

### Physical Development

#### Gross Motor Skills

- Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands
- Climbing confidently and beginning to pull themselves up on nursery climbing equipment
- Kicking a large ball
- Running safely on whole foot
- Walking up steps or down steps holding onto a rail, two feet onto each step.

#### Fine Motor Skills

- Showing a growing maturity in holding pencils and using their dominant hand
- Beginning to recognise the way in which pencils and paint brushes should be held
- Turning pages in a book, sometimes several at once.
- Showing control in holding and using: jugs to pour; hammers; books; mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools.

### Communication & Language

#### Listening, Attention & Understanding

- Recognising and responding to many familiar sounds
- Showing interest in playing with sounds, songs and rhymes
- Have single channelled attention, shifting to a different task if attention fully obtained—using child's name helps focus
- Understanding more complex sentences, e.g. 'Put your toys away and then we'll read a book'
- Understanding 'who', 'what', 'where' in simple questions (e.g. Who's that/What's that/Where is it?)

#### Speaking

- Using a variety of questions e.g. what, where, who
- Using simple sentences e.g. 'Mummy gonna work'
- Using language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Beginning to use word endings e.g. going, cats
- Holding a conversation, jumping from topic to topic

### Personal, Social & Emotional Development

#### Self Regulation

- Separating from their main carer with support and encouragement from a familiar adult
- Expressing their own preferences and interests

#### Managing Self

- Seeking comfort from familiar adults, when needed
- Expressing their own feelings such as sad, happy, cross, scared, worried
- Responding to the feelings and wishes of others
- Being aware that some actions can hurt or harm others
- Trying to help or giving comfort when others are distressed
- Showing understanding and cooperating with some boundaries and routines
- Inhibiting their own actions/behaviours e.g. stop themselves from doing something they shouldn't do
- Having a growing ability to distract self when upset e.g. by engaging in a new play activity

#### Building Relationships

- Showing interest in others' play and start to join in
- Seeking out others to sharing experiences
- Showing affection and concern for people who are special to them
- Sometimes forming a special friendship with another child

### Literacy

#### Word Reading

- Beginning to notice when words have the same beginning sound
- Repeating words or phrases from familiar stories
- Having awareness that signs and symbols in the environment carry meaning

#### Comprehension

- Filling in the missing word or phrase in a known rhyme, story or game e.g. Humpty Dumpty sat on ...
- Having some favourite stories, rhymes, songs, poems or jingles.

#### Writing

- Distinguishing between the different marks they make

## Nursery Learning Objectives END OF AUTUMN TERM

### Maths

#### Number & Numerical Patterns

- Selecting a small number of objects from a group when asked, e.g. 'Please give me two'
- Reciting some number names in sequence
- Creating and experimenting with symbols and marks representing the idea of number
- Beginning to make comparisons between quantities
- Using some language of quantities, such as 'more' and 'a lot'
- Knowing that a group of things change in quantity when something is added or taken away

#### Shape, Space & Measure (not in expectations)

- Beginning to use the language of size
- Anticipating specific time-based events such as meal times or home time
- Noticing simple shapes and patterns in pictures
- Beginning to categorise objects according to properties such as shape or size

### Understanding the World

#### Past & Present

- Children will be having a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new
- They will be aware that parents and grandparents will be older than they are
- They will have an understanding of yesterday and tomorrow

#### People, Culture & Communities

- Having a sense of immediate family and relations
- In pretend play, imitating everyday actions and events from own family and cultural background e.g. making and drinking tea
- Beginning to have their own friends
- Learning that they have similarities and differences that connect them to, and distinguish them from others

#### The Natural World

- Enjoying playing with small-world models such as a farm, a garage, or a train track
- Noticing detailed features of objects in their environment

### Expressive Arts & Design

#### Creating with Materials

- Experimenting with blocks, colours and marks
- Exploring colour and how colour can be changed

#### Being Imaginative & Expressive

- Beginning to use representation to communicate, e.g. drawing a line and saying 'that's me'
- Beginning to make-believe by pretending
- Join in singing favourite songs
- Creating sounds by banging, shaking, tapping or blowing
- Showing an interest in the way musical instruments sound