

Personal, Social & Emotional Development & Jigsaw: Dreams & Goals

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence & Self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Managing Feelings & Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Communication & Language

Listening & Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.

Understanding

- Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Characteristics of Effective Learning

Playing & Exploring: Playing with what they know

- Pretends objects are things from their experience.
- Represents their experiences in play.
- Takes on a role in their play.
- Acts out experiences with other people.

Active Learning: Keeping on trying

- Persists with activity when challenges occur.
- Shows a belief that more effort or a different approach will pay off.
- Bounces back after difficulties.

Creating & Thinking Critically: Making links

- Makes links and notices patterns in their experiences.
- Makes predictions.
- Tests their ideas.
- Develops ideas of grouping, sequences, cause and effect.

Spring 1 - 2017 “Toys Vs Dinosaurs” Prime Learning Outcomes 40-60+ months

Physical Development & P.E: Gymnastics

Moving & Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health & Self-Care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

<p><u>Literacy - Reading</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<p><u>Creative Development</u></p> <p><u>Exploring Media & Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.
<p><u>Understanding the World</u></p> <p><u>R.E: God’s Wonderful World</u></p> <ul style="list-style-type: none"> • Talks about God loving and caring for the world he made. • Points out God’s care for the world from pictures and stories in the class bibles and prayer books. • Talks about caring for all living things. • Asks friends and teachers their views about caring for all living things. <p><u>People & Communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Finds out about Chinese New Year celebrations. • Finds out about Valentines celebrations. <p><u>The World</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>Spring 1 - 2017</p> <p>“Toys Vs Dinosaurs”</p> <p>Specific Learning Outcomes</p> <p>40-60+ months</p>	<p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.
	<p><u>Mathematics - Numbers</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to 3 or 4 objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to 10 objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. • Finds the total number of items in 2 groups by counting all of them. • Says the number that is 1 more than a given number. • Finds 1 more or 1 less from a group of up to 5 objects, then 10 objects. • Verbally and practically, beginning to use the vocabulary in + and -. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests. 	