

Teaching and Key skills development plan for Nursery (Early Years)

	Autumn	Spring	Summer
PSED (Personal social and emotional development)	<ul style="list-style-type: none"> •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. •Keeps play going by responding to what others are saying or doing. •Can select and use activities and resources with help. 	<ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. •Shows confidence in asking adults for help. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routines 	<ul style="list-style-type: none"> •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • 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.
CL (Communication and Language)	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. •Responds to simple instructions, e.g. to get or put away an object. •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<ul style="list-style-type: none"> •Is able to follow directions (if not intently focused on own choice of activity). •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Uses a range of tenses (e.g. play, playing, will play, played). 	<ul style="list-style-type: none"> •Focusing attention – still listen or do, but can shift own attention. •Beginning to understand 'why' and 'how' questions. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses intonation, rhythm and phrasing to make the meaning clear to others.
PD (Physical development & Health and Self Care)	<ul style="list-style-type: none"> •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Draws lines and circles using gross motor movements. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 	<ul style="list-style-type: none"> •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. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name. •Observes the effects of activity on their bodies.
Literacy (reading and writing)	<ul style="list-style-type: none"> • 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. •Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Knows that print carries meaning and, in English, is read from left to right and top to bottom. •Recognises rhythm in spoken words. •Ascribes meanings to marks that they see in different places.
Mathematics (Number and shape space and measure)	<ul style="list-style-type: none"> •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are 	<ul style="list-style-type: none"> •Compares two groups of objects, saying when they have the same number. •Shows an interest in numerals in the 	<ul style="list-style-type: none"> •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity

	in a set. •Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows interest in shapes in the environment. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	environment. •Shows awareness of similarities of shapes in the environment.	correctly. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Uses shapes appropriately for tasks.
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Note from Foundation Stage Leader

I am Miss Lund and I am the Foundation Stage Leader. Miss Forlani is the nursery class teacher.

The key skills objectives and development statements above describe a 'Typical level of development' for a child during the Nursery year. On entry to Nursery each child has a different starting point and develops at their own rate and in their own ways. We tailor planning of both activities and our continuous provision learning areas to your child's ability, interest and next steps. We support children's learning with an observation-assessment-planning format; using what we have observed about individuals and our current cohort to make assessments and adjust our planning suitably to meet the needs of all children.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

Please contact me via the school office – telephone 0161 748 4356 or email admin@acrehall.trafford.sch.uk - if you have any questions or resource/ ideas that you feel will be useful to us.