

Collyhurst Curriculum

Collyhurst provides an holistic curriculum, which seeks to develop the whole child and is underpinned by the '**Collyhurst Constants**':

Be happy

Be kind

Be safe

Be brave

Be curious

These are not only the expectations that we have of children, but also our aims for them in the future.

Our approach to the early years curriculum is rooted in the characteristics of effective learning:

Playing and exploring - children investigate and experience things, and 'have a go'.

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

By working with families as key stakeholders in their child's development, and providing high levels of care in school, children who attend Collyhurst Nursery School are enabled to flourish.

The curriculum delivery is a balance between the direct teaching and practice of sequential knowledge and skills, and ample provision access. Quality learning through play is supported by expert adult interaction, following a child-led planning model which enables the development of cumulative knowledge and skills.

For each age-band, objectives are split into 4 'blocks', children work on the block which is most appropriate for them developmentally, and then move on to the next when they are ready. This movement will occur at different rates for different children, but it is closely monitored through assessment to ensure that children who don't progress as quickly as their peers are not allowed to fall behind.

'Carpet sessions' are used as focus times to deliver carefully sequenced knowledge in a developmentally appropriate way; for our older children, these sessions are longer and more frequent, with a focus on the specific areas. For younger children, these sessions are shorter,

less frequent and focus more on the prime areas. In both instances, they are delivered by expert practitioners, in line with our curriculum sequence and the children's needs/next steps.

Continuous provision is set-up to provide children with the opportunities to practise and apply the knowledge they are taught in focus sessions, and much more. Expert practitioners, who know the children well, plan provocations to engage children with learning through play, as well as following their interests to promote learning through child-led play.

The school's curriculum map sets a sequence of objectives for the rooms in literacy or communication and language and mathematics (for older children). The objectives for the prime areas are also sequenced to form the curriculum, but these form each individual child's 'next steps' rather than a group-level. Practitioners regularly review and update next steps, sharing them as a team, so that appropriate activities can be planned to facilitate achievement of next steps, alongside 'in the moment' interaction.

The structure of the day is as follows in the nursery room. In the younger rooms, we work towards this at an age appropriate level:

Registration/breakfast/emotional check in
Focussed phonics & Early reading session
Child initiated learning (provision)
Key worker group time - focussed poems/rhymes/singing/talk time
Lunch time
Key worker group - focussed maths session
Child initiated learning (provision)
Whole class key text story time
Celebrations & Home time

Seven Areas of Learning:

Communication and language development:

All children are Wellcomm screened on entry to the school, to gain an accurate understanding of each child's language development. This is then re-visited throughout their time in school, until they screen as 'green'. Individual and group interventions are then planned and delivered to meet the communication and language needs of the children.

Physical development:

Our excellent outdoor provision provides lots of opportunities for children to develop the fundamental skills of movement. This is open ended and accessible at all times during child initiated learning time. Children also enjoy yoga and zumba sessions throughout the week.

Carefully planned provision enables children to develop their fine motor skills through weaving, cutting, picking, peeling, threading, tracing, drawing and writing.

Personal, social, and emotional development:

Emotional check in is part of our daily routine (in an age appropriate way) to ensure children feel safe, valued and are able to articulate their own emotions. Children work cooperatively with their peers, sharing resources, negotiating spaces and responding to others' ideas. Children are also encouraged to be independent in meeting their own needs throughout the day, they are involved in processes such as snack time, washing up, sweeping up, making playdough from scratch, tidying up after themselves, using the toilets, washing hands and putting on coats.

All staff across the setting uphold the same expectations of behaviour, following the 'Collyhurst constants' using the same systems, routines and signals across all rooms.

Literacy:

Early reading and phonics take place from day one with an initial focus on words and sounds, followed by a focus on stories, poems, rhymes and songs. Planned talk time happens continuously throughout the day, through role play, questioning, modelling language and vocabulary, and building sentences orally in a language rich environment. Children are encouraged to make up stories, innovate stories and create drawings and mark making to represent stories. Children begin RWI speed sound sessions once children can hold attention whilst listening to a story. This shows they are demonstrating the ability to learn to read sounds. By the Summer term in the yellow (nursery) room, all children who will be starting school in the September will begin speed sound sessions. This may be on a 1:1 or in a small group. High quality texts are accessible in all areas of provision to promote a love and interest in reading, these texts have been chosen based on the Read Write Inc recommended texts

Mathematics:

Children develop a mastery approach to maths in learning and applying number, shape, pattern, positional language, size, length, weight and capacity. In the nursery room, these objectives are carefully sequenced and taught through carpet times, with children focusing on one number at a time and understanding it in great depth, before moving on. Objectives relating to shape, space and measure are taught through our excellent provision, appropriate texts and songs. In the younger rooms, maths is planned for in the provision and not delivered as a carpet session. Children learn through play to use positional language, explore shapes and patterns, and develop their counting.

Understanding the world:

Children develop their understanding of the world through trips, visits, high quality texts and experiences. The books which children will read across their time at nursery, have been planned to showcase a range of environments, countries, cultures and communities. Children will discuss the texts as they read them, and engage in linked activities. In addition to this, key events such as religious festivals and national celebrations are planned into the curriculum to develop children's understanding of a range of beliefs and values, including fundamental British values.

Expressive arts and design:

Singing is built into the daily routines for tidying up, lining up, learning to count and recite poems, songs and rhymes. Children use large and small construction, junk modelling, and a variety of materials to create models. Our high quality provision provides ample opportunity for children to explore transient art. Children enjoy painting, colour mixing, glueing and sticking. Children role-play familiar scenarios expressing feelings and emotions. They also role-play stories which have been read over and over.

Birth to Two

| Blocks | Block 1 | Block 2 | Block 3 | Block 4 |
|--|---|--|---|---|
| <p>Communication and Language</p> | <p>Listening and Attention</p> <ul style="list-style-type: none"> -Turn towards familiar sounds. -Startled by loud noises -Gaze at faces, copying facial expressions and movements like sticking out their tongue. -Accurately locate the source of a familiar person’s voice, such as their key person or a parent. -Recognise and are calmed by a familiar and friendly voice. -Make eye contact for longer periods. -Watch someone’s face as they talk. -Listens to, distinguishes and responds to intonations and sounds of voices. <p>Understanding</p> <ul style="list-style-type: none"> -Turns when hears own name. <p>Speaking</p> <ul style="list-style-type: none"> -Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). -Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. | <p>Listening and Attention</p> <ul style="list-style-type: none"> -Fleeting attention-not under child’s control, new stimuli takes whole attention. -Enjoy singing, music and toys that make sounds -Listen and respond to a simple instruction e.g. open wide. <p>Understanding</p> <ul style="list-style-type: none"> -Start to understand contextual clues, example familiar gestures, words and sounds. <p>Speaking</p> <ul style="list-style-type: none"> -Babble, using sounds like ‘baba’, ‘mamama’. -Constantly babble and use single words during play. -Use gestures like waving and pointing to communicate. -Uses intonation, pitch and changing volume to initiate communication. -Reach or point to something they want while making sounds. | <p>Listening and Attention</p> <ul style="list-style-type: none"> -Pays attention to dominant stimulus, easily distracted by noises or other people talking. Moves whole body to sounds they enjoy such as music or a beat. <p>Understanding</p> <ul style="list-style-type: none"> -Is developing the ability to follow others body language: including pointing and gesture. -Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. -Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’ -Understand and respond to simple instructions like “give to nanny” or “stop”. <p>Speaking</p> <ul style="list-style-type: none"> -Make themselves understood through a range of non-verbal cues. -Uses sounds in play e.g. brrrr for toy car. -Frequently imitates words and sounds. -Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye,bye) | <p>Listening and Attention</p> <ul style="list-style-type: none"> -Listen to other people’s talk with interest, but can easily be distracted by other things. -Concentrates intently on an object or activity of own choosing for short period -Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. <p>Understanding</p> <ul style="list-style-type: none"> -Recognise and point to objects if asked about them. -Understand different situations-able to follow routine events and activities using non verbal cues. -Understand words and phrases in context – ‘sit down’, ‘wave bye’, ‘daddy’s here’. -Make themselves understood, and can become frustrated when they cannot. <p>Speaking</p> <ul style="list-style-type: none"> -Copies familiar expressions e.g. Oh dear, all gone. -Beginning to put two words together (e.g. want ball, more juice) -Recognise and names objects if asked about them. <p>Uses different types of everyday words</p> <p>Nouns - names for things eg banana, car - Verbs - doing words eg sleep, go, Adjectives - describing words eg hot, hungry</p> <ul style="list-style-type: none"> -Beginning to enjoy singing songs and rhymes. |

Personal Social and Emotional Development

Making relationships

-Find ways to calm themselves, through being calmed and comforted by their key person.

-Engage with others through gestures and gaze.

-Holds up arms to be picked up and cuddled and is soothed by physical touch, such as being held, cuddled and stroked.

Sense of self

-explores physical self through play with hands and feet and movement.

-Shows an awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expressions and through secure-base behaviours.

Understanding emotions

-Expresses feelings strongly through crying in order to make sure that their needs will be met

-Is affirmed and comforted by a familiar adult through voice, physical presence and touch, eg singing, cuddles, smiles and rocking.

Making relationships

-Use engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

-Play with increasing confidence on their own, because they know their key person is nearby and available

Sense of self

-Express an awareness of their physical self through own movements, gestures and expressions and by touching their own and others faces, eyes, and mouth in play and care events.

-Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company

Understanding emotions

-communicates a range of emotions (pleasure, interest, fear, surprise, anger and excitement through making sounds, facial expressions and moving their bodies.

-Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face

Making relationships

-Cooperates with caregiving experiences such as dressing.

-Is fascinated by other children, watching them and interacting with them through offering toys, food etc and by reaching for objects that another has.

-Builds relationships with special people.

Sense of self

-Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games

- Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them

-Express preferences, and start to try new things.

-Shows growing self-confidence through playing freely and with involvement

-Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums

Understanding emotions

-May use a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer. Goes to a familiar adult to share feelings of excitement and for 'emotional refuelling' when tired or anxious.

-Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine

Making relationships

-Manages transitions, for example from their parent to their key person.

-Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.

-Find ways to calm themselves, through being calmed and comforted by their key person

-Is wary of unfamiliar people.

- Knows their own name

-Begins to show empathy by offering comfort that they themselves would find soothing i.e their dummy, get a tissue, give cuddle to crying child.

Sense of self

-Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes

-Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs as they develop self-assurance.

Understanding emotions

-Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.

-Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in loss of control of feelings, body and thinking.

Physical Development

Moving and Handling

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Rolls over from back to side, gradually spending longer on side before returning to back
- Roll over: from front to back, then back to front.
- Sit without support.
- Explores objects with mouth, holding objects to their mouth, for lips and tongue to explore (mouthing)
- Reach out for objects as coordination develops.

Health and Self-care

- Expresses discomfort, hunger or thirst, distress and need for holding or moving
- Communicates discomfort or distress with wet or soiled nappy
- Opens mouth to bottle/spoon
- Anticipates food routines with interest

Moving and Handling

- Let go of things and hand them to another person, or drop them.
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.
- Pass things from one hand to the other.
- Picks up objects in a palmer grip and shakes,waves, bangs, pulls and tugs them with both hands while looking at them.
- Belly crawling moves into crawling up on hands and knees.
- Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects.

- Pulls to stand from crawling holding onto a person or furniture for support.
- Walks around furniture lifting one foot and stepping sideways,(Cruising)
- Enjoys finger and toe rhymes.

Health and Self-care

- Self-soothes and is able to drop off to sleep when conditions are right for them
- Grabs finger foods and brings them to mouth.

Moving and Handling

- Begin to walk independently on firm surfaces.
- Enjoy moving when outdoors and inside
- Gradually gain control of their whole body through continual practice of large movements, such as waving, -kicking, rolling, crawling and walking.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Clap and stamp to music.
- Points with first finger, sharing attention with adult.

Health and Self-care

- Actively cooperates with nappy changing.
- Shares control of spoon and bottle or cup, moving towards independence with support
- Uses physical expression of feelings to release stress.
- Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing

Moving and Handling

- Walking independently on uneven surfaces.
- Run short distances
- Change position from standing to squatting and sitting with little effort.
- Enjoy starting to kick, throw and catch balls.
- Climbs inside, underneath, into corners and between objects.
- Pushes , pulls, lifts and carries objects, moving them around and placing them with intent.
- Build independently with a range of appropriate resources
- Enjoy sensory experience of making marks in food, sand, water , mud, paste and paint.
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge.
- Beginning to walk upstairs facing forwards holding rail or hand of an adult, with both feet onto a single step at a time.
- Begins to participate in finger and action rhymes, songs and games imitating the movements.

Health and Self-care

- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning
- Starts to communicate regarding urination and bowel movement. - One/two naps Daytime sleeping continues to be important for healthy development
- Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling

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| <p>Literacy</p> <p>Reading</p> | <ul style="list-style-type: none"> -Notices and engages with sounds and images in the environment -As part of sensory exploration, may touch and handle books and digital reading devices | <ul style="list-style-type: none"> -Handles books, printed and digital reading material with interest -Enjoy songs and rhymes. Tune in and pay attention. -Enjoys looking at books and other suitable, printed or digital material with familiar people, and being read to. | <ul style="list-style-type: none"> -Point to an object in a book e.g. show me the sun -Demonstrate understanding by pointing. (Point to the tree) --Say some of the words in songs and rhymes. -Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. -Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences -Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes. | <ul style="list-style-type: none"> -Pay attention and respond to the pictures or the words. -Name an object in a book e.g. 'dog' -Match objects in a book e.g. Find another one like this (point to the flowers) -Responds to sounds in the environment such as cars,sirens, birds -Have favourite books and seek them out, to share with an adult, or to look at alone |
| <p>Spontaneous</p> <p>Mark Making</p> | <ul style="list-style-type: none"> -Learn about the world through my senses and my actions as I explore and manipulate my environment. -Encourage children to use their fingers and implements to explore and trace marks on a surface, e.g. using a spoon in their food, or a finger in the sand. | <ul style="list-style-type: none"> -Use hands or feet to experiment with the feel of mark making. For example, a baby may push their finger into their food and move it around. -Be interested and absorbed in the physical act and sensations experienced when creating marks, such as the feel of paint (not in the marks themselves) | <ul style="list-style-type: none"> -Mark make with tools (movements will come from the child's shoulder and light marks will be produced) -Hold chunky mark-making tools in a whole hand, palmar supinate grip. -Make 'scribbles', which are spontaneous, random, and unplanned. | <ul style="list-style-type: none"> -Create visible marks using a range of tools (in the sand, on paper, finger painting, chalking on the floor etc) -Hold a pen, pencil, chalk etc using the fist grasp. -Manipulates objects using hands singly and together, such as squeezing water out of a sponge. -Begins to understand the cause and effect of their actions in mark making - Knows that the marks they make are of value -Enjoys the sensory experience of making marks |
| | <ul style="list-style-type: none"> -Explores space when they are free to move, roll and stretch. | <ul style="list-style-type: none"> -Reacts to changes in amounts when those amounts are significant. | <ul style="list-style-type: none"> -May be aware of number names through their enjoyment of action | <ul style="list-style-type: none"> -Count in everyday contexts to 3 (climbing steps, clapping, jumping etc) |

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| <p>Mathematics</p> <p>Objectives</p> | <ul style="list-style-type: none"> -Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other. -Explores differently sized and shaped objects. -Experiences patterned objects and images. | <ul style="list-style-type: none"> -Beginning to put objects of similar shapes inside others and take them out again. -shows interest in patterned songs and rhymes with repeated actions -begins to predict what happens next in predictable situations. | <ul style="list-style-type: none"> rhymes and songs that relate to numbers. -Looks for things that have been moved out of sight. -Explores space around them and engages with position and direction such as pointing to where they would like to go. -Stacks objects using a flat surface. -Joins in with repeated actions in songs and stories. -Responds to size, reacting to very big or very small items that they see or try to pick up. -Get to know and enjoy daily routine. -Enjoys filling and emptying containers. | <ul style="list-style-type: none"> -Responds to changes in shape. -Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. -Compare sizes, weights through meaningful contexts. -Respond to words - lots, more Big and small. -Use and understand the words big and small and apply to everyday context |
| <p>Understanding the World</p> | <p>People and Communities</p> <ul style="list-style-type: none"> -Recognise key people in their own lives -Starts to realise they influence people, example: as they laugh and smile, so do the people they are with. <p>The World</p> <ul style="list-style-type: none"> -Smiles with pleasure at recognisable playthings - Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle -Explore natural materials, indoors and outside. | <p>People and communities</p> <ul style="list-style-type: none"> -Develops a sense of belonging to their family and their key carer. -Looks around with interest when in a new environment. <p>The World</p> <ul style="list-style-type: none"> -Repeat actions that have an effect showing interest in how things work (open, close). -Becomes absorbed in combining objects, for example banging two objects or placing objects into containers. | <p>People and communities</p> <ul style="list-style-type: none"> -Is interested in photographs of themselves and other familiar people and objects. -Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them <p>The World</p> <ul style="list-style-type: none"> -Knows that an object still exists when out of sight. -Visually scans the environment for novel interesting objects and events. -Explore wet and dry <ul style="list-style-type: none"> - Responds to adult modelling eyes, ears, nose and mouth. - Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life | <p>People and communities</p> <ul style="list-style-type: none"> -Plant seeds and watch them grow. -Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. <p>The World</p> <ul style="list-style-type: none"> -Begin to develop wonder and curiosity about changes they notice in the world (ice melting, leaves falling if trees, rainbows) -Closely observes what animals, people and vehicles do -Knows things are used in different ways e.g a ball for rolling or throwing, a toy car for pushing. -Matches parts of objects that fit together e.g puts lid on teapot. -Can identify and point to eyes, nose, mouth and ears. <p>Technology</p> <ul style="list-style-type: none"> -Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times |

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|-------------------------------------|--|---|---|--|
| | | | | -Shows interest in toys with buttons, flaps on simple mechanisms and begins to learn to operate them. |
| Expressive Arts & Design | <p>Creating with Materials -Show interest in different materials and textures. -Explore sensory activities, using the whole body.</p> <p>Being imaginative and expressive -responds to and engages with the world around them, through, sounds, movement, objects, sensations and emotions. -Show attention to sounds and music. Explore their voices and enjoy making sounds.</p> | <p>Creating with Materials -Mirrors and improvises actions they have observed, e.g. clapping or waving</p> <p>Being imaginative and expressive -Respond emotionally and physically to music when it changes. -Join in with songs and rhymes, making some sounds -Attempt to stack blocks.</p> | <p>Creating with Materials -moves while singing/vocalising when listening to sounds and music or while playing with sound makers and instruments. -Explore a range of sound-makers and instruments and play them in different ways. -Explore paint, using brushes and other tools.</p> <p>Being imaginative and expressive -Move and dance to music. -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.</p> | <p>Creating with Materials -Start to make marks intentionally -Explore what they can do with different materials. -Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>Being imaginative and expressive -Anticipate phrases and actions in rhymes and songs, like 'Peepo'. -Make rhythmical and repetitive sounds. -Create sound effects and movements for the sound of a car, animals..</p> |

Two to Three Years

| Blocks | Block 1 | Block 2 | Block 3 | Block 4 |
|--|--|---|--|---|
| <p>Communication and Language</p> | <p>Listening and attention -Listen and respond to a simple instruction. -Pays attention to own choice of activity, may move quickly from activity to activity</p> <p>Understanding -Recognise and names objects if asked about them</p> <p>Speaking -Try to make themselves understood, and may become frustrated when they cannot. -Begin to use intonation, pitch and changing volume when talking. -Beginning to develop the ability to have a conversation, sometimes jumping from topic to topic. -Beginning to talk about people and things that are not present. Beginning to join in with songs and rhymes.</p> | <p>Listening and attention -Listens to and enjoys rhythmic patterns in rhymes and stories trying to join in with actions and vocalisations.</p> <p>Understanding -Understand simple questions about 'who', and 'what'. -Identifies action words by following simple instructions e.g. show me jumping -Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' -Make themselves understood using words and phrases. -Developing understanding of simple concepts; yes & no, wet & dry, hot & cold, stop & go, in & out.</p> <p>Speaking -Beginning to ask simple questions. -Beginning to follow routine, events and activities using non-verbal cues. -Say how they are feeling, using words as well as actions.</p> | <p>Listening and attention -Listen to simple stories and understand what is happening, with the help of the pictures. -Develop the ability to have a two-way conversation, listening and responding to what has been said.</p> <p>Understanding -Developing understanding of concepts; fast & slow, good & bad, up & down, over & under. -Be able to follow routine, events and activities. -Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' with talk alongside actions e.g. 'shhhh baby we are going to the shops' Speaking -Beginning to use word endings such as running. -Uses longer sentences (e.g. Mummy gone work) -Use the speech sounds p, b, m, . Joins in with songs and rhymes.</p> | <p>Listening and attention -Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus -Listen to other people's talk with interest, with less distraction by other things.</p> <p>Understanding -Understand simple instructions 'line up', 'sit down', 'stop'. -Show curiosity when looking at books. -Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. -Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Speaking - Pronounce: - p, b, m, n, t,d - -Say multisyllabic words such as banana and computer -Uses some different types of everyday words; nouns, verbs and adjectives. -Uses a variety of questions (e.g. what, where,who). -Learns new words rapidly and is able to use them in communicating. -Uses talk in pretending that objects stand for something else in play, e.g. - This box is my castle.</p> |

**Personal Social
and Emotional
Development**

Making relationships

- Enjoys playing alone and alongside others and is also interested in being together and playing with other children.
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, cooperating together and also resisting coercion in others interactions.
- Assert their own ideas and preferences takes notice of other people's responses.
- Shows empathy by offering comfort that they themselves would find soothing i.e their dummy, get a tissue, give cuddle to crying child.

Sense of self

- Has a growing sense of self through beginning to assert their likes and dislikes, choices, decisions and ideas, this may be different to the adult or friends, saying 'no, me do it or mine'

Understanding emotions

- Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
- Shows empathy and concern for people who are special to them by partially matching others feelings with their own.

Making relationships

- Play alongside other children and watch, follow and imitate each other in their play.
 - Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.
- Sense of self**
- Show their growing sense of self through asserting their likes and dislikes.
 - Confident to try new things and establish their autonomy.

Understanding emotions

- Responds to the feelings of others, showing concern and offering comfort

Making relationships

- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs e.g. may turn a book to face you so you can see it.
- Sense of self**
- Begins to use me, you and I in their talk.
 - Demonstrates their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.
- Understanding emotions**
- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions or with support.
 - Begins to safely explore emotions beyond their normal range through play and stories.

Making relationships

- Seeks out others to share experiences with and may choose to play with a familiar friend or child who has similar interests.
- Sense of self**
- Begins to show awareness of their social identity of gender, ethnicity and ability
 - knows their preferences and interests and is becoming aware of their unique abilities.
 - Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries
 - Shows curiosity about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Understanding emotions**
- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
 - Feel confident when exploring new places with their friends and key person.
- With adult help 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.
- Begins to understand how others might be feeling and demonstrate compassion

Physical Development

Gross Motor Skills

-Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time

-Sit on a push-along wheeled toy.

-Shows interest, dances and sings to music rhymes and songs, imitating movements of others

Fine Motor Skills

-Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions

-When holding crayons, chinks etc, makes connections between their movement and the marks they make

-Explore different materials and tools.

Turn pages in a book.

Health and Self-care

-May need a nap, with regular sleep and wake-up times

- Begin to eat independently and begin to use a fork.

-Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support

-Able to communicate regarding urination and bowel movement.

Gross Motor Skills

-Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands

-Runs on whole foot.

-Begins to walk, run and climb on different levels and surfaces

-Develop moving safely including running and stopping.

-Explore different ways to travel

-Begin to jump from 2 feet and land on 2 feet.

Fine Motor Skills

-Eat independently and use a fork confidently.

Health and Self-care

-Feeds self competently

-Begins to recognise danger and seeks the support and comfort of significant adults

-Develops increasing understanding of and control of the bowel and bladder urges, introduction to potty or toilet.

Gross Motor Skills

-Move with caution in a space with some consideration of others.

-Runs safely on whole foot

-Develop moving safely including running and stopping with control.

-Use equipment/apparatus safely.

-Jumps up into the air with both feet leaving the floor and can jump forward a small distance

-Begins to understand and choose different ways of moving

-Ride a tricycle and a three wheeled scooter.

-Climb onto a small apparatus off the ground and jump off landing safely on two feet.

-Attempt to kick a ball at a target.

Fine Motor Skills

-May be beginning to show preference for dominant hand and/or leg/foot

-Use large and small motor skills to do things independently and pour water from one container to another.

Health and Self-care

-Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boot

-Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

-Increasing control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet with adult support.

Gross Motor Skills

-Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it

-Can peddle a three wheeled bike.

-Ride a balance bike

- Explore how different body parts move.

-Explore balancing using different body parts (hands and feet, bottom, one leg etc).

Begin to balance on a beam, log roll and balance on one leg.

- Develop throwing at a target (throw a beanbag into a bucket or at a wall)

Fine Motor Skills

-Begin to learn how to use a knife and fork.

-Begin to use large and small motor skills to do things increasingly independently, for example manage buttons and zips, and pour drinks.

-Begin to use small motor skills to do things independently, for example hang their coat on their peg.

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Health and Self-care

-Increasingly independently at putting on and taking off simple clothing items such as hats, jackets, wellington boots.

-Able to attend to own toileting needs with little adult support.

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| <p>Literacy</p> <p>Word Reading</p> | <ul style="list-style-type: none"> -Shows interest in and anticipated books and rhymes. -Sing songs and rhymes, copying sounds, rhythms, tunes and tempo. -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone | <ul style="list-style-type: none"> -Make personal links with stories I read e.g. 'I went to the woods with my dad' or, 'my nanas got a black cat.' -Show an awareness of print asking what that says or means. | <ul style="list-style-type: none"> -Answer questions around function e.g. looking at the picture, find something you can throw (e.g. a ball) -Complete sentences e.g. you put your cap on your... (head) | <ul style="list-style-type: none"> -Develop play around my favourite stories using props. -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo -Demonstrate linguistic concepts e.g. 'find something green' or 'find two butterflies'. |
| <p>Comprehension</p> | <ul style="list-style-type: none"> -Fill in the missing words or phrases in a known rhyme, story or game. | <ul style="list-style-type: none"> -Pay attention and respond to the pictures or the words by providing more information e.g. the dog is big -Repeat words and phrases from familiar stories. | <ul style="list-style-type: none"> -Ask questions about the book and make comments and share own ideas. | <ul style="list-style-type: none"> -Describe a scene e.g. Tell me what is happening in the picture -Answer who, what, where questions about a familiar story. |
| <p>Exploratory Mark Making (Block 1&2)</p> <p>Meaningful Mark Making(Block 3&4)</p> | <ul style="list-style-type: none"> -Purposefully choose to make marks and understand that their action has resulted in a mark being made. -Show interest and enjoyment in the marks they have created. -Explore and learn about the world around them as they create and experiment with making marks. -Make a mark and then choose to repeat the action to create the same mark again. | <ul style="list-style-type: none"> -Concentrate on the activity of mark making -Intentionally use different mark-making tools to create marks, such as sticks in mud. -Use hand-eye coordination to be able to use a variety of mark-making tools. -Make a wide variety of marks with control, such as a variety of simple shapes and lines. -Mark make using a variety of materials (chalk, pens, pencils, crayons, paint) Enjoy drawing freely -Demonstrate the 'palmer grasp' when holding a pencil | <ul style="list-style-type: none"> -Explore and experiment with the different types of marks and patterns, such as straight, wavy, curved, zig zags, and circles. -Make marks on their work to stand for my name. | <ul style="list-style-type: none"> -Know that they can use marks to communicate their thoughts, feelings and ideas. -Recognise the difference between pictures and words. -Add some marks to my drawings, which they can give meaning to. For example: "That says mummy." -Begin to draw pictures with shapes that resemble what they are drawing e.g. a circle for a head, lines for arms and legs (modelled and supported by an adult) -Begin to demonstrate a preference in a dominant hand -Begin to demonstrate the 'Digital pronate grasp' when holding a pencil. |

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| <p>Mathematics Focus texts</p> | <p>https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</p> <p>Big and Small - Elizabeth Bennett</p> <p>Circle Under Berry</p> <p>Stack the cats - Susie Ghahremani</p> | <p>https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</p> <p>You are (not) small - Anna Kang</p> <p>Balancing Bernie</p> <p>My very first book of numbers - Eric Carle</p> | <p>https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</p> <p>Maizie big, Maizie small - Lucy Cousins</p> <p>Hooray for Fish</p> <p>Five little ducks - Natalie Marshall</p> | <p>https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</p> <p>Big bear, small mouse - Karma Wilson</p> <p>Simon Sock</p> <p>Actual Size</p> <p>One spotted giraffe - Petr Horacek</p> |
| <p>Objectives</p> <p>Concrete - pictorial - abstract = do it, draw it, say it</p> | <ul style="list-style-type: none"> -Can recognise and name colours -Take part in finger rhymes with numbers. Engage in counting like behaviour, making sounds, pointing or saying number names (some numbers in sequence) - Use and understand the words small/big, full/empty and apply to everyday contexts. -Explore shapes -Use shapes for a purpose - construction -Is interested in what happens next using the pattern of everyday routines - Arrange things in patterns for example lining up toys -Moves their bodies and toys around objects and explores fitting into spaces -Complete jigsaws of 4 pieces (demonstrating tessellation) | <ul style="list-style-type: none"> -Can match colours -Beginning to compare and recognise changes to numbers of things, using words more, lots or same. -Begin to say number names in order, -can take two or three objects from a group Use and understand the words small/big, full/empty, tall/short and apply to everyday contexts. -Develop counting, saying some numbers in sequence. -Understand position 'stand behind - Stand in front of.... Sit next to ... -Show 'finger numbers' up to 3. - Create simple patterns using objects and counters -Match shapes to spaces, such as in jigsaws and slotting activities. - recognise that two objects have the same shape. | <ul style="list-style-type: none"> Can sort by colour -beginning to notice numerals -beginning to count on their fingers. -Compare amounts, saying 'lots', 'more' or 'same'. -React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Use and understand the words small/big, full/empty,tall/short, thin/thick and apply in everyday contexts. -Use language in terms of position, in , on , under. -Talk about and explore 2D shapes (for example, circles, squares, rectangles, and triangles) -Joins in and anticipates repeated sound and action patterns. -Anticipates times of the day, home time, meal times -Complete jigsaws of 6 pieces (demonstrating tessellation) | <ul style="list-style-type: none"> Can sort by colour and shape -Recite numbers to 5. -Show finger numbers up to 5 Use and understand the words big/small, full,empty, tall/short, thin/thick, heavy/light and apply in everyday contexts. -Use language in terms of position, around, through, on top, inside, over. -Recognise and name basic shapes such as circle, square, triangle, rectangle. -Talk about patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. -Beginning to understand immediate past and future events. -Complete jigsaws of 8 pieces (demonstrating tessellation) |

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| <p>Understanding the World</p> | <p>People and communities -Begin to develop an understanding of all about me, who am I? -Name who takes care of me.</p> <p>The world -Remember where objects belong. -Explore natural materials indoors and outside such as wood. -Explore how things work -Name; eyes, nose, mouth and ears. -Repeat actions with effects such as push, pull, open and close.</p> <p>Technology -Plays with water to investigate “low technology” such as washing and cleaning</p> | <p>People and communities -Begin to develop an understanding of events that are special to me e.g. Birthdays. -Begin to name the members in my family. -Notice differences between people in my family (boy, girl)</p> <p>The world -Explore rain/wet and sun/dry. -Develop wonder and curiosity about changes they notice in the world (ice melting, leaves falling if trees, rainbows) -Make sense of now and next. -Enjoys playing with small world reconstructions,</p> <p>Technology -Uses pipes, funnels and other tools to carry/ transport water from one place to another</p> | <p>People and communities -Beginning to understand who helps us in our school. -Begin to make some connections between the features of their family and other families.</p> <p>The world -Talk about what they see (leaves falling off the trees, rain creating puddles etc) -Plant seeds and watch them grow. -Begin to explore materials with different properties (sticks, stones, leaves, grass, sand etc)</p> <p>Technology - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> | <p>People and communities -Name someone in my family who is special to me. -Name some people who helps us (e.g. teachers, police officers etc) -Beginning to have their own friends</p> <p>The world -Begin to explore and respond to different natural phenomena in their setting and on trips (light/dark, sun, moon etc) -Begin to understand that plants need soil, sun, water. -Begin to understand the need to care for the natural environment and all living things (immediate environment - dandelions, trees etc)</p> <p>Technology -Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> |
| <p>Expressive Arts & Design</p> | <p>Creating with materials -Creates sounds by rubbing, shaking, tapping, striking or blowing -Begin to express ideas and feelings through making marks</p> <p>Being imaginative and expressive -Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’ -Begins to make believe by pretending using sounds, movements, words, object -Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> | <p>Creating with materials -Explore different materials, using all their senses to investigate them. - Manipulate and play with different materials. -Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p>Being imaginative and expressive -Begin to take part in simple pretend play, using familiar small world such as people and animals</p> | <p>Creating with materials -Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects -Use their imagination as they consider what they can do with different materials. -Listen with increased attention to sounds.</p> <p>Being imaginative and expressive -Creates rhythmic sounds and movements -Makes believe by pretending using sounds, movements, words, objects. -Beginning to describe sounds and music imaginatively eg ‘scary music’</p> | <p>Creating with materials -Enjoys and responds to playing with colour in a variety of ways, for example combining colours -Uses 3D and 2D structures to explore materials and/or to express ideas -Make simple models which express their ideas. -Begins to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Being imaginative and expressive -Begins to use movement and sounds to express experiences, expertise, ideas and feelings</p> |

Three to Four Years

| Blocks | Block 1 | Block 2 | Block 3 | Block 4 |
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| <p>Communication and Language</p> | <p>Listening and attention -Listen to simple stories with increased interest and showing curiosity in looking at the pictures. Understanding -Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. -Beginning to understand more complex sentences, e.g. put your toys away and then sit on the carpet. Speaking -Use words to say how they are feeling such as happy, sad, tired, angry, excited. -Selects/chooses and joins in with familiar songs/nursery rhymes. -Use a wider range of vocabulary (for nouns and some adjectives related to colour or size) -Able to use language in recalling past experiences. -Can retell a simple past event in correct order (went down slide, hurt finger)</p> | <p>Listening and attention -Listen to other peoples talk with increased interest and focus. -Focusing attention ; can still listen or do, but can change their own focus of attention. Understanding -Understands use of objects e.g. which one do we cut with? -Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” -Understand simple questions about ‘who’, ‘what’ and ‘where’. Speaking -Use a wider range of vocabulary (for nouns and some adjectives related to colour or size) -Sing a large repertoire of songs -Use longer sentences of four to six words. -Develop their pronunciation of speech sounds m, n, p, ng, w, d, t, y, b, g, k when speaking (not recognising and identifying sounds). -Uses language to share feelings, experiences and thoughts. -Uses intonation, rhythm and phrasing to make meanings clear to others.</p> | <p>Listening and attention -Listens to others in one-to-one or small groups, when conversation interests them -Start to develop a conversation, listening and responding appropriately. -Enjoy listening to longer stories and can remember much of what happens -Is able to follow directions (if not intently focused) Understanding -Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” -Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture. Speaking -Use a wide range of vocabulary to describe how things look, and feel. -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” -Beginning to use a range of tenses (Play, playing, will play, played) -Uses talk to explain what is happening and anticipates what might happen next. -Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> | <p>Listening and attention -Pay attention to more than one thing at a time. -May indicate two channelled attention e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Understanding -Begin to develop irregular tenses and plurals, such as ‘ran’ instead of ‘runned’ -Begins to understand humour e.g. nonsense rhymes, jokes. Speaking -Builds up vocabulary that reflects the breadth of their experiences. -Talk about what they think is happening when looking at a picture, where is he? What is she doing? How do you think he feels? How do you know that? -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. -Start a conversation with an adult or a friend and continue it for many turns -Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like. - Develop their ability to pronounce multi-syllabic words such as</p> |

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| | | | <p>-Develop their pronunciation of speech sounds f, l, sh, ch, s, z, j</p> | <p>'hippopotamus'.</p> |
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Personal Social and Emotional Development

Making relationships

- Be able to manage transitions, for example from their parent to their key person.
- Find ways to calm themselves, through being calmed and comforted by their key person
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Develop friendships with other children.

Sense of self

- Enjoys responsibility for carrying out small tasks.
- 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.-Thrive as they show confidence in the things that they say and do because they are sure of their own abilities.
- Can ask adults for help.

Understanding emotions

- Safely explore emotions beyond their normal range through play and stories.
- Shows some understanding of how others might be feeling and demonstrate compassion

Making relationships

- Talks confidently to other children when playing.
- Initiates play, offering cues to peers to join in.
- Communicates freely about own home and community.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Sense of self

- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
- Understands that actions have consequences but not always the consequences the child hopes for
- Increasingly follow rules, understanding why they are important.
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity.

Understanding emotions

- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Is aware of own feelings and knows that some actions and words can hurt others' feelings
- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

Making relationships

- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in others play.
- Responds to what others say or do and keeps play going.
- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
- Is more outgoing towards unfamiliar people, and more confident in new social situations

Sense of self

- Shows control in waiting for a turn and lining up
- Is developing an understanding of and interest in differences of gender, ethnicity and ability
- Develop appropriate ways of being assertive.
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
- Is sensitive to others' messages of appreciation or criticism.

Understanding emotions

- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Be increasingly able to talk about and manage their emotions.
- Talk with others to solve conflicts.
- Understand how others might be feeling and demonstrate compassion.
- Understands that expectations vary depending on different events, social situations and changes in routine, and

Making relationships

- Plays in a group, extending and elaborating play ideas.
- Feel confident when taken out around the local area, and enjoy exploring new places with their key person.
- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.

Sense of self

- Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
- Recognises that they belong to different communities and social groups and communicates freely about own home and community

Understanding emotions

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- Select and use activities and resources independently. This helps them to achieve a goal they have chosen.
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

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| | | | <p>becomes more able to adapt their behaviour in favourable conditions.</p> | |
| <p>Physical Development</p> | <p>Gross Motor Skills -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Creates lines and circles pivoting from the shoulder and elbow -Move safely and sensibly in a space</p> | <p>Gross Motor Skills -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Can grasp and release with two hands to throw and catch a large ball, beanbag</p> | <p>Gross Motor Skills -Start taking part in some group activities which they make up for themselves, or in teams. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. -Explore a variety of balances: 4 points, 2 points and 1 point and hold for 2 seconds.</p> | <p>Gross Motor Skills -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Move with control and coordination. - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk -Sports Day Practise: Move at different speeds for varying distances when completing the</p> |

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| | <p>with consideration of others.</p> <ul style="list-style-type: none"> -Develop moving safely including running and stopping with control. -Use equipment safely and responsibly. - Explore different body parts and how they move. -Explore different ways to travel. <p>Fine Motor Skills.</p> <ul style="list-style-type: none"> -Hang coat on peg -Start eating independently using a knife and fork. -Explore different materials and tools. - Use one-handed tools and equipment, for example, making snips in paper with scissors <p>Health and Self-care</p> <ul style="list-style-type: none"> -Can name and identify different parts of the body -Can tell an adult when hungry, full up, tired, when they want to rest, sleep or play. -Can wash and can dry hands effectively | <p>or an object</p> <ul style="list-style-type: none"> -Develop balancing whilst stationary and on the move. Maintains balance using hands and body to stabilise -Develop a changing direction. -Develop jumping and landing. -Develop hopping and landing with control. -Complete a log roll with control (down the hill) -Create different shapes using their bodies e.g. straight/long, tucked/small and wide/stretched outwards. -Express and communicate ideas through movement exploring directions and levels. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Show an increasing desire to be independent, such as wanting to dress or undress. -Develop manipulation and control. -Use scissors to cut. -Show a preference for a dominant hand. <p>Health and Self-care</p> <ul style="list-style-type: none"> -Can wash and can dry hands effectively and understands why this is important -Takes action to reduce risk, showing understanding that equipment and tools can be used safely. | <ul style="list-style-type: none"> -Move along a bench, beam or plank unaided. -Climb upwards onto an apparatus off the ground and jump off landing safely on two feet. -Use their upper body strength to hang and swing on a bar, or rope. -Develop throwing for distance and accuracy (throw a beanbag/ball into a bucket) -Kick a ball at a target. -Explore jumping for distance (a standing jump) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Be increasingly independent as they get dressed and undressed, for example, putting coats and shoes on. -Use a comfortable grip with some control when holding pens and pencils. -Use scissors to follow a straight line <p>Health and Self-care</p> <ul style="list-style-type: none"> -Understand why it is important to brush their teeth, and wash their hands thoroughly -Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying and their hands thoroughly -Observes and can describe in words or actions the effects of physical activity on their bodies. | <p>following races.</p> <ul style="list-style-type: none"> -Straight running race -Egg and spoon race -Sack race -3 legged race - hurdle race <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Be independent as they get dressed and undressed, for example, doing up zips and fasten buttons. -Begins to form recognisable letters independently -Use a comfortable grip with good control when holding pens and pencils. -Use scissors to follow a curved/ zig zag line. <p>Health and Self-care</p> <ul style="list-style-type: none"> -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely -Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad |
| <p>Literacy</p> <p>Word Reading</p> | <ul style="list-style-type: none"> -Interact in relevant conversation back and forth about a story -Begins to be aware of the way stories are structured, and to tell own stories. -Handles books and touch screen technology carefully and the correct way up with growing competence. | <ul style="list-style-type: none"> -Understand that print can have different purposes e.g. signs such as danger to keep us safe, work badges showing your name. -Show an awareness of print asking what that says or means. -Recognise some words with the same initial sound, such as mountain, mouse, mirror, moon etc -Answer questions which involve things | <ul style="list-style-type: none"> -Understand we read English text from left to right and from top to bottom -Count or clap syllables in a word -Use phonological awareness to spot and suggest rhymes -Recognise some individual sounds (set 1 sounds RWI) -Repeat sounds and blend them orally to make a word e.g. c-a-t cat (of the sounds that have been taught) | <ul style="list-style-type: none"> -Recognise all individual sounds (set 1 sounds RWI) -Repeat sounds and blend them orally to make a word e.g. c-a-t cat -Recognise the sounds in a cvc word and blend them to read a word |

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| | | <p>that go together e.g. What lives in a nest? (bird)</p> <p>-Demonstrate the ability to categories e.g. 'find an animal' or 'tell me the name of another animal'</p> | | |
| Comprehension | <p>-Engage in conversations about stories, learning new vocabulary.</p> <p>-Tell you what their favourite book is and why.</p> <p>-Can retell a familiar story including the main parts (using props and pictures to help)</p> <p>-Comment on how a character might feel e.g. points to the boy smiling and says 'happy'</p> <p>-Begin to use storyteller's voice to retell a familiar story.</p> | <p>-Understand the names of the different parts of a book - front cover, back cover (blurb), spine, title, pages</p> <p>-Understand page sequencing</p> <p>-Use a storyteller's voice to retell a familiar story (using props and pictures to help)</p> | <p>-Describe a character and setting using a range of adjectives</p> <p>Talk about a story and predict what might happen next.</p> <p>-Tell you what I like and dislike about a book.</p> <p>-Suggest what a character might say e.g. what is the little girl saying to her mum?</p> | <p>-Sequence a story, arranging pictures in order.</p> <p>-Hold a full sentence orally with a noun and adjective</p> <p>-Know that an author writes a book and an illustrator draws the pictures/illustrations</p> <p>-Follow instructions e.g. find 3 stones, a scarf and some sticks for the snowman.</p> <p>-Define a word e.g. The trees are bare. Bare means...</p> |
| Emergent Writing <i>(Development of fine motor skills such as pencil grip are included in the Physical Development objectives)</i> | <p>-Give meaning to the marks I make, and talk about what it represents.</p> <p>-Begin to imitate the act of writing, such as ticking off names on a register after watching an adult do it.</p> <p>- Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</p> <p>-Begin to draw pictures with shapes that resemble what they are drawing e.g. a circle for a head, lines for arms and legs.</p> <p>Begin to hold a pencil with control and purpose.</p> <p>-Make marks from left to right</p> | <p>-Write with a purpose, such as a shopping list, a birthday card etc</p> <p>-Attempt to write my own name.</p> <p>- Understand that words are made up of letters, which are a collection of different shapes.</p> <p>-Being explore 'mathematical mark making', such as drawings and tallies.</p> <p>-Begin to consider and plan what they am going to 'draw' before making any marks.</p> | <p>-Develop an understanding of the link between the shape of a letter and the sound it represents (using mnemonics of RWI phonics 'maisie mountain mountain')</p> <p>-Begin to identify sounds in words and then write the sound with the corresponding letter</p> <p>-Write some of my name</p> <p>-Write from left to right and top to bottom.</p> | <p>-Use marks symbolically for multiple purposes, such as to tell stories, record what they can see, show their thinking, express their emotions or solve problems.</p> <p>-Write some letters accurately (using mnemonics of RWI phonics e.g. -Write some recognisable letters, some of which are correctly formed. 'maisie mountain mountain')</p> <p>-Use initial sounds to label; pictures, adjectives of characters, settings and to create a list.</p> <p>-Write my first name</p> <p>-Create a story map using pictures, and initial sounds in words.</p> <p>-Begin to demonstrate segmenting skills for spelling using magnetic letters and boards e.g. cat - c-a-t.</p> |

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| | | | | -Begin to use a tripod grip, where the hand is stabilised and movement comes from the fingers. |
| Mathematics Focus texts | 1,2,3 to the zoo - Eric Carle Doggies - Sandra Boynton Walter's wonderful web - Tim Hopgood Bears love squares - Caryl Heart Song: Goldilocks and the 3 bears | Pete the cat and his 4 groovy buttons - Eric Litwin The ugly five - Julia Donaldson How many legs? - Kes Grey & Jim Field Pitter Pattern - Joyce Hesselberth Triangle - Mac Barnett & Jon Klassen Song: 5 little ducks | The crayons' book of numbers - Drew Daywalt & Oliver Jeffers Tip Tap went the crab - Tim Hopgood Handa's Hen - Eileen Brown One fox - Kate Read Ten terrible dinosaurs - Paul Stickland (Counting back) Beep beep vroom vroom - Stuart Murphy | We all went on safari - Laurie Krebs One is a snail, ten is a crab - April Sayre (addition) Ten fat sausages - Michelle Robinson (counting back) Twelve ways to get to eleven - Eve Merriam (addition) I'm on it - Andrea Tsurumi Shapes that roll - Karen Bermann (properties) Song: 10 green bottles |
| Objectives | With the number 1, I can... -Count objects -Identify the amount when represented in different ways -Recognise the numeral | With the number 4, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when represented | With the number 6, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when | With the number 9, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when |

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| <p>Concrete - pictorial - abstract = do it, draw it, say it</p> | <p>-Match the numeral and amount. - Identify one sided shapes of varying sizes, colours and contexts (circles)</p> <p>With the number 2, I can... -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two groups together to make this amount. -Show this amount on a part/part/whole model.</p> <p>-Identify shapes/objects which are bigger/smaller/longer/ shorter</p> <p>With the number 3, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two groups together to make this amount. -Show this amount on a part/part/whole model.</p> <p>-Identify 3 sided shapes of varying sizes, colours and context (triangles) -Sort shapes and objects into groups</p> | <p>in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order -Identify one more and one less up to the number -Add two groups together to make this amount. -Show this amount on a part/part/whole model.</p> <p>-Identify 4 sided shapes of varying sizes, colours and context (squares, rectangles and diamonds)</p> <p>-Sort objects and shapes into groups based on size and properties (eg number of sides up to 4)</p> <p>With the number 5, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two groups together to make this amount. -Show this amount on a part/part/whole model.</p> <p>-Identify 5 sided shapes of varying sizes, colours and context (pentagons)</p> <p>-Sort objects and shapes into groups based on size, length, weight and properties (eg number of sides up to 5)</p> | <p>represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model.</p> <p>-Identify 6 sided shapes of varying sizes, colours and context (hexagon)</p> <p>-Sort objects and shapes into groups based on size, length, weight and properties (eg number of sides up to 6)</p> <p>-Arrange and correct patterns of 6 objects including by shape, colour or size</p> <p>With the number 7, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Identify, label and sort shapes as taught -Identify and know properties of 3D shapes, sphere and cylinder</p> | <p>represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Identify, label and sort shapes, combining them to make new ones, including 3d shapes, applying prepositional language. --Identify and know properties of 3D shapes, sphere and cylinder, cube, cuboid. -Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D -Arrange and correct patterns of 9 objects including by shape, colour or size</p> <p>With the number 10, I can... -Stop counting when the target number is reached -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. -Place the numeral in the right order. -Identify one more and one less up to the number -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface),</p> |
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| | <p>based on size (eg 2 small, 1 big, 1 short, 2 long)</p> <p>-Complete jigsaws of 12 pieces (demonstrating tessellation)</p> | <p>-Arrange patterns of 5 objects, including by shape, colour or size</p> | <p>-Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D</p> <p>-Arrange and correct patterns of 7 objects including by shape, colour or size</p> <p>With the number 8, I can...</p> <p>-Stop counting when the target number is reached</p> <p>-Count objects</p> <p>-Identify the amount when represented in different ways</p> <p>-Recognise the numeral</p> <p>-Match the numeral and amount.</p> <p>-Place the numeral in the right order.</p> <p>-Identify one more and one less up to the number</p> <p>-Add two and three groups together to make this amount.</p> <p>-Show this amount on a part/part/whole model.</p> <p>-Identify, label and sort shapes as taught, combining them to make new shapes, using prepositional language.</p> <p>--Identify and know properties of 3D shapes, sphere and cylinder, cube,</p> <p>-Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D</p> <p>-Arrange and correct patterns of 8 objects including by shape, colour or size</p> | <p>applying prepositional language.</p> <p>-Identify and know properties of 3D shapes, sphere and cylinder, cube, cuboid, cone.</p> <p>-Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D</p> <p>-Arrange and correct patterns of 10 objects including by shape, colour or size</p> |
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Understanding the World

Ongoing throughout the year:

1. Explore how things work
2. Talk about what they see, using a wide vocabulary.
3. Begin to understand the need to respect and care for the natural environment and all living things (immediate environment - dandelions, trees)

People and communities

- Develop an understanding all about me, who am I?
- Name the members in my family
- Notice differences between people in my family
- Name someone in my family who is special to me and give a reason why.
- Develop an understanding of events that are special to me e.g. Birthdays.

The World

- Explore natural materials indoors and outside such as wood using some of their senses (sight & touch)
- Begin to make sense of today (now and next).
- Using their senses explore natural materials with different properties such as sticks, leaves, stones, grass, mud and sand.
- Make sense of today (morning and afternoon)

Technology

- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

People and communities

- Make connections between the features of their family and other families.
- Notice differences between people from different families.
- Begin to make sense of their own life-story
- Know and understand who helps us in our school community and how/ what they do to help us.

The World

- Develop their senses vocabulary in exploration of natural materials
- Talk about how materials with different properties such as sticks, leaves, stones, grass, mud and sand are different.
- Explore collections of materials with similar and/or different properties
- Make sense of today (morning and afternoon and evening).

Technology

- Knows that information can be retrieved from digital devices and the internet

People and communities

- Begin to make sense of their own life-story and family's history.
- I know who is older and who is younger in my family.
- Know who helps us in the local community. Looking at job roles and breaking stereotypes.

The World

- Use their senses vocabulary in exploration of natural materials
- Talk about the differences between materials and changes they notice (ice melting)
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal. - Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Make sense of now, next and then.

Technology

- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

People and communities

- Know that there are different countries in the world and talk about the differences between people.
- Continue developing positive attitudes about the differences between people.
- Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.
- Understand that something we have had for a long time is old and something we have had for a short time is new.

The World

- Be confident in applying their senses vocabulary in exploration of natural materials
- Explore and respond to different natural phenomena on trips.
- Explore and talk about different forces they can feel.
- Looks closely at similarities, differences, patterns and change in nature
- Begin to understand the effect their behaviour can have on the environment
- Begin to understand the sequence of days of the week.
- Explore and respond to different natural phenomena in their setting (day & night)

Technology

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software

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| Expressive Arts & Design | <p>Creating with materials</p> <ul style="list-style-type: none"> -Start to make marks intentionally. -Explore different materials, using all their senses to investigate them. - Explores and learns how sounds and movements can be changed. -Enjoys joining in with moving, dancing and ring games -Make rhythmical and repetitive sounds. -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> -Explore printing, using parts of their bodies such as hands and feet and natural resources such as pine cones. -Explore a range of sound-makers and instruments and play them in different ways | <p>Creating with materials</p> <ul style="list-style-type: none"> -Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns -Move and dance to music copying actions. -Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home -Taps out simple repeated rhythms -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Select appropriate colours to colour in their pictures e.g. a yellow sun. <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> -Use their imagination as they consider what they can do with different materials. -Make simple models which express their ideas. -Engages in imaginative play based on own ideas or first-hand or peer experiences -Plays alongside other children who are engaged in the same theme | <p>Creating with materials</p> <ul style="list-style-type: none"> -Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces -Move and dance to music creating your own actions. -Use drawing to represent ideas like movement or loud noises -Join different materials and explore different textures <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> -Creates sounds, movements, drawings to accompany stories -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park -Play instruments with some control to express their feelings and ideas. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore different materials freely, to develop their ideas about how to use them and what to make. | <p>Creating with materials</p> <ul style="list-style-type: none"> -Uses tools for a purpose -Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Remember and sing entire songs. -Create their own songs or improvise a song around one they know. -Sing the pitch of a tone sung by another person ('pitch match') -Play instruments with increasing control to express their feelings and ideas. -Explore colour and colour-mixing. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Being imaginative and expressive -</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings -Creates representations of both imaginary and real-life ideas, events, people and objects -Develop their own ideas and then decide which materials to use to express them. |
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Experiences which underpin curriculum delivery:

| Collyhurst Nursery School and Children's Centre Experiences Yearly Overview | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Religion Celebrations Focus | Marvelous Me and Autumn Rhyme time Challenge Library Visit | Marvelous Me and Autumn Diwali (31 st October) Christmas (Dec) | Kaleidoscope of colour/Light and Dark/Winter Chinese New Year (29 th Jan) | Kaleidoscope of colour/Light and Dark/Winter into Spring World Book Day Pancake Day 4 th march Eid March 31st | Growing and Animals Exploring Spring/Summer | Growing and Creepy Crawlies Exploring Summer |
| Visitors | | Pantomime | Internet Safety | African Drumming | Farm | Creepy crawly roadshow. |
| Trips / Activities | Library Visit | Local area walk | Forest School/Allotment | African Drumming Allotment | Chicks Farm Allotment | Sports Day Manchester Museum Allotment |
| Experiences | Library Visit | Area Walk | Forest School | African drumming | Chicks Farm | Butterflies James Creepy Crawly Road Show |
| Parent/Carers Day/Breakfasts | Welcome/transition meetings Parent breakfast Early language and communication/ Wellcomm | Christmas activities Parent breakfast Physical/Health/sel f care/PSED | Internet safety New parents meeting Parents breakfast Phonics/early reading | Share a book Mothers Day Pancake day Parent breakfast Maths | Fathers Day Parent breakfast Internet Safety | Sports Day Parent breakfast Transition to school |
| Transition | Wellcomm Screen Children Centre stay and play for new children. Home visits Welcome meeting for new parents | | Wellcomm Screens Children Centre stay and play for new children. Home visits Welcome meeting | | Wellcomm Screens Begin children's transition passports. Home visits | School Transition Ready for school sessions for parents with CC |

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| | | | | | Children Centre stay and play for new children. | |
| Activities for Home On – going Dojo challenges linked to learning. | Rhyme time challenge Tiny Happy People https://www.bbc.co.uk/tiny-happy-people | 1,000 hours reading challenge Tiny Happy People https://www.bbc.co.uk/tiny-happy-people | Read a favourite story Tiny Happy People https://www.bbc.co.uk/tiny-happy-people | Maths Challenges Tiny Happy People https://www.bbc.co.uk/tiny-happy-people | Tiny Happy People https://www.bbc.co.uk/tiny-happy-people | Tiny Happy People https://www.bbc.co.uk/tiny-happy-people |
| Charity Events | | Children in Need (Nov) | | NSPCC fund raising | | |