

At Chapel End Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences.

Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging through this play

Nursery – Autumn term 2020

<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p>To recite number names to 10 through the use of chanting, songs and stories.</p> <p>To begin to represent numbers</p> <p>To begin to match numeral and quantity correctly</p>	<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <p>To respond to simple instructions.</p> <p>To listen to and discuss stories with increasing attention</p> <p>To retell a past event in the correct order.</p> <hr/> <p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <p>To play with friends in a group</p> <p>To choose what to play with</p> <p>To talk about how they feel and know that some words and actions can hurt others</p>	<p style="text-align: center;"><b><u>Literacy</u></b></p> <p><i>To join in and enjoy simple stories and rhymes.</i></p> <p><i>To enjoy mark making experiences and give meaning to their marks, commenting on what they have drawn or 'written'</i></p> <p>To join in with Letters and Sounds Phase 1 phonic activities – aspects 1 - 6</p>
<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p>To remember and talk about times special to them</p> <p>To explore their local environments, discussing plants and animals that they see.</p> <p>To operate simple equipment</p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p>To be able to put their own coat on.</p> <p>To go to the toilet independently and wash and dry their own hands</p> <p>To explore climbing apparatus.</p>	<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <p><i>To join in with singing and nursery rhymes</i></p> <p><i>To join in with dancing and ring games</i></p>

Nursery –Spring term 2021

<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p>To show an interest in numerals in the environment</p> <p>To recognise numerals 0 – 5</p> <p>To show an interest in shapes in the environment</p>	<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <p>To follow instructions e.g. wash your hands then get your snack</p> <p>To understand how and why questions</p> <p>To use a range of tenses correctly</p> <hr/> <p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <p>To take turns and share resources</p> <p>To do small jobs for an adult – e.g. can you tidy the snack table</p> <p>To make up games and ask friends to join in</p>	<p style="text-align: center;"><b><i>Literacy</i></b></p> <p>To listen to stories and comment on the main events, where it was set and the characters.</p> <p>To give meaning to their marks, commenting on what they have drawn, ‘written’ or painted.</p> <p>To join in with Phase ½ Letters and Sounds phonic activities</p> <p><i>To attempt to write their first name</i></p>
<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p>To remember and talk about special times shared with friends and families.</p> <p>To talk about things they have seen e.g. flowers growing in the Spring</p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p>To be able to dress themselves e.g. putting on their own jumpers, shoes, socks.</p> <p>To develop using one-handed tools and equipment e.g. pencils, pens, hammers, scissors</p>	<p style="text-align: center;"><b><i>Expressive Arts and Design</i></b></p> <p>-To move in response to music</p> <p>To join in with pretend play</p>

Nursery –Summer term 2021

<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p>To recognise and order numbers 0 to 10</p> <p>To recognise and name 2D shapes in their home, school and local environments.</p> <p>To begin to use positional language e.g. the block is on top of the tower, you are next to the door</p>	<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <p>To maintain attention and sit quietly during an activity e.g. storytime</p> <p>To follow simple instructions e.g. tidy up your activity and then line up.</p> <p>To use new words that reflects the breadth of their experiences</p> <hr/> <p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <p>To tidy up their activities when they have finished.</p> <p>To build positive relationships through initiating conversations and sharing resources.</p> <p>To ask adults for help</p>	<p style="text-align: center;"><b><i>Literacy</i></b></p> <p>To look at and handle books independently – sometimes ‘reading’ stories to their friends</p> <p>To use some familiar letters when mark making</p> <p>To join in with Phase ½ Letters and Sounds phonic activities</p> <p><i>To write their first name independently</i></p>
<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p>To know some things that make you special</p> <p>To show care and concern for living things</p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p>To understand the need for healthy eating</p> <p>To use pencil with good control</p>	<p style="text-align: center;"><b><i>Expressive Arts and Design</i></b></p> <p>To explore using different media such as wood, crayons, paints, collage and junk modelling.</p> <p>To join in with imaginative role-play, creating their own storylines</p>