

## Communication and Language

Understand and follow simple instructions.  
Focus on an activity of my choice.  
Identify familiar objects and properties when they're described.  
Be directed to an activity by an adult  
Recognise and point to objects on request.  
Understand and follow a 2 key word instruction.  
Use intonation, pitch and different volumes when 'talking'.  
Make eye contact for longer periods.  
Link four or five words together.  
Use the speech sounds p, b, m, w.  
Use 'words' to make myself understood.  
Use 'what' questions.

## Literacy

Draw and scribble and pretend to write.  
Show interest in and recognise marks.  
Know books have words and pictures.  
Pronounce the sounds: p, b, m, w.  
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  
Turn the pages one at a time and can point to a picture in a book.  
Sit in a balanced position.  
Match pictures to pictures and symbols to symbols. Say some of the words in songs and rhymes.  
Hold pencils/pens using a palmar grip or five finger group.  
Distinguish between marks and pictures/ drawings.  
Point to a named character in a familiar book.  
Listen to a simple story and understand what is happening with the help of the pictures.  
Listen carefully to sounds in the environment.  
Make controlled marks in sand, shaving foam, using large chalk, paint easel.  
Shares books with an adult.  
Pay attention and respond to the pictures or the words  
Begin to establish a dominant hand.

## Mathematics

Can recognise, name and match colours.  
Sort by attribute.  
Recite the numbers to 5.  
Talk about 1.  
Give 1 item on request.  
Identify attributes: long, tall, short, high, heavy, full.  
Identify and name squares, rectangles, circles, triangles.

# Nursery - I am Magical



## Quality Books and Literacy Prompts

Ten Little Fingers and Ten Little Toes by Mem Fox



Elmer by David McKee



The Last Noo-Noo by Jill Murphy



## Fine Motor Skills

Use manipulative skills and control, to draw freely, including scribbling, 'colouring'.  
Grip writing implements, using a palmar grip or five finger group.  
Finger feed myself and drink from an open cup.  
Hold and grasp different materials; spoons, brushes, shells, clay, jelly, dough.  
Explore different materials and tools, making controlled marks in sand, shaving foam, using large chalk, paint easel.

## Physical Development

Clap and stamp to music.  
Sit in a balanced position.  
Fit myself into spaces, like tunnels, dens and large boxes, and move around in them.  
Build independently with a range of appropriate resources.  
Move by walking and running.  
Begin to jump and climb.  
Sit on a push-along wheeled toy, to scoot along.  
Sit on a tricycle and use my feet on the floor to move around.

## Personal, Social and Emotional Development

Express my emotions; happy, sad, excited, cross, tired, frustrated, upset.  
Find out about emotions through stories.  
Take turns with other children, with adult support.  
Starting to show 'effortful control'.  
Explore the classroom with adult support.  
Separate from my parent with some support.  
Use the toilet with prompts and support.  
Wash and dry my own hands with prompts.

## Understanding the World

Experience: dough, water/foam and sand, boxes of 'junk', jelly/foods.  
Identify and name: trees, including conkers and acorns., leaves, grass, hedge, stones, shells, branches.  
Talk about the weather and Autumn.  
Talk about my family.  
Talk about who is special to me and why.  
Name members of my immediate family (Mother, Father, Brother, Sister, Grandparents.)  
Understand who is older and younger than me in my family.

## Expressive Arts and Design

Make marks intentionally in sand, shaving foam and using paint, chalk, etc  
Use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes.  
Name and recognise the colours red, blue, green, yellow.  
Draw on a large scale a simple face to represent myself.  
Print with objects – vegetables, leaves, cars.  
Join in with the songs we use every day in Nursery; *daily routine songs; days of the week, hello song, weather song.*  
Use my voice to make different sounds.  
Start to develop my pretend play, pretending that different items represent different things.  
Pretend to feed a doll and take it for a walk in the pram.  
Show attention to sounds and music.