

### Communication and language

Possible assessments – 'Stoke Speaks Out', articulation screener.

- Games, action songs and rhymes
- Exploring favourite stories, songs, rhymes
- Exploring simple concepts e.g. identifying colours, following quantity directions empty, a lot, following equality directions same, both, understands next to, beside, between
- Talking about past events in the children's lives
- Exploring new vocabulary and descriptive language
- Remembering stories with pictures
- Describing actions and making explanations in the present tense
- Making requests
- Anticipating key events in stories
- Ask questions about stories
- Talk about themselves and their play
- Retelling simple stories
- Understanding 'Who?', 'What?', 'Where?', 'How?' and 'Why?' and asking questions.

### Physical development

#### Gross-motor

- Climbing, pushing and pulling
- Climb up steps using alternate feet
- Cross-lateral movements and using pedal tricycles and balance bikes
- Moving with confidence in a range of ways developing core strength, balance, coordination and negotiating space.

#### Fine-motor

- Pincer grip activities and resources
- Twist, turn and rotate activities and resources
- Puzzles, small world, page turning
- Using one handed tools and equipment with control.

### Personal, social and emotional development

- Settling into new Nursery routine
- Building positive relationships with key person and successfully separating from parent
- Exploring feelings e.g. happy, sad
- Removing socks and shoes
- Adjust to changes in daily routine
- Taking turns, accepting the needs of others and being aware of the consequences of their actions.

#### Stages of play to be monitored:

1. Watch others at play
2. Join in with adult support
3. Approach others to play

### Literacy

Read and retell Nursery Spine Books.

Story suggestions: 'Hello, Friend!' by Rebecca Cobb, 'The Three Little Pigs', 'Goldilocks and the Three Bears', 'The Gingerbread man', 'The Three Billy Goat's Gruff'.

- Puppets for exploring stories
- Retelling stories
- Rhyme, alliteration and tuning into sounds
- Introduce mark-making opportunities
- Making messages for others through drawings, paintings etc.
- Writing letters from their name
- Recognise familiar signs and labels, and their own name. Hear and say initial sounds in words
- Ascribe meaning to the marks they make
- Orally blending and segmenting the sounds in words e.g. 'c-a-t, cat'.

### Mathematics

- Filling and emptying containers with sand, water etc.
- Number books and songs, and daily routine
- Count 3 items
- Positional language: in, on, under
- Songs that count 1 more/1 less
- Songs involving exchanging items
- Subitise 2 items and count 4 items
- Recognise numbers of personal significance
- Shapes in construction activities
- Vocabulary of size, weight, capacity and time and comparing sizes
- Reciting numbers forwards and backwards from 5. Counting small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations.
- Making groups of objects of the same quantity and finding totals by combining groups.

### Understanding the world

- Planting sunflowers
- Sharing photographs from home and at Nursery
- Care and concern for living things and environment e.g. maintaining our garden
- Find out about the world around them
- Talking about the similarities and differences of themselves and other families, their roles and routines.

### Expressive arts and design

- Playing alongside other children, expressing their own likes, dislikes and ideas
- Express own ideas through a variety of media and materials
- Express own ideas through music
- Create or build new 'worlds', stories and scenarios
- Construct with a purpose in mind
- Make up songs, rhymes and simple stories in play
- Create a dance/own music to support self-expression
- Introduce a storyline into their play and as a group, perform songs/dances and rhymes.