

<p><b>Personal Social and Emotional Development</b>  <b>Making Relationships</b>  <b>Sense of self</b>  <b>Understanding emotions</b></p> <p><b>Whole School PSED</b></p> <ul style="list-style-type: none"> <li>I can tell you how I have changed</li> <li>I can talk about what has made me feel happy, sad, excited etc</li> <li>I can help someone who is feeling sad</li> </ul> <p>I can tell you how to look after the classroom</p> <p><b>Text – The Colour Monster Goes to School</b></p> <p><b>Main teaching points and experiences in 3s</b></p> <ul style="list-style-type: none"> <li>Represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>Be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>Be increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise: sometimes by themselves, sometimes with support</li> <li>Return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>Be proactive in seeking adult support and able to articulate their wants and needs</li> <li>Recognise that they belong to different communities and social groups and communicate freely about own home and community</li> <li>Be more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>Show confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>Describe their competences, what they can do well and are getting better at, describing themselves in positive but realistic terms</li> <li>Have a clear idea about what they want to do in their play and how they want to go about it</li> <li>Show confidence in choosing resources and perseverance in carrying out a chosen activity</li> <li>Understand their own and other people's feelings, offering empathy and comfort</li> <li>Talk about their own and others' feelings and behaviour and its consequences</li> <li>Attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people</li> <li>Be more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Seek support, "emotional refuelling" and practical help in new or challenging situations</li> <li>Be aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>	<p><b>Communication and Language</b>  <b>Listening and Attention</b>  <b>Understanding</b>  <b>Speaking</b></p> <p><b>Main teaching points and experiences in 3s</b></p> <p><u>Throughout their time in Nursery, children will be given opportunities to</u></p> <p><u>Listening and Attention</u></p> <p>Show variability in listening behaviour: may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <ul style="list-style-type: none"> <li>Begin to indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods: can both listen and do for short span</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Understand a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Begin to understand humour, e.g. nonsense rhymes, jokes</li> <li>Able to follow a story without pictures or props</li> <li>Listen and respond to ideas expressed by others in conversation or discussion</li> <li>Understand questions such as <i>who, why, when, where and how</i></li> </ul> <p><u>Speaking</u></p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences in play situations</li> <li>Link statements and stick to a main theme or intention</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Introduce a storyline or narrative into their play</li> </ul>	<p><b>Physical Development</b>  <b>Moving and Handling</b>  <b>Health and Self Care</b></p> <p><b>Main teaching points and experiences in 3s</b></p> <p><i>Dress and undress (wetsuits) with greater independence.</i></p> <ul style="list-style-type: none"> <li>Choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>Jump off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>Show increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>Use simple tools to effect changes to materials</li> <li>Handle tools, objects, construction and malleable materials safely and with increasing control and intention</li> </ul>	<p><b>Literacy</b>  <b>Reading</b>  <b>Writing</b></p> <p><b>Main teaching points and experiences in 3s</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of print and digital books, both fiction and non-fiction</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>Describe main story settings, events and principal characters in increasing detail</li> <li>Re-enact and reinvent stories they have heard in their play</li> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>Begin to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>Begin to develop phonological and phonemic awareness <ul style="list-style-type: none"> <li>Continue a rhyming string and identify alliteration</li> <li>Hear and say the initial sound in words</li> <li>Begin to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> </ul> </li> <li>Include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> <li>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>		
Nursery 3s 2023/4					
Autumn 1 – 7 weeks					
Topic – Me and my family					
Key Vocabulary introduced – My family, me, Mam, Dad, brother, sister, nana, grandad, house, street, Ryhope, body, move, jump, hop, skip, walk, run.					
Fiction	Non Fiction	Poetry and rhymes	Role play	Extra Events	Links with parents
<p>Nobot the Robot  Nobot the Robot's new bottom  You Choose  From Head to Toe</p>		<p>If you're happy and you know it  One finger one thumb  Tommy Thumb</p>	<p>House area – babies, family items</p>		<p>Wish upon a star</p>
<p><b>Expressive Arts and Design</b>  <b>Creating with Materials</b>  <b>Being imaginative and Expressive</b></p> <p><b>Main teaching points and experiences in 3s</b></p> <p>Begin to build a collection of songs and dances</p> <ul style="list-style-type: none"> <li>Make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>Develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>Express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> <li>Create representations of both imaginary and real life ideas, events, people and objects</li> <li>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>Choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>Respond imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> <li>Introduce a storyline or narrative into their play</li> </ul>				<p><b>Mathematics</b>  <b>Main teaching points and experiences in 3s</b></p> <ul style="list-style-type: none"> <li>Use number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Estimate numbers of things, showing understanding of relative size</li> <li>Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Engages in subitising numbers to four and maybe five</li> <li>Count out up to 10 objects from a larger group</li> <li>Match the numeral with a group of items to show how many (up to 10)</li> <li>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>Begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>In practical activities, add one and subtract one with numbers to 10</li> <li>Begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigate turning and flipping objects in order to make shapes fit and create models, predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> <li>Use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>Enjoy composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> <li>Spot patterns in the environment, beginning to identify the pattern "rule"</li> <li>Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> <li>Enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>Become familiar with measuring tools in everyday experiences and play</li> <li>Be increasingly able to order and sequence events using everyday language related to time</li> <li>Beginning to experience measuring time with timers and calendars</li> </ul>	
<p><b>Understanding the World</b></p>					
<p><b>People and Communities</b>  <b>The World</b>  <b>Technology</b></p>					
<p><b>Main teaching points and experiences in 3s</b></p>					
<ul style="list-style-type: none"> <li>Enjoy joining in with family customs and routines</li> <li>Talk about past and present events in their own life and in the lives of family members</li> <li>Know that other children do not always enjoy the same things, and is sensitive to this</li> <li>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions <ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change in nature</li> <li>Know about similarities and differences in relation to places, objects, materials and living things</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another</li> <li>Make observations of animals and plants and explains why some things occur, and talks about changes</li> </ul> </li> </ul>					
<p>Complete a simple program on electronic devices</p>					
<ul style="list-style-type: none"> <li>Use ICT hardware to interact with age appropriate computer software</li> <li>create content such as a video recording, stories, and/or draw a picture on screen</li> <li>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul>					
<ul style="list-style-type: none"> <li>Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>					

Indoor enhancements		Outdoor enhancements	
Water		Sand	
Malleable		Water	
Painting		Reading	
Creation station		Writing tent	
Woodwork			
Maths		Tuff spot 1	
Imagination station		Tuff spot 2	
Reading		Maths	
Mark making		Construction	
Role play		Music	
Sensory trays			

Finger gym			
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