

CL - Listening and Attention

16-26 Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations

22-36 Show an interest in play with sounds, songs and rhymes.

30-50 Listen to others in one-to-one situations or in small groups...

40-60 Maintains attention, concentrates and sits quietly during appropriate activity.

PSED - Making Relationships

16-26 Plays alongside others

22-36 Seeks out others to share experiences.

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Initiates conversations, attends to and takes account of what others say.

PD - Moving and Handling

16-26 Makes connections between movement & the marks they make

22-36 Shows control in using jugs to pour, hammers, books and mark making tools.

30-50 Uses one-handed tools and equipment, e.g. Make snips in paper with child scissors.

40-60 Handles tools, objects, construction and malleable materials safely and with increasing control.

EAD - Being Imaginative

16-26 Pretends that one object represents another, ...

22-36 Begin to make believe by pretending

30-50 Engages in imaginative role play based on first-hand experience

40-60 Plays alongside other children when engaged in the same theme.

Blagdon Nursery School Settling In - Autumn Term 2019 Main Learning Objectives

These are the main learning objective linked to the suggested activities - these are by no means the only learning objectives that you will explore. Please ensure a good balance of learning as you plan.

MD - Shape, Space and Measures

16-26 Attempts, sometimes successfully, to fit shapes on inset boards or jigsaw puzzles

22-36 Notice simple shapes and patterns in pictures

30-50 Shows an interest in shapes in the environment.

40-60 Use familiar objects and common shapes to create and recreate patterns and build models.



Literacy - Reading

16-26 Interested in stories and rhymes and may have favourites

22-36 Has some favourite stories, rhymes, songs, poems or jingles.

30-50 Listens to and joins in with stories and poems, one to one and also in small groups.

40-60 Enjoy an increasing range of books.

UW - People and Communities

16-26 Enjoys pictures & stories about themselves, their families and other people

22-36 Beginning to have their own friends

30-50 Shows interest in the lives of people who are familiar to them

30-50 Knows some of the things that make them unique...

CL - Listening and Attention

- Give children lots of opportunities to participate in meaningful speaking and listening activities e.g. talking partners, circle time, role-play, talking tables, small group times, etc.
- Go through the listening skills for group time, .e.g sitting still, facing the front, speaking clearly, etc. Have visual aids to support this.
- Encourage children and practitioners to model good speaking and listening
- Songs and rhymes, song bags, listening games and story times in various situations

PSED - Making Relationships

- Help new children to settle into group and nursery setting i.e. moving rooms, whole school singing sessions etc.
- Ensure that the children who have moved rooms are included in the settling in.
- Give support to parent/carer during this settling in period.
- Ensure there are quiet areas within the nursery for children to socialise and rest (particularly 2 year olds and 30 hour children)
- Routines and rules – success criteria of various routines. Talking about feelings and emotions.
- Encourage sharing and turn taking throughout the whole setting – talk through why they need to share toys, adults, etc.
- Introduce (& re-introduce) the learning areas to all children – show them where the resources are, how they are used and where resources go back.

PD - Moving and Handling

- Encourage the gross motor skills that come before the fine motor skills, e.g. shoulder movement, etc. (Write dance)
- Encourage activities that require hand eye co-ordination such as pouring, scooping, (sand and water) finger painting, cornflour, patterns in damp sand, cooking, dough, clay, playing instruments, small world toys, threading, posting, collage, scissors, left handed tools, and a range of construction materials. Put 'real life' containers with lids etc. in the role play areas/sand/water/etc.
- Support children in managing self-help skills, e.g. toileting, doing up clothes, washing hands, eating, etc.

EAD - Being Imaginative

- Express their thoughts, ideas and feelings in a variety of ways e.g. painting and constructing, responding to music, and particularly role play.
- Having role play indoors and outdoors – linked to home or nursery, or other first-hand experiences. Show an awareness of equality and inclusion.

Blagdon Nursery School Settling In - Autumn Term 2019 Activity Ideas

MD - Shape, Space and Measures

- Look at patterns in the environment, nature and the classroom. Go on a pattern and shape walk – create simple repeating patterns.
- Name some simple 2D shapes and talk about properties
- Shape collages, shape hunts, etc.
- Sorting according to shape.
- Use mosaics, Unifix, various construction, junk modelling etc.

Literacy - Reading

- Read lots of traditional and familiar stories, throughout the nursery day e.g. at group times. Show an awareness of equality and inclusion.
- Use big books at group times and make welcoming and interactive book areas
- Use favourite songs and stories as a basis for displays.
- Encourage children to self-select books to take home in their book bags.
- Introduce the Library Area – go in small groups to explore the area and talk through how it is used.
- Introduce story and book language, e.g. front cover, title, etc



UW - People and Communities

- Link to PSED
- New children to be taken on a guided tour of the nursery – use home visit photo books, leaflets, brochures, etc. Children who have changed rooms to become familiar with their new surroundings.
- Take photos of all staff and match to where they can be found.
- Take photos of children in group – children involved in the taking of and displaying of these.
- Visual timetables in each room.
- Home corner – children to build relationships using role play