

### 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.

30- 50 mths

- 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 routines.

### CLL

#### 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 and 30-50 mths

- 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*).
- 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*.
- Uses a range of tenses (e.g. *play, playing, will play, played*)
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- 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.*

## Summer 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
- Imitates 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
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.

- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- 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.

### 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.

Beginning to be aware of the way stories are structured.

- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- 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.
- Looks at books independently.
- Handles books carefully.
- 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.

##### 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.

##### 40-60mths

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- 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.

#### 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'.

##### 40-60mths

- 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'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

## Summer 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

- Talks about why things happen and how things work.

#### 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**  
Jigsaw jennie  
Continuous provision  
future possibilities.

### **Characteristics of effective learning**

**Playing and exploring-** Continuous provision- farm shop.

**Active learning-** Continuous provision, adult led activities.

**Creating and thinking critically -** Continuous provision,  
Bridges-planks and crates.

### **PD**

1. Labelling farm food
2. Labelling and cutting Mother and baby.
3. Farm Visit-Climbing AL F1/2
4. Farm writing.
5. Mouse control
6. Role Play moving.

### **CL**

Phase 1 letters and sounds/T For W/Ruth Miskin  
Circle time/story time

Story time

1. The 3 Billy Goats Gruff-LA
2. The 3 Billy Goats Gruff-LA
3. The 3 Billy Goats Gruff- Speaking
4. Farm AL F1 -Speaking
5. Story Map-Understanding
6. Innovate/video -Understanding

Summer 1 2018

Ideas for teaching

Parent Links

Farm visit

### **Literacy**

Daily letters and sounds sessions/ Tfor W/Ruth Miskin

End of session activities

1. The 3 Billy Goats Gruff -Reading
2. The 3 Billy Goats Gruff -Reading
3. The 3 Billy Goats Gruff- Reading
4. Farm -Writing-AL F2
5. Story Map -Writing
6. Innovate - Writing

### **Understanding the world**

1. Farm Food -W F2 AL Sorting and labelling.
2. Mother and baby-W F1/2 Matching and labelling.
3. Farm visit
4. N/A
5. Computer programme F2-I Pads F1-T-AL
6. N/A

### **Weekly end of music session**

#### **Expressive arts and Design**

1. EMM - Food Printing F1 AL
2. EMM - Food Printing
3. EMM - Music
4. EMM- Music F1/2 AL
5. N/A
6. BI - Role Play The Three Billy Goats Gruff- F1/2 AL

### **Mathematics**

1. Numicon Addition. 10a
2. Numicon Addition 10b
3. Numicon one more 11a
4. Numicon doubles 11b
5. Numicon doubles 11b
6. Assessment