

## Personal, Social and Emotional development

**Intent:** -Children will develop their relationships with their peers and adults and begin to play alongside or collaboratively with others. Children are settled into the environment and can use the environment and resources independently. Begin to be aware and to follow classroom rules and expectations. Children will develop their relationships with their peers and adults and begin to play alongside or collaboratively with others.

**Implementation:** - circle times, group times, interactions, mothering Sunday- why I love my Mummy.

**Development matters:** 30-50 months: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  
30-50 months: Can select and use activities and resources with help.  
30-50 months: Aware of own feelings, and knows that some actions and words can hurt others' feelings

## Mathematics

See detailed maths plan.

## Understanding the world

**Intent** - Children observe their environment and the changes within it (autumn to winter). Children can talk about their own families and festivals they celebrate. Children can use technology in the environment.

**Implementation:** visit- observe changes, Children, Planting, Weekly/Fortnightly cooking. Shrove Tuesday- making pancakes

**Development Matters** - 30-50 months, Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects.

## Communication and language

**Intent:** - Children will listen, respond and speak to each other and adults in a variety of situations.

**Implementation:** Circle times, group times, interactions with children and adults. Sharing own experiences and stories with adults.

**Development Matters-** :30-50 months: Listens to others one to one or in small groups, when conversation interests them. • Responds to simple instructions, e.g. to get or put away an object. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

## Term 3- Nursery

*At St Leonard's we aim to follow the children's interests wherever possible within a rich learning environment. We will ensure that children have a wide breath of experiences and opportunities to prepare them for their future success. We firmly believe in giving children the best possible start to their early education.*

## Key Texts:

Rosie's Walk  
Giraffes Can't Dance  
The Three Little Pigs

Kandinsky - circles

Pupil Voice

Mid year Data

## Physical Development

**Intent:** Children will learn how to negotiate space inside and out. Children will develop their gross motor skills in order to move onto fine motor. Most children are using toilet facilities independently (support ongoing for those that need it)

**Implementation** - Daily physical activity outside, squiggle whilst you wiggle, snack times (healthy eating), practicing toilet times.

**Development matters:**30-50 months Draws lines and circles using gross motor movements. Runs skilfully and negotiates space successfully, adjusting speed or direction. Gains more bowel and bladder control and can attend to toileting need

## Literacy

**Intent:** Children will listen to familiar stories and join in. Children will tune into environmental sounds.

**Implementation** -:- Focus story of the week (fortnight), group times, sharing stories during child initiated learning. Squiggle whilst you wiggle. Letters and Sounds focus activities, Mother's Day cards.

**Development Matters** - 30-50 months: Gives meaning to marks as they draw and paint. I can listen and join in when we read books and sing rhymes. I can join in with my favourite stories and guess what will happen next.

## Expressive arts and design

**Intent:** Children will join in with singing at group time

**Implementation-** :-, Exploring different textures, mark making. Music - Tumble tots, Home corner all year through-

**Development Matters** - : Enjoys joining in with dancing and ring games.. Sings a few familiar songs. Engages in imaginative role-play based on own first-hand experiences.