



# The Creative Learning Journey Nursery - Family and Friends

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School: Bluebell Primary



## UNDERSTANDING THE WORLD

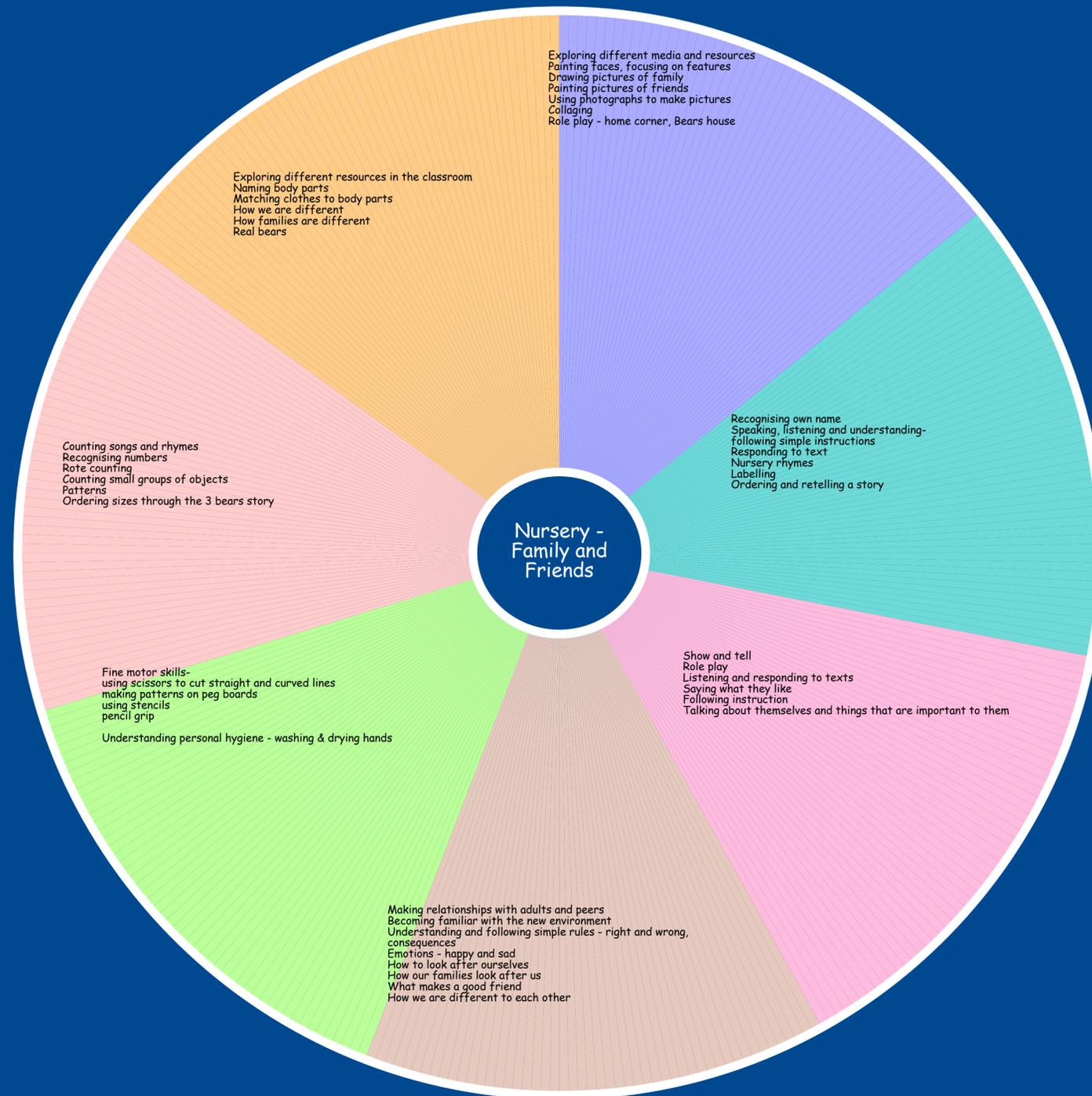
- People and communities** 0-5
- Is curious about people and shows interest in stories about themselves and their family.
  - Enjoys pictures and stories about themselves, their families and other people.
- People and communities** 0-5
- Has a sense of own immediate family and relations.
  - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
  - Beginning to have their own friends.
  - Learns that they have similarities and differences that connect them to, and distinguish them from, others.
- The world** 0-5
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
  - Matches parts of objects that fit together, e.g. puts lid on teapot.
- The world** 0-5
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- The world** 0-5
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Technology** 0-5
- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.

## MATHEMATICS AND COMPUTING

- Numbers** 0-5
- Selects a small number of objects from a group when asked, for example, please give me one, please give me two.
  - Recites some number names in sequence.
- Numbers** 0-5
- Uses some number names and number language spontaneously.
  - Uses some number names accurately in play.
  - Recites numbers in order to 10.
  - Knows that numbers identify how many objects are in a set.
- Numbers** 0-5
- Recognises numerals 1 to 5.
  - Counts up to three or four objects by saying one number name for each item.
- Shape, space and measure** 0-5
- Notices simple shapes and patterns in pictures.
  - Beginning to categorise objects according to properties such as shape or size.
  - Begins to use the language of size.

## PHYSICAL EDUCATION

- Moving and Handling** 0-5
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
  - Beginning to use three fingers (tripod grip) to hold writing tools
- Moving and Handling** 0-5
- Draws lines and circles using gross motor movements.
  - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
  - Can copy some letters, e.g. letters from their name.
- Moving and Handling** 0-5
- Shows a preference for a dominant hand.
- Begins to form recognisable letters.
- Health and self-care** 0-5
- Clearly communicates their need for potty or toilet.
  - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
  - Beginning to be independent in self-care, but still often needs adult support.
- Health and self-care** 0-5
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
  - Can usually manage washing and drying hands.



## EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials** 0-5
- Joins in singing favourite songs.
  - Experiments with blocks, colours and marks.
- Exploring and using media and materials** 0-5
- Sings a few familiar songs.
  - Explores colour and how colours can be changed.
  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Realises tools can be used for a purpose.
- Being imaginative** 0-5
- Developing preferences for forms of expression.
  - Engages in imaginative role-play based on own first-hand experiences.
  - Uses available resources to create props to support role-play.

## LITERACY

- Reading** 0-5
- Has some favourite stories, rhymes, songs, poems or jingles.
  - Repeats words or phrases from familiar stories.
  - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ....
- Describes main story settings, events and principal characters.
- Handles books carefully.
- Holds books the correct way up and turns pages.
- Writing** 0-5
- Distinguishes between the different marks they make.
- Writing** 0-5
- Sometimes gives meaning to marks as they draw and paint.
  - Ascribes meanings to marks that they see in different places.
- Reading** 0-5
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
  - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
  - Listens to stories with increasing attention and recall.

## COMMUNICATION AND LANGUAGE

- Listening and attention** 0-5
- Listens with interest to the noises adults make when they read stories.
  - Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
  - Shows interest in play with sounds, songs and rhymes.
  - Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.
- Understands more complex sentences, e.g. Put your toys away and then well read a book.
- Understands who, what, where in simple questions (e.g. Whos that/can? Whats that? Where is?).
- Developing understanding of simple concepts (e.g. big/little).
- Understanding** 0-5
- Understands use of objects (e.g. "What do we use to cut things?")
  - Responds to simple instructions, e.g. to get or put away an object.
- Speaking** 0-5
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
  - Learns new words very rapidly and is able to use them in communicating.
  - Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying I have it.
  - Uses simple sentences (e.g. Mummy gonna work.)
- Listening and attention** 0-5
- Listens to others one to one or in small groups, when conversation interests them.
  - Listens to stories with increasing attention and recall.
  - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
  - Is able to follow directions (if not intently focused on own choice of activity).
- Understanding** 0-5
- Identifies action words by pointing to the right picture, e.g., "Whos jumping?"
- Speaking** 0-5
- Builds up vocabulary that reflects the breadth of their experiences.

## PSED & RELIGIOUS EDUCATION

- Making relationships** 0-5
- Interested in others play and starting to join in.
  - Seeks out others to share experiences.
  - Shows affection and concern for people who are special to them.
  - May form a special friendship with another child.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Making relationships** 0-5
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Managing feelings and behaviour** 0-5
- Seeks comfort from familiar adults when needed.
  - Can express their own feelings such as sad, happy, cross, scared, worried.
  - Responds to the feelings and wishes of others.
  - Aware that some actions can hurt or harm others.

# Nursery - Family and Friends - Stage Coverage

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- Enjoys pictures and stories about themselves, their families and other people.

### People and communities 0-5

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- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Beginning to have their own friends.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

### The world 0-5

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

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### The world 0-5

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.

### Technology 0-5

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- Shows a preference for a dominant hand.
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### Health and self-care 0-5

- Clearly communicates their need for potty or toilet.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

### Health and self-care 0-5

- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
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- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

### Making relationships 0-5

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Self-confidence and self-awareness 0-5

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

### Self-confidence and self-awareness 0-5

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

### Managing feelings and behaviour 0-5

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldnt do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

### Managing feelings and behaviour 0-5

- Aware of own feelings, and knows that some actions and words can hurt others feelings.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring – engagement

Active learning - motivation

Creating and thinking critically - thinking

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