 hours)</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Adopt healthy and hygienic routines throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor investigating a variety of mark making.</li> <li>Using scissors to cut out</li> <li>Play starting and stopping on a signal games</li> <li>Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.) to music</li> <li>Do aerobics / yoga classes to music and explore changes to bodies afterwards</li> <li>Play sending and receiving games/activities outside with bats and balls, bean bags, quoits, hoops etc.</li> <li>Dolls, dolls clothes with a wide variety of fastenings</li> <li>Building Noahs Ark outside</li> <li>Collage</li> <li>Pattern making</li> <li>Making animal dens</li> <li>Going on a bear hunt - up to forest at top of field</li> <li>'Do the bear walk song/actions'</li> </ul> <p><a href="https://youtu.be/KG3AO6IJ4BQ">https://youtu.be/KG3AO6IJ4BQ</a></p> <ul style="list-style-type: none"> <li>Daily nursery rhymes with movement</li> </ul> <p><a href="http://blog.intellidance.ca/blog/3-10-2011/daily-dance-parties-brain-play%E2%84%A2-toddlers-and-preschoolers">http://blog.intellidance.ca/blog/3-10-2011/daily-dance-parties-brain-play%E2%84%A2-toddlers-and-preschoolers</a></p> <p><a href="https://www.growinghandsonkids.com/movement-songs-for-preschoolers.html">https://www.growinghandsonkids.com/movement-songs-for-preschoolers.html</a></p> <p><a href="https://www.youtube.com/watch?v=2UcZWVvgMZE">https://www.youtube.com/watch?v=2UcZWVvgMZE</a></p> <p><a href="https://www.prekinders.com/brain-breaks-music-movement-songs-kids/">https://www.prekinders.com/brain-breaks-music-movement-songs-kids/</a></p>	<p>Settling in</p>

<ul style="list-style-type: none"><li>• Beginning to recognise danger and seeks support of significant adults for help.</li><li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li><li>• Beginning to be independent in self-care, but still often needs adult support.</li></ul> <ul style="list-style-type: none"><li>• Can tell adults when hungry or tired or when they want to rest or play.</li><li>• Observes the effects of activity on their bodies.</li><li>• Understands that equipment and tools have to be used safely.</li><li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li><li>• Can usually manage washing and drying hands.</li><li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li></ul> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>			
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Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Exploring and Using materials</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p>Begins to build a repertoire of songs and dances.          Explores the different sounds of instruments.          Explores what happens when they mix colours.          Experiments to create different textures.          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          Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary.          Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p>Create simple representations of events, people and objects.          Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.          Chooses particular colours to use for a purpose.</p>	<ul style="list-style-type: none"> <li>♦ Collage with different fabrics, papers, foods and materials</li> <li>♦ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>♦ Printing with string, shapes, food, leaves, lino,</li> <li>♦ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>♦ Modelling with junk, clay, dough, construction, wood</li> <li>♦ Look at paintings and other forms of art and discuss content and style</li> <li>♦ Recreate and make up new characters and stories through imaginative and small world play</li> <li>♦ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>♦ Listen to a wide range of music from around the world and from different times</li> <li>♦ Respond to music through painting, drawing and writing</li> <li>♦ Dance to a range of music from around the world and from different times</li> </ul>	<ul style="list-style-type: none"> <li>♦ Sing songs relating to animals</li> <li>♦ Explore using body parts, including voices, to make sounds</li> <li>♦ Clap syllables in children's names and make into patterns over a steady beat</li> <li>♦ Explore different ways of making sounds with musical instruments</li> <li>♦ Make collage alphabet or names with different textured materials.</li> <li>♦ Animal display - Rumble in the jungle?</li> <li>♦ Animal patterns</li> <li>♦ Animal collage</li> <li>♦ Animal role play masks</li> <li>♦ Handprint monkeys</li> <li>♦ Animal tracks</li> <li>♦ Paper plate lion</li> <li>♦ Animal song with actions</li> </ul> <p><a href="https://www.youtube.com/watch?v=IrOMc6Qilo">https://www.youtube.com/watch?v=IrOMc6Qilo</a></p>    	

Introduces a storyline or narrative into their play.  
Plays alongside other children who are engaged in the same theme.  
Plays cooperatively as part of a group to develop and act out a narrative.