



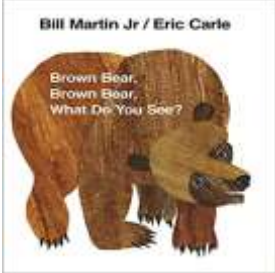



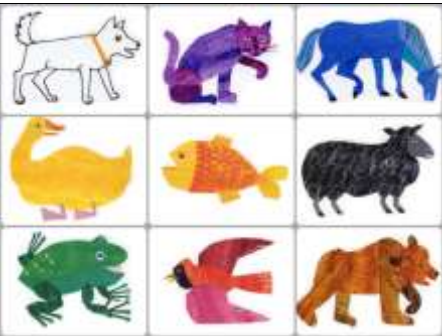




Intent	Implementation		Impact
<p>PSED</p> <p>To understand that at our nursery they are in a safe environment where adults will support them with their physical and emotional needs and cognitive development e.g. Adults will provide them with activities and play that will interest and stimulate.</p>			<p>Adults to support children’s ability to self-regulate by understanding being calm, warm gentle and welcoming.</p> <p>Adults always available to support children who are not managing – (using visual aid prompts, self-regulating toy aids, books, songs.)</p> <p>Adult to observe children’s interests and to play with them and alongside them.</p> <p>Adults to ensure a well-resourced room with all learning opportunities available to all children.</p>
<p>PSED</p> <p>To be confident to use the nursery toilets.</p> <p>To effectively wash their hands with soap and to dry their hands.</p>			<p>Adults to support children with using the toilet. Using visual signs for flushing toilet etc.</p> <p>Adults to support children to know how to wash their hands with soap and dry. Using visual signs.</p>
<p>To follow teacher’s lead when tidying away toys.</p>			<p>Adult’s to model in friendly, gentle way how to tidying up toys.</p> <p>Explicit teaching in small groups introducing language of tidy up – e.g. ‘in the box’, ‘lid on the glue stick’ etc.</p> <p>Listen and sing the to the tidy up song together.</p>
<p>Communication and Language</p> <p>To development confidence to use their voice, body language, signs to communicate with teachers and peers.</p> <p>Children to be able to focus on adult’s voice, visual aids and Makaton signing when they are giving instructions.</p>			<p>Adults to support children’s language skills during play and interactions. (Using, speech, body language, Makton signing, visual aids.</p> <p>Adults to support children’s language skills during play and interactions. (Using speech, body language Makton.)</p>
<p>Core Book</p> <p>To listen and look at pictures to a story read to them either 1:1 or in small groups.</p> <p>Children use the various repeated refrains from the book – ‘Brown bear, brown bear...’ and ‘I see at looking at me.’</p> <p>Children to be begin to use the Makaton signs of the repeated refrains.</p>			<p>To Read in small groups and 1:1 ‘Brown Bear, Brown Bear.</p> <p>Children to take on character of animal from book by using masks of the animals.</p> <p>Children to use language of the story when playing stick puppets of animals from story.</p>

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<p>Core Song/Rhyme</p> <p>To be able to use their voice to join in with singing 'Rainbow Song'</p> <p>Children to be able to use the song prop as they listen and sing.</p>	 <p>Rainbow Colors Song</p>	<p>Children to have opportunities to sing 'Rainbow Song' with adults in small groups and 1:1 using the ribbon props.</p>
<p>Physical Development</p> <p>To be move around the outdoor area, exploring activities set out – climbing, balancing.</p>		<p>Adults to support children to safely explore the outdoor space and to support children to use the activities set out.</p>
<p>Physical Development</p> <p>To develop confidence to join in variety of ongoing provision activities using their fine motor skills</p>		<p>Adults to provide variety of activities that support sensory integration and developing fine motors skills of all the cohort.</p>
<p>Understanding of the world</p> <p>To learn the names of the animals from the core book.</p> <p>To being to discuss features of animals – e.g. sounds they make, actions e.g. frog hopping.</p>		<p>Repeated reading of story and play with various props including the story's animal masks and stick puppets.</p> <p>Kim's Game – using picture props from the story and small world toys of the animals.</p>
<p>Mathematical</p> <p>Sort by colour.</p>		<p>Sorting tray with variety of coloured buttons/disks</p>
<p>To match picture.</p>		<p>Playing a simple animal dominoes game in a small group with an adult.</p>