

# COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

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## Curriculum Overview

Collyhurst Nursery School and Children's Centre



Enjoy, learn and achieve, together we will succeed

# Birth to Two

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

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| <p><b>Personal Social and Emotional Development</b></p> | <p><b>Making relationships</b><br/>         -Find ways to calm themselves, through being calmed and comforted by their key person.<br/>         -Engage with others through gestures and gaze.<br/>         -Holds up arms to be picked up and cuddled and is soothed by physical touch, such as being held, cuddled and stroked.<br/> <b>Sense of self</b><br/>         -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.<br/>         -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.<br/>         -Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company<br/> <b>Understanding emotions</b><br/>         -Expresses feelings strongly through crying in order to make sure that their needs will be met<br/>         -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</p> | <p><b>Making relationships</b><br/>         -Use engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.<br/>         -Play with increasing confidence on their own, because they know their key person is nearby and available<br/> <b>Sense of self</b><br/>         -Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games<br/>         - Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them<br/>         -Express preferences, and start to try new things.<br/>         -Shows growing self-confidence through playing freely and with involvement<br/> <b>Understanding emotions</b><br/>         -May use a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer.</p> | <p><b>Making relationships</b><br/>         -Cooperates with caregiving experiences such as dressing.<br/>         -Is fascinated by other children, watching them and interacting with them through offering toys, food etc and by reaching for objects that another has.<br/>         -Builds relationships with special people.<br/> <b>Sense of self</b><br/>         -Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes<br/> <b>Understanding emotions</b><br/>         -Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine<br/>         -Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> | <p><b>Making relationships</b><br/>         -Enjoys playing alone and alongside others and is also interested in being together and playing with other children.<br/>         -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.<br/>         -Assert their own ideas and preferences takes notice of other people's responses.<br/>         -Shows empathy by offering comfort that they themselves would find soothing i.e their dummy, get a tissue, give cuddle to crying child.<br/> <b>Sense of self</b><br/>         -Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs as they develop self-assurance.<br/>         -Shows curiosity about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.<br/> <b>Understanding emotions</b><br/>         -Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.<br/>         - Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</p> |
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| <p><i>Physical Development</i></p> | <p><b>Moving and Handling</b><br/>         -Lift their head while lying on their front.<br/>         -Push their chest up with straight arms.<br/>         -Rolls over from back to side, gradually -spending longer on side before returning to back<br/>         -Roll over: from front to back, then back to front.<br/>         -Sit without support.<br/>         -Explores objects with mouth, holding objects to their mouth, for lips and tongue to explore (mouthing)<br/>         -Reach out for objects as coordination develops.<br/> <b>Health and Self-care</b><br/>         -Expresses discomfort, hunger or thirst, distress and need for holding or moving<br/>         -Communicates discomfort or distress with wet or soiled nappy<br/>         -Opens mouth to bottle/spoon<br/>         -Anticipates food routines with interest</p> | <p><b>Moving and Handling</b><br/>         -Let go of things and hand them to another person, or drop them.<br/>         -Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.<br/>         -Pass things from one hand to the other.<br/>         -Picks up objects in a palmer grip and shakes,waves, bangs, pulls and tugs them with both hands while looking at them.<br/>         -Belly crawling moves into crawling up on hands and knees.<br/>         -Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects.<br/>         Pulls to stand from crawling holding onto a person or furniture for support.<br/>         -Walks around furniture lifting one foot and stepping sideways,( Cruising)<br/>         -Enjoys finger and toe rhymes.<br/> <b>Health and Self-care</b><br/>         -Self-soothes and is able to drop off to sleep when conditions are right for them<br/>         -Grabs finger foods and brings them to mouth.</p> | <p><b>Moving and Handling</b><br/>         -Begin to walk independently on firm surfaces.<br/>         -Enjoy moving when outdoors and inside<br/>         -Gradually gain control of their whole body through continual practice of large movements, such as waving, -kicking, rolling, crawling and walking.<br/>         -Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.<br/>         -Clap and stamp to music.<br/>         -Points with first finger, sharing attention with adult.<br/> <b>Health and Self-care</b><br/>         -Actively cooperates with nappy changing.<br/>         -Shares control of spoon and bottle or cup, moving towards independence with support<br/>         -Uses physical expression of feelings to release stress.<br/>         -Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing</p> | <p><b>Moving and Handling</b><br/>         -Walking independently on uneven surfaces.<br/>         -Enjoy starting to kick, throw and catch balls.<br/>         -Climbs inside, underneath, into corners and between objects.<br/>         -Pushes , pulls, lifts and carries objects, moving them around and placing them with intent.<br/>         -Build independently with a range of appropriate resources<br/>         -Enjoys sensory experience of making marks in food, sand, water , mud, paste and paint.<br/>         -Manipulates objects using hands singly and together, such as squeezing water out of a sponge.<br/>         -Beginning to walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time.<br/>         -Begins to participate in finger and action rhymes, songs and games imitating the movements.<br/> <b>Health and Self-care</b><br/>         -Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning<br/>         -Starts to communicate regarding urination and bowel movement. - One/two naps Daytime sleeping continues to be important for healthy development<br/>         -Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</p> |
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| <p><b>Literacy</b></p> <p><i>Reading</i></p> | <ul style="list-style-type: none"> <li>-Notices and engages with sounds and images in the environment</li> <li>-As part of sensory exploration, may touch and handle books and digital reading devices</li> </ul>  | <ul style="list-style-type: none"> <li>-Handles books, printed and digital reading material with interest</li> <li>-Enjoy songs and rhymes. Tune in and pay attention.</li> <li>-Enjoys looking at books and other suitable, printed or digital material with familiar people, and being read to.</li> </ul>   | <ul style="list-style-type: none"> <li>-Point to an object in a book e.g. show me the sun</li> <li>-Demonstrate understanding by pointing. (Point to the tree)</li> <li>-Have favourite books and seek them out, to share with an adult, or to look at alone</li> <li>-Say some of the words in songs and rhymes.</li> <li>-Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments.</li> <li>-Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul> | <ul style="list-style-type: none"> <li>-Pay attention and respond to the pictures or the words.</li> <li>-Name an object in a book e.g. 'dog'</li> <li>-Match objects in a book e.g. Find another one like this (point to the flowers)</li> <li>-Responds to sounds in the environment such as cars,sirens, birds</li> </ul>  |
| <p><i>Spontaneous Mark Making</i></p>        | <ul style="list-style-type: none"> <li>-Learn about the world through my senses and my actions as I explore and manipulate my environment.</li> <li>-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. -Make marks together with babies and toddlers using a range of appropriate materials and tools.</li> </ul> | <ul style="list-style-type: none"> <li>-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.</li> <li>-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)</li> </ul> | <ul style="list-style-type: none"> <li>-Mark make with tools (movements will come from the child's shoulder and light marks will be produced)</li> <li>-Hold chunky mark-making tools in a whole hand, palmar supinate grip.</li> <li>-Make 'scribbles', which are spontaneous, random, and unplanned.</li> </ul>  | <ul style="list-style-type: none"> <li>-Create visible marks using a range of tools (in the sand, on paper, finger painting, chalking on the floor etc)</li> <li>-Hold a pen, pencil, chalk etc using the fist grasp.</li> <li>-Manipulates objects using hands singly and together, such as squeezing water out of a sponge.</li> <li>-Begins to understand the cause and effect of their actions in mark making -Knows that the marks they make are of value</li> <li>-Enjoys the sensory experience of making marks</li> </ul> |
| <p><b>Mathematics</b></p>                    | <ul style="list-style-type: none"> <li>-Explores space when they are free to move, roll and stretch.</li> </ul>  |  | <ul style="list-style-type: none"> <li>-May be aware of number names through their enjoyment</li> </ul>  |   |

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| Objectives                     | <ul style="list-style-type: none"> <li>-Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.</li> <li>-Explores differently sized and shaped objects.</li> </ul>  | <ul style="list-style-type: none"> <li>-Reacts to changes in amounts when those amounts are significant.</li> <li>-Looks for things that are out of sight</li> <li>-Beginning to put objects of similar shapes inside others and take them out again.</li> <li>-Begins to predict what happens next in predictable situations.</li> </ul>   | <ul style="list-style-type: none"> <li>of action rhymes and songs that relate to numbers.</li> <li>-Explores space around them and engages with position and direction such as pointing to where they would like to go.</li> <li>-Stacks objects using a flat surface.</li> <li>-Joins in with repeated actions in songs and stories.</li> <li>-Responds to size, reacting to very big or very small items that they see or try to pick up.</li> <li>-Get to know and enjoy daily routine.</li> <li>-Enjoys filling and emptying containers.</li> </ul>  | <ul style="list-style-type: none"> <li>-Count in everyday contexts to 3 (climbing steps, clapping, jumping etc)</li> <li>-Responds to changes in shape.</li> <li>-Attempts, sometimes successfully, to match shapes with spaces on inset puzzles.</li> <li>-Initiates and continues repeated patterns.</li> <li>-Compare sizes, weights through meaningful contexts.</li> <li>-Use and understand the word more and apply to everyday context</li> <li>-Use and understand the words big and small and apply to everyday context</li> </ul>  |
| <i>Understanding the World</i> | <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>-Recognise key people in their own lives</li> <li>-Starts to realise they influence people, example: as they laugh and smile, so do the people they are with.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Smiles with pleasure at recognisable playthings</li> <li>- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle</li> <li>-Explore natural materials, indoors and outside.</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Develops a sense of belonging to their family and their key carer.</li> <li>-Looks around with interest when in a new environment.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Knows that an object still exists when out of sight.</li> <li>-Repeat actions that have an effect showing interest in how things work (open, close).</li> <li>-Becomes absorbed in combining objects, for example banging two objects or placing objects into containers.</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Is interested in photographs of themselves and other familiar people and objects.</li> <li>-Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Visually scans the environment for novel interesting objects and events.</li> <li>-Closely observes what animals, people and vehicles do.</li> <li>-Explore wet and dry</li> <li>-Knows things are used in different ways e.g a ball for rolling or throwing, a toy car for pushing.</li> <li>-Responds to adult modelling eyes, ears, nose and mouth.</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Name who takes care of me.</li> <li>-Notice differences between people.</li> <li>-Plant seeds and watch them grow.</li> <li>-Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Begin to develop wonder and curiosity about changes they notice in the world (ice melting, leaves falling if trees, rainbows)</li> <li>-Remember where objects belong.</li> <li>-Matches parts of objects that fit together e.g puts lid on teapot.</li> <li>-Can identify and point to eyes, nose, mouth and ears.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Anticipates repeated sounds, sights and actions, e.g. when an</li> </ul> |

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|                                     |  |  | <ul style="list-style-type: none"> <li>- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> </ul>  | <ul style="list-style-type: none"> <li>adult demonstrates an action toy several times</li> <li>-Shows interest in toys with buttons, flaps on simple mechanisms and begins to learn to operate them.</li> </ul>  |
| <b>Expressive Arts &amp; Design</b> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Show interest in different materials and textures.</li> <li>-Explore paint, using fingers and other parts of their bodies.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Show attention to sounds and music.</li> <li>Explore their voices and enjoy making sounds.</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Explore a range of sound-makers and instruments and play them in different ways.</li> <li>-Mirrors and improvises actions they have observed, e.g. clapping or waving</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Respond emotionally and physically to music when it changes.</li> <li>-Join in with songs and rhymes, making some sounds</li> <li>-Attempt to stack blocks.</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Explore paint, using brushes and other tools.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Move and dance to music.</li> <li>-Make rhythmical and repetitive sounds.</li> <li>-Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Start to make marks intentionally</li> <li>-Explore what they can do with different materials.</li> <li>-Notices and becomes interested in the transformative effect of their action on materials and resources</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul> |

## Two to Three Years

| Blocks                            | Block 1   | Block 2   | Block 3  | Block 4   |
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| <i>Communication and Language</i> | <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>-Listen and respond to a simple instruction.</li> <li>-Pays attention to own choice of activity, may move quickly from activity to activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Recognise and names objects if asked about them</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Beginning to use different types of everyday words; nouns, verbs and adjectives.</li> <li>-Begin to use intonation, pitch and changing volume when talking.</li> <li>-Beginning to develop ability to have a conversation, sometimes jumping from topic to topic.</li> <li>-Beginning to talk about people and things that are not present.</li> <li>Beginning to join in with songs and rhymes.</li> </ul> | <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>-Listens to and enjoys rhythmic patterns in rhymes and stories trying to join in with actions and vocalisations.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Understand simple questions about 'who', and 'what'.</li> <li>-Identifies action words by following simple instructions e.g. show me jumping</li> <li>-Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li> <li>-Make themselves understood using words and phrases.</li> <li>-Developing understanding of simple concepts; yes &amp; no, wet &amp; dry, hot &amp; cold, stop &amp; go, in &amp; out.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Use intonation, pitch and changing volume when talking.</li> <li>-Beginning to ask simple questions.</li> <li>-Beginning to follow routine, events and activities using non-verbal cues.</li> <li>-Uses language to share feelings.</li> </ul> | <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>-Develop the ability to have a two-way conversation, listening and responding to what has been said.</li> <li>-Listen to other people's talk with interest, with less distraction by other things.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>-Developing understanding of concepts; fast &amp; slow, good &amp; bad, up &amp; down, over &amp; under.</li> <li>-Be able to follow routine, events and activities.</li> <li>-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'</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Beginning to use word endings such as running.</li> <li>-Say how they are feeling, using words as well as actions.</li> <li>-Uses longer sentences (e.g. Mummy gone work)</li> <li>-Use the speech sounds p, b, m, w.</li> </ul> | <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>-Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>-Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>-Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>-Beginning to understand more complex sentences, e.g. put your toys away and then sit on the carpet.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</li> <li>-Uses some different types of everyday words; nouns, verbs and adjectives.</li> </ul> |

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|  |  |  | Joins in with songs and rhymes. | <ul style="list-style-type: none"><li>-Uses language to share feelings, experiences and thoughts.</li><li>-Uses a variety of questions (e.g. what, where, who).</li><li>-Learns new words rapidly and is able to use them in communicating.</li><li>-Able to use language in recalling past experiences.</li><li>-Uses talk in pretending that objects stand for something else in play, e.g. -This box is my castle.</li></ul> |
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| <p><i>Personal Social and Emotional Development</i></p> | <p><b>Making relationships</b><br/>         -Manages transitions, for example from their parent to their key person.<br/>         -Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.<br/>         -Find ways to calm themselves, through being calmed and comforted by their key person<br/>         -Is wary of unfamiliar people.<br/>         - Knows their own name<br/> <b>Sense of self</b><br/>         -Express preferences and decisions. -They also try new things and establish their autonomy.<br/> <b>Understanding emotions</b><br/>         - 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<br/>         -Express preferences and decisions. -They also try new things and start establishing their autonomy.<br/>         Shows empathy and concern for people who are special to them by partially matching others feelings with their own.</p> | <p><b>Making relationships</b><br/>         -Play alongside other children and watch, follow and imitate each other in their play.<br/>         -Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.<br/> <b>Sense of self</b><br/>         -Begins to show their growing sense of self through asserting their likes and dislikes. .<br/> <b>Understanding emotions</b><br/>         - Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries.<br/>         -Responds to the feelings of others, showing concern and offering comfort<br/>         -Thrive as they show confidence in the things that they say and do because they are sure of their own abilities.</p> | <p><b>Making relationships</b><br/>         -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.<br/> <b>Sense of self</b><br/>         -Begins to use me, you and I in their talk.<br/>         -Shows their growing sense of self through asserting their likes and dislikes., choices, decisions, and ideas. -These may be different to those of the adult or their peers; often saying no, me do it or mine<br/> <b>Understanding emotions</b><br/>         -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<br/>         -Begins to safely explore emotions beyond their normal range through play and stories.<br/>         -With 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.</p> | <p><b>Making relationships</b><br/>         -Seeks out others to share experiences with and may choose to play with a familiar friend or child who has similar interests.<br/> <b>Sense of self</b><br/>         -Begins to show awareness of their social identity of gender, ethnicity and ability<br/>         -knows their preferences and interests and is becoming aware of their unique abilities<br/> <b>Understanding emotions</b><br/>         -Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated<br/>         -Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their friends and key person.<br/>         -Shows control in waiting for a turn and lining up.<br/>         -Independently 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.<br/>         -Begins to understand how others might be feeling and demonstrate compassion</p> |
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| <p><b>Physical Development</b></p> | <p><b>Gross Motor Skills</b><br/>         -Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time<br/>         -Changes position from standing to squatting and sitting with little effort<br/>         -Sit on a push-along wheeled toy.<br/>         -Shows interest, dances and sings to music rhymes and songs, imitating movements of others</p> <p><b>Fine Motor Skills</b><br/>         -Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions<br/>         -When holding crayons, chalks etc, makes connections between their movement and the marks they make<br/>         -Explore different materials and tools.<br/>         Turn pages in a book.</p> <p><b>Health and Self-care</b><br/>         -May need a nap, with regular sleep and wake-up times<br/>         - Begin to eat independently and begin to use a fork.<br/>         -Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support<br/>         -Able to communicate regarding urination and bowel movement.</p> | <p><b>Gross Motor Skills</b><br/>         -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<br/>         -Runs on whole foot.<br/>         -Begins to walk, run and climb on different levels and surfaces<br/>         -Develop moving safely including running and stopping.<br/>         -Explore different ways to travel<br/>         -Begin to jump from 2 feet and land on 2 feet.</p> <p><b>Fine Motor Skills</b><br/>         -Eat independently and use a fork confidently.</p> <p><b>Health and Self-care</b><br/>         -Feeds self competently<br/>         -Begins to recognise danger and seeks the support and comfort of significant adults<br/>         -Develops increasing understanding of and control of the bowel and bladder urges, introduction to potty or toilet.</p> | <p><b>Gross Motor Skills</b><br/>         -Move with caution in a space with some consideration of others.<br/>         -Runs safely on whole foot<br/>         -Develop moving safely including running and stopping with control.<br/>         -Use equipment/apparatus safely.<br/>         -Jumps up into the air with both feet leaving the floor and can jump forward a small distance<br/>         -Begins to understand and choose different ways of moving<br/>         -Ride a tricycle and a three wheeled scooter.<br/>         -Climb onto a small apparatus off the ground and jump off landing safely on two feet.<br/>         -Attempt to kick a ball at a target.</p> <p><b>Fine Motor Skills</b><br/>         -May be beginning to show preference for dominant hand and/or leg/foot<br/>         -Use large and small motor skills to do things independently and pour water from one container to another.</p> <p><b>Health and Self-care</b><br/>         -Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boot<br/>         -Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions<br/>         -Increasing control of bowel and bladder urges and starts to communicate their need for the</p> | <p><b>Gross Motor Skills</b><br/>         -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<br/>         -Ride a two wheeled scooter.<br/>         - Explore how different body parts move.<br/>         -Develop hopping on one leg.<br/>         -Complete a log roll (down the hill)<br/>         -Explore balancing using different body parts (hands and feet, bottom, one leg etc).<br/>         -Use their upper body strength to hang on a bar, or rope.<br/>         -Move along a bench, beam or plank putting one foot in front of the other.<br/>         - Develop throwing at a target (throw a beanbag into a bucket or at a wall)</p> <p><b>Fine Motor Skills</b><br/>         -Begin to learn how to use a knife and fork.<br/>         -Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.<br/>         -Begin to use small motor skills to do things independently, for example hang their coat on their peg.<br/>         -Shows preference for dominant hand.</p> <p><b>Health and Self-care</b><br/>         -Increasingly independently at putting on and taking off simple clothing items such as hats, jackets, wellington boots.</p> |
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|  |   |  | preferred choice of potty or toilet with adult support.  | -Able to attend to own toileting needs with little adult support.  |
| <b>Literacy</b><br><i>Word Reading</i> | -Sing songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>-Have favourite books and seek them out, to share with an adult, with another child, or to look at alone | -Develop play around my favourite stories using props.<br>-Make personal links with stories I read e.g. 'I went to the woods with my dad' or, 'my nanas got a black cat.'<br>-Show an awareness of print asking what that says or means. | -Understand that print can have different purposes e.g. signs such as danger to keep us safe, work badges showing your name.<br>-Answer questions around function e.g. looking at the picture, find something you can throw (e.g. a ball)<br>-Complete sentences e.g. you put your cap on your... (head)<br>-Interact in relevant conversation back and forth about a story. | -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo<br>-Answer questions which involve things that go together e.g. What lives in a nest? (bird)<br>-Demonstrate linguistic concepts e.g. 'find something green' or 'find two butterflies'.<br>-Demonstrate the ability to categories e.g. 'find an animal' or 'tell me the name of another animal' |
| <i>Comprehension</i>                   | -Fill in the missing words or phrases in a known rhyme, story or game.  | -Pay attention and respond to the pictures or the words by providing more information e.g. the dog is big<br>-Repeat words and phrases from familiar stories.  | -Ask questions about the book and make comments and share own ideas.   | -Describe a scene e.g. Tell me what is happening in the picture<br>-Answer who, what, where questions about a familiar story.  |

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| <p><i>Exploratory Mark Making (Block 1&amp;2)</i></p> <p><i>Meaningful Mark Making (Block 3&amp;4)</i></p> | <ul style="list-style-type: none"> <li>-Purposefully choose to make marks and understand that their action has resulted in a mark being made.</li> <li>-Show interest and enjoyment in the marks they have created.</li> <li>-Explore and learn about the world around them as they create and experiment with making marks.</li> <li>-Concentrate on the activity of mark making.</li> <li>-Intentionally use different mark-making tools to create marks, such as sticks in mud.</li> <li>-Make a mark and then choose to repeat the action to create the same mark again.</li> </ul> | <ul style="list-style-type: none"> <li>-Use hand-eye coordination to be able to use a variety of mark-making tools.</li> <li>-Explore and experiment with the different types of marks and patterns, such as straight, wavy, curved, zig zags, and circles.</li> <li>-Mark make using a variety of materials (chalk, pens, pencils, crayons, paint)</li> <li>Enjoy drawing freely.</li> </ul> | <ul style="list-style-type: none"> <li>-Make a wide variety of marks with control, such as a variety of simple shapes and lines.</li> <li>-Recognise the difference between pictures and words.</li> <li>-Add some marks to my drawings, which they can give meaning to. For example: "That says mummy."</li> <li>-Know that they can use marks to communicate their thoughts, feelings and ideas.</li> <li>-Make marks on their work to stand for my name.</li> <li>-Demonstrate the 'palmer grasp' when holding a pencil.</li> </ul> | <ul style="list-style-type: none"> <li>-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.</li> <li>-Being explore 'mathematical mark making', such as drawings and tallies.</li> <li>-Begin to consider and plan what they am going to 'draw' before making any marks.</li> <li>-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 by an adult)</li> <li>-Show interest in watching adults write and emulate this.</li> <li>-Make marks from left to right</li> <li>-Begin to demonstrate a preference in a dominant hand</li> <li>-Begin to demonstrate the 'Digital pronate grasp' when holding a pencil.</li> <li>-Begin to hold a pencil with control and purpose.</li> </ul> |
| <p><b>Mathematics</b></p> <p>Focus texts</p>   | <p><a href="https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/">https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</a></p> <p>Big and Small - Elizabeth Bennett</p> <p>Circle Under Berry</p> <p>Stack the cats - Susie Ghahremani</p>  | <p><a href="https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/">https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</a></p> <p>You are (not) small - Anna Kang</p> <p>Balancing Bernie</p> <p>My very first book of numbers - Eric Carle</p>   | <p><a href="https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/">https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</a></p> <p>Maizie big, Maizie small - Lucy Cousins</p> <p>Hooray for Fish</p> <p>Five little ducks - Natalie Marshall</p>   | <p><a href="https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/">https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/</a></p> <p>Big bear, small mouse - Karma Wilson</p> <p>Simon Sock</p> <p>Actual Size</p> <p>One spotted giraffe - Petr Horacek</p>  |

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| <p>Objectives</p> <p>Concrete - pictorial - abstract = do it, draw it, say it</p> | <ul style="list-style-type: none"> <li>-Take part in finger rhymes with numbers.</li> <li>- Describe objects as being small/big, tall/short, thin/thick.</li> <li>-Match shapes to spaces, such as in jigsaws and slotting activities.</li> <li>-Is interested in what happens next using the pattern of everyday routines</li> <li>- Arrange things in patterns for example lining up toys</li> <li>-Complete jigsaws of 4 pieces (demonstrating tessellation)</li> </ul>   | <ul style="list-style-type: none"> <li>-Compare sizes, weights etc. using language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>-Develop counting, saying some numbers in sequence.</li> <li>-Understand position 'stand behind ... -Stand in front of... Sit next to ...</li> <li>-Show 'finger numbers' up to 3.</li> <li>- Create simple patterns using objects and counters</li> <li>-Complete jigsaws of 6 pieces (demonstrating tessellation)</li> </ul>   | <ul style="list-style-type: none"> <li>-Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>-React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>-Talk about and explore 2D shapes (for example, circles, squares, rectangles, and triangles)</li> <li>-Show finger numbers up to 5</li> <li>-Recognise basic shapes such as circle, square, triangle.</li> <li>-Joins in and anticipates repeated sound and action patterns.</li> <li>-Complete jigsaws of 8 pieces (demonstrating tessellation)</li> </ul>   | <ul style="list-style-type: none"> <li>-Recite numbers to 5.</li> <li>-Make comparisons between objects relating to size, length, weight and capacity.</li> <li>-Use language in terms of position 'stand behind .... Stand in front of.... Sit next to ...'</li> <li>-Describe 2D shapes as flat</li> <li>-Talk about and explore 3D shapes, describing them as solid.</li> <li>-Recognise and name basic shapes such as circle, square, triangle.</li> <li>-Talk about patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>-Complete jigsaws of 12 pieces (demonstrating tessellation)</li> </ul>  |
| <p><i>Understanding the World</i></p>   | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Begin to develop an understanding of all about me, who am I?</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>-Explore natural materials indoors and outside such as wood.</li> <li>-Explore how things work</li> <li>-Name; eyes, nose, mouth and ears.</li> <li>-Repeat actions with effect such as push, pull, open and close.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Plays with water to investigate "low technology" such as washing and cleaning</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Begin to develop an understanding of events that are special to me e.g. Birthdays.</li> <li>-Begin to name the members in my family.</li> <li>-Notice differences between people in my family (boy, girl)</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>-Talk about what they see (leaves falling off the trees, rain creating puddles etc)</li> <li>-Make sense of now and next.</li> <li>-Enjoys playing with small world reconstructions.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Uses pipes, funnels and other tools to carry/ transport water from one place to another</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Begin to understand who helps us in our school.</li> <li>-Begin to make some connections between the features of their family and other families.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>-Explore rain/wet and sun/dry.</li> <li>-Repeat actions and effects such as push and pull, open and close.</li> <li>-Develop wonder and curiosity about changes they notice in the world (ice melting, leaves falling if trees, rainbows)</li> <li>-Plant seeds and watch them grow. -Begin to understand that plants need soil, sun, water.</li> <li>-Begin to understand the need to care for the natural environment and all living things (immediate</li> </ul> | <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>-Name someone in my family who is special to me.</li> <li>-Name some people who helps us (e.g. teachers, police officers etc)</li> <li>-Beginning to have their own friends</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>-Begin to explore and respond to different natural phenomena in their setting and on trips (light/dark, sun, moon etc)</li> <li>-Begin to explore materials with different properties (sticks, stones, leaves, grass, sand etc)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can</li> </ul> |

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|  |  |   | <p>environment - dandelions, trees etc)</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> </ul>   | <p>navigate touch-capable technology with support</p>  |
| <p><i>Expressive Arts &amp; Design</i></p> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>-Begin to express ideas and feelings through making marks</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> <li>-Begins to make believe by pretending using sounds, movements, words, object</li> <li>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials.</li> <li>-Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Begin to take part in simple pretend play, using familiar small world such as people and animals</li> </ul> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Begins to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>-Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>-Use their imagination as they consider what they can do with different materials.</li> <li>-Listen with increased attention to sounds.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Creates rhythmic sounds and movements</li> </ul> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>-Uses 3D and 2D structures to explore materials and/or to express ideas</li> <li>-Make simple models which express their ideas.</li> <li>-Begin to name and select appropriate colours to represent their pictures e.g. a yellow sun.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Begins to use movement and sounds to express experiences, expertise, ideas and feelings</li> </ul> |

# Three to Four Years

| Blocks                            | Block 1  | Block 2   | Block 3  | Block 4  |
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| <i>Communication and Language</i> | <p><b>Listening and attention</b><br/>-Listen to simple stories with increased interest and showing curiosity in looking at the pictures.</p> <p><b>Understanding</b><br/>-Understand simple instructions 'line up', 'sit down', 'stop'.<br/>-Show curiosity when looking at books.</p> <p><b>Speaking</b><br/>-Use a wider range of vocabulary (for nouns and some adjectives related to colour or size)<br/>-Use words to say how they are feeling such as happy, sad, tired, angry, excited.<br/>-Selects/chooses and joins in with familiar songs/nursery rhymes.<br/>-Use a wider range of vocabulary (for nouns and some adjectives related to colour or size)<br/>-Able to use language in recalling past experiences.<br/>-Can retell a simple past event in correct order ( went down slide, hurt finger)</p> | <p><b>Listening and attention</b><br/>-Listen to simple stories and understand what is happening, with the help of the pictures<br/>-Listen to other peoples talk with increased interest and focus.<br/>-Focusing attention ; can still listen or do, but can change their own focus of attention.</p> <p><b>Understanding</b><br/>-Understands use of objects e.g. which one do we cut with?<br/>-Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"<br/>-Understand simple questions about 'who', 'what' and 'where'.</p> <p><b>Speaking</b><br/>-Know some rhymes, and be able to tell a short story.<br/>-Sing a large repertoire of songs<br/>-Use longer sentences of four to six words.<br/>-Develop their pronunciation of speech sounds r, j, th, ch, and sh when speaking (not</p> | <p><b>Listening and attention</b><br/>-Listens to others in one-to-one or small groups, when conversation interests them<br/>-Start to develop a conversation, listening and responding appropriately.<br/>-Enjoy listening to longer stories and can remember much of what happens<br/>-Is able to follow directions (if not intently focused)</p> <p><b>Understanding</b><br/>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"<br/>-Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p><b>Speaking</b><br/>-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?<br/>-Use a wide range of vocabulary to describe how things look, and feel.<br/>-Use talk to organise themselves and their play:</p> | <p><b>Listening and attention</b><br/>-Pay attention to more than one thing at a time.<br/>-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.</p> <p><b>Understanding</b><br/>-Begin to develop irregular tenses and plurals, such as 'ran' instead of 'runned'<br/>-Begins to understand humour e.g. nonsense rhymes, jokes.</p> <p><b>Speaking</b><br/>-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.<br/>-Start a conversation with an adult or a friend and continue it for many turns<br/>-Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like.<br/>- Develop their ability to pronounce multi-syllabic words such as 'hippopotamus'.</p> |

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|  |  | <p>recognising and identifying sounds).</p> | <p>“Let’s go on a bus... you sit there... I’ll be the driver.”<br/>         -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br/>         -Beginning to use word endings<br/>         -Uses talk to explain what is happening and anticipates what might happen next.<br/>         -Questions why things happen and gives explanations. Asks e.g. who, what, when, how.<br/>         -Builds up vocabulary that reflects the breadth of their experiences.</p> |  |
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| <p><i>Personal Social and Emotional Development</i></p> | <p><b>Making relationships</b><br/>         -Be able to manage transitions, for example from their parent to their key person.<br/>         -Find ways to calm themselves, through being calmed and comforted by their key person<br/>         -Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.<br/>         -Develop friendships with other children.<br/> <b>Sense of self</b><br/>         -Enjoys responsibility of carrying out small tasks.<br/>         -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.<br/>         Shows confidence in asking adults for help.<br/> <b>Understanding emotions</b><br/>         -Safely explore emotions beyond their normal range through play and stories.<br/>         -Independently 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.</p> | <p><b>Making relationships</b><br/>         -Talks confidently to other children when playing.<br/>         -Initiates play, offering cues to peers to join in.<br/>         -Communicates freely about own home and community.<br/>         -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.<br/> <b>Sense of self</b><br/>         - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions<br/>         - Is gradually learning that actions have consequences but not always the consequences the child hopes for<br/>         -Increasingly follow rules, understanding why they are important.<br/>         -Shows confidence in choosing resources and perseverance in carrying out a chosen activity.<br/> <b>Understanding emotions</b><br/>         -Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".<br/>         -Is aware of own feelings and knows that some actions and words can hurt others' feelings</p> | <p><b>Making relationships</b><br/>         -Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in others play.<br/>         -Responds to what others say or do and keeps play going.<br/>         -Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.<br/>         -Is more outgoing towards unfamiliar people, and more confident in new social situations<br/> <b>Sense of self</b><br/>         - Is developing an understanding of and interest in differences of gender, ethnicity and ability<br/>         -Develop appropriate ways of being assertive.<br/>         -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<br/>         -Is sensitive to others' messages of appreciation or criticism.<br/> <b>Understanding emotions</b><br/>         -May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p> | <p><b>Making relationships</b><br/>         -Plays in a group, extending and elaborating play ideas.<br/>         -Feel confident when taken out around the local area, and enjoy exploring new places with their key person.<br/>         -Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.<br/> <b>Sense of self</b><br/>         -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<br/>         - 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<br/>         -Recognises that they belong to different communities and social groups and communicates freely about own home and community<br/> <b>Understanding emotions</b><br/>         -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<br/>         -Select and use activities and resources independently. This</p> |
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|                                    |  | <ul style="list-style-type: none"> <li>-Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>-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</li> <li>- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul> | <ul style="list-style-type: none"> <li>-Be increasingly able to talk about and manage their emotions.</li> <li>-Talk with others to solve conflicts.</li> <li>-Understand how others might be feeling and demonstrate compassion.</li> <li>-Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</li> </ul> | <p>helps them to achieve a goal they have chosen.</p> <ul style="list-style-type: none"> <li>-Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>-Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul> |
| <p><i>Physical Development</i></p> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>-Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>-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.</li> </ul>   | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>-Match their developing physical skills to tasks and activities in the setting. For example, they decide whether</li> </ul>  | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>-Move with control and coordination. -Experiments with different ways of moving, testing</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>-Creates lines and circles pivoting from the shoulder and elbow</li> <li>-Move safely and sensibly in a space with consideration of others.</li> <li>-Develop moving safely including running and stopping with control.</li> <li>-Use equipment safely and responsibly.</li> <li>- Explore different body parts and how they move.</li> <li>-Explore different ways to travel.</li> </ul> <p><b>Fine Motor Skills</b><br/>Use small motor skills to do things independently, for example hang their coat on their peg.</p> <ul style="list-style-type: none"> <li>-Start eating independently using a knife and fork.</li> <li>-Explore different materials and tools. -Use one-handed tools and equipment, for example, making snips in paper with scissors</li> </ul> <p><b>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>-Can name and identify different parts of the body</li> <li>-Can wash and can dry hands effectively</li> </ul> | <ul style="list-style-type: none"> <li>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>-Develop balancing whilst stationary and on the move. Maintains balance using hands and body to stabilise</li> <li>-Develop a changing direction.</li> <li>-Develop jumping and landing.</li> <li>-Develop hopping and landing with control.</li> <li>-Complete a log roll with control (down the hill)</li> <li>-Create different shapes using their bodies e.g. straight/long, tucked/small and wide/stretched outwards.</li> <li>-Express and communicate ideas through movement exploring directions and levels.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Show an increasing desire to be independent, such as wanting to dress or undress.</li> <li>-Develop manipulation and control.</li> <li>-Use scissors to cut.</li> <li>-Show a preference for a dominant hand.</li> </ul> <p><b>Health and Self-care</b></p> | <ul style="list-style-type: none"> <li>to crawl, walk or run across a plank, depending on its length and width.</li> <li>-Explore a variety of balances: 4 points, 2 points and 1 point and hold for 2 seconds.</li> <li>-Move along a bench, beam or plank unaided.</li> <li>-Climb upwards onto an apparatus off the ground and jump off landing safely on two feet.</li> <li>-Use their upper body strength to hang and swing on a bar, or rope.</li> <li>-Develop throwing for distance and accuracy (throw a beanbag/ball into a bucket)</li> <li>-Kick a ball at a target.</li> <li>-Explore jumping for distance (a standing jump)</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Be increasingly independent as they get dressed and undressed, for example, putting coats and shoes on.</li> <li>-Use a comfortable grip with some control when holding pens and pencils.</li> <li>-Use scissors to follow a straight line</li> </ul> <p><b>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>-Understand why it is important to brush their teeth, and wash their hands thoroughly</li> <li>-Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying and their hands thoroughly</li> </ul> | <ul style="list-style-type: none"> <li>out ideas and adapting movements to reduce risk</li> <li>-Sports Day Practise: Move at different speeds for varying distances when completing the following races.</li> <li>-Straight running race</li> <li>-Egg and spoon race</li> <li>-Sack race</li> <li>-3 legged race</li> <li>- hurdle race</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Be independent as they get dressed and undressed, for example, doing up zips and fasten buttons.</li> <li>-Begins to form recognisable letters independently</li> <li>-Use a comfortable grip with good control when holding pens and pencils. Use scissors to follow a curved/ zig zag line.</li> </ul> <p><b>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>-Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>-Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> </ul> |
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|  |   | -Can wash and can dry hands effectively and understands why this is important  | -Observes and can describe in words or actions the effects of physical activity on their bodies.  |   |
| <b>Literacy</b><br><i>Word Reading</i> | -Use phonological awareness to spot and suggest rhymes<br>- Understand that print has meaning e.g. to tell us information, or a story.<br>-Recognise some words with the same initial sound, such as mountain, mouse, mirror, moon etc  | -Understand we read English text from left to right and from top to bottom<br>-Count or clap syllables in a word   | -Recognise some individual sounds (set 1 sounds RWI)<br>-Repeat sounds and blend them orally to make a word e.g. c-a-t cat (of the sounds that have been taught)  | -Recognise all individual sounds (set 1 sounds RWI)<br>-Repeat sounds and blend them orally to make a word e.g. c-a-t cat<br>-Recognise the sounds in a cvc word and blend them to read a word  |
| <i>Comprehension</i>                   | -Engage in extended conversations about stories, learning new vocabulary.<br>-Tell you what their favourite book is and why.<br>-Can retell a familiar story including the main parts (using props and pictures to help)<br>-Begin to use storyteller's voice to retell a familiar story. | -Understand the names of the different parts of a book - front cover, back cover (blurb), spine, title, pages<br>-Understand page sequencing<br>-Use a storyteller's voice to retell a familiar story (using props and pictures to help)<br>-Comment on how a character might feel e.g. points to the boy smiling and says 'happy' | -Describe a character and setting using a range of adjectives<br>Talk about a story and predict what might happen next.<br>-Tell you what I like and dislike about a book.<br>-Suggest what a character might say e.g. what is the little girl saying to her mum? | -Sequence a story, arranging pictures in order.<br>-Hold a full sentence orally with a noun and adjective<br>-Know that an author writes a book and an illustrator draws the pictures/illustrations<br>-Follow instructions e.g. find 3 stones, a scarf and some sticks for the snowman.<br>-Define a word e.g. The trees are bare. Bare means... |

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| <p><i>Emergent Writing<br/>(Development of fine motor skills such as pencil grip are included in the Physical Development objectives)</i></p> | <ul style="list-style-type: none"> <li>-Give meaning to the marks I make, and talk about what it represents.</li> <li>-Begin to imitate the act of writing, such as ticking off names on a register after watching an adult do it.</li> <li>- Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</li> <li>-Begin to draw pictures with shapes that resemble what they are drawing e.g. a circle for a head, lines for arms and legs.</li> </ul> | <ul style="list-style-type: none"> <li>-Write with a purpose, such as a shopping list, a birthday card etc</li> <li>-Attempt to write my own name.</li> <li>- Understand that words are made up of letters, which are a collection of different shapes.</li> <li>-Draw pictures with shapes that resemble what they are drawing e.g. a circle for a head, lines for arms and legs.</li> </ul> | <ul style="list-style-type: none"> <li>-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')</li> <li>-Begin to identify sounds in words and then write the sound with the corresponding letter</li> <li>-Write some or all of my name</li> <li>-Begin to use some initial sounds to label; pictures, adjectives of characters, settings and to create a list.</li> <li>-Begin to use a tripod grip, where the hand is stabilised and movement comes from the fingers.</li> <li>-Write from left to right and top to bottom.</li> </ul> | <ul style="list-style-type: none"> <li>-Write some letters accurately (using mnemonics of RWI phonics e.g. 'maisie mountain mountain')</li> <li>-Write my first name accurately</li> <li>-Write some recognisable letters, some of which are correctly formed.</li> <li>-Use initial sounds to label; pictures, adjectives of characters, settings and to create a list.</li> <li>-Create a story map using pictures, and initial and final sounds in words.</li> <li>-Begin to demonstrate segmenting skills for spelling using magnetic letters and boards e.g. cat - c-a-t.</li> </ul> |
| <p><b>Mathematics</b></p> <p>Focus texts</p>  | <p>1,2,3 to the zoo - Eric Carle</p> <p>Doggies - Sandra Boynton</p> <p>Walter's wonderful web - Tim Hopgood</p> <p>Bears love squares - Caryl Heart</p> <p>Song: Goldilocks and the 3 bears</p>   | <p>Pete the cat and his 4 groovy buttons - Eric Litwin</p> <p>The ugly five - Julia Donaldson</p> <p>How many legs? - Kes Grey &amp; Jim Field</p> <p>Pitter Pattern - Joyce Hesselberth</p> <p>Triangle - Mac Barnett &amp; Jon Klassen</p> <p>Song: 5 little ducks</p>  | <p>The crayons' book of numbers - Drew Daywalt &amp; Oliver Jeffers</p> <p>Tip Tap went the crab - Tim Hopgood</p> <p>Handa's Hen - Eileen Brown</p> <p>One fox - Kate Read</p> <p>Ten terrible dinosaurs - Paul Stickland (Counting back)</p> <p>Beep beep vroom vroom - Stuart Murphy</p>   | <p>We all went on safari - Laurie Krebs</p> <p>One is a snail, ten is a crab - April Sayre (addition)</p> <p>Ten fat sausages - Michelle Robinson (counting back )</p> <p>Twelve ways to get to eleven - Eve Merriam (addition)</p> <p>I'm on it - Andrea Tsurumi</p> <p>Shapes that roll - Karen Bermann (properties)</p> <p>Song: 10 green bottles</p>  |

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| <p>Objectives</p> <p>Concrete - pictorial - abstract = do it, draw it, say it</p> | <p>With the number 1, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>- Identify one sided shapes of varying sizes, colours and contexts (circles)</li> </ul> <p>With the number 2, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Identify shapes/objects which are bigger/smaller/longer/shorter</li> </ul> <p>With the number 3, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> </ul> | <p>With the number 4, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify 4 sided shapes of varying sizes, colours and context (squares, rectangles and diamonds)</li> <li>-Sort objects and shapes into groups based on size and properties (eg number of sides up to 4)</li> </ul> <p>With the number 5, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> </ul> | <p>With the number 7, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes as taught</li> <li>-Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D</li> <li>-Arrange and correct patterns of 7 objects including by shape, colour or size</li> </ul> <p>With the number 8, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> </ul> | <p>With the number 10, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface), applying prepositional language.</li> <li>-Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D</li> <li>-Arrange and correct patterns of 10 objects including by shape, colour or size</li> </ul> <p>With the number 11, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify 3 sided shapes of varying sizes, colours and context (triangles)</li> <li>-Sort shapes and objects into groups based on size (eg 2 small, 1 big, 1 short, 2 long)</li> </ul> | <ul style="list-style-type: none"> <li>-Stop counting when the target number is reached</li> <li>-Identify 5 sided shapes of varying sizes, colours and context (pentagons)</li> <li>-Sort objects and shapes into groups based on size, length, weight and properties (eg number of sides up to 5)</li> <li>-Arrange patterns of 5 objects, including by shape, colour or size</li> </ul> <p>With the number 6, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify 6 sided shapes of varying sizes, colours and context (hexagon)</li> <li>-Sort objects and shapes into groups based on size, length, weight and properties (eg number of sides up to 6)</li> <li>-Arrange and correct patterns of 6 objects</li> </ul> | <ul style="list-style-type: none"> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes as taught, combining them to make new shapes, using prepositional language.</li> <li>-Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D</li> <li>-Arrange and correct patterns of 8 objects including by shape, colour or size</li> </ul> <p>With the number 9, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes, combining them to make new ones, including 3d</li> </ul> | <ul style="list-style-type: none"> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface), applying prepositional language.</li> <li>-Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D</li> <li>-Arrange and correct patterns of 11 objects including by shape, colour or size</li> </ul> <p>With the number 12, I can...</p> <ul style="list-style-type: none"> <li>-Count objects</li> <li>-Identify the amount when represented in different ways</li> <li>-Recognise the numeral</li> <li>-Match the numeral and amount.</li> <li>-Add two and three groups together to make this amount.</li> <li>-Show this amount on a part/part/whole model.</li> <li>-Place the numeral in the right order.</li> <li>-Identify one more and one less up to the number</li> <li>-Stop counting when the target number is reached</li> <li>-Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help</li> </ul> |
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|   |  | including by shape, colour or size  | shapes, applying prepositional language.<br>-Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D<br>-Arrange and correct patterns of 9 objects including by shape, colour or size  | this (eg flat surface), applying prepositional language.<br>-Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D<br>-Arrange and correct patterns of 12 objects including by shape, colour or size  |
| <p><b>Understanding the World</b><br/><i>Ongoing throughout the year:</i></p> <p>1. Explore how things work<br/>2. Talk about what they see, using a wide vocabulary.<br/>3. Begin to understand the need to respect and care for the natural environment and all living things (immediate environment - dandelions, trees)</p> | <p><b>People and communities</b><br/>-Develop an understanding all about me, who am I?<br/>-Name the members in my family<br/>-Notice differences between people in my family<br/>-Name someone in my family who is special to me and give a reason why.<br/>-Develop an understanding of events that are special to me e.g. Birthdays.<br/><b>The World</b><br/>-Explore natural materials indoors and outside such as wood using some of their senses (sight &amp; touch)<br/>-Begin to make sense of today (now and next).<br/>-Using their senses explore natural materials with different properties such as sticks, leaves, stones, grass, mud and sand.<br/>-Make sense of today (morning and afternoon)<br/><b>Technology</b><br/>-Shows an interest in technological toys with knobs or pulleys, real objects such as</p> | <p><b>People and communities</b><br/>-Make connections between the features of their family and other families.<br/>-Notice differences between people from different families.<br/>-Begin to make sense of their own life-story<br/>-Know and understand who helps us in our school community and how/ what they do to help us.<br/><b>The World</b><br/>-Develop their senses vocabulary in exploration of natural materials<br/>-Talk about how materials with different properties such as sticks, leaves, stones, grass, mud and sand are different.<br/>-Explore collections of materials with similar and/or different properties<br/>-Repeat actions and effects such as push and pull.</p> | <p><b>People and communities</b><br/>-Begin to make sense of their own life-story and family's history.<br/>-I know who is older and who is younger in my family.<br/>-Know who helps us in the local community. Looking at job roles and breaking stereotypes.<br/><b>The World</b><br/>-Use their senses vocabulary in exploration of natural materials<br/>-Talk about the differences between materials and changes they notice (ice melting)<br/>-Plant seeds and care for growing plants<br/>-Understand the key features of the life cycle of a plant and an animal. -Developing an understanding of growth, decay and changes over time<br/>-Shows care and concern for living things and the environment</p> | <p><b>People and communities</b><br/>-Know that there are different countries in the world and talk about the differences between people.<br/>-Continue developing positive attitudes about the differences between people.<br/>-Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.<br/>-Understand that something we have had for a long time is old and something we have had for a short time is new.<br/><b>The World</b><br/>-Be confident in applying their senses vocabulary in exploration of natural materials<br/>-Explore and respond to different natural phenomena on trips.<br/>-Explore and talk about different forces they can feel.<br/>-Looks closely at similarities, differences, patterns and change in nature</p> |

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|  | <p>cameras, and touchscreen devices such as mobile phones and tablets</p> <ul style="list-style-type: none"> <li>-Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> </ul>  | <ul style="list-style-type: none"> <li>-Make sense of today (morning and afternoon and evening).</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Knows that information can be retrieved from digital devices and the internet</li> </ul>  | <ul style="list-style-type: none"> <li>-Make sense of now, next and then. <b>Technology</b></li> <li>-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</li> </ul>  | <ul style="list-style-type: none"> <li>-Begin to understand the effect their behaviour can have on the environment</li> <li>-Begin to understand the sequence of days of the week.</li> <li>-Explore and respond to different natural phenomena in their setting (earth's shape, and day cycle - day &amp; night)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Completes a simple program on electronic devices</li> <li>-Uses ICT hardware to interact with age appropriate computer software</li> </ul>  |
| <p><i>Expressive Arts &amp; Design</i></p> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Join in with songs and rhymes, making some sounds.</li> <li>-Start to make marks intentionally.</li> <li>-Explore different materials, using all their senses to investigate them. -Explores and learns how sounds and movements can be changed.</li> <li>-Enjoys joining in with moving, dancing and ring games</li> <li>-Make rhythmical and repetitive sounds.</li> <li>-Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Explore printing, using parts of their bodies such as hands and feet and natural resources such as pine cones.</li> <li>-Explore a range of sound-makers and instruments and play them in different ways</li> </ul> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>-Move and dance to music copying actions.</li> <li>-Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>-Taps out simple repeated rhythms</li> <li>-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>-Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>-Select appropriate colours to colour in their pictures e.g. a yellow sun.</li> </ul> <p><b>Being imaginative and expressive</b></p> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>-Move and dance to music creating your own actions.</li> <li>-Use drawing to represent ideas like movement or loud noises</li> <li>-Join different materials and explore different textures</li> </ul> <p><b>Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>-Creates sounds, movements, drawings to accompany stories</li> <li>-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> </ul> | <p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>-Uses tools for a purpose</li> <li>-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</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>-Remember and sing entire songs.</li> <li>-Create their own songs or improvise a song around one they know.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match')</li> <li>-Play instruments with increasing control to express their feelings and ideas.</li> <li>-Explore colour and colour-mixing.</li> <li>-Draw with increasing complexity and detail, such as</li> </ul> |

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|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>-Use their imagination as they consider what they can do with different materials.</li> <li>-Make simple models which express their ideas.</li> <li>-Engages in imaginative play based on own ideas or first-hand or peer experiences</li> <li>-Plays alongside other children who are engaged in the same theme</li> </ul> | <ul style="list-style-type: none"> <li>-Play instruments with some control to express their feelings and ideas.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>-Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul> | <ul style="list-style-type: none"> <li>representing a face with a circle and including details.</li> <li><b>Being imaginative and expressive</b> -Respond to what they have heard, expressing their thoughts and feelings</li> <li>-Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> </ul> |
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**Experiences which underpin curriculum delivery:**

| Collyhurst Nursery School and Children's Centre Experiences Yearly Overview |                                  |   |                                  |   |   |                               |
|---|----------------------------------|---|----------------------------------|---|---|-------------------------------|
|   | Autumn 1                         | Autumn 2  | Spring 1                         | Spring 2  | Summer 1  | Summer 2                      |
| Religion Celebrations Focus   | Rhyme time Challenge             | Diwali (Nov)<br>Christmas (Dec)   | Chinese New Year (Jan)<br>Easter | Eid al-Fitr April<br>Pancake day (21 <sup>st</sup> Feb)<br><br>World Book Day | Screen-Free Week 1 <sup>st</sup> -7 <sup>th</sup> May 2023<br>Annual event to encourage us to unplug from digital entertainment and spend all that free time playing, reading, daydreaming, creating, exploring and connecting with family. | Make Music Day<br>21st June   |
| Visitors  | People who help us in our school | Pantomime or Puppet Show<br>People who help in community -<br>Fire<br>Police<br>Nurse | Internet Safety                  | Farm  | Talk to Lisa about Growing charity?   | African Drumming              |
| Trips / Activities  | Local area walk                  | Post Box  | Forest School                    | Library<br><br>Growing plants /food   | Allotments  | Heaton Park<br><br>Sports Day |
| Experiences   | Creepy Crawlies                  | Different Visitors  | Forest School                    | Chicks  | Butterflies   | African drumming              |
| Parent/Carer Day  | Grandparents Day                 | Make a Christmas card   | Internet safety                  | Share a book<br>Mothers Day   | Fathers Day   | Sports Day                    |
| Links with CC   |                                  |   |                                  |   |   |                               |

|                     |  |                        |   |                    |   |  |
|---------------------|--|------------------------|---|--------------------|---|--|
| Transition          | Wellcomm Screen Children Centre stay and play for new children. YR outside meeting |                        | Wellcomm Screens<br><br>Children Centre stay and play for new children. |                    | Wellcomm Screens<br><br>Children Centre stay and play for new children. | School Transition<br><br>Ready for school sessions for parents with CC |
| Activities for Home | Rhyme time challenge   |                        |   |                    |   |  |
| Charity Events      |  | Children in Need (Nov) |   | NSPCC fund raising |   |  |

## Vocabulary & promoting for KUTW:

| <b>Understanding the World</b>  |  |  |   |  |  |
|---|--|--|---|--|--|
| <p>Understanding of the World relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests and develop awareness of the beliefs and views of others.</p> |  |  |   |  |  |
| <p><b>Development of skills</b></p> <ul style="list-style-type: none"> <li>• Observing • Sorting and grouping</li> <li>• Comparing • Sequencing</li> <li>• Asking/answering questions</li> <li>• Enquiring • Investigating</li> <li>• Exploring and experimenting • Thinking</li> <li>• Listening • Solving problems</li> <li>• Making decisions • Recording</li> <li>• Predicting and testing • Communicating</li> <li>• Reflecting • Evaluating</li> <li>• Describing</li> </ul>  |  |  |   |  |  |
| <p><b>Questioning</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• What would happen if...</li> <li>• I wonder what...</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• I wonder how...</li> <li>• I wonder what will happen next...</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Do you have any ideas...</li> </ul> </td> </tr> </table>              |  |  | <ul style="list-style-type: none"> <li>• What would happen if...</li> <li>• I wonder what...</li> </ul> | <ul style="list-style-type: none"> <li>• I wonder how...</li> <li>• I wonder what will happen next...</li> </ul> | <ul style="list-style-type: none"> <li>• Do you have any ideas...</li> </ul> |
| <ul style="list-style-type: none"> <li>• What would happen if...</li> <li>• I wonder what...</li> </ul>   | <ul style="list-style-type: none"> <li>• I wonder how...</li> <li>• I wonder what will happen next...</li> </ul> | <ul style="list-style-type: none"> <li>• Do you have any ideas...</li> </ul> |   |  |  |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• What do you think might happen when...</li> <li>• How did that happen?</li> <li>• What do we need to do to begin...?</li> <li>• How does it work?</li> <li>• What do you think is happening?</li> <li>• What might you change?</li> <li>• Can you think of...</li> <li>• What is your plan...</li> <li>• Tell me what...</li> <li>• Can you think of other ways to...</li> </ul>  | <ul style="list-style-type: none"> <li>• I wonder what will happen if we change this...</li> <li>• What is the best part of being the oldest in your family/(Who is the oldest/youngest in your family?)</li> <li>• What do you think might happen next?</li> <li>• What made you think of that?</li> <li>• How could you...</li> <li>• What do you see, hear, feel, taste, smell?</li> <li>• Tell me why...</li> <li>• What should we put here?</li> </ul> | <ul style="list-style-type: none"> <li>• How could we figure that out?</li> <li>• Which do you think will work &amp; why?</li> <li>• What might you keep the same?</li> <li>• Now tell me about a time when...</li> <li>• How did you come up with that solution?</li> <li>• Tell me how...</li> <li>• Help me fix this...</li> <li>• Do you have any ideas for solutions?</li> <li>• Are there any other ways we could...</li> <li>• What do you think about..."</li> </ul> |
| <p>General Vocabulary –<br/>Change, mix, weight, sort, count, feel, classify, graph, collect, grow, compare, measure, look, listen, filter, guess, predict, investigate, experiment, dissolve, draw, explain, plan, observe, record, repeat, smell, test, touch, order.</p>  |   |  |
| <p>The world-<br/>Planet Earth, solar system, planets, moon, sun, land, sea, desert, forest, continents, globe, world map.<br/>Which country/city/ place do we live in?<br/>Day, night, light, dark, Shadow</p>  |   |  |
| <p>My local area- to experience walk in local area, use and develop simple maps<br/>Where do I live? Map, types of houses, parks, shops, library, swimming pool, town centre, transport.</p>   |   |  |
| <p>People who help – Children to understand the help and support in their community, aspirations/interests in professions, jobs.<br/>Parents, carers, family, friends<br/>At school- Office staff, kitchen, lunchtime organiser teachers, caretaker, cleaner, children's centre, gardeners, deliveries, waste disposal.<br/>In the community- Police office, community support office, nurse, doctor, dentist, social worker, carer,</p>   |   |  |
| <p>Seasons – -There are 12 months in a year. (January-December). -The weather changes at different times in the year. -The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer. -Many things are born in spring. We can see different plants and animals in the different seasons.<br/><br/>Name different types of weather. Make observations about the weather. Describe the weather associated which each season. Make simple observations about changes across the season.<br/>Summer, Winter, Autumn, Spring, day, daytime, wind, rain, sleet, hail, fog, cold, sun, hot.<br/>Leaves changing colour, gold, red, green, yellow, amber, . Bare trees, Buds, sprout,</p> |   |  |
| <p>Animals- including mini beasts</p>  |   |  |

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| <p>Animals are living things. Animals get their food by eating plants or other animals. We are animals! identify and name a range of common animals, describe common animals, including some parts of the body that are specific to animals, say something that is the same and something that is different about two animals.</p> <p>Some animals you may see around you<br/>Cats Dogs Rabbits Lizards Bees Flies Cows Horses Sheep Pigs Goats Chickens Pigeons Worms Badgers Spiders ladybirds Blackbird Magpie Woodlouse</p> <p>All animals have young – name adults and young</p>  |
| <p>Plants-</p> <p>-Plants are also living things. Plants can be big like trees, or small like weeds. Some plants that you may see around you: Grass Weeds Trees Bushes Flowers Stinging Nettles Dandelions</p> <p>Growing plants, seeds, bulbs, soils, sun, water, rain, shoot, stem, bud, flower, leaves, blossom, fruit, vegetable, roots, living, die, decay, rot</p>   |
| <p>People-</p> <p>Know that they have grown from babies, talk about how they have changed and developed. Timeline of changes</p> <p>Name body parts, name the senses and which body part is associated with each sense,</p>  |
| <p>Materials;</p> <p>Humans share the planet with lots of other things, including plants and animals, mountains, rivers, and oceans. None of these things are made by people. They are a part of nature – they are natural. -There are also things that people have made in the world (man-made), e.g. buildings, cars, TVs and toys!</p> <p>Name everyday materials including wood, plastic, metal, water, fabric and rock. Describe simple properties of everyday materials. Sort objects</p> <p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials</p> |
| <p>Environment-</p> <p>Environments are our surroundings. -Some examples of natural environments are: garden, forest, beach, desert, rainforest, polar or mountain</p> <p>Climate change, endangered, environment, litter, pollution, air, world</p> <p>Talk about how to look after the world around them. Take part in an activity to care for the world around them ie litter picking, recycling.</p>   |