

Topic: Do dragons exist? Why can't I have chocolate for breakfast? (Plans will also reflect children's needs and interests)

Characteristics of effective learning		
<b>Playing and Exploring:</b> <ul style="list-style-type: none"> <li>Developing curiosity and using senses in exploration</li> <li>Engaging in open-ended activities</li> <li>Realise their actions have an effect</li> <li>Responding to new experiences</li> </ul>	<b>Active Learning:</b> <ul style="list-style-type: none"> <li>Showing high levels of energy and fascination</li> <li>Maintaining focus for a short period of time</li> <li>Showing satisfaction and pride when successful.</li> <li>Participating in routines</li> <li>Showing goal directed behaviour</li> </ul>	<b>Creating and Thinking Critically:</b> <ul style="list-style-type: none"> <li>Having their own ideas and reviewing them</li> <li>Making links with their experiences</li> <li>Finding new ways to do things</li> <li>Sorting materials within play</li> <li>Taking part in pretend play</li> </ul>
Communication and Language:	Physical Development:	Personal, Social and Emotional Development:
<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> <li>Enjoy singing, music and toys that make sounds</li> <li>Join in with familiar rhymes</li> <li>Recognise and be calmed by a friendly and familiar voice</li> <li>Use intonation, pitch and changing volume when talking</li> <li>Use at least 20 clear words, linking 5 together when talking</li> <li>Understand frequently used words</li> <li>Understand some 2 word phrases and simple instructions</li> <li>Start to listen to other people's talk with interest but will be distracted by other things</li> <li>Develop pretend play</li> <li>Focus on an activity of their own choice</li> <li>Show an interest in what other children are playing and sometimes join in</li> </ul>	<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> <li>Try a wider range of food with different tastes and textures</li> <li>Express food likes and dislikes</li> <li>Clap and stamp to music</li> <li>Enjoy starting to kick, throw and catch balls</li> <li>Walk, run well, and jump with both feet off the ground</li> <li>Climb, spin and roll with more independence</li> <li>Use stairs independently</li> <li>Catch a large ball</li> <li>Use a scooter and/or tricycle</li> <li>Use large and small motor skills to do things independently such as buttons, zips and pouring drinks</li> <li>Learn to use the toilet with help and then with more independence (by age 3, 9 out of 10 children are dry most days)</li> <li>Build independently with a range of appropriate resources</li> <li>Develop manipulation and control</li> <li>Explore different materials and tools</li> </ul>	<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> <li>Find ways to manage transitions, for example leaving parent to come to Nursery</li> <li>Find ways to calm themselves</li> <li>Engage with others through gestures and talk <b>and not being physical</b></li> <li>Express preferences and decisions</li> <li>Thrive as they develop self-assurance</li> <li>Begin to enjoy the company of other children and want to play with them <b>with kind and gentle hands</b></li> <li>Notice and ask questions about differences</li> <li>Grow in independence, rejecting help sometimes</li> <li>Begin to wait for a turn and <b>resist grabbing or pushing</b>, so exercising 'effortful control'.</li> <li>Be increasingly able to talk about and manage their emotions, starting to say I am sad because.....</li> </ul>

<ul style="list-style-type: none"><li>• Start to say how they are feeling, using words as well as actions</li><li>• Use speech sounds p, b, m, w accurately in talking</li><li>• Using pronouns, prepositions and plurals with some accuracy</li><li>• Listen to simple stories</li><li>• Shift from one task to another if you get their attention (using name)</li><li>• Understand who, what and where questions using colourful semantics</li></ul>	<ul style="list-style-type: none"><li>• Show an increasing desire to be independent, for example with dressing and eating</li></ul>	<ul style="list-style-type: none"><li>• Show confidence when exploring their environment</li></ul>
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