Understanding of the world

- Looks closely at similarities, differences, patterns and change
- Shows care and concern for living things and the environment
- 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
- Is developing an understanding of growth, decay and changes over time
- Knows that information can be retrieved from computers
- Completes a simple program on a computer
- Enjoys joining in with family customs and routines

Communication & language

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Maintains attention, concentrates and sits quietly during appropriate activity
- Introduces a storyline or narrative into their play
- Begins to understand how, why questions
- Is able to follow a story without pictures or props
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relieve past experiences
- Has two-channelled attention – can listen and do for short span

Literacy

- Continues a rhyming string
- Uses clearly identifiable letters
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Begins to read words and simple sentences
- Recognises rhythm in spoken words
- Describes main story settings, events and character
- Begins to read simple words and sentences
- Gives meaning to the marks as they draw, write and paint
- Writes own name and other things such as labels,captions

Mathematics

- Begins to represent numbers using fingers, marks on paper or pictures
- Separates a group of three or four objects in different ways, beginning to recognise that the total is the same
- Recognises numerals 1-5
- Counts objects to 10, and beginning to count beyond 10
- Selects a particular named shape
- Orders 2 or 3 items by length or height
- Counts out up to six objects from a larger group
- Uses familiar objects and common shapes to create and recreate patterns and build models

Ducklings/Cygnets
Summer term 2014 – (1st half)
Topics: Once Upon a Time
RE: Right and Wrong/being special
SEAL: Relationships

Expressive arts and design

- Taps out simple repeated rhythms
- Explores colour and how colour can be changed
- Uses movement to express feelings
- Begins to be interested in and describe the texture of things
- Joins construction pieces together to build and balance
- Begins to build up a repertoire of songs
- Constructs with a purpose in mind
- Uses simple tools and techniques competently and appropriately
- Makes up rhythms
- Captures experiences and responses with a range of media, such as music, dance and paint
- Chooses particular colours to use for a purpose

Physical development

- Climbs confidently on nursery equipment
- Runs skilfully and negotiates space successfully, adjusting speed , direction to avoid obstacles
- Experiments with different ways of moving
- Travels with confidence and skill around, under, over and through balancing equipment
- Understands that equipment and tools have to be used safely
- Observes the effects of activity on their body
- Handles tools, objects, construction and malleable materials safely and with increasing control

Personal, social and emotional

- Shows affection and concern for people who are special to them
- Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Takes steps to resolve conflict with other children
- Explains own knowledge and understanding, and asks
- appropriate questions of others
- Can describe self in positive terms and talk about abilities
- Can express their own feelings such as sad, happy, cross etc