

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