

Marshmallows Nursery follow aspects of this planning (seasons/celebrations) and then plan from the children's interests and needs

Area of Learning	Autumn 1 All About Me	Autumn 2 Celebrations and Christmas	Spring 1 Counting and Rhyming	Spring 2 Animals (pets, dinosaurs, farm, minibeasts)	Summer 1 Plants and Growing	Summer 2 Holidays and Weather
<b>Communication and Language</b>	<p><span style="color:red">Listens to and enjoys rhythmic patterns in rhymes and stories</span>  <span style="color:green">Shows interest in play with sounds, songs and rhymes</span>  <span style="color:blue">Joins in with repeated refrains and anticipates key events and rhymes</span>  <span style="color:orange">Maintains attention and sits quietly</span>                      Listen to stories, accurately anticipates, responds with relevant comments, questions or actions</p>	<p><span style="color:red">Understands simple sentences</span>  <span style="color:green">Understands more complex sentences (2 part)</span>  <span style="color:blue">Responds to simple instructions</span>  <span style="color:orange">Responds to 2 part instructions</span>                      Follows instructions involving several ideas or actions</p>	<p><span style="color:red">Beginning to ask simple questions</span>  <span style="color:green">Uses a variety of questions</span>  <span style="color:blue">Questions why things happen and gives explanations</span>  <span style="color:orange">Use talk to organise, sequence and clarify thinking, ideas, feelings and events</span>                      Express themselves effectively showing awareness of the listeners' needs</p>	<p><span style="color:red">Selects familiar objects by name or identify from a group</span>  <span style="color:green">Developing an understanding of simple concepts eg. big/little</span>  <span style="color:blue">Beginning to understand how and why questions</span>  <span style="color:orange">Listens and responds to ideas expressed by others</span>                      Answer how and why questions about their experiences and in response to stories or events</p>	<p><span style="color:red">Uses different types of everyday words</span>  <span style="color:green">Learns new words and uses them when communicating</span>  <span style="color:blue">Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</span>  <span style="color:orange">Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</span>                      Develop their own narratives and explanations by connecting ideas or events</p>	<p><span style="color:red">Pays attention (may be rigid where they appear not to hear)</span>  <span style="color:green">Single channelled attention, may need name to help focus child</span>  <span style="color:blue">Focusing attention, can shift own attention</span>  <span style="color:orange">Maintains attention, concentrates and sits quietly during appropriate activity</span>                      Listen attentively in arranged situations</p>
<b>Personal and Social</b>	<p><span style="color:red">Builds relationships with special people</span>  <span style="color:green">Seek out others to share experiences</span>  <span style="color:blue">Demonstrates friendly behaviour</span>  <span style="color:orange">Initiates conversation, attends to and takes account of what others say</span>                      Show sensitivity to others needs and feelings and form positive relationships</p>	<p><span style="color:red">Responds to a few boundaries with encouragement and support</span>  <span style="color:green">Shows understanding and cooperates with some boundaries and routines</span>  <span style="color:blue">Adapts behaviour to different events, social situations and changes in routine</span>  <span style="color:orange">Aware of boundaries set and behavioural expectations</span>                      Adjust behaviour to different situation and take changes in routine in their stride</p>	<p><span style="color:red">Wants to do things independently</span>  <span style="color:green">Expresses own preferences and interests</span>  <span style="color:blue">Confident to talk to others when playing</span>  <span style="color:orange">Confident to speak to others about own needs, wants, interests and opinions</span>                      Confident to try new activities and say why they like some more than others                       Say when they do or don't need help</p>	<p><span style="color:red">Is aware of others' feelings</span>  <span style="color:green">Responds to the feelings and wishes of others</span>   <span style="color:green">Can express their own feelings eg. sad, happy, cross, scared, worried</span>  <span style="color:blue">Knows that some actions and words can hurt others' feelings</span>  <span style="color:orange">Understands that own actions affect others</span>                      Talks about how they and others show feelings, their behaviour and that of others, its consequences and know that some behaviour is</p>	<p><span style="color:red">Play alongside others</span>  <span style="color:green">Interested in others' play and starting to join in</span>  <span style="color:blue">Can play in a group and elaborate play ideas</span>  <span style="color:orange">Initiates conversation and takes account of what others say</span>                      Take account of one another's ideas about how to organise an activity                       Play co-operatively taking turns with others</p>	<p><span style="color:red">Engage in pretend play (support child in understanding their own thinking may be different to others)</span>  <span style="color:green">Express own preferences and interests</span>  <span style="color:blue">Enjoys responsibility of carrying out small tasks</span>  <span style="color:orange">Can describe self in positive terms and talk about abilities</span>                      Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activity</p>

<b>Physical</b>	Games and Gymnastics/ fine motor skills	Games and Dance/ fine motor skills	Games and Gymnastics fine motor skills	unacceptable Games and Dance/ fine motor skills	Athletics and Gymnastics	Athletics and Dance
<b>Literacy</b>	<p>Interested in books and rhymes and may have favourites</p> <p>Begin to recognise their own name</p> <p>Able to recognise their name and beginning to recognise others' names</p> <p>Link sounds to letters, naming and sounding letters</p> <p>Write their own name</p> <p>Use phonic knowledge to begin to decode words</p> <p>Read stories together about families and information books about our topic.</p>	<p>(refer to physical development for early mark making)</p> <p>Distinguish between marks they make</p> <p>Sometimes give meaning to marks as they draw and paint</p> <p>Gives meaning to marks as they draw, write and paint</p> <p>Use phonic knowledge to begin to write words</p> <p>Read stories and information books about celebrations. Writing invitations and lists</p>	<p>Interested in books and rhymes and may have favourites</p> <p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Enjoys rhythmic and rhyming activities</p> <p>Continues a rhyming string</p> <p>Rhyming stories, nursery rhymes, counting rhymes</p>	<p>Shows control in using mark making tools</p> <p>Beginning to use tripod (three fingers) grip for writing</p> <p>Beginning to form some recognisable letters</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Some words are spelt correctly and others phonetically plausible</p> <p>Read stories and information books about animals.</p> <p>Writing captions and simple sentences</p>	<p>Interested in books and rhymes and may have favourites</p> <p>Repeats words and phrases from stories</p> <p>Listens to stories with increasing attention and recall</p> <p>Describe main story settings and characters</p> <p>Begin to read words and simple sentences</p> <p>Read and understand simple sentences</p> <p>Demonstrate understanding when talking about what they have read</p> <p>Read stories and information books about topic. Writing labels, instructions and chronological reports</p>	<p>Shows control using mark making tools</p> <p>Distinguish between different marks they make</p> <p>Hold books correctly and turn pages</p> <p>Knows information can be relayed in the form of print</p> <p>Ascribe meaning to marks they see in different places</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Stories and information books about holidays and weather</p>
<b>Mathematics</b>	<p>Say some counting words randomly</p> <p>Use some language of quantities such as 'more' and 'a lot'</p> <p>Compares 2 groups saying when they have the same number</p> <p>Use 'more' and 'less' to compare 2 sets of objects</p> <p>Begin to solve problems</p> <p>Counting objects, number recognition, more and less, shapes, length/ height, pattern</p>	<p>Beginning to organise or categorise objects</p> <p>Selects a small number of objects from a group when asked eg. please give me 2</p> <p>Realises not only objects but anything can be counted eg. steps, claps or jumps</p> <p>Counts actions or objects which cannot be moved</p> <p>Count reliably with numbers to 20</p> <p>Counting sounds/actions, number recognition and ordering, shapes, money</p>	<p>Attempts to fit shapes into spaces on boards or jigsaw puzzles</p> <p>Begin to use the language of size</p> <p>Uses positional language</p> <p>Order 2 or 3 items by weight or capacity</p> <p>Use everyday language to talk about size, weight, position to compare quantities and objects and to solve problems (capacity, distance, time and money)</p> <p>Counting in different ways (grouping)</p> <p>Addition and subtraction, positional language, weight</p>	<p>Use blocks to create their own simple structures and arrangements</p> <p>Anticipate time events such as mealtimes or home time</p> <p>Plays with shapes and makes arrangements with objects</p> <p>Begin to use mathematical language for 2 and 3D shapes</p> <p>Uses everyday language related to time and money</p> <p>Explore characteristics of objects and shapes and use mathematical language to describe them</p>	<p>Says some counting words randomly</p> <p>Knows that a group of things changes in quantity when something is added or taken away</p> <p>Separates 3 or 4 objects in different ways, beginning to recognise that the total is still the same</p> <p>Finds 1 more or less from a group of up to 10 objects</p> <p>Beginning to use the language associated with addition and subtraction</p> <p>Using quantities and objects they add and subtract 2 single digit numbers and count on or back to find the answer</p> <p>Estimating and counting, use addition and subtraction to solve</p>	<p>Says some counting words randomly</p> <p>Uses some number names accurately in play</p> <p>Sometimes matches numeral and quantity accurately</p> <p>Selects the correct numeral to represent 1-10 objects</p> <p>Place numbers 1 to 20 in correct order and say which number is 1 more and 1 less</p> <p>Number recognition and ordering, addition and subtraction, shapes, time</p>

				Addition and subtraction, money, shapes, direction, time	problems, doubling, halving and sharing	
<b>Expressive Arts and Design</b>	<p>Create sounds by shaking, tapping, banging or blowing</p> <p>Tap out simple repeated rhythms</p> <p>Explore the different sound of instruments</p> <p>Sing songs, make music and dance and experiment with ways of changing them</p> <p>Self portraits, building models, environmental and body sounds</p>	<p>Experiments with blocks, colours and marks</p> <p>Uses various construction materials</p> <p>Construct with a purpose in mind using a variety of resources</p> <p>Safely use and explore materials, tools and techniques</p> <p>experimenting with colour, design, texture, form and function</p> <p>Collages and printing/celebration dances.</p> <p>Explore the sound of instruments and make our own, card making</p>	<p>Experiment with blocks, colours and marks</p> <p>Begin to describe the texture of things</p> <p>Explore what happens when they mix colours</p> <p>Experiment to create different textures</p> <p>Use what they have learned about media and materials in original ways, thinking about uses and purposes</p> <p>Colour mixing and painting, experimenting with texture, making up our own songs and rhymes</p>	<p>Begin to make believe by pretending</p> <p>Builds stories around toys</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> <p>Clay modelling, paper mache, designing and making animal puppets, dinosaur and animal dances, rhythms</p>	<p>Beginning to use representation to communicate eg. drawing a line and saying 'that's me'</p> <p>Developing preferences for forms of expression</p> <p>Create simple representations of events, people and objects (as spring 1 and 2)</p> <p>Pastels and chalk, shading light to dark, famous artists- Vangogh sunflowers</p>	<p>Join in singing favourite songs</p> <p>Initiates movements in response to music</p> <p>Build up a repertoire of songs and dances</p> <p>Sing songs, make music and dance and experiment with ways of changing them</p> <p>Art -landscapes/natural resources</p>
<b>Understanding the World</b>	<p>Enjoys pictures and stories about themselves, families and other people</p> <p>Has a sense of own immediate family and relations</p> <p>Shows interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs and traditions</p> <p>Talk about past and present events in their own lives and their family</p> <p>Our bodies, our senses, homes around the world, ICT-data handling</p>	<p>Is curious about people and shows interest in stories about themselves and other people</p> <p>In pretend play, imitate actions and events from own family and cultural background eg. making a cup of tea</p> <p>Shows interest in different ways of life</p> <p>Enjoys joining in with family customs and routines</p> <p>Know about similarities and differences between themselves and others, among families, communities and traditions</p> <p>Celebrations around the world/ The Christmas Story, cold climates. ICT-paint programmes</p>	<p>Shows interest in toys with buttons, flaps and simple mechanisms</p> <p>Turns on and operates some ICT equipment</p> <p>Knows that information can be retrieved from computers</p> <p>Completes a simple program on a computer</p> <p>Selects and uses technology for a purpose</p> <p>Recognises a range of technology is used in homes and schools</p> <p>Changing materials, magnets, electricity</p>	<p>Closely observes what animals, people and vehicles do</p> <p>Enjoys playing with small world models such as farm</p> <p>Develop an understanding of growth, decay and change over time</p> <p>Look closely and similarities, differences, patterns and change</p> <p>Know about similarities and difference in relation to places, materials and living things</p> <p>Life cycles, sorting and classifying animals, stories from the bible (creation and Noah's Ark)</p>	<p>Notices detailed features of objects in the environment</p> <p>Talks about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Look closely at similarities, differences, pattern and change</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes</p> <p>Growing and parts of a plant</p>	<p>Enjoys playing with small world activities</p> <p>Notices detailed features or objects in their environment</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talk about features of their own environment and how environments may vary from one another</p> <p>Landscapes</p>
<b>Role Play</b>	Doctor's surgery/home corner	Winter wonderland/Santa's Grotto	Based on Nursery rhyme or rhyming story	Pet Shop/vets	Garden Centre	Nursery- travel agent/railway station Reception-railway station/at the airport

