



Future Stories



Sub Themes – Summer 2010:

<p>Africa Drumming/rhythm</p>  <p>Dance</p> <p>Ghana</p> <p>Tasting different foods</p> <p>Patterns</p> <p>Stories: Mama Panya's Pancakes We All Went on Safari – A Counting Journey Through Tanzania Handa's Hen We're Going on A Lion Hunt</p>	<p>Football Countries/flags of the world Languages Learning skills –</p>  <p>football playing co-operatively football</p> <p>Visit pitch</p> <p>Stories 'Goal' – Preston Pig Football Crazy</p>	<p>People Who Help Us Police Officers Post People Fire Officers Ambulance/Paramedic Hairdressers Vicar/Imam/Priest Librarians Shop assistants Road sweepers/bin men</p> <p>Who do I want to be?</p> <p>Visits to see and invite people to visit us. Visit Waitrose Stories: When I Grow Up</p>	<p>People Who Make Things Builders</p>  <p>Chefs/cooks</p> <p>Gardeners</p> <p>Carpenters</p> <p>Farmers/bee keepers Artists/Musicians Dressmakers</p> <p>When I grow up I want to be a</p> <p>What can I make?</p>
<p>People Who Keep Us Fit</p>  <p>Doctors Nurses Dentists</p>	<p>Going To School</p> <p>What I can do now? What I will be able to do? What will school be like – transition visits How will it be different to nursery? What will we wear?</p>	<p>Holidays</p>  <p>Seaside Picnics</p> <p>Ways to travel</p>	

Swimming/fitness Instructors/football coaches Visits Role Play: hospital/surgery/pool/gym	All About Me – My Story Role play: Playing schools, be a teacher Stories: I Am Absolutely Too Small For School Harry & the Dinosaurs Go To School	Role-play: travel agent / airport /boats/beaches STORIES Train Ride Mr Gumpy’s Outing / motorcar Who sank the boat Spot Goes on Holiday
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Personal, social and emotional development

Sense of community		
0-11	<ul style="list-style-type: none"> • Responds to differences in environment, for example, showing excitement or interest • Is learning that special people are a source of sustenance, comfort and support 	<ul style="list-style-type: none"> • Indoor/Outdoor exploration • Singing familiar songs. One to one interaction. Strong key worker relationships
8-20	<ul style="list-style-type: none"> • Is learning that own voice and actions have effects on others 	<ul style="list-style-type: none"> • Adult/children responding verbal & non verbal communication. Adult to reflect/interpret what child has communicates: “you want the teddy, needing a cuddle.”
16-26	<ul style="list-style-type: none"> • Is learning that has similarities and differences that connect him to, and distinguish him from, others 	<ul style="list-style-type: none"> • Looking in mirrors, photos of different children displayed and child level so they can explore and notice differences. Songs and games that identify difference, e.g. “who is wearing red?”
22-36	<ul style="list-style-type: none"> • Shows a strong sense of self as a member of different communities, such as family or setting • Shows affection and concern for special people 	<ul style="list-style-type: none"> • Family, friends, community & pets – invite parents to send in photos, tell you about things child has done so they can be encouraged to share their experiences with peers.
30-50	<ul style="list-style-type: none"> • Makes connections between different parts of their life experience 	<ul style="list-style-type: none"> • Encourage ch to talk about what they have done at home before coming to nursery, when they got home yesterday, who they played with at the weekend etc. Bring in special items to show to their peers. Parents/grandparents coming in to talk about their occupations, to cook with children, tell a story etc
40-60	<ul style="list-style-type: none"> • Has an awareness of, and an interest in, cultural and religious differences • Has a positive self-image, and shows that s/he is comfortable with himself • Enjoys joining in with family customs and routines • Understands that people have different needs, views, cultures and beliefs, that need to be treated with respect • Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect 	<ul style="list-style-type: none"> • Celebrate & share special days (Eg St George’s Day) • Regular invitation to parents, in newsletter, to send in photos of significant family events for ch to share with their peers. • Invite parents/family members to come in to share cultural and religious events, show special clothes, items, foods.

Self Care		
0-11	<ul style="list-style-type: none"> Anticipates food routines with interest Expresses discomfort, hunger or thirst 	<ul style="list-style-type: none"> Mark mealtimes with key songs and regular repetitive routines, e.g. laying table, bibs on etc. so child is able to anticipate.
8-20	<ul style="list-style-type: none"> Is beginning to indicate own needs, for example, by pointing May like to use a comfort object 	<ul style="list-style-type: none"> Give children space to communicate needs rather than always anticipating. Reinforce attempts to communicate wants by verbalising what child indicates. Leave favoured items slightly out of reach to encourage communication.
16-26	<ul style="list-style-type: none"> Shows a desire to help with dress and hygiene routines Communicates preferences 	<ul style="list-style-type: none"> Encouraging empowerment (self help independence skills) Lots of opportunities to communicate choice, eg. Snack times, when selecting paint/activities. Highlight that ch are making choices and reflect back what preferences they have communicated "you chose the red hat".
22-36	<ul style="list-style-type: none"> Seeks to do things for himself, knowing that an adult is close by, ready to support and help if needed Is becoming more aware that choices have consequences Takes pleasure in personal hygiene including toileting 	<ul style="list-style-type: none"> As above Encourage, praise & develop sense of self worth by noticing children's achievements, sharing them with others.
30-50	<ul style="list-style-type: none"> Shows willingness to tackle problems and enjoys self-chosen challenges Demonstrates a sense of pride in own achievement Takes initiatives and manages developmentally appropriate tasks 	<ul style="list-style-type: none"> Encourage & plan for problem solving, eg. Have equipment necessary for playing football – ch to put goals together and organise a pitch.
40-60+	<ul style="list-style-type: none"> Operates independently within the environment and shows confidence in linking up with others for support and guidance Appreciates the need for hygiene Dresses and undresses independently and manages own personal hygiene Selects and uses activities and resources independently 	<ul style="list-style-type: none"> Setting up the learning environment to allow children to choose for themselves Paddling pool – children to dress/undress themselves, put clothes into box to keep them tidy. Visual cues in toilet to wash hands. Visual hand washing sequence above sinks.
Behaviour and self-control		
0-11	<ul style="list-style-type: none"> Is usually soothed by warm and consistent responses from familiar adults Is beginning to adapt to care giving routines 	Provide soothing music, cuddles & child's favourite toy. Develop strong key worker relationship. Key workers to identify each key child's likes and dislikes and to communicate these to others to ensure consistency of care giver response.
8-20	<ul style="list-style-type: none"> Responds to a small number of boundaries, with encouragement and support 	Set consistent daily boundaries
16-26	<ul style="list-style-type: none"> Is beginning to learn that some things are his/hers, some things are shared, and some things belong to other people 	Encourage turn taking. Ask children to help each other by fetching a friends coat/hat/shoes.
22-36	<ul style="list-style-type: none"> Is aware that some actions can hurt or harm others 	Encourage positive behaviour
30-50	<ul style="list-style-type: none"> Is beginning to accept the needs of others, with support Shows care and concern for others, for living things and the environment 	Encourage respect for others and the environment Provide props & role play environments
40-60+	<ul style="list-style-type: none"> Shows confidence and the ability to stand up for own rights Has an awareness of the boundaries set, and of behavioural expectations in the setting 	Create a group contract, e.g. how do we listen to stories together? Talk through incidents, encourage children to think about the

	<ul style="list-style-type: none"> • Understands what is right, what is wrong, and why • Considers the consequences of their words and actions for themselves and others 	consequences of their actions, how they could have done things differently, what they would do next time. Encourage them to think about and verbalise how it feels to e.g. have something taken away from them
Dispositions and Attitudes		
0-11	<ul style="list-style-type: none"> • Is developing an understanding and awareness of himself • Is learning that has influence on and is influenced by others • Is learning that experiences can be shared 	Responding to verbal & non verbal communication through music, songs.
8-20	<ul style="list-style-type: none"> • Is becoming aware of himself as separate from others • Is discovering more about own likes and dislikes • Has a strong exploratory impulse • Explores the environment with interest 	Encourage tactile experiences, Provide experiences that encourage them to use their senses to make sense of their world
16-26	<ul style="list-style-type: none"> • Is learning that s/he is special through the responses of adults to individual differences and similarities • Is developing a curiosity about things and processes • Takes pleasure in learning new skills 	Setting up the activities to extend on children's interests eg Hatching and caring for ducklings. Growing things in the garden, monitoring how plants develop, picking fruits/veg, preparing & eating.
22-36	<ul style="list-style-type: none"> • Shows particular characteristics, preferences and interests • Is beginning to develop self-confidence and a belief in himself 	Recognise the preferences and interests of individuals o make books/displays showing what they like. Encourage goal setting
30-50	<ul style="list-style-type: none"> • Seeks and delights in new experiences • Has a positive approach to activities and events • Shows confidence in linking up with others for support and guidance • Shows increasing independence in selecting and carrying out activities 	Plan activities that require collaboration: building structures in roleplay builders' yard, putting Wendy house tent together, drumming activities.
40-60+	<ul style="list-style-type: none"> • Displays high levels of involvement in activities • Persists for extended periods of time at an activity of own choosing • Continues to be interested, excited and motivated to learn • Is confident to try new activities, initiate ideas and speak in a familiar group • Maintains attention, concentrates and sits quietly when appropriate 	Give time for children to pursue their learning without interruption, and to return to activities. Small group activities based on children's strong interests in orders to allow less confident children opportunity to participate and respond.
Self Confidence and Self Esteem		
0-11	<ul style="list-style-type: none"> • Seeks to be looked at and approved of • Finds comfort in touch and in the human face • Is thriving when emotional needs are met • Is gaining physical, psychological and emotional comfort from "snuggling in" 	Positive responses to infants needs. Lots of close contact, adult imitating babies expressions and sounds. Anticipation games and songs.
8-20	<ul style="list-style-type: none"> • Feels safe and secure within healthy relationships with key people • Sustains healthy emotional attachments through familiar, trusting, safe and secure relationships • Expresses feelings within warm, mutual, affirmative relationships 	Encourage a sense of belonging through building strong key worker relationships – key worker to be the person to receive/say goodbye to baby whenever possible. Adult to reflect babies feelings as they express them "you're laughing, you are happy playing with the"
16-26	<ul style="list-style-type: none"> • Makes choices that involve challenge, when adults ensure safety • Explores from the security of a close relationship with a caring and responsive 	Set-up environment that encourage challenge with assistance. (EG climbing frame, cover floor with drapes that have soft

	<p>adult</p> <ul style="list-style-type: none"> • Is developing confidence in own abilities 	shapes/different textures underneath for child to travel over)
22-36	<ul style="list-style-type: none"> • Is beginning to be assertive and self-assured when others have realistic expectations of his/her competence • Is beginning to recognise danger and knows who to turn to for help • Feels pride in own achievements 	<p>Acknowledging and documenting children's achievements and sharing them with family and peers.</p> <p>Role play emergency services. Talking about what you do if there is a fire, fire practices</p>
30-50	<ul style="list-style-type: none"> • Shows increasing confidence in new situations • Talks freely about home and community • Takes pleasure in gaining more complex skills • Has a sense of personal identity 	<p>Encourage children to decide weather appropriate clothes</p> <p>Investigate cultural dress through role play</p> <p>Encourage children to bring in photos from home/items that are related to parent's occupations to share with peers.</p>
40-60+	<ul style="list-style-type: none"> • Expresses needs and feelings in appropriate ways • Has an awareness and pride in self as having own identity and abilities • Responds to significant experiences, showing a range of feelings when appropriate • Has a developing awareness of own needs, views, and feelings, and is sensitive to the needs, views and feelings of others 	<p>Use props to help children express their emotions</p> <p>Preparation for school – sharing transition books with children, talking about visits they have made to school, what school uniform is like, how they feel about going to school.</p>
Making Relationships		
0-11	<ul style="list-style-type: none"> • Enjoys the company of others and is sociable • Depends on close attachments with a special person within his setting • Is learning by interacting with others 	<p>Engage in playful interactions</p> <p>Activities where babies are seated in a circle so they can see each other and the adults. Lay babies on mats beside each other so they can make physical and visual contact with each other.</p> <p>Strong key worker relationship as before. Have photos available so parents can show baby who is in the room today. Make photos books of special people to be shared at home and in nursery</p>
8-20	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction • Uses his developing physical skills to make social contact • Builds relationships with special people 	<p>Talk to babies about special people, such as their family members. Always greet the child by saying hello, waving and smiling, encourage child to copying your actions, do the same when the child leaves nursery.</p> <p>Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully.</p> <p>Encourage children to come to you for a cuddle, to show you what they have done.</p>
16-26	<ul style="list-style-type: none"> • Looks to others for responses which confirm, contribute to, or challenge his understanding of himself • Can be caring towards others 	<p>Provide props and set up environment</p> <p>Encourage turn taking & sharing</p>
22-36	<ul style="list-style-type: none"> • Is learning social skills, and enjoys being with and talking to adults and other children • Seeks out others to share experiences 	<p>Group time with key children discussing daily experiences</p> <p>Provide role play areas that will encourage social interaction: bulder's yard, hospital, restaurant, office.</p>

	<ul style="list-style-type: none"> • Responds to the feelings and wishes of others 	
30-50	<ul style="list-style-type: none"> • Feels safe and secure, and shows a sense of trust • Forms friendships with other children • Demonstrates flexibility and adapts his behaviour to different events, social situations and changes in routine 	<p>Encouraging activities that develop new relationships with peers. Establish stable routines with the children, using visual time tables, talking from the pictures for EAL children. Reassure children who are still finding the session hard. Encourage children to play with a wide range of friends. Support children who find change in routine confusing. We are doing this first then Next. Helping children prepare for school. Talking about growing up and meeting new friends and teachers.</p>
40-60+	<ul style="list-style-type: none"> • Values and contributes to own well-being and self-control • Forms good relationships with adults and peers • Works as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously 	<p>Provide lots of activities that provide turn taking and sharing. Use timer for children who find sharing/turn taking more difficult. Planting vegetables, large scale paintings, cooking food, making cakes, collecting the eggs, Ask children to identify appropriate ways to behave in a range of situations Activities such a dancing and circle games where children have fun as part of a group.</p>

Communication, Language and Literacy

Language for Communication		
0-11	<ul style="list-style-type: none"> • Communicates in a variety of ways including crying, gurgling, babbling and squealing • Makes sounds with her voice in social interaction 	<p>Use play, changing and feeding opportunities to be close, make eye contact and 'early conversation'. Use words from child's own language, listening songs in home languages. Move babies so they have a view of each other. Using Dictaphones. Recording and playing back to the babies.</p>
8-20	<ul style="list-style-type: none"> • Takes pleasure in making and listening to a wide variety of sounds • Creates personal words as she begins to develop language 	<p>Build up baby talk books e.g. photos showing how babies communicate and note sounds, words used. Playing with different musical instruments. Songs and words in home languages. Simple words/ signs/ symbols.</p>
16-26	<ul style="list-style-type: none"> • Uses single-word and two-word utterances to convey simple and more complex messages • Understands simple sentences 	<p>Adult commenting on children's play, connecting things they see with things connected to their own life. Introducing new words, using match plus one. 'A car' 'A red car'. Simple picture word books. Lots of stories with repeated refrains. Giving very simple instructions. actions games, 'Grand old duke of york' Using mirrors to watch mouth movements.</p>

22-36	<ul style="list-style-type: none"> Learns new words very rapidly and is able to use them in communicating about matters which interest her 	<p>Playing simple games such a picture snap/ lotto. Lots of adult modelling, singing of well known nursery rhymes, introducing signs to help them remember. Think about vocabulary used. Commenting on the children's play, talking about what they are doing. Recommended 1 question for 4 comments. Lots of labelling and visual clues. Connecting play to their own life/ stories they have read. Photos of the children in play. Talk about the photos. Introduce simple instruments to singing time.</p>
30-50	<ul style="list-style-type: none"> Uses simple statements and questions often linked to gestures Uses intonation, rhythm and phrasing to make her meaning clear to others Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Listens to others in one-to-one or small groups when conversation interests her Responds to simple instructions Questions why things happen and gives explanations Uses vocabulary focused on objects and people that are of particular importance to her Is beginning to experiment with language describing possession Is building up vocabulary that reflects the breadth of her experiences Is beginning to use more complex sentences Uses a widening range of words to express or elaborate on ideas 	<p>Lots of feeling games, making own puppets talking about how they feel. Lots of opportunities to rhyme. Introduce rhyming at singing time, making up own silly rhymes. Adults model questions, simple questions Develop children vocabulary linked to the experiences of the topics Give the children opportunities to learn about people and their jobs, fire man, builders, librarians, supporting their learning. Lots of non fiction books, watching visual clues, to help promote positive role play. Encourage children to act out rhymes and stories Read at a slow pace, allow gaps and allow the children to join in with the stories, lots of focus on repeated refrains OWL observes, wait and listen. Giving very clear simple instructions, can you wash your hands, can you put the car away. At tidy up time. Provide practical experiences to encourage the children to ask and respond to questions, push and pull the boat. Asking questions with their peers Talking about special words in different languages, hello, and thank you. Play such as football that follows simple instructions and rules. Introducing new words/objects. Working together and playing as a team. Listening to others.</p>
40-60+	<ul style="list-style-type: none"> Has confidence to speak to others about her own wants and interests Uses talk to gain attention and sometimes to use action rather than talk to demonstrate or explain to others Initiates conversation, attends to and takes account of what others say Is extending her vocabulary, especially by grouping and naming 	<p>Lots of adult modelling. Lots of opportunities of role play through stories. using story bags with puppets, Extension questions, why, where, how?</p>

	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by her experience of books • Links statements and sticks to a main theme or intention • Consistently develops a simple story, explanation or line of questioning • Uses language for an increasing range of purposes • Uses simple grammatical structures • Interacts with others, negotiating plans and activities and taking turns in conversation • Enjoys listening to and using spoken and written language, and readily turns to it in her play and learning • Sustains attentive listening, responding to what she has heard with relevant comments, questions or actions • Listens with enjoyment, and responds to stories, songs and other music, rhymes and poems and makes up her own stories, songs, rhymes and poems • Is extending her vocabulary, exploring the meanings and sounds of new words <p>Speaks clearly and audibly with confidence and control and shows awareness of the listener</p>	<p>Labelling different role play areas, Lots of commenting. 4 comments to every one question that we ask Word banks Build the children’s confidence to ask questions to visitors, what kind of questions they might ask. Encourage children to think about different things that they would like to know.</p> <p>Learning the meaning of new words such a tomorrow, yesterday, before and after. To build sentences and conversation skills.</p>
Language for Thinking		
0-11	Are intrigued by novelty and events and actions around them.	Opportunities to explore different senses, using visual and tactile resources. Such as bells, mirrors, soft toys, that jingles or beeps. Shiny pots and pans, treasure boxes, with lots of different objects with different textures, sizes and shapes. Playing musical instruments, singing songs.
8-20	Understands simple meanings conveyed in speech. Respond to the different things said to them when in a familiar context with a special person.	Lots of repeated words and phases for children to understand the meaning of the word. Linking words to the actions they are doing. Talking through daily routines, such as changing nappies and feeding times.
16-26	Are able to respond to simple requests and grasp meaning from context.	Providing lots of resources for symbolic role play. Pots and pans, tea sets, telephones, dollies, push chairs. Lots of adult interaction. Following simple instructions. During snack times, responding to simple questions.
22-36	Use action, sometimes with limited talk, that is largely concerned with the here and now. Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Provide opportunities for children to take part in small groups encouraging conversation, taking part in small world play such as the farm, talking about their own experiences. Hand puppets to support stories and role play. Talking through what the children are doing e.g. when they are

		<p>painting.</p> <p>Encourage children to learn other children's and adults names.</p> <p>Lots of repetition and adult modelling.</p>
30-50	<p>Talks activities through, reflecting on and modifying what she is doing</p> <p>Uses talk to give new meanings to objects and actions, treating them as symbols for other things</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next</p> <p>Uses talk, actions and objects to recall and relive past experiences</p>	<p>Talking about what they are doing, describing actions, what they are making, junk modelling</p> <p>Talking about there activities, cooking, LTN</p> <p>Talking about visitors. What happened when the visitors came?</p> <p>Talking about experiences from different places. From over the weekend. Holidays. Day trips. Who did they go with, what did they do?</p> <p>Ordering events. What happened when?</p> <p>Using real photos of past experience, LTN</p> <p>Talking about growing, what will happen if it doesn't rain? Will they plants grow?</p> <p>Thinking about cause and effect.</p> <p>Trying food Africa, looking at photos of Africa, talking about different clothes, cultures.</p> <p>Using the web cam with Louise.</p> <p>Thinking about what we want to be when we grow up.</p>
40-60+	<ul style="list-style-type: none"> • Is beginning to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another • Is beginning to make patterns in her experience through linking cause and effect, sequencing, ordering and grouping • Is beginning to use talk to pretend imaginary situations • Uses language to imagine and recreate roles and experiences <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Lots of role play opportunities, home corner, with lots of every day objects</p> <p>Fire engines, fire station, call centre. Police station. Hospital, doctor's surgery. Vets. Restaurants, kitchens. Garden centre. Art gallery. Farm. etc</p> <p>Thinking about what they want to be when they grow up. thinking about the jobs of their parents and friends.</p>
Linking Sounds and Letters		
0-11	<ul style="list-style-type: none"> • Listens to, distinguishes and responds to intonations and the sounds of voices 	Lots of singing. Actions with songs.
8-20	Enjoys babbling and increasingly experiments with using sounds and words to represent objects around her	Linking up with home. Learning different words for different objects, photos of there special objects, Adult led, using different tones of voice, playing games such as peek a boo.
16-26	Listens to and enjoys rhythmic patterns in rhymes and stories	Lots of different noise games, recognising different noises such as sirens fire engines, police cars, tractors. Using words such as baa, moo for the different animals. Guessing what objects make a

		<p>sound. Linking sounds to animals</p> <p>Simple rhyming pictures and books. Playing games with silly rhymes.</p>
22-36	<p>Distinguishes one sound from another</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Repeats words or phrases from familiar stories</p>	<p>Use lots of puppets and props to encourage attentive listening to rhymes and stories.</p> <p>Listening to lots of different songs and CD's</p> <p>Linking rhyming words to the topics. Such as holidays.</p>
30-50	<p>Enjoys rhyming and rhythmic activities</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words</p>	<p>Silly soup</p> <p>Wobbily wobbily woo</p> <p>Group times</p> <p>Story times</p> <p>Playing with letters and sounds</p> <p>Refer to letters and sounds (aspects 1-7) and L is for sheep</p> <p>Feely bags</p> <p>Playing games with children's names</p> <p>Changing the endings to well know rhymes</p>
40-60+	<ul style="list-style-type: none"> • Continues a rhyming string • Hears and says the initial sound in words and knows which letters represent some of the sounds • Hears and says sounds in words in the order in which they occur • Links sounds to letters, naming and sounding the letters of the alphabet <p>Uses her phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>	<p>Provide opportunities for phonic development</p> <p>Groups times looking at children names</p> <p>Exploring new sounds and words</p> <p>Phonic bags</p> <p>Phonic boxes</p> <p>Phonic tables/ talking tables</p> <p>Animal noises</p> <p>Phonic bingo</p> <p>Using letters and sounds aspect one and two.</p>
Reading		
0-11	<ul style="list-style-type: none"> • Listens to familiar sounds, words, or finger plays 	<p>Looking at lots of different books, songs and rhymes using fingers and hands, providing visual aids. . Board books/ cloth books</p>
8-20	<ul style="list-style-type: none"> • Responds to words and interactive rhymes, such as "Clap Hands" 	
16-26	<ul style="list-style-type: none"> • Shows interest in stories, songs and rhymes 	<p>Tell stories, read stories, using props, puppets. Provide CD's of stories. Involve children in using different voices for different characters. Looking at the pictures in books.</p> <p>Talking about what they see. Show happy, excited face to draw in children.</p> <p>Posters to talk about.</p>
22-36	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles 	<p>Touch and feel books</p> <p>Story bags</p> <p>Props</p>

		Give the children opportunities to choose their own books. Revisit books regularly giving the children time to get to know them.
30-50	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups Is beginning to be aware of the way stories are structured Suggests how the story might end Shows interest in illustrations and print in books and print in the environment Handles books carefully Knows information can be relayed in the form of print Holds books the correct way up and turns pages Understands the concept of a word 	<p>Poems and rhyming books</p> <p>Looking at characters of books and well known TV programmes</p> <p>Story bags and story boards</p> <p>Puppets</p> <p>Focus at group times the care of books</p> <p>Developing a nice attractive book/reading area</p> <p>Small group stories where the children can touch the book and point to the pictures showing interest in the pictures</p> <p>Looking at recipe books and recipe cards following instructions.</p> <p>Opportunities to make and read own books, making books about other occupations. Making books about ourselves and our future stories.</p>
40-60+	<ul style="list-style-type: none"> Enjoys an increasing range of books Knows that information can be retrieved from books and computers Explores and experiments with sounds, words and texts Retells narratives in the correct sequence, drawing on language patterns of stories Reads a range of familiar and common words and simple sentences independently Knows that print carries meaning and, in English, is read from left to right and top to bottom <p>Shows an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how</p>	<p>Introducing new books, different types of books, looking at fiction and nonfiction, looking at big books about people who help us, police, firemen, doctors, and vets.</p> <p>Information for the computer</p> <p>Looking at information on the internet, playing well known games connected to TV programmes.</p> <p>Simple well known books/ beginner books with CVC words.</p> <p>Encourage children to read signs and labels that are up around the room. Using phonic knowledge to sound out words.</p> <p>Using sequencing cards to help order stories.</p> <p>Talking back through the story. What came first, next, last?</p>
Writing		
0-11	<ul style="list-style-type: none"> Moves arms and legs and increasingly uses them to reach for, grasp and manipulate things 	<p>Hand massages, making babies aware of their hands and fingers.</p> <p>Provide cornflour gloop, yogurt, shaving foam, and paint for children to use fingers to make marks in.</p> <p>Suspended toys to encourage children to kick out and reach.</p> <p>mobiles</p>
8-20	<ul style="list-style-type: none"> Is beginning to make marks 	<p>Encourage children to show interest in mark making. Using fingers and toes, finger painting. Whole body painting. Using food e.g. carrot sticks, bread sticks, yogurt.</p>

		See above.
16-26	<ul style="list-style-type: none"> Examines the marks she and others make 	Talking about what they have made and what marks they can see.
22-36	<ul style="list-style-type: none"> Distinguishes between the different marks she makes 	<p>Giving lots of opportunities to mark make. On both big and small scale. Talk about whether it is a drawing or writing beginning to differentiate between the two.</p> <p>Writing for a reason. Drawing pictures of them self.</p>
30-50	<ul style="list-style-type: none"> Sometimes gives meaning to marks as she draws and paints <p>Ascribes meanings to marks she sees in different places</p>	<p>Give the children opportunities to create there own books. Looking at past photos or photos of themselves playing at nursery. Talking about the pictures that they draw. Creating they own stories, with an adult to scribe for them.</p> <p>Using small paint brushes, cotton buds, sticks to write with connected to LTN</p> <p>Interactive displays, with captions and signs, posters and signs around the classroom</p> <p>Signs in the garden, House signs, for the kitchen, labels Notices for snacks. Noticing road signs whilst out on walks Identifying print in the environment, tesco, etc</p>
40-60+	<ul style="list-style-type: none"> Is beginning to break the flow of speech into words Uses writing as a means of recording and communicating Uses her phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Attempts writing for different purposes, using features of different forms such as lists, stories and instructions <p>Writes her own name and other things such as labels and captions, and is beginning to form simple sentences, sometimes using punctuation</p>	<p>Making our own future story books, thinking about what we want to write. Adult scribing children's stories, giving more able children to think about the words the want to write.</p> <p>Setting up role play opportunities for writing, police station, office, 999 call centres, and vets. Asking more able children to write labels and signs for the role play corners.</p> <p>Instructions for baking, shopping lists what are we going to need to make...?</p> <p>Encouraging children to write their name on their work.</p>
Handwriting		
0-11	<ul style="list-style-type: none"> Plays with own fingers and toes and focuses on objects around her 	Lots of opportunities for children to reach and grasp for objects on floor or above them
8-20	<ul style="list-style-type: none"> Is beginning to bring together hand and eye movements to fix on and make contact with objects 	<p>Push and pull long toys, riding on toys</p> <p>Playing with balls, rolling between adults and babies</p> <p>Putting things into boxes, feeling boxes, feeling different shapes and textures, pulling objects out of a box</p> <p>Finger food picking up food and bringing it to their mouths</p>

		Musical instruments. Bells, shakers. Squeaky toys. Encourage use of spoons for feeding. Use of bottles and cups.
16-26	<ul style="list-style-type: none"> Makes random marks with her fingers and some tools 	<p>Lots of opportunities for finger painting, paint on the tables, encourage making different kinds of marks, long, linear, circles, zigzags etc</p> <p>Playing in gloop, shaving foam. Using a selection of different tools, cotton buds, paint brushes, plastic knives, stamps.</p>
22-36	<ul style="list-style-type: none"> Is beginning to show some control in her use of tools and equipment 	<p>Cooking, chopping veg, fruit, making soups, cheese graters.</p> <p>Playing instruments,</p> <p>Playing with playdough</p> <p>Wheel toys pushing cars and trains</p> <p>Small world</p> <p>Wood work</p> <p>Gardening, planting. Weeding. Picking food to eat.</p> <p>Using a selection of different mark making tools.</p>
30-50	<ul style="list-style-type: none"> Uses one-handed tools and equipment Draws lines and circles using gross motor movements Manipulates objects with increasing control 	<p>See above</p> <p>Write dance to nursery rhymes,</p> <p>large scale movements in tactile materials such as salt, corn flours, sand</p> <p>playing with playdough</p> <p>cooking, mixing , cutting, chopping vegetables,</p> <p>musical instruments, holding beaters</p> <p>LTN, drawing in the ground with sticks</p> <p>Playground drawings, chalks, water paint brushes, movements to music in the garden, scarves, juggling balls,</p> <p>Sticky kids large scale dancing, to well known nursery rhymes grand old duke to York.</p> <p>Using big and small lego to create models such as card, fire engines, ambulances, aeroplanes etc</p>
40-60+	<ul style="list-style-type: none"> Is beginning to use anti-clockwise movement and retraces vertical lines Is beginning to form recognisable letters <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>See above</p> <p>Big painting in the garden and on paper on the classroom floor.</p>

Problem Solving, Reasoning and Numeracy

Numbers as Labels and for Counting		
0-11	<ul style="list-style-type: none"> Responds to people and objects in her environment Notices changes in groupings of objects, images or sounds 	Photo books of children and families on holidays & outings – recognising familiar faces.

		Summer treasure basket – sand, shells, sea weed, summer fruits. Exploring coloured ice
8-20	<ul style="list-style-type: none"> • Is developing an awareness of number names through her enjoyment of action rhymes and songs that relate to her experience of numbers • Enjoys finding her nose, eyes, or tummy as part of naming games 	Repetitive number rhymes: 5 Little Men In A Flying Saucer, 5 currant buns, 5 little ducks, 5 little firemen, Noah’s Ark Finding parts of body when having sun cream put on, where do you put your hat?
16-26	<ul style="list-style-type: none"> • Says some counting words randomly • • Distinguishes between quantities, recognising that a group of objects is more than one <p>1. Is gaining an awareness of 1-1 correspondence through categorising belongings, starting with “mine”, or “Mummy’s”</p>	Songs as above, money in role play shops, interactive displays that correspond to number songs Plates of food on summer picnic. Packing picnic baskets with enough items for their friends. Giving out one hat to each child, one cup ,one plate on picnic, giving out frit when roleplaying Handa’s Surprise, copying drumming patterns
22-36	<ul style="list-style-type: none"> • Has some understanding of 1 and 2, especially when the number is important to her • Creates and experiments with symbols and marks 	Copying & creating drumming patterns, beating out 1 & 2 syllable words. Scoring goals in penalty shoot outs, dressing – one hat, 2 shoes, pairing occupational small world figures. Using symbols in drumming, football scoreboard, creating African patterns, fruit printing, role playing teacher writing on board Numbering chairs at lunchtime – ch given corresponding numeral
30-60	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously • Recognises numerals of personal significance • Sometimes matches number and quantity correctly • Counts up to three or four objects by saying one number name for each item • Selects the correct numeral to represent 1 to 5, then 1 to 9 objects • Knows that numbers identify how many objects are in a set • Uses ordinal numbers in different contexts 	Number rich environment to stimulate use of no language & numeral recognition: on football shirts, bikes, displays, number lines, number cars, boats, trains etc Number hunts. Telephones, clocks. Have large numbers available with quantities to show ch there are numbers over 20 . Counting in fitness routines – have numerals, eg how many jumps will we do?” – show numeral. Numerals of personal significance: siblings ages, birthdays, house number Numbering pages on “My Story” books Numeral/quantity lotto Penalty shootouts – with score board Counting how many sandcastles have been built Roleplay planes/boats – tickets, numbered seats, passport stamps Labelling boats for boat racing – Dragon Boat Facing Mr Gumpy’s Outing – counting how many animals in the car. Using clocks – in role play Ordinal numbers: football score boards, sports day races – medals, When cooking/role-playing chefs/ laying out items in order 1 st ...,2 nd ... etc. Sequencing what do in emergency: “first we....” Playing games: “you go first, I’ll go second”

Calculating		
0-11	<ul style="list-style-type: none"> Shows evidence of logical thinking 	<p>Routines through the day clearly marked using recognisable, repetitive, visual auditory and other sensory cues</p> <p>Talk to babies about what you are doing – have songs that explain Range of cause and effect toys – what happens when I push this button? Turn this knob? Slide this switch.</p>
8-20	<ul style="list-style-type: none"> Has some understanding that things exist, even when out of sight Is alert to and investigates things that challenge her expectations 	<p>Drumming – ch search for source of sounds</p> <p>Exploring textures/smells in garden and when out. Sandcastles – knocking them down, what happens when you mix sand and water, when ice is left in the sun?</p>
16-26	<ul style="list-style-type: none"> Is learning to classify by organising and arranging toys with increasing intent Categorises objects according to their properties 	<p>Matching buckets & spades by colour or size. Dressing dolls in appropriate clothes for the weather</p> <p>Matching dressing up clothes to occupation – have labelled boxes for tidying them away</p> <p>Ways to travel – boats in water, cars, Lorries on road,</p>
22-36	<ul style="list-style-type: none"> Is beginning to make comparisons between quantities Knows that a group of things change in quantity when something is added or taken away 	<p>Measuring water and sand. Weighing when cooking for picnic, comparing different quantities of equipment needed for different sports – 1 football, 2 tennis rackets etc</p> <p>Musical chairs, knocking down sandcastles, quantities of food on a plate. Quantities changing when role play shopping.</p>
30-50	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number Shows an interest in number problems 	<p>Picking fruit, vegetables in the garden – how many altogether, keeping running total eg picked 5 strawberries on Monday, 4 on Tuesday – how many have we picked?</p> <p>Provide groups of objects for use in role-play: stamps, shells, bandages,</p> <p>Picking up litter – how much? How many bottles?</p> <p>Drumming patterns – which was longest, putting patterns together.</p>
40-60+	<ul style="list-style-type: none"> Finds the total number of items in two groups by counting all of them Uses own methods to work through a problem Selects two groups of objects to make a given total of objects <p>Shares objects into equal groups and counts how many in each group</p>	<p>Teams for different– how many in each? What sort of team has the most players?</p>

Shape Space and Measures		
0-11	<ul style="list-style-type: none"> Is developing an awareness of shape, form and texture as she encounters people and things in her environment 	<p>Summer treasure baskets: shells, seaweed, stones (large) of different sizes and textures</p>
8-20	<ul style="list-style-type: none"> Finds out what toys are like and can do through handling objects Recognises big things and small things in meaningful contexts 	<p>Cause & effect toys eg police car with siren. Exploring instruments. Big/small buckets & spades, big/small sunhats & flipflops. Big/small siblings</p>

16-26	<ul style="list-style-type: none"> Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles Enjoys filling and emptying containers 	<p>Occupation puzzles, making puzzles relevant to children and their interests.</p> <p>Sand/water. Filling own cups, filling baskets for picnics, suitcase for holidays, helping to clean fish & fill tank</p> <p>“Who Sank the Boat?” Story.</p>
22-36	<ul style="list-style-type: none"> Notices simple shapes and patterns in pictures Is beginning to categorise objects according to properties such as shape or size 	<p>Making puzzles relevant to the individual as above.</p> <p>looking at shapes & patterns on flags/football strips/African fabrics/ on role play uniforms</p> <p>Packing suitcases – big case & big clothes etc. Small world people to appropriately sized transport.</p> <p>Grouping photographs of children in Butterflies, Ladybirds & Dragonflies. Organising parcels in post office by size and shape.</p> <p>Recycling – categorising rubbish.</p>
30-50	<ul style="list-style-type: none"> Shows awareness of similarities in shapes in the environment Observes and uses positional language Uses shapes appropriately for tasks 	<p>Comparing shapes seen in nursery to those seen elsewhere – bringing items found when out or at home of given shapes.</p> <p>Making collections of round/straight edged/wavy/spiky shapes in environment. Clipboard searches – recording what find.</p> <p>Positional Language – queuing to get on plane – behind Mary, in front of George etc</p>
40-60+	<ul style="list-style-type: none"> Shows curiosity about and observation of shapes, by talking about how they are the same or different Selects a particular named shape Orders two or three items by length or height Sorts familiar objects to identify their similarities and differences, making choices and justifying decisions Uses familiar objects and common shapes to create and recreate patterns and build models 	<p>Using shapes: making different shaped buildings</p> <p>Cooking biscuits – selecting different shaped cutters – talking about their decisions.</p> <p>Looking at sporting pictures/ shapes on flags</p> <p>Making kites – talking about what shape they are, decorate them with shapes</p> <p>ordering by height/length: friends in the classroom, sunflowers, beans etc</p> <p>Sorting objects – packing suitcases to go to different places. Selecting foods to fit on a plate and talking about why.</p> <p>Comparing symbols on new school uniforms</p> <p>Shapes to represent rhythms when drumming.</p>

Knowledge and Understanding

Exploration and Investigation		
0-11	<ul style="list-style-type: none"> Uses movement and senses to focus on, reach for and handle objects Learns by observation about actions and their effects 	<p>Musical Instruments (Placing them around the room)- connect to Africa theme</p> <p>Sensory food activities, General sensory box/basket</p> <p>Rolling football</p> <p>Drumming</p>

		<p>People who help us vehicles – fire engines, police cars etc Vehicle and Animal music tapes Visit Waitrose</p>
8-20	<ul style="list-style-type: none"> As she pulls to stand and becomes more mobile, the scope of her investigations widens 	<p>Placing drums on table to encourage children to stand Scooping compost and digging for insects Providing tactile play at a range of levels (pasta, rice, flour etc) Learning through nature</p>
16-26	<ul style="list-style-type: none"> Sometimes focuses her enquiries on particular features or processes 	<p>Cooking African style foods Process of scooping and mixing tactile materials Process of dressing up (firemen, policewomen etc) Sweeping the garden, watering plants Ball play</p>
22-36	<ul style="list-style-type: none"> Explores, plays and seeks meaning in her experiences Uses others as sources of information and learning Shows an interest in why things happen 	<p>Gardening, watering, digging, mixing. Bubbles, Chimes, Saucepans and wooden spoons. Visit from Fireman or policeman etc (People who help us) Packing cases for holiday Making a picnic and go on a journey! Turn Sandpits into a beach (towels/ beach balls etc) What do our parents do at work</p>
30-50	<ul style="list-style-type: none"> Shows curiosity and interest in the features of objects and living things Describes and talks about what she sees Shows understanding of cause/effect relations 	<p>African animals – the patterns they have, who's fast runners, who's tall etc Bring in holiday pictures and talk about what they did Make flags for world cup Make African food Map of the world Plant experiments, watering one and not another and see what happens Broad Bean experiment Grow cress then make a sandwich with it for a picnic Carnation experiment (In blue food colouring)</p>
40-60+	<ul style="list-style-type: none"> Notices and comments on patterns Shows an awareness of change Explains own knowledge and understanding, and asks appropriate questions of others Finds out about, and identifies, some features of living things, objects and events she observes Looks closely at similarities, differences, patterns and change Asks questions about why things happen and how things work 	<p>Patterns on African animals Different clothes to wear to school Now we are older what can we do that was different to when we were a toddler/baby (taller, we can share, we can get changed independently) Learning through Nature Change in plants and flower through the summer months Visits from people who help us and ask questions Role play of adult jobs Digging for worms and Insects Observes the ducks hatching and growing, and compare the chickens to the ducks</p>

Designing and Making		
0-11	<ul style="list-style-type: none"> Explores objects and materials with hands and mouth 	Tie Dye, hand prints on different materials Food tasting
8-20	<ul style="list-style-type: none"> Shows curiosity and interest in things that are built up and fall down, and that open and close 	Build different towers with mega blocks, foam blocks, wooden blocks and duplo etc Build sandcastle in the sandpit beach Opening and clothes packing cases, picnic basket and books
16-26	<ul style="list-style-type: none"> Is interested in pushing and pulling things, and is beginning to build structures 	Pushing wheelbarrows, pushing shopping trolleys in Waitrose, pulling your suitcase. Making a mud hut Learning through Nature
22-36	<ul style="list-style-type: none"> Is curious and interested in making things happen 	Knocking down of the towers we build Kicking a football into a goals/ target
30-50	<ul style="list-style-type: none"> Investigates various construction materials Realises tools can be used for a purpose Joins construction pieces together to build and balance Is beginning to try out a range of tools and techniques safely 	Build a campsite Using gardening tools Construct a small jeep, African animals, travel vehicles Using hammers Using cooking tools
40-60+	<ul style="list-style-type: none"> Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques competently and appropriately Builds and constructs with a wide range of objects, selecting appropriate resources and adapting her work where necessary Selects the tools and techniques she needs to shape, assemble and join materials she is using 	Junk modelling Extend ideas above
ICT		
0-11	<ul style="list-style-type: none"> Shows interest in toys and resources that incorporate technology 	Push button toys and battery operated toys
8-20	<ul style="list-style-type: none"> Explores things with interest and sometimes presses parts or lifts flaps to achieve effects such as sounds, movements or new images 	Toys as above Lift flap books Musical Instruments
16-26	<ul style="list-style-type: none"> Shows interest in toys with buttons and flaps and simple mechanisms and is beginning to learn to operate them 	As above Simple remote control toys Walky talkys
22-36	<ul style="list-style-type: none"> Shows an interest in ICT Seeks to acquire basic skills in turning on and operating some ICT equipment 	Turning on police cars and fire engines Using cameras Turning on the computers Hair dressers and shop assistance tills
30-50	<ul style="list-style-type: none"> Knows how to operate simple equipment 	Operating the computer Cd players MP3 players Phones in role play Using photocopies and printers with support
40-60+	<ul style="list-style-type: none"> Completes a simple program on a computer 	As above

	<ul style="list-style-type: none"> • Uses ICT to perform simple functions, such as selecting a channel on the TV remote control • Uses a mouse and keyboard to interact with age-appropriate computer software • Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her learning 	Using a computer Picking programs Uses mouse Metal Detectors
Time		
0-11	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions 	Action songs, musical instruments, general running of the room sounds (doors opening, kettle turning on)
8-20	<ul style="list-style-type: none"> • Is getting to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime 	Macaton, providing role play toys – babies, tea set etc Involve in mealtime food preparation and picking their nappies
16-26	<ul style="list-style-type: none"> • Associates a sequence of actions with daily routines • Is beginning to understand that things might happen 'now' 	As above Visual Timetable
22-36	<ul style="list-style-type: none"> • Recognises some special times in her life and the lives of others • Understands some talk about immediate past and future, for example, 'before', 'later', or 'soon' • Anticipates specific time-based events such as mealtimes or home time 	As above Birthdays Holidays (when are they going) Starting a new nursery
30-50	<ul style="list-style-type: none"> • Remembers and talks about significant events in her own experience • Shows interest in the lives of people familiar to her • Talks about past and future events • Is developing an understanding of growth, decay and changes over time 	Talking about their holiday and weekends Going to the doctors or dentist, having their hair cut and going shopping Growing plants Watching the eggs hatch and ducks grow Stories of what their parents do at work Stories about their life (what they did with granddad etc)
40-60+	<ul style="list-style-type: none"> • Is beginning to differentiate between past and present • Uses time-related words in conversation • Understands about the seasons of the year and their regularity • Makes short-term future plans • Finds out about past and present events in her own life, and in those of her family and other people she knows 	Long term growing projects – plants and ducks etc What we did yesterday? Watching the trees blossom, looking at the sky and experiencing the weather – go on a walk Planning your picnic, your holiday, how you are going to get there etc Countdown calendar
Place		
0-11	<ul style="list-style-type: none"> • Explores the space around her through movements of hands and feet and by rolling 	Crawling in the grass in learning through nature Rolling a ball Exploring different materials on the floor and tables Exploring tactile food materials
8-20	<ul style="list-style-type: none"> • Loves to be outdoors and closely observes what animals, people and vehicles do 	Fire Engine visit? Police car visit? Train Watching Looking after nursery animals Bringing in pets

16-26	<ul style="list-style-type: none"> Is curious about the environment 	As above Looking for bugs and insects Learning through nature Smelling flowers, picking vegetables Encourage children to look around the garden and find smells and touch all the surfaces
22-36	<ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track 	Safari animals, Visit the train station
30-50	<ul style="list-style-type: none"> Shows an interest in the world in which she lives Comments and asks questions about where she lives and the natural world 	Walks Learning through nature What we saw on the way to nursery? Who has a pretty garden? Talk about festivals
40-60+	<ul style="list-style-type: none"> Notices differences between features of the local environment Observes, finds out about and identifies features in the place she lives and the natural world Finds out about her environment, and talks about those features she likes and dislikes 	Comparing two trips (Waitrose and the woods) Compare home and nursery Compare different nursery gardens (MS, HS and WS)
Communities		
0-11	<ul style="list-style-type: none"> Concentrates intently on faces and enjoys interaction Forms attachments to special people 	Bonding with their key workers Photos of family Watching the new babies Looking in mirrors
8-20	<ul style="list-style-type: none"> Recognises special people, such as family, friends or her key person Shows interest in social life around him 	As above Socializing at mealtimes, dancing together (African music), Celebrating birthdays.
16-26	<ul style="list-style-type: none"> Is curious about people and shows interest in stories about herself and her family Enjoys stories about herself, her family and other people Likes to play alongside other children 	Joining together as a whole nursery for events such as May day? Pictures of holidays and talking about it Sending a bear home Give opportunities to talk Role play Instruments
22-36	<ul style="list-style-type: none"> Is interested in others and their families Has a sense of own immediate family and relations Is beginning to have her own friends 	As above Pair songs – row Play football with friends Hold hands on walks with friends
30-50	<ul style="list-style-type: none"> Expresses feelings about a significant personal event Describes significant events for family or friends Enjoys imaginative and role-play with peers Shows interest in different occupations and ways of life 	Why we like our friends? School, new nursery, holiday, birthdays etc Role play – people who help us Parents jobs Visitors
40-60+	<ul style="list-style-type: none"> Is gaining an awareness of the cultures and beliefs of others Feels a sense of belonging to own community and place 	Countries in football coming together, their cultures Cultural foods

	<ul style="list-style-type: none"> • Is beginning to know about her own culture and beliefs and those of other people 	<p>May day get together as a whole nursery Welcome songs and goodbye songs Community the children they play with outside of nursery</p>
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Physical Development

Movement and Space		
0-11	<ul style="list-style-type: none"> • Makes movements with arms and legs which gradually become more controlled • Uses movement and sensory exploration to link up with her immediate environment 	<p>Provide safe spaces indoors and out for babies to roll, stretch and explore. Provide resources that move or make a noise when touched to encourage movement towards.</p>
8-20	<ul style="list-style-type: none"> • Makes strong and purposeful movements, often moving from the position in which she is placed • Uses her increasing mobility to connect toys, objects and people • Shows delight in the freedom and changing perspectives that standing or beginning to walk brings 	<p>Create environments that stimulate movement, slight slopes, low steps, tunnels etc. Provide secure objects that enable babies/toddlers to pull themselves up to standing position. Encourage climbing in and out in safe manner.</p>
16-26	<ul style="list-style-type: none"> • Has a biological drive to use her body and develop her physical skills • Expresses herself through action and sound • Is excited by her own increasing mobility and often sets her own challenges 	<p>Use stories/rhymes to help children think about how they move. Row ,row your boat, seesaws, Grand Old duke of York, Head, Shoulders etc, Happy and you know it; 1 little finger; Music man</p> <p>Use music and instruments to stimulate movement. Make up own rhymes</p>
22-36	<ul style="list-style-type: none"> • Is gradually gaining control of her whole body and is becoming aware of how to negotiate the space and objects around her • • Moves spontaneously within available space • • 	<p>Provide wheeled toys, both large and small, to encourage children to negotiate space and objects. Use tracks to follow, encourage different speeds and directions.</p> <p>Respond to music with instructions Humpty,</p>

	<ul style="list-style-type: none"> • • • Responds to rhythm, music and story by means of gesture and movement • Is able to stop • Manages body to create intended movements • Combines and repeats a range of movements 	<p>Dumpty, Ring o Roses, And rhymes as above to encourage use of different parts of body. Story Raps</p> <p>Stop and go games. Use instruments to indicate repetitive actions. Tap repeating patterns on drums, dance to African music and drum beats</p>
30-50	<ul style="list-style-type: none"> • Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Uses movement to express feelings • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Demonstrates the control necessary to hold a shape or fixed position • Operates equipment by means of pushing and pulling movements • Mounts stairs, steps or climbing equipment using alternate feet • Shows respect for other children's personal space when playing among them • Perseveres in repeating some actions or attempts when developing a new skill • Collaborates in devising and sharing tasks, including those which involve accepting rules 	<p>Provide safe opportunities for moving in different ways, trying out new skills, eg LTN, and move on different parts of body</p> <p>Painting to music, linked to festivals. Eg Maypole dancing, African music, Party dancing at opening party</p> <p>Talk about importance of moving safely, negotiating space and peers. Finding the way around new environments, exploring new outdoor areas Stop/go games, using drums</p> <p>Make obstacle courses for bikes and children outside.</p> <p>Make up rhymes to encourage development of new movement</p> <p>Adult encourage practising of skills and repeating actions until skills acquired. Staff to continue development of drumming skills in liaison with Guy</p> <p>Encouraging children to play in teams collaboratively to play football. Develop an understanding of rules. Make large sculptures in garden. Build large dens etc with planks, large bricks etc. Make large flags for World Cup</p> <p>working in garden, digging planting sowing seeds. Collecting and transporting water to look after</p>

		them.
40-60+	<ul style="list-style-type: none"> Goes backwards and sideways as well as forwards Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences Jumps off an object and lands appropriately Shows understanding of the need for safety when tackling new challenges Constructs with large materials such as cartons, fabric and planks Moves with confidence, imagination and in safety Moves with control and coordination Travels around, under, over and through balancing and climbing equipment Shows awareness of space, of herself and of others 	<p>Tracks/courses to provide movements in various directions</p> <p>Learning new action songs, combining own movements. Set up large role play areas , eg builders yards, restaurants, barbecue role play, outdoor cooking or picnic areas.</p> <p>Provide space and opportunity for jumping, encouraging awareness of need to land safely. Allow children to risk assess areas, new garden areas. LTN</p> <p>Make carnival floats for May Day celebrations, objects to dance with and play instruments. Make large boats. Design and make small boats to use in water play</p> <p>Pose challenges for children eg get from A to B without touching ground, using feet etc.</p> <p>Make goal posts, football pitches, tennis court, and encourage play within limits</p>
Health and Bodily Awareness		
0-11	<ul style="list-style-type: none"> Thrives when her nutritional needs are met Responds to and thrives on warm, sensitive physical contact and care 	<p>Feeding routines that meet individual and cultural needs of baby</p> <p>Talk to baby, reassure them, as carrying out daily routines Make frequent, gentle contact,</p>
8-20	<ul style="list-style-type: none"> Focuses on what she wants as she begins to crawl, pulls to stand, creeps, shuffles, walks or climbs 	<p>Provide safe environment, and suitable equipment eg walkers, bouncers, stable furniture which encourages need to aim for and reach objects, and pull themselves up</p>

16-26	<ul style="list-style-type: none"> • Is developing her own likes and dislikes in food, drink and activity • Practises and develops what she can do 	Offer range of healthy drinks and snacks, encourage children to try new tastes and textures. Different textures to sit in, feel and explore eg spaghetti, cornflour etc
22-36	<ul style="list-style-type: none"> • Communicates her needs for things such as food, drinks and when she is uncomfortable • Shows emerging autonomy in self-care 	Involve ch in helping to give out snacks and drinks. Display colourful menu cards and model food names. Encourage ch to get drinks when they need them
30-50	<ul style="list-style-type: none"> • Shows awareness of own needs with regard to eating, sleeping and hygiene • Shows awareness of a range of healthy practices with regard to eating, sleeping and hygiene • • • • • Observes the effects of activity on her body 	<p>Encourage ch to recognise and communicate own needs. Talk about need to rest when tired, dress appropriately for weather, put on hats and own sunscreen, wash hands after toileting etc. Introduce foods to cool down, make smoothies, ice pops and drinks</p> <p>Provide opportunities for physical activity. Draw attention to what happens to body in different situations by feeling heartbeat.. Energetic rhymes and songs Hokey Kokey, Heads, shoulders. Listen to relaxing music. Chill out areas</p>
40-60+	<ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Recognises the importance of keeping healthy, and those things which contribute to this <p>Recognises the changes that happen to her body when she is active</p>	<p>Talk about health awareness whenever possible. Use books, DVDs, role play. Miss Polly, role play doctors, hospitals, make large ambulance</p> <p>Through stories, games, sorting pictures and role play food, or real food for tasting. talk about food types- both good and bad for the body. Adapt songs to encourage good practice. Eg This is way we wash our face, clean teeth</p> <p>Experiment with activities, and feel heartbeat, or see how hot they get.</p>
Using Equipment and Materials		
0-11	<ul style="list-style-type: none"> • Watches and explores hands and feet • Reaches out for, touches and is beginning to hold objects 	Play games to encourage babies to reach out for and hold objects. Provide objects that can be held, squeezed, rattled, shaken etc

8-20	<ul style="list-style-type: none"> • Imitates and improvises actions she has observed, such as clapping and waving • • Enjoys the sensory experience of making marks in damp sand, paste or paint. 	<p>Adult to model actions eg waving, clapping. Use action songs. Introduce signing, Use story raps</p> <p>Provide dough, cornflour, paint etc to explore using all senses</p>
16-26	<ul style="list-style-type: none"> • Uses tools and materials for particular purposes • Is beginning to make, and manipulate, objects and tools • Puts together a sequence of actions 	<p>Involve ch in everyday tasks, sweeping, mixing baby food blending, using cutters Gingerbread men etc. Lots of role play. Using tools in garden for digging, planting etc</p> <p>Action songs , Repetitive stories</p>
22-36	<ul style="list-style-type: none"> • Balances blocks to create simple structures • Shows increasing control in holding and using hammers, books, beaters and mark-making tools 	<p>Use blocks to build simple structures, balancing</p> <p>Provide role play tool boxes, inside and out, setting up garden etc-</p>
30-50	<ul style="list-style-type: none"> • Engages in activities requiring hand-eye coordination • Uses one-handed tools and equipment • Shows increasing control over clothing and fastenings • Shows increasing control in using equipment for climbing, scrambling, sliding and swinging • Demonstrates increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities • Understands that equipment and tools have to be used safely 	<p>As above, role play, and real tools., woodwork tools Large paintings inside and out, Set up tennis nets, bats and balls, use cooking utensils,</p> <p>Write posters and invitations for opening party. Using drums and beaters. Cutting out flags with scissors, colouring/painting flags, Sewing cards, threading objects</p> <p>Encourage ch to put on own coats, hats, Dress for LTN. This is the way we put on our coat etc Link to weather and songs Provide dolls, bears and clothing to practice on. Lion hunt. Dress and undress to use paddling pool</p> <p>Provide opportunities and variety of media for ch to explore,</p> <p>Talk about safety issues, and model safe handling and use of tools for cutting to cook, and in the garden</p>
40-60+	<ul style="list-style-type: none"> • Explores malleable materials by patting, stroking, poking, squeezing, pinching and twisting them 	<p>Use clay/dough to make objects /props for stories, rhymes. Explore ice. Adult introduce and extend</p>

	<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect Uses simple tools to effect changes to the materials Shows understanding of how to transport and store equipment safely Practises some appropriate safety measures without direct supervision Uses a range of small and large equipment <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p>	<p>vocabulary to describe actions. Adult model actions</p> <p>Provide equipment and opportunities</p> <p>Fold, cut, stick media to achieve planned outcome, make kites and flags, banners for opening party</p> <p>Provide opportunities to explore equipment</p>
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Creative Development

Being creative: responding to experiences, expressing and communicating ideas		
0-11	<ul style="list-style-type: none"> Uses movement and sensory exploration to connect with her immediate environment 	<p>Drumming moving to the beats. Tasting African foods savoury and sweet. Mark making with flour. Pat a cake song. Sensory experiences in the natural environment-touchy feely book linked to a story. Smelly bags for the babies.</p>
8-20	<ul style="list-style-type: none"> Responds to what she sees, hears, smells, touches and feels 	<p>Smells from Africa such as spices as a sensory experience throughout the room I.E. In the play dough water tray etc. Muslin bags of smelly touchy herbs. CD with instruments to explore music. Photos to make a story board. Foot printing on material.</p>
16-26	<ul style="list-style-type: none"> Expresses herself through physical action and sound Explores by repeating patterns of play 	<p>Mud printing-painting Foot prints and hand prints to make leaves Create rain forest. Kicking footballs and retrieving them rolling them throwing them etc Making food etc from the smelly play dough. Building blocks linked to builder role play. Sand play building. Drumming rhythms.</p>
22-36	<ul style="list-style-type: none"> Seeks to make sense of what she sees, hears, smells, touches and feels Is beginning to use representation as a form of communication 	<p>As above using songs and rhythms and stories to support. Food tasting linked to holidays and picnics. Whole experience of touching smelling and tasting fruits.</p>

		Using signs to songs and for in initiating conversation asking for more etc. Using substances to crush and make paint. Tie- dye
30-50	<ul style="list-style-type: none"> • Uses language and other forms of communication to share the things she creates, or to indicate personal satisfaction or frustration • Explores and experiences using a range of senses and movement • Captures experiences and responses with music, dance, paint and other materials or words. • Develops preferences for forms of expression 	As above and use the substances for specific purposes. Working with clay as part of role play builders making and decorating tiles with texture and pattern. Post cards for each other drawing the pictures to represent their holiday place. A range of inspirational objects such as flowers, leaves, shells and a range of tactile experiences to recreate such as coloured play dough paint flour paint paper.
40-60+	<ul style="list-style-type: none"> • Talks about personal intentions, describing what she was trying to do • Responds to comments and questions, entering into dialogue about her creations • Makes comparisons and creates new connections • Responds in a variety of ways to what she sees, hears, smells, touches and feels • Expresses and communicates her ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments 	As above
Exploring Media and Materials		
0-11	<ul style="list-style-type: none"> • Discovers mark-making by chance, noticing, for instance, that trailing a finger through spilt juice changes it 	Mark making in all tactile experiences from above. Table painting. Using meal times as a tactile experience such as jelly
8-20	<ul style="list-style-type: none"> • Explores and experiments with a range of media using the whole body 	Foot and hand printing whole body painting using mud, paint, cornflour, water etc Dancing to drum music, dancing using scarves and streamers.
16-26	<ul style="list-style-type: none"> • Creates and experiments with blocks, colour and marks 	Use African patterns for inspiration for children to make their own patterns using a variety of media. Large scale joint patterns.
22-36	<ul style="list-style-type: none"> • Is beginning to combine movement, materials, media or marks 	As above.
30-50	<ul style="list-style-type: none"> • Is beginning to be interested in and describing the texture of things • Explores colour and is beginning to differentiate between colours • Differentiates marks and movements on paper • Uses her body to explore texture and space • Understands that she can use lines to enclose a space, and is beginning to use these shapes to represent objects • Creates 3D structures • Is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces 	Feely bags and boxes with fruit etc Feely bags boxes linked to people who help us i.e. brick for builder, brush for hairdresser, wooden spoon for chef. Mixing own paints. Making fruit salad. Making veg soup, fruit smoothies. Designing and making a zoo, hair dressers, shop, bakery etc Table top size for small role play.

	enclosures and creating spaces	
40-60+	<ul style="list-style-type: none"> • Explores what happens when she mixes colours • Chooses particular colours to use for a purpose • Understands that different media can be combined to create new effects • Experiments to create different textures • Creates constructions, collages, paintings and drawings • Uses ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes • Works creatively on a large or small scale <p>Explores colour, texture, shape, form and space in two or three dimensions</p>	As above Creating flags for football, making football shirts playing football.
Creating Music and Dance		
0-11	<ul style="list-style-type: none"> • Responds to a range of familiar sounds, for example, turning to a sound source such as a voice 	Songs and rhymes linked to Africa ,football, career songs.
8-20	<ul style="list-style-type: none"> • Moves her whole body to sounds she enjoys, such as music or a regular beat 	Using instruments in various ways to move parts of the body i.e. banging, shaking.
16-26	<ul style="list-style-type: none"> • Is beginning to move to music, listen to or join in rhymes or songs 	As above
22-36	<ul style="list-style-type: none"> • Joins in singing favourite songs • Create sounds by banging, shaking, tapping or blowing • Shows an interest in the way musical instruments sound 	As above
30-50	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games • Sings a few familiar songs • Sings to herself and makes up simple songs • Taps out simple repeated rhythms and makes some up • Explores and learns how sounds can be changed • Imitates and creates movement in response to music 	Carnival time and as above
40-60+	<ul style="list-style-type: none"> • Is beginning to build a repertoire of songs and dances • Explores the different sounds of instruments • Is beginning to move rhythmically <p>Recognises and explores how sounds can be changed, sings simple songs from memory, recognises repeated sounds and sound patterns and matches movements to music</p>	

Developing Imagination and Imaginative Play		
0-11	<ul style="list-style-type: none"> • Smiles with pleasure at recognisable playthings 	Use recognisable every day real objects such as spoons, saucepan, plate, cup,
8-20	<ul style="list-style-type: none"> • Enjoys making noises or movements spontaneously 	
16-26	<ul style="list-style-type: none"> • Pretends that one object represents another, especially when objects have characteristics in common 	
22-36	<ul style="list-style-type: none"> • Is beginning to make-believe by pretending 	Role play people who help us, people who make things and who keep us fit, role play school and moving rooms.

		Video clips for inspiration.
30-50	<ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Uses available resources to create props to support role-play • Develops a repertoire of actions by putting a sequence of movements together • Engages in imaginative play and role-play based on own first-hand experiences 	<p>As above</p> <p>Create prop boxes, Role play holiday experiences. Use home made books to support role play sequences. Recipes to create food Dance sequences ,i.e. line dancing</p>
40-60+	<ul style="list-style-type: none"> • Introduces a storyline or narrative into her play • Plays alongside other children who are engaged in the same theme • Plays cooperatively as part of a group to act out a narrative <p>Uses her imagination in art and design, music, dance, imaginative and role-play and stories</p>	<p>Recreate stories using props acting out (group time) ie Handa's Surprise (ELP story bag).</p>