

PSE: Safety and the feelings of the pigs and wolf (our feelings)

- Can wait for a turn when playing with an adult or peer
- Knows the difference between happy and sad
- Uses their facial expressions and body language to express different emotions
- Can tell a Nursery adult if they are cross or upset and find ways to get help or support
- Seeks help if needed, or tries to help themselves
- Can feed self from a spoon and drink from a cup
- Can put on own coat
- Knows they are a boy or girl
- Uses the toilet and is dry most of the day
- Can wait for a turn when playing with an adult or peer
- Shows an interest in their peers
- Begins to learn and use the names of Nursery staff and peers
- Can play in the same area as a peer and share toys and resources

PD: What time is it Mr Wolf? (moving safely, fast/slow/stop/go)

- Can copy a vertical line with mark making equipment
- Can string small items on to string
- Can copy a circle with mark making equipment
- Attempts to snip paper with child scissors
- Beginning to hold a pen/pencil without a palmer grip
- Kicks a ball by swinging leg forward
- Jumps with both feet leaving the floor at the same time
- Walks up the stairs using one foot on each step
- Stands on one foot without holding on to anything
- Throws a ball overhand
- Bends knees and jumps forwards with both feet leaving the ground at the same time

CL: Create, share and learn class rules & Golden rules

- Answer to own name, knows own first and last name
- Follow a three key word instruction
- Sit and listen to a short story or song and is beginning to join in
- Can point to body parts when asked (nose, eyes, hair, feet)
- Understands 'on' and 'under'
- Answers a 'who' and a 'what' question
- Can say hello and goodbye to a familiar adult or peer
- Can fill in missing words from a familiar song or story
- Begins to use sentences of at least 3 words
- Talks about what is happening in a picture or book
- Beginning to use action words and learn new ones

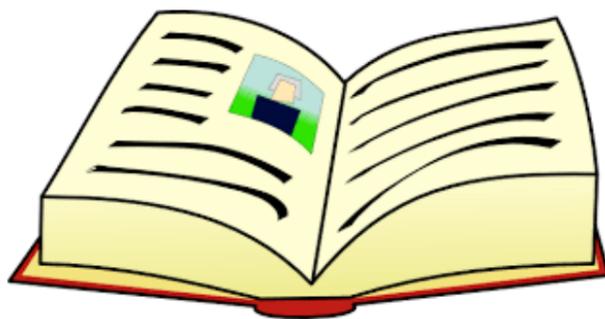
Nursery 2021-2022 Medium Term Plan

Baseline Assessment

“Once upon a time...”

Focus Text:

“The Three Little Pigs”



End of term Goal:

“I can retell a story using a story map.”

L: Drawing a picture of a pig/house/family

- Listens to stories and points to characters when named
- Looks at books and listens as adults talk about the pictures and/or story
- Talks about books they know
- Answers 'who' and 'what' questions about a book, picture
- Enjoys looking at marks and text in the environment
- Looks at signs and logos, may suggest what they are/mean
- Recognises familiar logos from their home experiences
- Notices words that look like their name (same initial letter, same length, similar letter shapes)
- Enjoys making marks in different media and materials
- Looks at the marks they leave and make when using mark making equipment
- Makes marks with writing tools on paper (pens, pencils, crayons, felt-tips)
- Begins to talk about their marks
- Shows an interest in adults mark making

UW: Who is in your family? What is your house like?

- Talks about where they live
- Talks about Nursery
- Begins to talk about their peers
- Can talk about their day at Nursery
- Talk about them selves
- Talk about their family
- Names the people in their house
- Can talk about what they do at home
- Enjoys playing outside
- Knows the difference between outside and inside
- Knows the difference between on and off
- Knows the difference between night and day
- Shows an interest in natural objects

EA: Building houses for pigs. Shape house pictures.

- Begins to engage in small world play alongside others
- Begins to engage in role play alongside others
- Enjoys listening to songs and music
- Beginning to fill in missing words in familiar songs
- Moves their body to music
- Shows an interest in playing in the construction area
- Shows an interest in playing in the creative area
- Shows an interest in playing with playdough
- Begins to use glue and sellotape to stick, may need support
- Begins to snip with child scissors
- Enjoys mixing paint

M: Counting pigs and bricks for houses.

- Says numbers in their play
- Begins to join in saying numbers in rote (not necessarily in order)
- Starts counting from 1
- Can give you 'one' when asked
- Can show one finger when asked
- Can sort by type (colour, size, shape)
- Selects a matching group (if an adult says get the bears, can a child select the bears?)
- Joins in number songs
- Can copy a clapping pattern (Days of the Week song, 2 claps)