



## Kington Primary Nursery

### Learning Objectives – Birth to Three (Prime)

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>• Listen, understand and respond to a simple instruction. like “give to mummy” or “stop”.</li> <li>• Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</li> <li>• Understand simple questions about ‘who’, ‘what’ and ‘where’</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>• Identifies action word by following simple instructions e.g. show me jumping</li>   <li>• Listen to other people’s talk with interest</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li>   <li>• Use single words and short phrases during play.</li>   <li>• Develop speech sounds</li> <li>• Develop oral motor skills</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’</li>   <li>• Recognises familiar sounds</li> <li>• Enjoy singing and music</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways of managing transitions, for example from their parent to their key person. Able to separate from their carer and explore new situations with support and encouragement from a familiar adult</li> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Express preferences and decisions.</li>   <li>• Play with increasing confidence on their own and with other children</li> <li>• Begin to develop friendships with other children.</li> <li>• Grow in independence, rejecting help (“me do it”).</li>   <li>• Begin to understand boundaries and routines</li> <li>• Learn that actions have consequences</li> <li>• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li>   <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li>   <li>• Use the potty or the toilet with help, and then independently</li>   <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Clap and stamp to music.</li>   <li>• Enjoy starting to kick, throw and catch balls.</li>   <li>• Develop manipulation and control – gross and fine motor skills</li> <li>• Begin to show preference for a dominant hand</li> <li>• Explore different materials and tools.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li>   <li>• Show an increasing desire to be independent, such as taking off coats and hats</li> </ul>



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### Learning Objectives – Birth to Three (Specific)

Literacy	Mathematics	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Turn pages in a book</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Begin to give meaning to the marks that they make</li> <li>• Make marks on paper to stand for their name</li> </ul>	<ul style="list-style-type: none"> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Build with a range of resources.</li> <li>• Combine objects like stacking blocks and put object inside others</li> <li>• Complete inset puzzles.</li> <li>• Recognise when two objects have the same shape</li> <li>• Explore differences in size, length, weight and capacity using informal language of size – giant, big, little, small, long, short, tall, heavy, light, full, empty</li> <li>• Begin to understand language of time e.g. soon, later, next, afternoon</li> <li>• Notice patterns and begin to arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Repeat actions that have an effect.</li> <li>• Explore and respond to different natural phenomena in their setting</li> <li>• Enjoys playing with small world reconstructions</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background</li> <li>• Has a sense of own immediate family, relations and pets</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Move and dance to music.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Explore their voices and enjoy making sounds – rhythmical and repetitive</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul>

*Taken and adapted from Development Matters 2021 Guidance and Birth to Five Matters 2021*

