

PSED

Making relationships

22-36 mths

- Interested in others' play and starting to join in
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child

30-50mth

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self confidence and self awareness

22-36 mths

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests

30-50mths

- 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.

Managing feelings and behaviour

22-36 mths

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

CLI

Listening and attention

22-36mths

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- 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.

30-50 mths

- 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.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

22-36mths

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.?).
- Developing understanding of simple concepts (e.g. big/little).

30-50mths

- Understands use 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.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

Speaking

22-36mths

- 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.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Beginning to use word endings (e.g. going, cats).

Autumn 1 2018 – Prime areas of learning

PD

Moving and handling

22-36mths

- 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.
- Turns pages in a book, sometimes several at once.
- 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
- Initiates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

30-50mths

- 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 skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- 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.

Health and self-care

22-36mths

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

Characteristics of effective learning

Playing and exploring- engagement

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active learning –motivation

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and thinking critically-Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas

Developing ideas of grouping, sequences, cause and effect

- Choosing ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Literacy

Reading

22-36mths

- 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 ...'.

30-50 mths

- 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

22-36mths

Distinguishes between the different marks they make.

30-50mths

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places

Mathematics

Numbers

30-50mths

- 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.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- 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.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Space, shape and measure

30-50mths

- 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'.

Autumn 1 2018 – Specific area of learning

Understanding the world

People and communities

22-36mths

- 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.

30-50mths

- Shows interest in the lives of people who are familiar to them.
- 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.

The world

22-36mths

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50mths.

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Developing an understanding of growth decay

Technology

22-36 mths

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50 mths

Knows how to operate simple equipment e.g. turns on c.d player and uses remote control.

Expressive arts and design

Exploring and using media and materials

22-36mths

- 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.
- 30-50mths
- 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.
 - Explores and learns how sounds can be changed.
 - Explores colour and how colours can be changed.
 - 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.
 - Joins construction pieces together to build and balance.
 - Realises tools can be used for a purpose.

Being imaginative

22-36mths

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.

30-50mths

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- 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'.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

PSED/Homework

Jigsaw Jennie/Circle time activities/Continuous provision/Tizzy The Tiger/Home School Diaries

1. Homework – TFW
2. Homework- TFW
3. Homework- Photo of our house
4. Homework- Photo of our family
5. Homework- Counting
6. Homework – 2d Shape
7. Homework- The Three Little Pigs
8. Next Term.

Characteristics of effective learning

Playing and exploring- Continuous provision-Dolls house, home corner, dressing up, babies

Active learning- Continuous provision, adult led activities-collage faces.

Creating and thinking critically - Continuous provision, adult led activities-Collage faces-Houses.

PD

1. Collage faces Adult Led F1
2. Collage faces Adult Led F1
3. N/A
4. N/A
5. N/A
6. Drawing story maps
7. 2d shape houses

CLL

Talk for writing

Phase 1 letters and sounds

Story time/Phonological awareness.

1. Talk for Writing- The Three Little Pigs-L/A
2. Talk for Writing- The Three Little Pigs-L/A
3. Talk for Writing- The Three little Pigs-S
4. Talk for Writing- The Three Little Pigs-S
5. Talk for Writing- The Three Little Pigs-S
6. Talk for Writing- The Three Little Pigs-U
7. Talk for writing- The Three Little Pigs-Video evidence-comprehension Adult Led FICL-LA-U-S

Autumn 1 2018 – Ourselves

Ideas for teaching

Parent links- F2 phonics workshop.

Dojo's and home school diaries.

Literacy

Daily letters and sounds sessions

End of session activities/TFW

1. The Three Little Pigs -Reading
2. The Three Little Pigs-Reading
3. The Three Little Pigs - Reading
4. The Three little Pigs –Reading
5. The Three Little Pig –Model story map-Reading
6. The Three Little pigs-Story Map – Writing/reading Adult Led F1
7. N/A

Understanding the world

1. Looking at ourselves PC Adult led F1
2. Looking at ourselves PC Adult Led f1
3. Role play –Home Corner PC Our House PC Adult Led F1
4. Our House PC Adult Led F1
5. Our House PC Adult Led F1
6. Our House PC Adult Led F1
7. Our House PC Adult Led F1

Expressive arts and Design

1. Using different media to make a collage faces Adult Led F1-BI
2. Using different media to make a collage faces Collage faces Adult Led F1-BI
3. Role play-Home Corner-BI- Our House PC Adult Led F1
4. Construction – Houses-EMM Adult Led F1
5. Construction – Houses-EMM Adult Led F1
6. Story Map drawing-BI
7. 2d shape houses- BI

Mathematics

1. Baseline-counting
2. Baseline-counting
3. Number/counting
4. Number/counting
5. Number/counting
6. 2d shape
7. 2d shape
8. Positional language