

## PRIME AREAS OF LEARNING

### PSED

#### Making Relationships

- Plays cooperatively with a familiar adult
- Interested in others' play and starting to join in
- Seeks out others to share experiences
- Plays in a group, extending and elaborating play ideas
- Responds to what others say or do and keeps play going
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Begins to learn that some things are theirs, some things are shared and some things belong to other people

#### Self-confidence and Self-awareness

- Gradually able to engage in pretend play with toys
- Demonstrates sense of self as an individual
- Expresses own preferences and interests
- Selects and uses activities and resources with help

#### Managing feelings and behaviour

- Can express their own feelings such as sad, happy, cross, scared, worried
- Can inhibit own actions/behaviours
- Takes turns and shares resources, sometimes with support
- Is aware that some actions can hurt or harm others
- Is aware of own feelings and knows that some actions and words can hurt others' feelings

### British Values

We respect the culture and beliefs of others  
 We treat everyone equally.  
 We know that we are all special  
 We understand right from wrong  
 We try to help other people  
 We listen to and respect other people's opinions and values  
 We understand the consequences of our actions  
 We understand and respect the roles of people who help us.

### Communication & Language

#### Listening and Attention

- Listens to and enjoys rhythmic patterns in rhymes and stories
- Listens with interest to the noises adults make when they read stories
- Listens to stories with increasing attention and recall
- Anticipates key events and phrases in rhymes and stories
- Understands 'who', 'what', 'where' in simple questions
- Shows interest in play with sounds, songs and rhymes

#### Understanding

- Identifies action words by pointing to the right picture
- Understands 'who', 'what', 'where' in simple questions
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture
- Beginning to understand 'why' and 'how' questions

#### Speaking

- Copies familiar expressions
- Beginning to talk about people and things that are not present
- Uses simple sentences
- Beginning to use more complex sentences to link thoughts
- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Uses talk in pretending that objects stand for something else in play

### Physical Development

#### Moving and Handling

- Runs safely on whole foot
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles or lines
- May be beginning to show preference for dominant hand
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Draws lines and circles using gross motor movements
- Uses one-handed tools and equipment such as scissors
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp
- Holds pencil near point between first two fingers and thumb and use it with good control
- Understands that equipment and tools have to be used safely

#### Health and Self Care

- Shows a desire to help with dressing / undressing and hygiene routines
- Helps with clothing
- Observes the effects of activity on their bodies
- Dresses with help

### Core Reading Texts

**Week 1/2** - Gingerbread Man

**Week 3/4** - Hansel & Gretel

**Week 5/6** - Billy Goats Gruff



### Key Events and Celebrations

5<sup>th</sup> January - Birthday of Guru Gobind Singh Ji

5<sup>th</sup> of February - Chinese New Year

14<sup>th</sup> February - Valentines Day

5<sup>th</sup> March - Pancake Day

31<sup>st</sup> March - Mother's Day

### Khalsa Primary School Value

Vand Ke Shakna

Kirat Karni

Naam Japna

## SPECIFIC AREAS OF LEARNING

### Literacy

#### Reading

- Repeats words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game
- Listens to and joins in with stories and poems, one to one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Suggests how a story might end
- Listens to stories with increasing attention and recall
- Describes main story settings, events and principal characters
- Looks at books independently
- Handles books carefully
- Holds books the correct way up and turn pages
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Has some favourite stories, rhymes, songs, poems or jingles
- Shows interest in illustrations and print in books and print in the environment

#### Writing

- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meanings to marks that they see in different places



### Mathematics

#### Numbers

- Recites some number names in sequence
- Creates and experiments with symbols and marks representing ideas of number
- Begins to make comparisons between quantities
- Uses some language of quantities, such as 'more' and 'a lot'
- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites numbers in order to 10
- Sometimes matches numeral and quantity correctly
- Separates a group of three or four objects in different ways and begins to recognise that the total is still the same
- Knows that numbers identify how many objects are in a set
- Shows an interest in number problems
- Shows an interest in representing numbers

#### Shape, Space and Measure

- Uses blocks to create their own simple structures and arrangements
- Uses positional language
- Understands some talk about immediate past and future



### Understanding the World

#### People and Communities

- Is curious about people and shows interest in stories about themselves and their family
- In pretend play, imitates everyday actions and events from own family and cultural background
- Has a sense of own immediate family and relations
- Enjoys pictures and stories about themselves, their families and other people

#### The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Notices detailed features of objects in their environment
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Is developing an understanding of growth, decay and changes over time

#### Technology

- Seeks to acquire basic skills in turning on and operating some ICT equipment
- Operates simple equipment such as turning on a CD player or using a remote control
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones



### Expressive Arts and Design Exploring and Using Media and Materials

- Explores and experiments with a range of media through sensory exploration, and using whole body
- Begins to move to music, listen to or join in rhymes or songs
- Notices, and is interested in the effects of making movements which leave marks
- Joins in singing favourite songs
- Creates sounds by banging, shaking, tapping or blowing
- Experiments with blocks, colours and marks
- Sings a few familiar songs
- Taps out simple repeated rhythms
- Explores and learns how sounds can be changed
- Explores colour and how colours can be changed
- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance
- Realises tools can be used for a purpose

#### Being Imaginative

- Pretends that one object represents another, especially when objects have characteristics in common
- Beginning to make-believe by pretending
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys
- Uses available resources to create props to support role play
- Captures experiences and responses with a range of media such as music, dance and paint and other materials or words
- Developing preferences for forms of expression