

PSED

MANAGING BEHAVIOURS AND FEELINGS thro group discussions / enhance kindness tree display together...focus on help chn to develop awareness of own feelings, and know some actions and words can hurt others ;Accept the needs of others, take turns and share ; Be aware of / follow class rules and behavioural expectations ; Be able to negotiate and solve problems without aggression.

Building relationships - N2 children encouraged to demonstrate how to be fair- share and take turns. Supporting our young children with daily routines.

Literacy

1. Listen and respond to a variety of stories involving growth and change e.g. The Hungry Caterpillar, Ten Little Ladybirds and Jasper's Beanstalk also summer themed non-fiction books in reading area and at story time.
2. Enhance reading area indoors into a 'reading garden' - consolidate children's knowledge of linking sounds to letters with letter display - encourage able children to blend sounds to read cvc words on leaves.
3. Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name on their pictures etc
4. Sharing/indep looking at books in book corner including special basket of Growth AND Change based books - fiction and non-fiction including Jasper's Beanstalk, Ten Little Caterpillars, Little Red Hen and The Very Hungry Caterpillar. Discuss structure of a story - beginning, middle and end
5. Enhance outdoor area with binoculars, magnifying glasses and clipboards, minibeast picture and name plaques, minibeast tally and info sheets for chn to record observations.

Understanding the World

- 1.Children looking at a variety of seeds - planting cress , summer and wildflowers both in and outdoors.
2. Discussing what seeds and plants need to grow.
- 3.Children talking about their observations and the changes that happen as the seeds and plants grow.
4. Children encouraged to take care of their seedlings - showing care and concern.

Enhancement Outdoors - Children using binoculars and magnifying glasses looking at plants growing and mini beasts with encouragement to talk about some of the things they observe, asking questions about why things happen and how things work. Looking carefully at similarities and change.

Communication & Language

1. Enhance outdoor area with 'Garden Centre' and 'Explorers Den' - develop with chn throughout topic.
2. Enhance reading area to a 'Reading Garden' with phonic display i.e initial letter sounds and cvc words
3. Encourage children to 'talk about' the changes they can see occurring as 1. seeds grow into flowers, 2. buds open on the trees and bushes 3. soil becomes drier with less rain and strong sunshine 4. Changes that happen to themselves as they grow - what can children do now but could not do when they were little. Talk about future changes - transition to reception class for N2 children.
3. Children to participate in 'listening, turn taking, memory and concentration activities e.g. Kim's Game, Mrs B says, In my bag and Bananas.

Nursery Planning

Special Theme : Growing and Changing

Spontaneous activities

Physical Development

1. Enhance outdoor garden area - encourage children to use tools to dig in soil, clear weeds and plant summer seeds.
2. Fine motor skills - using pencils, crayons and paints in mark making, role-play and art areas. Chn to use tweezers to manipulate small objects in 'Busy Fingers' area.
3. Encourage children to use pincer grip to manipulate small pieces of material to create collages in art area.
4. Gross motor skills - construction, bicycles, climbing
5. Talk about different clothes to wear when it is wet/warm/cold outside. Enhance,ment Create summer clothes display in cloakroom.

Mathematics

Enhanced mathematics area - Interactive number questions. Children counting 'How many?' objects they can see.
Using the language of fewer /more to compare two sets of objects.
Using the vocabulary involved in adding and subtracting
Finding the total number of items in two groups by counting all of them.
Estimating how many items they can see and checking by counting all of them.
Counting objects that cannot be moved
Counting objects to 10
Busy Fingers Challenge - Manipulating objects - Matching numeral and quantity correctly
Counts out up to 6 objects from a larger group
Recognising numerals 1-10+

Expressive Arts

- 1.Enhance reading area with children's help to turn it into a reading garden - with flowers and mini beasts created by children
- 2.Tell stories such as The Hungry Caterpillar, Ten Little Lady Birds and Jasper's Beanstalk and encourage children to act story out / retell in own words.
3. Enhance mathematics display by encouraging children to create and display an array of minibeasts. Add interactive questions such as, How Many yellow flowers/butterflies/ladybirds?
3. Enhance outdoor area with 'garden centre' AND 'Explorers Den' with children's help.
7. Enhance music area with variety of instruments that

PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour

- Shows affection and concern for others who are special to them (22-36)
- Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)
- Shows confidence in asking adults for help. (30-50 months)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings and begins to accept the needs of others taking turns and sharing resources sometimes with help from others (30-50)
- Aware of the boundaries set and behavioural expectations and with help, beginning to negotiate and solve problems without aggression (40-600)

Literacy : Reading / Writing

- Listens to stories with increasing attention and recall Beginning to be aware of the way stories are structured, suggests how a story might end, describes main story settings, events and characters. (30-50 months)
- Enjoys an increasing range of books (40-60 months)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Sometimes gives meaning to marks as they draw and paint & ascribes meanings to marks that they see in different places (30-50)
- Hears and say the initial sound in words, links sounds to letters, sounding the letters of the alphabet, writes own name (40-60)

Communication & Language : Listening and attention Understanding / Speaking

- 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 (30-50months)
- Is able to follow directions (if not intently focused on own choice of activity). (30-50months)
- Responds to instructions involving a two-part sequence (40-60months)
- Beginning to understand 'why' and 'how' questions.
- 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
- Builds up vocabulary that reflects the breadth of their experiences.

Understanding the World: People and communities / The world / Technology

- 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.
- Talks about why things happen and how things work over time.
- Shows care and concern for living things and the environment (30-50)
- Uses ICT hardware to interact with age-appropriate computer software.(40-60 months)

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 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

Physical Development: Moving and handling

/ Health and self-care

- Moves freely and with pleasure and confidence in a range of ways (22-36 months)
- 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
- Can copy some letters e.g. from their name (30-50)
- Shows increasing control over an object in pushing, patting, throwing, catching and kicking
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Beings to form recognisable letters. (40-60)

Mathematics : Numbers

- *Know that numbers identify how many objects are in a set.
- *Beginning to represent numbers, fingers, marks on paper or pictures
- *Sometimes matches numeral and quantity correctly (30-50)
- *Recognise numerals 1-5 and Counts up to 4 objects by saying one number name for each item, counts objects to 10 and beyond 10.
- *Selects correct numeral to represent 1 to 5 then 1 to 10 (40-60)
- *Children counting 'How many?' objects they can see.
- *Using the language of fewer /more to compare two sets of objects.
- *Using the vocabulary involved in adding and subtracting
- *Finding the total number of items in two groups by counting all of them.
- *Estimating how many items they can see and checking by counting all of them.
- *Counting objects that cannot be moved
- *Counting objects to 10

Expressive Arts : Exploring and using media and materials / Being imaginative

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.(30-50months)
- Constructs with a purpose in mind, using a variety of Resources (40-60months)
- Builds stories around toys (30-50)
- Introduce a storyline into their play
- Plays co-operatively as part of a group to act out a narrative.(40-60)