

## Farmer Duck (Older Nursery)

### Physical Development

#### Moving and Handling-

- . May be beginning to show preference for dominant hand (22-36m)
- . Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping (30-50m)
- . Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50m)
- . Draws lines and circles using gross motor movements (30-50m)
- . Hold pencil between thumb and two fingers, no longer using whole-hand grasp (30-50m)
- . Holds pencil near point between first two fingers and thumb and uses it with good control (30-50m)
- . Can copy some letters e.g. letters from their name (30-50m)
- . Experiment with different ways of moving (40-60m)
- . Jumps off an object and lands appropriately (40-60m)

#### Health and Self care-

- . Beginning to recognise danger and seeks support of significant adults for help (22-36m)
- . Observes the effects of activity on their bodies (30-50m)
- . Eats a healthy range of food stuffs and understands need for variety in food (40-60m)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60m)

### Mathematics

#### Number-

- . Creates and experiments with symbols and marks representing ideas of number (22-36m)
- . Shows curiosity about numbers by offering comments or asking questions (30-50m)
- . Compares two groups of objects saying when they have the same number (30-50m)
- . Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (30-50m)
- . Shows an interest in numerals in the environment (30-50m)
- . Shows an interest in representing numbers (30-50m)
- . Count actions or objects which cannot be moved (40-60m)
- . Count objects to 10 and beginning to count beyond 10 (40-60m)
- . Counts out up to six objects from a larger group (40-60m)
- . Selects the correct numeral to represent 1-5, then 1-10 objects (40-60m)

#### Shapes, space and Measures-

- . Shows interest in shapes in the environment (30-50m)
- . Use shapes appropriately for tasks (30-50m)
- . Begin to talk about the shapes of everyday objects, such as 'round' and 'tall.' (30-50m)
- . Beginning to use mathematical terms for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes (40-60m)

### Communication and Language

#### Listening and Attention-

- . Listens to stories with increasing attention and recall (30-50m)
- . Focusing attention- still listen or do, but can shift own attention (30-50m)
- . Maintains attention, concentrates and sits quietly during appropriate activity (40-60m)
- . Two-channelled attention- can listen and do for a short span (40-60m)

#### Understanding-

- . Beginning to understand 'why' and 'how' questions. (30-50m)
- . Listens and responds to ideas expressed by others in conversation or discussion (40-60m)

#### Speaking-

- . Questions why things happen and gives explanations. Asks who, what, when, how. (30-50m)
- . Uses a range of tenses (e.g. play, plating, will play, played) (30-50m)
- . Uses intonation, rhythm and phrasing to make the meaning clear to others (30-50m)
- . Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle.' (30-50m)
- . Uses language to imagine and recreate roles and experiences in play situations (40-60m)

### Expressive Arts and Design

#### Exploring and Using Media and Materials-

- . Taps out simple repeated rhythms (30-50m)
- . Explores colour and how colours can be changed. (30-50m)
- . Begins to build up a repertoire of songs and dances (40-60m)
- . Explores the different sounds of instruments (40-60m)
- . Explores what happens when they mix colours (40-60m)
- . Experiments to create different textures (40-60m)

#### Being Imaginative-

- . Developing preferences for forms of expression (30-50m)
- . Uses movement to express feelings (30-50m)
- . Creates movement in response to music (30-50m)
- . Sings to self and makes up simple songs (30-50m)
- . Builds up stories around toys, e.g. farm animals needing rescuing from an arm chair 'cliff.' (30-50m)
- . Uses available resources to create props to support role play (30-50m)
- . Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words (30-50m)
- . Create simple representations of events, people and objects (30-50m)
- . Chooses particular colours to use for a purpose (40-60m)

### Personal, Emotional and Social Development

#### Making relationships-

- . Can play in a group, extending and elaborating play ideas, e.g. building up a role-play with other children (30-50m)
- . Initiates play, offering cues to peers to join them (30-50m)
- . Initiates conversations, attends to and takes account of what others' say (40-60)

#### Self-confidence and self-awareness

- . Shows confidence in asking adults for help (30-50m)
- . Confident to talk to other children when playing, and will communicate freely about own home and community (30-50m)
- . Confident to speak to others about own needs, wants, interests and opinions (40-60m)

#### Managing feelings and behaviour

- . Can express their own feelings such as sad, happy, cross, scared, worried (22-36m)
- . Responds to the feelings and wishes of others (22-36)
- . Tries to help or give comfort when others are distressed (22-36m)
- . Can inhibit own actions/ behaviours e.g. stop themselves from doing something they shouldn't do (22-36m)
- . Growing ability to distract self when upset e.g. by engaging in a new play activity (22-36m)
- . Aware of own feelings and knows that some actions and words can hurt others' feelings (30-50m)
- . Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (30-50m)
- . Aware of the boundaries set and of behavioural expectations in the setting (40-60m)

### Literacy

**R-** Shows awareness of rhyme and alliteration (30-50m)

- . Recognises rhythm in spoken words (30-50m)
- . Beginning to be aware of the way stories are structured (30-50m)
- . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m)
- . Listens to stories with increasing attention and recall (30-50m)
- . Describes main story settings, events and principal characters (30-50m)
- . Knows information can be relayed in the form of print (30-50m)
- . Continues a rhyming string (40-60m)
- . Hears and says the initial sound in words (40-60m)
- . Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60m)

**W-** Ascribes meaning to marks that they see in different places (30-50m)

- . Gives meaning to marks as they draw, write and paint (40-60m)
- . Begins to break the flow of speech into words (40-60m)
- . Hears and says the initial sounds in words (40-60m)
- . Can segment the sounds in simple words and blend them together (40-60m)

### Understanding the World

- . **People and Communities** . Shows interest in the lives of people who are familiar to them (30-50m). Shows interest in different occupations and ways of life (30-50m) . Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family (30-50m) . Enjoys joining in with family customs and routines (40-60m)
- . **The World-** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30-50m) . Talk about why things happen and how things work (30-50m) . Developing an understanding of growth, decay and changes over time (30-50m) . Shows care and concern for living things and the environment (30-50m) . Looks closely at similarities, differences, patterns and change (40-60m) **Technology-** .Shows an interest in technological toys with knobs and pulleys or real objects such as cameras or mobile phones (30-50m). Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images (30-50m) Knows that information can be retrieved from computers. (30-50m) . Completes a simple computer program (40-60m) . Uses ICT hardware to interact with age appropriate computer software (40-60m)

## Physical Development

### Moving and Handling

- . Runs safely on whole foot (22-36m)
- . Beginning to use three fingers (tripod grip) to hold writing tools (22-36m)
- . Imitates drawing simple shapes such as circles or lines (22-36m)
- . May be beginning to show preference for dominant hand (22-36m)
- . Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping (30-50m)
- . Mounts stairs, steps or climbing equipment using alternate feet (30-50m)
- . Walks downstairs, two feet to a step while carrying a small object (30-50m)
- . Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50m)
- . Can stand momentarily on one foot when shown (30-50m)
- . Can catch a large ball (30-50m)

### Health and Self care-

- . Willing to try new food textures and tastes (16-26m)
- . Develops own likes and dislikes in food and drink (16-26m)
- . Clearly communicates wet or soiled nappy or pants (16-26m)
- . Beginning to recognise danger and seeks support of significant adults for help (22-36m)
- . Can tell adults when hungry or tired or when they need to rest or play (30-50m)
- . Understands that equipment and tools have to be used safely (30-50m)

## Mathematics

### Numbers-

- . Recites some number names in sequence (22-36m)
- . Creates and experiments with symbols and marks representing ideas of number (22-36m)
- . Begins to make comparisons between quantities (22-36m)
- . Uses some language of quantities, such as 'more' and 'a lot.' (22-36m)
- . Knows that a group of things changes in quantity when something is added or taken away (22-36m)
- . Use some number names accurately in play (30-50m)
- . Recites numbers in order to 10 (30-50m)

### Shapes, space and Measures-

- . Recognises big things and small things in meaningful contexts (8-20m)
- . Beginning to understand that things might happen 'now.' (16-26m)
- . Notices simple shapes and patterns in pictures (22-36m)
- . Begins to understand the language of size (22-36m)
- . Beginning to categorise objects according to properties such as shape or size (22-36m)
- . Understands some talk about immediate past and future e.g. 'before', 'later' or 'soon.' (22-36m)
- . Anticipates specific time-based events such as mealtimes or home time (22-36m)
- . Shows an interest in shape and space by playing with shapes or making arrangements with objects (30-50m)
- . Shows awareness of similarities of shapes in the environment (30-50m)

## Farmer Dick (Younger Nursery)

## Communication and Language

### Listening and Attention-

- . Single-channelled attention Can shift to a different task if attention fully obtained – using child's name helps focus (22-36m)
- . Listens to others one-to-one or in small groups, when conversation interests them (30-50m)
- . Listens to stories with increasing attention and recall (30-50m)
- . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m)

### Understanding-

- . Identifies action words by pointing to the right picture e.g. 'who's jumping?' (22-36m)
- . Understands more complex sentences e.g. 'Put your toys away and we'll read a book' (22-36m)
- . Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/ can? Where's that? Where is?) (22-36m)
- . Understands the use of objects (e.g. What do we use to cut things?) (30-50m)
- . Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture (30-50m)
- . Responds to simple instructions e.g. to get out or put away an object (30-50m)

### Speaking-

- . Beginning to ask simple questions (16-26m)
- . Beginning to talk about people and things that are not present (16-26m)
- . Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts (22-36m)
- . Holds a conversation, jumping from topic to topic (22-36m)
- . Uses a variety of questions (e.g. what, where, who) (22-36m)

## Expressive Arts and Design

### Exploring and Using Media and Materials-

- . Joins in singing favourite songs (22-36m)
- . Experiments with blocks, colours and marks (22-36m)
- . Enjoys joining in with dancing and ring games (30-50m)
- . Sings a few familiar songs (30-50m)
- . Beginning to move rhythmically (30-50m)
- . Imitates movement in response to music (30-50m)
- . Taps out simple repeated rhythms (30-50m)

### Being Imaginative-

- . Beginning to use representation to communicate e.g. drawing a line and saying 'That's me.' (22-36m)
- . Developing preferences for forms of expression (30-50m)
- . Uses movement to express feelings (30-50m) . Creates movement in response to music (30-50m)
- . Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (30-50m)

## Understanding the World

- . **People and Communities** . . Has a sense of immediate family and relations (22-36m) . Beginning to have their own friends (22-36m) . Learns that they have similarities and differences that connect them to and distinguish them from, others (22-36m) . Shows interest in the lives of people who are familiar to them (30-50m) . Remember and talk about significant events in their own experience (30-50m)

**The World-** Remembers where objects belong (16-26m) . Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (30-50m) . Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50m)

**Technology** . Seeks to acquire basic skills in turning on and operating some ICT equipment (22-36m), Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back on a friction car (22-36m) . Knows how to operate simple equipment e.g. turns on a CD player and uses remote control (30-50m)

## Personal, Social and Emotional Development

### Making relationships-

- . Seeks out others to share experiences (22-36m)
- . Shows affection and concern for people who are special to them (22-36)
- . May form a special relationship with another child (22-36m)
- . Can play in a group, extending and elaborating play ideas e.g. building up role play with other children (30-50m)
- . Initiates play, offering cues to peers to join them (30-50m)

### Self-confidence and self-awareness

- . Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others ) (16-26m)
- . Expresses own preferences and interests (22-36m)
- . Enjoys responsibility of carrying out small tasks (30-50m)

### Managing feelings and behaviour

- . Begins to learn that some things are theirs, some things are shared and some things belong to other people (16-26m)
- . Seeks comfort from familiar adults when needed (22-36m)
- . Can express their own feelings such as sad, happy, cross, scared, worried (22-36m)
- . Aware that some actions can hurt or harm others (22-36m)
- . Shows understanding and cooperates with some boundaries and routines (22-36m)

## Literacy

### Reading-

- . Repeats words and phrases from familiar stories (22-36m)
- . Enjoys rhyming and rhythmic activities (30-50m)
- . Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50m)
- . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50m)
- . Suggests how the story might end (30-50m)
- . Shows interest in illustrations and print in books and print in the environment (30-50m)

### Writing-

- . Distinguishes between the different marks they make (22-36m)
- . Sometimes gives meaning to marks as they draw and paint (30-50m)
- . Ascribes meanings to marks that they see in different places (30-50m)