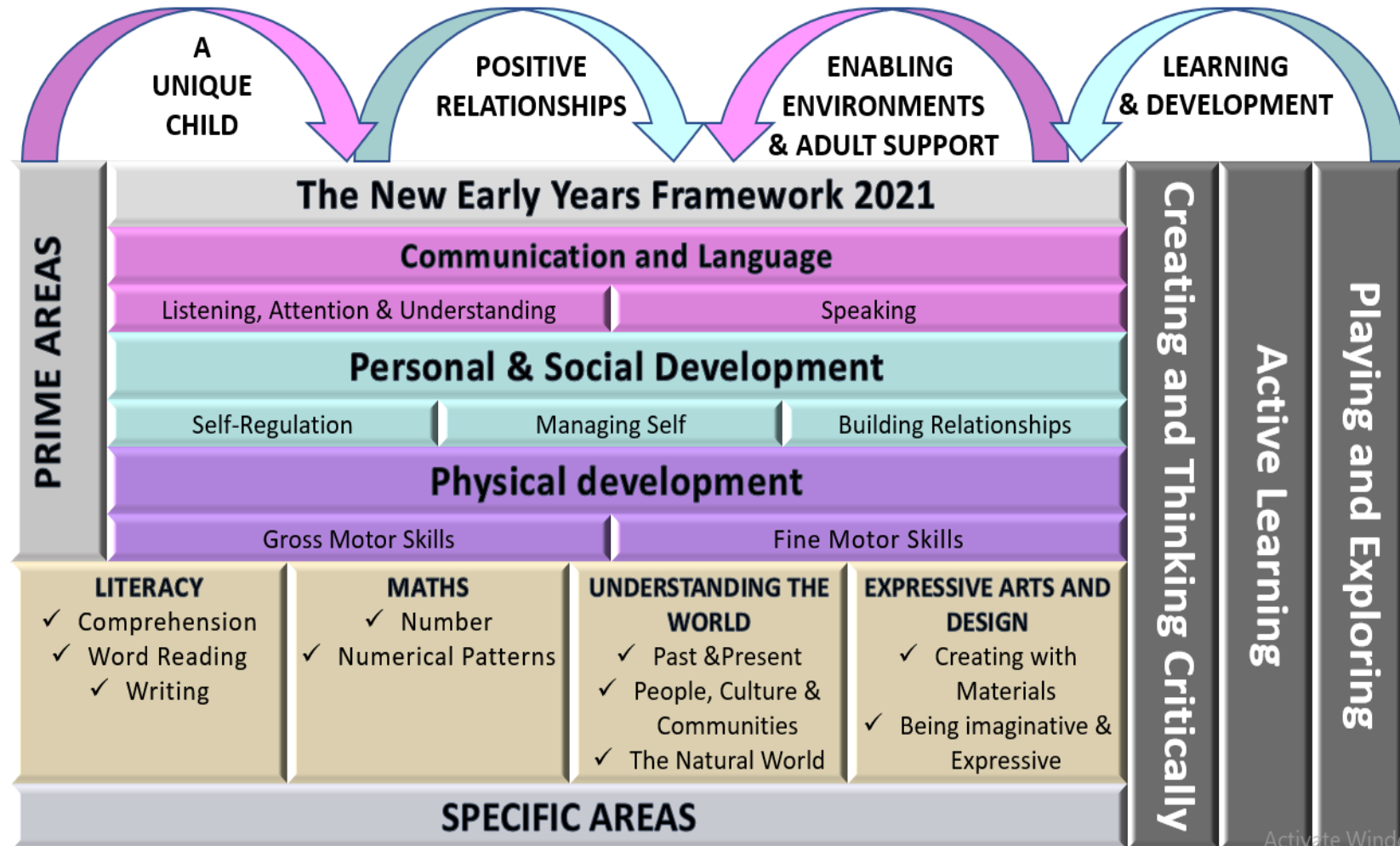




*'Let Your Light Shine'*  
(Matthew 5.v16)

## Nursery Curriculum





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p><b>All About Me</b> Starting school / my new class / New beginnings Feelings / PSED focus How do I make others feel? My family / We are all different What am I good at? Houses and homes / our locality Being kind / staying safe</p>	<p><b>Light and Dark</b> What is Autumn? / Seasonal changes Hibernation / nocturnal animals Bonfire Night Harvest time Healthy eating / fruit and veg ADVENT / CHRISTMAS Toys of past and present</p>	<p><b>Arctic Explorers</b> What is Winter? / Seasonal changes Winter Weather North and South Poles: identifying, comparing and contrasting Igloos and Inuit's Animal adaptation Chinese New Year</p>	<p><b>Come Outside</b> What is Spring? / Seasonal changes New life / growth Plants and Flowers Life cycles Labelling plants Planting beans / seeds Mini-beasts / habitats EASTER</p>	<p><b>Where do we Live?</b> What is Summer? / Seasonal changes Where in the world have you been? Where do we live in the UK/world? Winter/Summer holidays Beach holidays – Seaside Compare – now and then Rock Pools</p>	<p><b>Under the Sea</b> Summer? / Seasonal changes Under the sea Marine life Plastic pollution / Keeping our beaches clean Floating and sinking</p>
<p><b>Key Texts and 'old favourites'</b></p>	<p><b>The Colour Monster</b> Ruby's Worry Elmer The Three Little Pigs Giraffes Can't Dance <b>We are all different</b> <b>Part of the Party</b> The Smartest Giant Perfectly Norman Pete the Cat We're Going on a Bear Hunt The colour Monster goes to School</p>	<p><b>It was a cold, dark night</b> Rama and Sita Nativity/Christmas Story <b>Story of Guy Fawkes</b> <b>Dipal's Diwali</b> <b>Sparks in the Sky</b> The Little Red Hen The very helpful hedgehog <b>Don't Hog the Hedge</b> Leafman The Scarecrows Wedding Laura's Star <b>A Christmas Collar</b> Stickman</p>	<p><b>Lost and Found</b> <b>The story of the zodiacs</b> <b>Story of Nian the Dragon</b> Mr Wolf's Pancakes The Emperor's Egg Jack Frost <b>The girl who went to the Arctic</b></p>	<p><b>Easter story</b> <b>The Tiny Seed</b> <b>Jack and the Beanstalk</b> The Hungry Caterpillar Percy the Park Keeper Oliver's Vegetables Supertato Norman the Slug The Bad-Tempered Ladybird A Squash and a Squeeze</p>	<p>Mr Grumpy's Outing The Lighthouse Keeper's Lunch Sharing a Shell Handa's Surprise At the Beach Secrets of the Seashore: A Shine-a-Light Book The Sea Saw</p>	<p><b>The Rainbow Fish</b> One Plastic Bag Somebody Swallowed Stanley Tiddler The Storm whale The Blue Whale The Snail and the Whale Commotion in the Ocean Billy's Bucket</p>
<p><b>'Wow' moments / Enrichment Weeks</b></p>	<p>Harvest Festival Fruit and Veg shop Talent Show Buddy Assembly Stay and Play Forest Schools Police Visit</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Remembrance day Children in Need Anti-Bullying Week Harvest Festival Remembrance Day Christmas Pantomime Forest Schools Firefighter Visit</p>	<p>New Year Chinese New Year LENT / Pancake Day World Book Week Visit to the Library / Author visit Valentine's Day Forest Schools</p>	<p>LENT / EASTER Visit to the allotments / Walk to the park / picnic Mother's Day Farm visit/Scout.ed Easter crafts day Forest Schools</p>	<p>Post a letter – up to post box/office Travel agents role play Forest Schools</p>	<p>Visit to aquarium/seaside Father's Day World Environment Day Ice-cream van Sport's Day Forest Schools</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Over Arching Principles	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Stephens CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are always kept healthy and safe.</i></b></p>					

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Students take ownership of their learning	Character Formation	Spiritual Insight	Educational Excellence	Educational Excellence	Spiritual Insight	Character Formation
Inspiring Learning Environments	Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum	Students have profound and stirring experiences of religious education, festivals	Teachers and students inspired and joyful High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development	Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/carers as co-educators.	Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God	Children make conscientious choices
Pupil Voice	Experienced Based Curriculum	Effective pastoral care			Positive Relationships	Promote the Common Good
Restorative practice	Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation	The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief			All are committed to their own personal journey of self-discovery	Children develop moral literacy
Core Principles	<ul style="list-style-type: none"> <li>○ We are <b>unique spiritual beings</b> with <b>incredible potential</b> and we achieve our full potential by discovering and nurturing all parts of ourselves – <b>intellectual, emotional, physical and spiritual</b>.</li> <li>○ We choose how we wish to respond to life and what we <b>nurture within us</b>.</li> <li>○ We <b>care for and respect all life</b> – human, animal and plant – and live in a way that causes the <b>least possible harm</b>.</li> <li>○ We each observe the one same reality from our own <b>unique perspective</b> and engage in <b>open-minded dialogue</b> to deeply enrich our vision.</li> <li>○ We serve a <b>higher purpose</b> by living a meaningful and satisfying life of contribution.</li> <li>○ We are nourished by <b>personal relationships</b> that fulfil our need to <b>love and be loved</b>, encouraging us to be the best we can be.</li> </ul>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Our Values Assemblies / Sharing Circles	<p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	In-house - Baseline data on entry	On going assessments Pupil progress meetings Parents evening info EYFS team meetings	EYFS team meetings Mid Year Assessment	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings EOY data
Parental Involvement	Staggered Start Harvest Assembly Home / School Agreement Proud Clouds	Proud Clouds Parents Evening Christmas Crafts	Proud Clouds Stay and Read morning Look at me! Talent show!	Proud Clouds Parents Evening Easter Crafts	Proud Clouds Share a story	Proud Clouds Share a story Parents Evening Parent's Picnic Sports Day



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p>	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<p><b>Communication and Language</b></p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.  <b>Children will learn traditional nursery rhymes and be able to recite some of these throughout the year.</b></p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p><b>Daily story time</b>  <b>Vocabulary (including but not limited to)</b>                      ♦ Explaining – because, so, it might be                      ♦ Sequencing – first, then, next, before ♦ Topic and Curriculum Words                      ♦ Social Phrases – good morning, goodbye, how are you?                      ♦ Storytelling words beginning, end, what happened?                      • Who, where, when                      • Your turn, my turn                      ♦ Predicting – I think, it could be, maybe.</p>	<p>Ask simple questions</p> <p>Children to be given basic instructions.</p> <p>Children to be given opportunities to show an understanding of action words.</p> <p>Begin listening to longer stories and remember what happens.</p> <p>Pay attention to more than one thing at a time.                      Introduce song time                      Introduce nursery rhymes</p>	<p>Introduce two-part instructions.</p> <p>Introduce who, where and when questions.</p> <p>Introduce new vocabulary.</p> <p>Extend the number of songs the children know.</p> <p>Introduce core books.</p> <p>Children to sit and listen during circle time.</p>	<p>Sing a larger repertoire of songs.</p> <p>Begin to tell a longer story.</p> <p>Begin to recite a basic nursery rhyme.</p> <p>Introduce new vocabulary.</p> <p>Children to begin to participate during circle time.</p>	<p>Recite several nursery rhymes.</p> <p>Develop pronunciation by modelling back to the child.</p> <p>Introduce new vocabulary.</p> <p>Children to answer questions during circle time.</p> <p>Children to discuss the stories that they share.</p>	<p>Use longer sentences of 4-6 words, adding language and new ideas.</p> <p>Introduce new vocabulary.</p> <p>Children to begin to have their own ideas and thoughts during circle time.</p> <p>Children can choose which songs or rhymes that they would like to recite.</p> <p>Children to answer questions regarding the shared stories.</p>	<p>During play model language that promotes thinking and challenges children by asking wondering questions.</p> <p>Offer opportunities to debate and express a point of view.</p> <p>Begin to join sentences with and, because.</p> <p>Children to be encouraged to use tenses correctly.</p> <p>Answer who, where and when questions.                      Children to begin to use talk partners.                      Understands longer, more complex sentences.</p>
<p><b>Throughout the year children will:</b>                      Engage in daily shared book-reading.                      Explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time. The children will be offered a language rich environment in which adults talk with children throughout the day.                      Become familiar with and grow to love a variety books, songs and rhymes.                      Learn to develop their listening and attention during story time, learning to focus on the story and speaker.                      Begin to learn new vocabulary that is explored through a variety of texts.                      Extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.                      Be offered lots of interesting things to investigate, encouraging them to ask questions.                      Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories.                      Explore a variety of traditional and fairy tales – events and characters.                      Explore 'I wonder' questions to encourage and promote thinking and challenges.                      Use language to express points of view and discuss/debate if not the same as peers.</p>						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<p>Managing Self</p> <p>Self- Regulation Building Relationships</p> <p>Vocabulary (including but not limited to) Happy, sad, scared, worried, excited, angry, proud, kindness, help, choices, calm, feelings, healthy, germs, clean, dirty listen, question, nursery, friend, family, share, taking turns, loud, quiet, instructions, safe, teacher, rules, reception.</p>	<p>New Beginnings To begin to understand class rule and Routines.</p> <p>Supporting children to build relationships–begin to share.</p> <p>To independently select and use resources.</p> <p>Emotions – begin to understand different emotions–when they are upset.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and independence.</p>	<p>Making friends– supporting children how to solve conflicts.</p> <p>Reflect on the rules and routines we have been learning to follow.</p> <p>Self – Confidence Developing appropriate ways of being assertive.</p> <p>Talk about feelings and emotions using appropriate words.</p>	<p>Good to be me Feelings</p> <p>Learning about qualities and differences, celebrating differences.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Remembering the rules.</p>	<p>Relationships –Discuss what makes a good friend?</p> <p>Healthy me, children begin making healthy choices.</p> <p>Random acts of Kindness to be modelled, celebrated and encouraged.</p> <p>Give children strategies for finding solutions for rivalries and conflicts.</p> <p>Talk about solving conflicts, being kind to others, sharing and turn taking.</p>	<p>Looking after others, showing concern if a friend is upset.</p> <p>Friendships to begin to share and take turns.</p> <p>Dreams and goals–to think about what they would like to learn to do.</p> <p>Talk with others to solve conflicts.</p> <p>Extend and elaborate play ideas when playing with one or more children.</p>	<p>Taking part in sports day – Winning and loosing.</p> <p>Changing me– Look how far I've come!</p> <p>Reviewing school readiness targets and supporting those children who need extra support with self-help skills.</p> <p>To understand how others are feeling.</p> <p>To meet their own basic needs independently.</p>
<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<b>Physical Development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
<p><b>Daily opportunities for Fine Motor Activities</b></p> <p>Activities will be continued and practiced across each half-term.</p> <p>Vocabulary (including but not limited to) Pencil, hold, pencil grip, space, safe, equipment, strong, balance, up, down, in, out, move, run, jump, dance, skip, hop, climb, roll, catch, help, under, over, behind, slide, bend, higher, faster, longer, cut, snip, squeeze.</p>	<p>Introduce moving in a variety of ways, walking, running, crawling jumping. Begin to negotiate space. Stand on one leg. Hold a pose. Use large muscles to wave streamers, paint and draw. Create movement in response to music. children to paint, chalk or make marks with water on large vertical surfaces. Introduce one-handed tools and equipment, to be able to use them safely and effectively. For example, making snips in paper with scissors.</p>	<p>Begin to draw lines and circles using gross motor. Observe the effect it has on their body. To stop and start with control. To hop on one foot, shuffle, slither, slide. Introduce balls, rolling, kicking. To practise snipping using easy release scissors. Children to practise using a rolling pin in play-dough. Printing with vehicles.</p>	<p>Introduce children to the balancing beam. Practise stretching different parts of the body. Children to roll a ball to one another. To begin to use a comfortable grip to hold chunky crayons and pencils. To use pattern tools in the malleable. To use large spades and buckets. To use cutlery independently. To use dabbers and round handles brushes more accurately.</p>	<p>To understand the importance of good health. Introduce throwing and catching a large ball. To practice balancing. Move in a variety of ways, to practice skipping. To introduce tools in the malleable. To practice pre-writing letter shapes. To use brushes and rakes. To make marks on paper-lines. To begin turning pages in a book. Tearing paper- tissue or newspaper. To dig holes for planting.</p>	<p>Draw lines and circles. To catch a large ball. Run skillfully and negotiate space. Children to develop a preference for a dominant hand. Copy and remember sequences and patterns of movement in response to music and rhythm. To use shape stampers and cutters in the malleable. To use trowels in the sand. To practice pre-writing letter shapes.</p>	<p>To handle objects safely with increasing control. To pass a bean bag in a variety of ways. To use a comfortable grip with good control when holding pens and pencils. Practise zipping their coat. Taking part in some group activities such as team games. Becoming increasingly independent in dressing and undressing. Children to have a go at forming some recognizable letters from taught sounds and in their name.</p>
	<p><b>How do we support the development of physical development in Nursery?</b></p> <ul style="list-style-type: none"> <li>*Children have free access to a variety of fine motor tools during child-initiated time, such as scissors, pencils, crayons, felts etc...</li> <li>*Children have the correct grip modelled to them with support from an adult</li> <li>*Children take part in a daily 'dough disco' activity</li> <li>*Children have daily access to our outdoor area to practice walking, running and climbing.</li> <li>*Wake up, shake up activities on arrival to Nursery</li> <li>*All children are encouraged to feed themselves during snack and lunch time and make positive healthy choices.</li> <li>*Children are encouraged and supported as necessary to put on their own coats and do up their zips</li> <li>*Children understand the importance of self-care and are gaining independence when washing and drying hands. *Scooters, trikes, push, and pull toys are available daily and children are supported to use safely and with confidence.</li> </ul>					





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic explorers	Come Outside	Where do we Live?	Fun at the Seaside
Literacy	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Phonics and Sound Recognition	<p><u>Environmental Sounds</u> Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds.</p> <p><u>Instrumental Sounds</u> Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how play an instrument, discuss sounds, describe and compare them.</p>	<p><u>Body Percussion</u> Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer percussion. Describe body percussion.</p>	<p><u>Rhythm and Rhyme</u> Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Introduce initial sounds games. Whose name begins with m. Explore initial sounds of words. Can you find an object that begins with a c.</p>	<p><u>Alliteration</u> Initial sounds focus. Select objects with a given initial sound from a choice of two. Identify initial sounds in words. Match two objects with the same initial sound. Explore alliteration. <u>Voice Sounds</u> Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.</p>	<p><u>Read Write Inc. To begin</u> M,a,s,d,t</p> <p><u>Initial Sounds</u> Continue to identify the initial sounds that they hear in words and names.</p> <p><u>Oral Blending and Segmenting</u> Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds.</p>	<p><u>RWI</u> Follow the RWI Program to introduce l,p,n,g,o</p> <p>Consolidate initial sounds, oral blending and segmenting.</p> <p>Taught sounds to go home over the summer with the children in preparation for the reception year.</p>
Vocabulary (including but not limited to) sound, object, loud, quiet, short, fast, long, instrument, drum, tambourine, bells, body, pattern, rhyme, beat, hear, begins with, match, sort, voice, mouth, tongue, Fred talk, blend.						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Literacy	Developing a Passion for Reading					
	<p>Across the year children will engage in extended conversations about stories, learning new vocabulary and developing a passion for reading, and giving them the confidence to be able to talk about a familiar story with adults and peers. Children will have the opportunity to access books daily, both fiction and non-fiction, through daily story time and in the continuous provision. We want children to be able to understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of different parts of a book</li> <li>- Page sequencing</li> </ul>					
	<p><u>How do we support the development of children's literacy on a daily basis in Nursery?</u></p> <p>Children have a story read to them / shared with them every day.            Children have access to a variety of mark making / writing materials within continuous provision.            Children have access to a range of age-appropriate books within continuous provision.            Children experience practising oral blending with an adult throughout the day e.g. 'Go and get on your c-oa-t....coat.            Children practise a Nursery Rhyme            Children are encouraged to find their own name card during registration            Children learn a high-quality text during 'talk for writing' sessions and this is referred to each session            Adults model writing on a whiteboard and other surfaces throughout the session and emphasise pencil grip            Adults plays games such as 'I spy' to develop awareness of initial sound            Reception and Nursery teacher to swap roles on a Friday to share a story with the children.            Children take a library book home each week.            Focus stories, carefully chosen, to be shared each half-term.</p>					

Vocabulary (including but not limited to)  
 Sound, letter, blend, word, sentence, first, next, then, after that, later, last, before, story, fiction, non-fiction, beginning, middle, end, character, book, pictures, page, rhyme.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Writing	<p><b>Texts as a Stimulus:</b> Nursery Rhymes</p> <p>Spot Starts School Pete Goes to Nursery How do you Feel The Worry Monster</p> <p>Finger gym activities and exercises to strengthen finger muscles</p> <p>Squiggle While you Wiggle – Encouraging large muscle co-ordination, whole body, leg, arm and foot.</p> <p>Climbing, swinging, messy play and parachute games to develop muscle strength.</p> <p>Mark making opportunities indoors and outdoors.</p>	<p><b>Texts as a Stimulus:</b> It was a dark, cold night (Journey story) Don't Hog the Hedge Laura' Star Leaf Man Christmas Texts</p> <p>Provide opportunities for mark making in a wide range of ways:</p> <p>Hibernation checklists Labelling hedgehogs Christmas cards Invitations Nativity Tickets Lists for Father Christmas</p> <p>Use a variety of materials to explore and mark make: Pencils Crayons Chalks Paint Ink</p>	<p><b>Texts as a Stimulus:</b> Lost and Found How to Catch a Star- New Year's Wishes Jack Frost</p> <p>Provide mark making opportunities within the role play areas:</p> <p>Post office – letters, stamps, parcels</p> <p>South Pole camp – provide animal fact sheets, explorer notepads.</p> <p>Discussions with children regarding the marks that they make.</p> <p>Practise writing pre-writing shapes.</p>	<p><b>Texts as a Stimulus:</b> Guess How Much I love You Hungry Caterpillar</p> <p>Supertato</p> <p>Provide mark making opportunities within the role play areas and linked to key texts:</p> <p>Write pretend shopping lists. Create gardening and growing instruction booklets Story sequencing to retell the story</p> <p>Opportunities for children to provide meaning for their marks that they make.</p>	<p><b>Texts as a Stimulus:</b> Mr Gumpy's Outing The Train Ride Big Blue Train Sharing a Shell At the Beach</p> <p>Use name cards to encourage children to write some or all their name.</p> <p>Encourage children to use photographs from trips to tell their own stories and to create their own booklets.</p> <p>Write a postcard from a beach holiday.</p> <p>Children to have opportunities to make marks that are becoming more identifiable</p>	<p><b>Texts as a Stimulus:</b> Commotion in the Ocean Barry the Fish with Fingers The Rainbow Fish Tiddler Billy's Bucket</p> <p>Encourage children to write some letters accurately. Encourage children to use the language 'up, down, round, back etc.) to help them when writing.</p> <p>Use name cards to encourage children to write some or all their name.</p> <p>Tasks to give the children the opportunity to include some of the taught sounds.</p>

Writing

Texts may change due to children's interests  
Vocabulary (including but not limited to) mark making, squiggle, zigzag, circle, line, pencil, envelope, card, picture, name, sound, letter, blend, word, label, list, sentence, first, middle, last, beginning, middle, end, letter formation.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p>Vocabulary (including but not limited to) Number, shape, more, less, how many, altogether, amount, add, take away, number names, the same as, order, share, pattern, heavy, light, empty, full, half full, small, big, little, large, long, longer, longest, short, shorter, shortest, measure, puzzle, shape, before, after.</p>	<p>Baseline: counting, sorting, matching basic shapes. Counting objects, pointing out the last number. Introducing basic 2D shapes. Explore colour Make comparisons relating to size. Complete puzzles Compare size- bigger/little small</p>	<p>Subitising 1 then 2. Counting 1 then 2 objects. Numeral matching 1 then 2. Subitising patterns Counting in sequence. Link numeral and amounts. Explore AB patterns e.g. red, green, red Sorting and matching.</p>	<p>Subitising 3 Counting 3 objects. Introduce numeral 3. Triangles Counting 4 Squares and rectangles Composition of 4 Counting 5 objects Numeral 5 Composition of 5 Say one number for each item in order Experiment with their own symbols.</p>	<p>Consolidation subitising Consolidation counting recite numbers past 5. Know that the last number reached when counting a set tells you the total (cardinal principle) Consolidation numerals Counting 6 Tall and short Long or short Tall/long or short Heavier/ Lighter Full/Empty Nearly full/empty</p>	<p>Sequence pictures from a nursery rhyme/daily routine/ story. Position on and under, in and out, in front or behind. Compare groups- more than, fewer than. 2D shapes Explore 3D shapes.</p>	<p>Explore the different pairs of numbers that make up 3 then 4. Identify which number comes after... before... Exploring number tracks before and after. Counting objects in a set to 5. Sequencing numerals. Consolidation more/fewer, shape patterns.</p>
	<p><u>How do we support the development of children’s mathematics on a daily basis in Nursery?</u></p> <p>Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. Children talk about the day and orally count through the daily calendar. Children count orally throughout the day, such as registration and lining up time. Children sing maths songs. Children practise subitising daily during registration and incidental number challenges. Sand timers are used to manage sharing of equipment etc . A range of 2d shapes are always accessible to children. Adults model key vocabulary such as long, short, tall, full etc during interactions with children during their play.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<b>Understanding the world RE / Festivals</b>  Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.  <i>Vocabulary (including but not limited to) family, photograph, world, Christmas, same, different, school, road, path, church, shops, house, map, trees, plants, seeds, float, sink, weather, today, before, after, next, same, different, day, night, soil, hard, soft, animals, push, pull, smell, feel, see, touch, hear, taste, body parts, changes, light, dark, bendy.</i>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<p>To develop navigational skills and understanding of key words where, how, navigate around our classroom and outdoor areas.</p> <p>The children will learn to make connections between the features of their families and other families. The children will notice differences between people. The children will continue to develop positive attitudes about the differences between people. Bring in photograph of them as a baby and one present photograph–discuss changes, what you can do now and not then?</p> <p>The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide range of vocabulary. Explore the world using our five senses.</p> <p>Begin to explore the world around us and see how it changes as we enter Autumn.</p> <p>Seasons –to discuss past/present Memory Bag – create photo album, can the children discuss their memories?</p> <p><b>Science– The Senses</b></p>	<p>Children will use all their senses to explore the world around them and observe how it changes as we are in Autumn.</p> <p>The children will spend time talking about family celebrations.</p> <p>Children will talk about photos and memories. Parents will be encouraged to post photographs of Christmas memories that children can enjoy retelling within their groups.</p> <p>The children will explore and investigate how different toys work such wind-up toys, pulleys, sets of cogs and pegs with boards.</p> <p>Introduction to Remembrance Day–new vocabulary introduced.</p> <p>Bonfire Night to hear the story.</p> <p>Introduction to the meaning of Christmas</p> <p>To learn about where Santa lives, how is it different?</p> <p><b>Science– Machines</b></p>	<p>Visits from a range of occupations– firefighters, police, paramedic, farmer, hairdresser etc. and how they use transport to help them in their jobs. Introduce new vocabulary related to the occupation and encourage children to use it in their talks and play.</p> <p>Children to plan and take part in a scientific investigation e.g. melting, freezing and colour mixing. Children to discuss what they have observed.</p> <p>The children to learn that there are different countries and be able to discuss the differences that they have experienced or seen in photographs – China, England, The North Pole.</p> <p>Using photographs from Aut 1 – add another photograph and discuss changes, what you can do now. Discuss different holidays and key events children can recall</p> <p><b>Science– Materials</b></p>	<p>Explore the world around us and see how it changes as we enter Spring.</p> <p>The children will explore growth and decay over time linked to plants and their life cycles. The children will plant seeds and vegetables and learn how to care for them.</p> <p>The children will identify a variety of minibeasts that live in the garden.</p> <p>They will explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden mini-beasts.</p> <p>The children will learn to understand the life cycle of a farm animal or a minibeast.</p> <p>St. George–Introduce children to the story of St George.</p> <p><b>Science– Plants and Insects</b></p>	<p>The children will discuss places in the world that they have visited and notice differences between home/holiday or that they have seen in photographs – holiday pictures.</p> <p>Using key texts children will continue to develop positive attitudes about the differences between people.</p> <p>Focus on what, why, how questions to develop historical reasoning and extend appropriate vocabulary.</p> <p>Children will visit a local supermarket/shop to explore their village noticing that different shops sell different things.</p> <p>The children will learn about a variety of food and the importance of healthy eating and good oral hygiene.</p> <p>Learn about farm animals, discuss the difference between a farm and where we live.</p> <p><b>Science–Animals</b></p>	<p>Understand the need to look after and care for the natural environment, particularly our oceans, and all the creatures that live in it. Discuss which animals live in land and which live in water.</p> <p>Talk about and understand why recycling is important.</p> <p>Materials: Floating / Sinking – experiment with a range of materials to see what floats or sinks.</p> <p>Explore forces and magnets and talk about what they can feel.</p> <p>Using photographs from Aut 1 – add another photograph and discuss changes, what you can do now and not then?</p> <p>Children to discuss their favourite memories from nursery.</p> <p>Children will learn about a range of sea creatures. Children to name three sea creatures.</p> <p><b>Science–Forces</b></p>
Discovery RE	<p><b>Theme: Special People</b>  <b>Key Question: What makes people special?</b>  <b>Religions: Christianity, Judaism</b></p>	<p><b>Theme: Christmas</b>  <b>Key Question: What is Christmas?</b>  <b>Religion: Christianity</b>  <b>Christian concept: Incarnation</b></p>	<p><b>Theme: Celebrations</b>  <b>Key Question: How do people celebrate?</b>  <b>Religions: Hinduism</b></p>	<p><b>Theme: Easter</b>  <b>Key Question: What is Easter?</b>  <b>Religion: Christianity</b>  <b>Christian concept: Salvation</b></p>	<p><b>Theme: Story Time</b>  <b>Key Question: What can we learn from stories?</b>  <b>Religions: Christianity, Islam, Hinduism, Sikhism</b></p>	<p><b>Theme: Special Places</b>  <b>Key Question: What makes places special?</b>  <b>Religions: Christianity, Islam, Judaism</b></p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Arctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<b>Expressive Arts and Design</b>  <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>  <b>Vocabulary (including but not limited to)</b> Draw, line, paint, mix, brush, pattern, paper, card, colour, soft, hard, press, push, nip, squeeze, roll, artist, rub, tie, stick, build, cut, shape, push, join, mend, draw, make, music, instrument, sounds, loud, quiet, soft, hard, fast, slow, story, beginning, middle, end.	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p><b>Children will learn traditional nursery rhymes and be able to recite some of these throughout the year.</b></p>					
	<p>Join in with songs; beginning to explore colours using various mark-making tools.</p> <p>Self-portraits using paint, creating closed shapes with continuous lines.</p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>To engage in daily singing and rhyme time.</p> <p>The children will develop their listening skills through a range of activities.</p> <p>Children to make soup, explore the vegetables and then describe it using their 5 senses,</p> <p>Children to decide what is their favourite colour- introduction to colours.</p> <p>Children to describe music-scary, angry, happy To identify and match an instrumental sound.</p> <p><b>To learn- Tommy Thumb</b></p>	<p>Rocket models begin to choose their own resources purposefully.</p> <p>Firework pictures-large scale outdoor paint-squirty bottles, to explore largescale art and colour mixing.</p> <p>Christmas decorations-salt dough, children to choose which shape and decorate their creation.</p> <p>Christmas cards children to express their own ideas. Diva lamps-cutting and joining, To learn Christmas songs/poems</p> <p>Introduce colours seen during Christmas.</p> <p>The children will learn songs and perform these during our Christmas stay and play session.</p> <p>The children will be able to explore and use a variety of percussion instruments through phonic acquisition and free exploration.</p> <p>To make a Christmas cookie discussing the key ingredients and how they change during the process.</p> <p>Pantomime- children to follow the story. Play sound matching games. <b>To learn-Twinkle, Twinkle</b></p>	<p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>The children will explore how to join material together. e.g. creating cardboard tube penguins/igloos.</p> <p>Explore 'cold colours' and different textures.</p> <p>Making Chinese lanterns and puppet making-children to cut and join.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p> <p>Use percussion instruments to make the sounds of winter.</p> <p>Provide a wide range of resources and props for 'small world' play to encourage imaginative and complex vocabulary.</p> <p>Introduce children to a wide range of music types, discuss the children's favourites and why?</p> <p><b>To learn-Humpty Dumpty</b></p>	<p>Mother's Day crafts-children to design a flower and mark make.</p> <p>Easter crafts- children to design and make an egg. Role play/Flower, Vegetable shop-children to explore a range of flowers and vegetables exploring the names and describing what they look like.</p> <p>Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk together about these meanings.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities.</p> <p>Listening and responding with increased attention to sounds and music - 'Spring' from the 'Four Seasons' by Antonio Vivaldi. Encourage them to listen attentively and talk about music, expressing their feelings and responses. Children to make fruit faces exploring the differences between the fruits. To describe the sound of an instrument. Create sounds in vocal sound games. <b>To learn-Incy Wincy Spider</b></p>	<p>The children will begin to draw using their imagination and from observations. The children will begin to add details to their drawings and discuss what they have drawn.</p> <p>Exploration of other countries - dressing up in different costumes. Retelling familiar stories</p> <p>Explore materials to create colourful window decorations.</p> <p>Children to make Salt dough fossils to support their understanding of what a fossil is.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. The children will begin to create their own songs and rhymes.</p> <p>The children will explore colour mixing and talk about the differences between colours, children to make two different colours.</p> <p>Children to begin clapping to the pulse of the music.</p> <p>Begin to play instruments and describe the sounds.</p> <p><b>To learn - Miss Polly had a Dolly</b></p>	<p>Colour mixing - underwater pictures. Create shades of blue -sea paintings. Paper plate jellyfish- children to learn about the features of a jelly fish.</p> <p>Creating collages/models with recycled materials, e.g. milk bottle fish/jellyfish/sea creatures/boats Father's Day Crafts-children to create a card and mark make their name inside. Introduce the work of Van Gogh sunflowers-what do the children like?</p> <p>Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p> <p>The children will play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.</p> <p>Design and make a healthy picnic to promote healthy eating.</p> <p>The children will explore a range of different emotions. The children will begin to show different emotions within their drawings and paintings.</p> <p>Children to discuss what they like about music and what sounds they can hear. <b>To learn-Hickory Dickory Dock</b></p>

# Nursery Goals for the **end of the year** – Holistic / best fit Judgement

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a story.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Able to speak in sentences of 4 to 6 or more words.</p> <p>Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.</p> <p>Able to sit for short, carpet time teaching (like listening to a story)</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity.</p> <p>Able to play alongside other children in the setting independently.</p> <p>Able to share resources, sometimes needing support from an adult.</p> <p>Able to move from activity to activity independently during child-initiated time, sometimes with support from an adult.</p> <p>Able to manage their own personal hygiene (dry most days)</p> <p>communicate when they need the toilet, pull up and down their own clothes, wash hands)</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Able to use scissors confidently and safely to make snips in paper.</p> <p>Able to catch a large ball.</p> <p>Able to climb using the outside apparatus (steps)</p> <p>Able to use the Nursery trikes and scooters without needing adult support.</p>	<p>Understand the names of the different parts of a book - page sequencing.</p> <p>Begins to hear and say the initial sound. M for mouse.</p> <p>Can orally blend sounds together to say the word. E.g., teacher says c-a-t, child replies- cat.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all their name.</p> <p>Write some letters accurately.</p> <p>Able to talk about a familiar story with an adult.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: E.G, showing the right number of objects to match the numeral, up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Talk about and explore 2D and 3D shapes (for example, using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Able to subitise to 3 (using numicon or dice)</p> <p>Able to verbally count to 10 confidently by rote.</p> <p>Able to touch count accurately up to 3- 5</p> <p>Can create and continue ABAB patterns independently.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show an interest in different local occupations.</p> <p>Know and enjoy celebrating a wide range of religious celebrations.</p> <p>Enjoy exploring and talking about changes they see, such as the seasons.</p> <p>Talk about things that have happened in the past, such as Birthdays or celebrations.</p>	<p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Knows and sings familiar Nursery Rhymes.</p> <p>Able to draw with increasing detail, like including eyes and a mouth on a face. Lines and circles.</p> <p>Take part in imaginative play, taking on roles.</p> <p>Explore musical instruments and enjoy making different sounds.</p> <p>Experiments with creating models using different materials, talking about what they are going to make before or during the process.</p>