

Communication and language

Possible assessments – ‘Stoke Speaks Out’, articulation screener, SALT referrals.

- Games, action songs and rhymes
- Exploring favourite stories, songs, rhymes
- Exploring simple concepts e.g. identifying colours, following quantity directions empty, a lot, following equality directions same, both, understands next to, beside, between
- Talking about past events in the children’s lives
- Exploring new vocabulary and descriptive language
- Remembering stories with pictures
- Describing actions and making explanations in the present tense
- Making requests
- Anticipating key events in stories
- Ask questions about stories
- Talk about themselves and their play
- Retelling simple stories
- Understanding ‘Who?’, ‘What?’, ‘Where?’, ‘How?’ and ‘Why?’ and asking questions

Physical development

Gross-motor

- Climbing, pushing and pulling
- Climb up steps using alternate feet
- Cross-lateral movements and yoga
- Moving with confidence in a range of ways developing core strength, balance, coordination and negotiating space.

Fine-motor

- Pincer grip activities and resources
- Twist, turn and rotate activities and resources
- Puzzles, small world, page turning
- Using one handed tools and equipment with control.

Personal, social and emotional development

- Settling into new Nursery routine
- Building positive relationships with key person and successfully separating from parent
- Exploring feelings e.g. happy, sad
- Removing coat, socks and shoes
- Adjust to changes in daily routine
- Taking turns, accepting the needs of others and being aware of the consequences of their actions.

Stages of play to be monitored:

1. Watch others at play
2. Join in with adult support
3. Approach others to play

Literacy

Read and retell Nursery Spine Books.

Story suggestions: ‘Hello, Friend!’ by Rebecca Cobb, ‘What a Wonderful World’ by Bob Thiele, ‘We’re Going on a Bear Hunt’ by Michael Rosen, ‘Mr. Wolf’s Pancakes’ by Jan Fearnley, ‘Hurray for Hoppy’ by Tim Hopgood, ‘We’re Going on an Egg Hunt’ by Laura Hughes and ‘Hatty Peck’ by Emma Levey.

- Puppets for exploring stories
- Retelling stories
- Rhyme, alliteration and tuning into sounds
- Introduce mark-making opportunities
- Making messages for others through drawings, paintings etc.
- Writing letters from their name
- Recognise familiar signs and labels, and their own name. Hear and say initial sounds in words.
- Ascribe meaning to the marks they make.

Mathematics

- Filling and emptying containers with sand, water etc.
- Number books and songs, and daily routine
- Count 3 items
- Positional language: in, on, under
- Songs that count 1 more/1 less
- Songs involving exchanging items
- Subitise 2 items and count 4 items
- Recognise numbers of personal significance
- Shapes in construction activities
- Vocabulary of size, weight, capacity and time and comparing sizes
- Reciting numbers forwards and backwards from 5. Counting small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations.
- Making groups of objects of the same quantity and finding totals by combining groups.

Understanding the world

- RSPB bird watch
- Tadpoles to frogs
- Sharing EExAT observations from home and at Nursery
- Care and concern for living things and environment e.g. garden
- Find out about the world around them
- Talking about the similarities and differences of themselves and other families, their roles and routines.

Expressive arts and design

- Playing alongside other children, expressing their own likes, dislikes and ideas
- Express own ideas through a variety of media and materials
- Express own ideas through music
- Create or build new ‘worlds’, stories and scenarios
- Construct with a purpose in mind
- Make up songs, rhymes and simple stories in play
- Create a dance/own music to support self-expression
- Introduce a storyline into their play and as a group, perform songs/dances and rhymes.