

Nursery: Ourselves

Prime Areas:

Personal Social and Emotional

- Circle time games
- Sharing & turn taking games
- Learning to make new friends
- Learning about classroom rules & routines
- Talking about ourselves and our likes and dislikes
- Sharing the All About Me box and family pictures

Communication and Language

- Listening to stories and remembering what happens.
- Learning to follow two-step instructions e.g. Get your coat and line up at the door.
- Singing songs and rhymes.
- Beginning to join in with repetitive refrains in books.
- Retelling past events in the correct order.

Physical Development

- Remembering patterns of movements related to music and rhythm.
- Exploring and developing their movement by balancing and riding scooters, trikes and bikes.
- Using large-muscle movements to paint and make marks.
- Eating independently and learning how to use a knife and fork.
- Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Specific Areas:

Mathematics

- Matching and sorting objects
- Comparing quantities using language: 'more than', 'fewer than'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify the patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people.
- Exploring how things work.
- Use all their senses in hands-on exploration of natural materials.

Expressive Arts and Design

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Literacy

- Engaging in extended conversations about stories, learning new vocabulary
- Mark making/creating symbols to convey meaning e.g. lists, labels, cards and letters
- Exploring rhyme and rhyming words
- Playing sound discrimination games to develop phonological awareness