

PSED

Encouragement to think about :
How each of the characters may be feeling and why? What did a character do that makes them a good character? Why a particular character is deemed to be the villain - consider what they would need to do instead to become a good character? Their own behaviour- reflection on which sort of character they are.
Similarities and differences (Elmer) Why did Elmer cover himself in berry juice?

Literacy

W-Encouragement to 'write' letters to story characters & address envelopes in mark making area
W-Encouragement to hold pencil correctly and use their name cards and attempt to copy write their name.
R-Sharing/indep looking at books in book corner.
R-Identify the main events in a story and to enact stories as a basis for further imaginative play.
R - Through book sharing encourage children to predict outcomes, think of alternative endings and compare plots.
W - Creating class 'Our favourite Story Book'.

Understanding the World

ICT- cameras and talking pegs in role-play area and around the classroom.
Construction and small world - Creating familiar story 'settings' and enacting stories using small world people.
Water area - Children encouraged to explore a variety of materials - making predictions and testing out ideas 'Which material is the best one to make a boat to help ...(Gingerbread Man get across the river)? Explore floating and sinking.

Communication & Language

Listening and responding to a variety of stories including stories with repetitive phrases and rhyme e.g. Ginger Bread Man, Gruffalo, The Bear (set of books) as well as familiar stories such as Elmer and The Tiger Who Came For Tea.'
Reading area 'puppet theatre' - retelling of stories (including ordering events and thinking about how the characters feel).

Nursery Planning Theme: Stories

Spontaneous activities

Physical Development

Malleable materials- manipulating dough to make gingerbread men'
Manipulating scissors & tools / joining materials to puppets and elephant collages.

Mathematics

Using stories as a basis to meet children's next steps in learning i.e. count objects, find 1 more/less. Recognise numerals and match numerals and quantities e.g. cups and plates needed for Tiger Tea Party. Quantity of grey elephants and patchwork elephants.
Identify colour names.
Compare by size e.g. animals and objects in the stories.

Expressive Arts

Join in imaginative play re-enacting/retelling stories e.g. Tiger Who Came For Tea'
Encourage chn to talk about what is happening and to act out the scenarios in character.
Drawing/painting of story characters/scenes.
Junk model making - encouragement to make resources for each of the story characters.
Collage - creating patchwork elephants.

Literacy : Reading / Writing

30-50 months - Sometimes gives meaning to marks as they draw and paint.

Ascribes meaning to marks that they see in different places.

Knows information can be relayed in form of print.

Beginning to be aware of the way stories are structured.

Suggest how stories might end.

Handle books carefully, correct way up and turns pages.

40-60 months - Gives meaning to marks as they draw, write and paint.

Hears and says the initial sound in words.

Writes own name and other things such as labels and captions.

Knows that information can be retrieved from books and computers.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Link sounds to letters, naming and sounding the letters of the alphabet.

Communication & Language : Listening and attention Understanding / Speaking

30-50 months - Listens to others one to one or in small groups, when conversation interests them.

Listens to stories with increasing attention and recall

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

Responds to simple instructions, e.g. to get or put away an object

Beginning to understand 'why' and 'how' questions.

Uses talk to in pretending that objects stand for something else in play.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Builds up vocabulary that reflects the breadth of their experiences

Can retell a simple past event in correct order.

40-60 months - Listens and responds to ideas expressed by others in conversation or discussion

Uses language to imagine and recreate roles and experiences in play situations.

Introduces a storyline or narrative into their play.

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

30-50 months - Shows interest in different occupations and ways of life.

Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones.

Talks about why things happen and how things work.

Shows skill in making toys work by pressing parts to achieve effects such as sound, movement or new images.

Remembers and talks about significant events for family and friends.

40-60 months - Uses ICT hardware to interact with age appropriate computer software.

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

30-50 months - Dresses with help

Draws lines and circles using gross motor skills.

Uses onehanded tools and equipment.

Holds pencil between thumb and two fingers.

Can copy some letters e.g. letters from their name.

40-60 months - Handles tools, objects, construction and malleable materials safely and with increasing control.

Shows a preference for a dominant hand.

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

30-50 months - Can play in a group extending and elaborating ideas.

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.

Can select and use activities and resources with help.

Welcomes and values praise for what they have done.

Initiates play, offering cues to peers to join them.

40-60 months - Initiates conversations, attends to and takes account of what others say

Beginning to negotiate and solve problems without aggression

Mathematics : Numbers / Shape, space and measure

30-50 months - Uses some number names accurately in play. Recites numbers in order to ten.

Sometimes matches numeral and quantity correctly.

Shows an interest in shape by making arrangements with shapes, construction activity or by talking about shapes or arrangements.

Uses shapes appropriately for tasks.

Beginning to talk about the shapes of everyday objects. E.g. round tall

40-60 months - Selects the correct numeral to represent 1 to 5/ 10

Estimates how many objects they can see and checks by counting them.

Beginning to use mathematical names and terms to describe 2d and 3d shapes.

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

30-50 months - Notices what adults do and imitate 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.

Uses Available resources to create props to support role-play.

Plays co-operatively as part of a group to develop and act out a narrative.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Builds stories around toys.

40-60 months - Introduces a storyline or narrative into their play.

Plays co-operatively as part of a group to develop & act out a narrative