



Bears Nursery – Medium Term Planning

Communication and Language

*Start to develop conversation often jumping from topic to topic. *Listen to simple stories and understand what is happening, with the help of the pictures. *Understand simple questions about 'who' 'what' and 'where' (but generally not why). *Enjoy listening to longer stories and can remember much of what happens. *Understand 'why' questions like 'Why do you think the caterpillar got so fat?'

Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a books, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Engage in extended conversation about stories, learning new vocabulary. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

PSED

*Express preferences and decisions. They also try new things and start establishing their autonomy. *Are talking about their feelings in more elaborated ways 'I'm sad because...' or 'I love it when...'. *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. *Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried'. *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other.

Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks. *Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Explore colour and colour mixing. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making encloses and creating spaces.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.

Objectives Autumn Term 1 Traditional Tales, The Fair, Harvest

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Notices detailed features of their environment. *Talk about what they see, using a wide range of vocabulary. *Make connections between features of their family and other families. *Remembers and talks about significant events in their own experience. *Notices detailed features of their environment. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Enjoys playing with small-world reconstructions, building on first hand experiences. *To show an interest in technological toys. *Investigate low technology. *Begin to show an awareness of online safety.

These objectives have been selected from the EYFS Developmental Matters 2020 document as they have the most direct link to our topic/theme. All areas of development and development points are planned for and supported throughout the nursery provision.



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Communication and Language

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Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props. (2-3) *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Engage in extended conversation about stories, learning new vocabulary. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

PSED

*Express preferences and decisions. They also try new things and start establishing their autonomy. *Are talking about their feelings in more elaborated ways 'I'm sad because...' or 'I love it when....' *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. *Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried'. *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other.

Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks. *Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

**Objectives
Autumn Term 2
Celebrations (Bonfire Night,
Diwali, Christmas) and
Favourite stories.**

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Notices detailed features of their environment. *Talk about what they see, using a wide range of vocabulary. *Talk about the differences between materials and the changes they notice. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Understands some talk about the immediate past and future. *Notices detailed features of their environment. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Enjoys playing with small-world reconstructions, building on first hand experiences. *Know that there are different countries in the World and talk about the differences they have experienced or seen in photos. *Continue to develop positive attitudes about the differences between people. *To name parts of a desk top computer. *To use remote technology more appropriately with less support. *Begin to show an awareness of online safety.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Explore colour and colour mixing. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making enclosures and creating spaces.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.

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Bears Nursery – Medium Term Planning

PSED

*Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. *Begin to understand how others might be feeling * Develop their sense of responsibility and membership of a community.* Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Communication and Language

*Start to develop conversation often jumping from topic to topic. *Listen to simple stories and understand what is happening, with the help of the pictures *Understand simple questions about 'who' 'what' and 'where' (but generally not why). *Enjoy listening to longer stories and can remember much of what happens. *Understand 'why' questions like 'Why do you think the caterpillar got so fat?'

Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and form top to bottom, the names of the different parts of a books, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

Objectives Spring Term 3 Winter, Food, Chinese New Year.

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Begin to understand the need to respect and care the natural environment and all living things. *Understand the key features of the life-cycle of a plant and an animal. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Talk about what they see, using a wide range of vocabulary. *Talk about the differences between materials and the changes they notice. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Understands some talk about the immediate past and future. *Notices detailed features of their environment. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Enjoys playing with small-world reconstructions, building on first hand experiences. *Begins to understand the effect their behaviour can have on the environment. *Know that there are different countries in the World and talk about the differences they have experiences or seen in photos. *Continue to develop positive attitudes about the differences between people. *Developing an understanding of growth, decay and changes over time. *To use a mouse to click on an item on a desk-top.*To show care and concern for all technology. *Show an awareness of online safety.

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Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks *Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Explore colour and colour mixing. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making encloses and creating spaces. *Uses tools for a purpose. *Play instruments with increasing control to express their feelings and ideas.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.



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Communication and Language

*Start to develop conversation often jumping from topic to topic. *Listen to simple stories and understand what is happening, with the help of the pictures. *Understand simple questions about 'who' 'what' and 'where' (but generally not why). *Enjoy listening to longer stories and can remember much of what happens. *Understand 'why' questions like 'Why do you think the caterpillar got so fat?'

Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props. *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a books, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

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PSED

*Express preferences and decisions. They also try new things and start establishing their autonomy. *Are talking about their feelings in more elaborated ways 'I'm sad because...' or 'I love it when....' *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. *Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried'. *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other.

Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks. *Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Objectives Spring Term 4 The Farm, New Life, Spring, Easter

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Begin to understand the need to respect and care the natural environment and all living things. *Plant seeds and care for growing plants *Understand the key features of the life-cycle of a plant and an animal. *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. *Developing and understanding of growth, decay and changes over time. *Talk about what they see, using a wide range of vocabulary. *Talk about the differences between materials and the changes they notice. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Understands some talk about the immediate past and future. *Developing an understanding of growth, decay and changes over time. *Notices detailed features of their environment. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Enjoys playing with small-world reconstructions, building on first hand experiences. *Begins to understand the effect their behaviour can have on the environment. *To use a mouse to open a program and select icons using a left click. *Show an increasing interest in technological toys, and caring for these appropriately. *Show an interest in iPads *Show an awareness of online safety.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Draw with increasing complexity and detail, such as representing a face with a circle and including details. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making encloses and creating spaces. *Develop their own ideas and the decide which materials to use to express them. *Uses tools for a purpose.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.



Bears Nursery – Medium Term Planning



Communication and Language

*Start to develop conversation often jumping from topic to topic. *Listen to simple stories and understand what is happening, with the help of the pictures*Understand simple questions about 'who' 'what' and 'where' (but generally not why). *Enjoy listening to longer stories and can remember much of what happens. *Understand 'why' questions like 'Why do you think the caterpillar got so fat?'

Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

PSED

*Express preferences and decisions. They also try new things and start establishing their autonomy. *Are talking about their feelings in more elaborated ways 'I'm sad because...' or 'I love it when...'. *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. *Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried'. *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other.

Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks.*Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Objectives Summer Term 5 Journeys, Transport

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Talks about how things happen and how things work. *Explore and talk about different forces they can feel. *Explore how things work. *Talk about what they see, using a wide range of vocabulary. *Talk about the differences between materials and the changes they notice. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Understands some talk about the immediate past and future. *Notices detailed features of their environment. *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Enjoys playing with small-world reconstructions, building on first hand experiences. *Begins to understand the effect their behaviour can have on the environment. *Know that there are different countries in the World and talk about the differences they have experienced or seen in photos. *Create a representational image using technology (desktop, SmartBoard, iPad) selecting the correct colours and tools. *To click, drag and close a program. *To know how to move a technological toy forwards and backwards. *To know how to stay safe online.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Draw with increasing complexity and detail, such as representing a face with a circle and including details. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making enclosures and creating spaces. *Develop their own ideas and decide which materials to use to express them. *Uses tools for a purpose.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.

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Communication and Language

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Literacy

*Ask questions about the book, makes comments and share their own ideas. *Develop play around favourite stories using props. *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Add some marks to their drawings, which they give meaning to. For example: 'That says mummy'. *Understands the five key concepts about print; (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing). *Develop their phonological awareness so they can; spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write m for mummy. *Write some or all of their name.

Mathematics

*Compare amounts, saying 'lots', 'more', or 'same'. *Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Notice patterns and arrange things in pattern. *Fast recognition of up to 3 objects, without having to count them individually (subitising). *Know that the last number reached when counting a small set of objects tells you how many there are in total. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Make comparisons between objects relating to size, length, weight and capacity.

PSED

*Express preferences and decisions. They also try new things and start establishing their autonomy. *Are talking about their feelings in more elaborated ways 'I'm sad because...' or 'I love it when...'. *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. *Talk about their feelings, using words like 'happy', 'sad', 'angry' or 'worried'. *Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other.

Physical Development (Continuous provision)

INDOOR: *Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Use large muscle movements, to wave flags and streamer, paint and make marks. *Use one handed tools and equipment, for example, making snips in paper with scissors. *Use a comfortable grip with good control when holding pens and pencils. OUTDOOR: *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Go up steps and stairs, or climb up apparatus, using alternate feet.

Physical Development – PE – Spatial Awareness

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Objectives Summer Term 6 Pirates, Noah's Ark, The Zoo, The Seaside

Understanding the World

*Explores natural materials, indoors and outside. *Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animals life. *Use all their senses in hands-on exploration of natural materials. *Talks about how things happen and how things work. *Explore and talk about different forces they can feel. *Explore how things work. *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. *Talk about what they see, using a wide range of vocabulary. *Talk about the differences between materials and the changes they notice. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Understands some talk about the immediate past and future. *Use a mouse to click, drag and drop. *Complete a simple program independently. *To access programs on an iPad and know how to close these programs. *To know how to stay safe online.

Expressive Arts and Design

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Create closed shapes with continuous lines and begin to use these shapes to represent objects. *Draw with increasing complexity and detail, such as representing a face with a circle and including details. *Join different materials and explore different textures. *Uses various construction materials to join pieces together, stack vertically and horizontally balancing and making encloses and creating spaces. *Develop their own ideas and the decide which materials to use to express them. *Uses tools for a purpose. *Play instruments with increasing control to express their feelings and ideas.

Expressive Arts and Design – Role Play

*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. *Take part in simple pretend play, using an object to represent something else even though they are not similar.

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