

**Engage:**

**Express:**

## Communication and Language

### Listening and attention

Listens to others one to one or in small groups, when conversation interests them

Listens to stories with increasing attention and recall.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Shows interest in play with sounds, songs and rhymes.

### Understanding

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

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

### Speaking

Can retell a simple past event in correct order

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Uses a range of tenses (e.g. play, playing, will play, played).

## Literacy

### Reading

Repeats words or phrases from familiar stories.

Listens to and joins in with stories and poems, one-to-one and also in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Describes main story settings, events and principal characters.

Handles books carefully and holds books the correct way up and turns pages.

### Writing

Sometimes gives meaning to marks as they draw and paint.

## Physical Development

### Moving and handling

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Can stand momentarily on one foot when shown.

Shows control in holding and using jugs to pour, hammers, books and mark-making tools

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

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

## Personal, Social and Emotional Development

### Self-confidence and self-awareness

Can select and use activities and resources with help

Is more outgoing towards unfamiliar people and more confident in new social situations.

Confident to talk to other children when playing, and will communicate freely about own home and community.

### Managing feelings and behaviour

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

### Making Relationships

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with others

## SPRING TERM 2 Objectives Where in the World? Nursery

## Mathematics

### Numbers

Recites some number names in sequence.

Begins to make comparisons between quantities.

Uses some language of quantities, such as 'more' and 'a lot'.

Uses some number names and number language spontaneously

Shows curiosity about numbers by offering comments or asking questions.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

### Shape, space and measures

Notices simple shapes and patterns in pictures.

Beginning to categorise objects according to properties such as shape or size.

Begins to use the language of size.

## Understanding the World

### People and communities

Has a sense of own immediate family and relations.

Learns that they have similarities and differences that connect them to, and distinguish them from, others. Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

### The world

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.

Shows care and concern for living things and the environment.

### Technology

Seeks to acquire basic skills in turning on and operating some ICT equipment.

Knows how to operate simple equipment e.g. turns on CD player and uses remote control.

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

## Expressive Arts and Design

### Exploring and using media and materials

Enjoys joining in with dancing and ring games.

Sings a few familiar songs.

Beginning to move rhythmically.

Imitates movement in response to music.

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

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

### Being imaginative

Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

Beginning to make-believe by pretending.

Sings to self and makes up simple songs.

Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.