

## Nursery Curriculum

22-36 months

30-50 months

40-60 months

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	<b>Once Upon A Time...</b> Traditional tales	<b>Now and Then</b> Changes in technology and toys over the years.	<b>Celebrations</b> Exploring special events around the world. New Year, Valentines, Chinese new year, Birthdays	<b>It Starts With a Seed...</b> Growth & change	<b>Ahoy there!</b> Our local environment Safety by the sea Pirates Transition	<b>Down In The Jungle</b> Differences and similarities in environment Conservation Poems and songs
Texts	The Gruffalo The Gingerbread Man, Jack and the Beanstalk, The Enormous Turnip.  Non Fiction: Nadiya's Bake Me a Story: Fifteen stories and recipes for children	Dogger Little Tin Soldier Traction Man Toy Story  Non Fiction: Toys and games past and present	Squirrel's New Year's Resolution Kipper's Birthday The Nian Monster  Non Fiction: Bola the festival kite: A book about Sankranti/Pongal/Lohri /Uttarayan/Kite	It Starts With a Seed Growing Frogs The Bog Baby  Non Fiction: Seed to Plant	The Night Pirates The Pirates are coming! Captain Finn and the Pirate Dinosaurs  Non Fiction: Staying safe at the seaside  <a href="https://www.bbc.co.uk/cbeebies/watch/top-tips-for-staying-safe-at-the-beach">https://www.bbc.co.uk/cbeebies/watch/top-tips-for-staying-safe-at-the-beach</a>	Giraffes can't dance The Rainforest Grew All Around There's a Rang tang in my Bedroom  Non Fiction: Rain Forests (Explore My World)
C&L Themes	Asking and answering simple questions Following simple instructions	Developing concentration and speech Talking in sentences	Answering 'how' and 'why' questions using because, so etc.. Asking questions.	Sequencing events Putting events from real life or stories in the correct order and talking about things	Developing oral story telling- listening & inventing own stories Learning how to negotiate with others	Comparative sentences Comparing different environments Comparing similarities and difference

	Listen to stories & give recall some details or complete repetitive phrases.	Following more than one instruction	Listening to the answers to questions and applying this.	that have happened in the correct order.		between people in our communities and other communities.
C&L Listening	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	
C&L Understanding	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</li> <li>• Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book</li> <li>• Responds to instructions involving a two-part sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand ‘why’ and ‘how’ questions</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>		<ul style="list-style-type: none"> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> </ul>	

	<ul style="list-style-type: none"> <li>•Developing understanding of simple concepts (e.g. big/little).</li> <li>•Understands use of objects (e.g. “What do we use to cut things?’)</li> <li>•Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>•Responds to simple instructions, e.g. to get or put away an object.</li> </ul>					
C&L Speaking	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <ul style="list-style-type: none"> <li>•Holds a conversation, jumping from topic to topic.</li> <li>•Learns new words very rapidly and is able to use them in communicating.</li> <li>•Uses gestures, sometimes with limited talk, e.g. reaches</li> </ul>	<ul style="list-style-type: none"> <li>•Uses simple sentences (e.g. ‘Mummy gonna work.’)</li> <li>•Beginning to use word endings (e.g. going, cats).</li> <li>•Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>•Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>•Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> </ul>	<ul style="list-style-type: none"> <li>•Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>•Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play.</li> <li>•Uses language to imagine and recreate roles and experiences in play situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>•Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>•Links statements and sticks to a main theme or intention.</li> </ul>

	<p>toward toy, saying 'I have it'.</p> <ul style="list-style-type: none"> <li>•Uses a variety of questions (e.g. what, where, who).</li> <li>•Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>•Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>•Builds up vocabulary that reflects the breadth of their experiences.</li> <li>•Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> </ul>					
Vocabulary building	<p>Able to fill in words from books e.g: Purple <b>Prickles</b></p>	<p>Say a simple sentence about a character, setting or event. E.g: Dave found Dogger at the school fair.</p>	<p>To use vocabulary from books to answer 'how' or 'why' questions. E.g How did Xingling trick the dragon?</p>	<p>To sequence events in a story. Retelling a story in the correct order- using key vocabulary from the books. 'He was as soft as jelly' (from Bog baby)</p>	<p>To listen to stories without pictures or prompts and make up stories. Use what they have learnt from stories about Pirates to make up own Pirate tale.</p>	<p>To compare environments in sentences. E.g Orangutans live in the rainforest. Foxes live in English woodland.</p>

<p>Reading Fiction</p>	<ul style="list-style-type: none"> <li>•Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>•Repeats words or phrases from familiar stories.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>•Describes main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>•Describes main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>•Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>•Recognises familiar words and signs such as own name and advertising logos.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes main story settings, events and principal characters.</li> <li>•Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>•Know the way stories are structured.</li> <li><u>KPI objective:</u> To have been introduced to writing rules such as finger spaces between words, writing form left to right, punctuation marks when reading.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>
<p>Through the provision</p>	<ul style="list-style-type: none"> <li>•Shows interest in illustrations and print in books and print in the environment.</li> <li>•Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>•Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>•Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Enjoys an increasing range of books.</li> <li>•Knows that information can be retrieved from books and computers.</li> </ul>					
<p>Reading Non-fiction</p>	<ul style="list-style-type: none"> <li>•Knows information can be relayed in the form of print.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>•Knows that information can be retrieved from books and computers.</li> </ul>					

	<u>Understanding the world technology:</u> •Knows that information can be retrieved from computers					
Phonics-linked to reading & C&L objectives	Phase 1 L&S aspects 1-3 Environmental sounds Instrumental sounds Body Percussion  <u>C&amp;L:</u> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes.  <u>Reading:</u> •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'  . <u>EAD:</u> • Joins in singing favourite songs. •Creates sounds by banging, shaking,	Phase 1 L&S aspects 4&5 Rhythm & Rhyme Alliteration <u>Reading:</u> Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words.  <u>EAD:</u> •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms.	Phase 1 L&S aspects 6&7 Voice sounds Oral blending and segmenting  <u>Reading:</u> • Can segment the sounds in simple words and blend them together (orally).  <u>EAD:</u> Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments.	Phase 1 L&S all aspects  <u>Reading:</u> Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Continues a rhyming string. • Hears and says the initial sound in words.  <u>EAD:</u> Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments.	Phase 1, Units 1-3 L&S aspects 4-7 alongside SW programme Unit 1-3 <u>Reading:</u> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet.	Phase 1 L&S aspects 4-7 alongside SW programme Units 1-3 <u>Reading:</u> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences.

	<p>tapping or blowing.</p> <ul style="list-style-type: none"> <li>•Shows an interest in the way musical instruments sound.</li> </ul> <p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> <li>•Explores and learns how sounds can be changed.</li> </ul>					
PSHE	<p>How can we name our feelings and communicate them to others?</p> <p>Naming feelings; Communicating feelings to others; recognising others feelings.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>What makes us unique, and how do we show respect for the differences between us and others?</p> <p>Recognising what makes them unique; discuss differences and similarities; how to show respect</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also</p>	<p>What opportunities and responsibilities do we face as we grow and become more independent?</p> <p>Recognising growth and change; safety and risk in using equipment and tools.</p> <p>That families are more important for children growing up because they can give love, security and stability.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</p>	<p>How can we look after our bodies?</p> <p>Diet and exercise; observe effects of activity on the body; personal hygiene.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>What is community?</p> <p>Home and community; school community; class community; neighbourhood community; wider community.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness,</p>	<p>How can I look after living things?</p> <p>Showing care and concern for living things and the environment.</p> <p>That families are more important for children growing up because they can give love, security and stability.</p> <p>That in school and in wider society they can expect to be treated with respect by other, and that in turn they should show due respect to others, including those in positions of authority.</p>

	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character,</p>	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice eg. Family, school and/or other sources.</p> <p><i>Online Safety: passwords and codes</i></p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How information and data is shared and used online.</p>	<p>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><i>Online Safety: the school rules</i></p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p><i>Online Safety: what are trusted sites</i></p>
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	<p>What sorts of boundaries are appropriate in friendships with peers and others (including digital content)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>personality or background), or make different choices or have different preferences or beliefs.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice eg. Family, school and/or other sources.</p> <p><i>Online Safety: the difference between someone we know and trust and a stranger</i></p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including</p>			
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	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice eg. Family, school and/or other sources.</p> <p><i>Online Safety: Letting adults know when accessing the internet</i></p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice eg. Family, school and/or other sources.</p> <p><i>Online Safety: Poppers, what to do when it happens</i></p> <p>How information and data is shared and used online.</p>	<p>the importance of respect for others online including when they are anonymous. How to critically consider their online friendships and sources of information including awareness of risk associated with people they have never met.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including digital content) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>			
<p>PSED &amp; MHEW</p>	<p>Feelings and friendships</p>	<p>Identity</p> <p>Children supported to understand they</p>	<p>Safety and risk</p> <p>Children supported to identify what is</p>	<p>Health</p> <p>Link between mental health and physical health through diet</p>	<p>Identity</p> <p>Children to understand the importance of</p>	<p>Rights and Responsibilities</p> <p>Children to develop an understanding for</p>

	<p>Children supported to identify and speak about their feelings.  <b>Children supported to identify and speak about their feelings.</b></p> <p>I can talk about my feelings.</p> <p>I can say how I am feeling.</p> <p>I can say if my feelings have changed.</p>	<p>have self-worth and that this is valued.  <b>Children supported to understand they have self-worth and that this is valued.</b></p> <p>I can say what I am good at.</p> <p>I can say why I am special.</p>	<p>appropriate or risky behaviour.  <b>Children supported to identify what is appropriate or risky behaviour.</b></p> <p>I can say what is safe.</p> <p>I can say what is not safe.</p> <p>I can help to make someone safe.</p> <p>I can help to make something safe.</p>	<p>and well-being and exercise and well-being to made.  <b>Link between mental health and physical health through diet and well-being and exercise and well-being to made.</b></p> <p>I can say what makes me healthy.</p> <p>I can show you how to stay healthy.</p>	<p>belonging and self-worth.  <b>Children to understand the importance of belonging and self-worth.</b></p> <p>I can say who I am friends with.</p> <p>I can talk about who is in my class.</p> <p>I can show you how I feel.</p>	<p>empathy towards others and the links between the environment and well-being.  <b>Children to develop an understanding for empathy towards others and the links between the environment and well-being</b></p> <p>I can tell you how someone is feeling.</p> <p>I can help someone.</p> <p>I can look after my classroom.</p> <p>I can say why a clean space is important.</p>
<p>PD H&amp;SC</p> <p>Linked to MHEW &amp; PSE</p>	<ul style="list-style-type: none"> <li>•Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Shows understanding of how to transport and store equipment safely.</li> <li>•Shows understanding of the need for safety</li> </ul>	<ul style="list-style-type: none"> <li>•Can usually manage washing and drying hands.</li> <li>•Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>•Shows some understanding that</li> </ul>	<ul style="list-style-type: none"> <li>•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>•Practices some appropriate safety measures without direct supervision.</li> </ul>		

			when tackling new challenges, and considers and manages some risks.	good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Observes the effects of activity on their bodies.		
PD PE (Discrete Lessons)	<p>Fundamental skills</p> <p>Know how to kick a ball.</p> <p>Know how to stop a ball (with your foot).</p> <p>Know how to control a ball with your foot.</p> <p>Know how to control a ball with equipment.</p> <ul style="list-style-type: none"> <li>•Runs safely on whole foot.</li> <li>•Can kick a large ball.</li> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Shows increasing control over an object in pushing, patting,</li> </ul>	<p>Gymnastics</p> <p>Know what travelling is.</p> <p>Know the different parts of the body that they can travel on.</p> <p>Know how to jump correctly.</p> <ul style="list-style-type: none"> <li>•Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>•Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>•Walks upstairs or downstairs holding</li> </ul>	<p>Dance</p> <p>Come up with their own ways that they can move to music.</p> <p>Express their feelings at how a piece of music makes them feel.</p> <p>Express their feelings through the use of dance.</p> <p>How to manipulate their body in different ways to different pieces of music.</p> <ul style="list-style-type: none"> <li>•Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running,</li> </ul>	<p>Throwing and Catching Games</p> <p>Adopt the correct technique when catching a ball.</p> <p>Throw a ball with control.</p> <p>Demonstrate the bounce pass.</p> <p>Be able to consecutively throw and catch with a partner.</p> <ul style="list-style-type: none"> <li>•Can catch a large ball.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	<p>Games</p> <p>Work well in a team</p> <p>Understand the different Rules of different games and how they link to some sports</p> <p>Be resilient to never give up in a game</p> <p>Problem solve in a game</p> <ul style="list-style-type: none"> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Negotiates space successfully when playing racing and chasing games with</li> </ul>	<p>Athletics</p> <p>Listen and follow instructions</p> <p>Know what is expected of them on sports day</p> <p>Know what a sprint is</p> <ul style="list-style-type: none"> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul>

	<p>throwing, catching or kicking it.</p>	<p>onto a rail two feet to a step.</p> <ul style="list-style-type: none"> <li>•Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>•Walks downstairs, two feet to each step while carrying a small object.</li> <li>•Can stand momentarily on one foot when shown.</li> <li>• Jumps off an object and lands appropriately.</li> <li>•Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<p>jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>•Draws lines and circles using gross motor movements.</li> <li>•Experiments with different ways of moving.</li> </ul>		<p>other children, adjusting speed or changing direction to avoid obstacles.</p>	
<p>PD Fine Motor/ Writing</p>	<p>Penpals F1 units 1-8 Mixed with dough Vertical and horizontal lines</p> <ul style="list-style-type: none"> <li>•Beginning to use three fingers (tripod grip) to hold writing tools</li> </ul>	<p>Penpals F1 units 9-17 Circles and spirals One handed scissor grip shown. Experimenting with other one- handed tools and their effect.</p> <ul style="list-style-type: none"> <li>•Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> </ul>	<p>Penpals F2 units 1-6 Horizontal and vertical lines creating a cross Lines which meet drawing squares and rectangles Comfortable pencil grip taught (tripod)</p> <ul style="list-style-type: none"> <li>•Holds pencil between thumb and two fingers,</li> </ul>	<p>Penpals F2 units 7-12 Diagonal lines and crosses Triangles Practising name formation</p> <ul style="list-style-type: none"> <li>•Can copy some letters, e.g. letters from their name.</li> </ul>	<p>Formation of letters learnt for phonics units 1-3 of SW</p> <ul style="list-style-type: none"> <li>•Begins to form recognisable letters.</li> </ul>	<p>Formation of letters learnt for phonics units 1-3 of SW</p> <ul style="list-style-type: none"> <li>•Shows a preference for a dominant hand.</li> <li>•Begins to use anticlockwise movement and retrace vertical lines.</li> <li>•Uses a pencil and holds it effectively to</li> </ul>

	<ul style="list-style-type: none"> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• May be beginning to show preference for dominant hand.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> </ul>		<p>no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>		<p>form recognisable letters, most of which are correctly formed.</p>
Maths	See MTP					
UtW P&C	<p>Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and</li> </ul>	<p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>

	<p>distinguish them from, others.</p> <ul style="list-style-type: none"> <li>•Shows interest in different occupations and ways of life.</li> </ul>					
UtW W	<ul style="list-style-type: none"> <li>•Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>•Notices detailed features of objects in their environment.</li> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of the world such as the place where they live or the natural world.</li> <li>•Talks about why things happen and how things work.</li> </ul>	<ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of the world such as the place where they live or the natural world.</li> <li>•Shows care and concern for living things and the environment.</li> <li>•Developing an understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows care and concern for living things and the environment.</li> <li>•Looks closely at similarities, differences, patterns and change.</li> </ul>	
UTW T  Ideas for tech in EYFS: <a href="https://www.ancsngfl.ac.uk/curriculum/computing/index.php?category_id=335">https://www.ancsngfl.ac.uk/curriculum/computing/index.php?category_id=335</a>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</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> <li>•Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>•Shows skill in making toys work by pressing parts or lifting flaps to</li> </ul>	<p>Knows how to operate simple equipment.</p>	<ul style="list-style-type: none"> <li>•Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses ICT <b>hardware</b> to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>•Completes a simple program on a computer.</li> </ul>

		achieve effects such as sound, movements or new images.				
EAD	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Realises tools can be used for a purpose.</li> <li>Uses simple tools and techniques competently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Explores colour and how colours can be changed.</li> <li>Explores what happens when they mix colours.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that different media can be combined to create new effects.</li> <li>Experiments to create different textures.</li> <li>Uses simple tools and techniques competently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>
Throughout the provision	<ul style="list-style-type: none"> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> </ul>					

**Maths MTP**

Nursery	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 & 7	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Autumn	<b>Patterns &amp; introduction to shape</b> <ul style="list-style-type: none"> <li>•Beginning to categorise objects according to properties such as shape or size.</li> <li>•Notices simple shapes and patterns in pictures.</li> <li>•Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment.</li> <li>•Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment.</li> <li>•Uses shapes appropriately for tasks.</li> <li>•Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul> <b>Prepositional language</b> <ul style="list-style-type: none"> <li>•Uses positional language.</li> <li>•Can describe their relative position such as 'behind' or 'next to'.</li> </ul>			<b>Counting to 5 forwards and backwards</b> <b>Cardinality &amp; one-one correspondence numbers</b> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <ul style="list-style-type: none"> <li>•Recites some number names in sequence</li> <li>•Knows that numbers identify how many objects are in a set.</li> <li>•Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>•Recognise some numerals of personal significance.</li> <li>•Counts up to three or four objects by saying one number name for each item.</li> <li>•Estimates how many objects they can see and checks by counting them.</li> </ul>			<b>Measure</b> <ul style="list-style-type: none"> <li>•Begins to use the language of size.</li> <li>•Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<b>Conservation of numbers to 5</b> <ul style="list-style-type: none"> <li>•Compares two groups of objects, saying when they have the same number.</li> <li>•Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> </ul>	<b>Compare numbers to 5</b> <ul style="list-style-type: none"> <li>•Begins to make comparisons between quantities.</li> <li>•Knows that a group of things changes in quantity when something is added or taken away.</li> <li>•Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> </ul>			
Fluency	<ul style="list-style-type: none"> <li>• Sing songs counting up to 5 and back from 5.</li> <li>• Counting practice: objects, pictures, actions up to 5.</li> <li>• Make mistakes in your counting to 5- what went wrong?</li> <li>• Introduce numerals 1-5 when counting</li> </ul>						<ul style="list-style-type: none"> <li>• Use dominoes and <a href="#">dice</a> and get children to use the sentence: I can see ___ dots without counting.</li> <li>• <a href="#">Match a number symbol with a number of things</a>. Look for opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number, e.g. 4, 4, 4).</li> </ul>					
Nursery	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	<b>Counting to 10 forwards and backwards</b> <b>Cardinality &amp; one-one correspondence numbers 6-10</b> <ul style="list-style-type: none"> <li>•Creates and experiments with symbols and marks representing ideas of number.</li> <li>•Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>•Recites numbers in order to 10.</li> <li>•Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>•Sometimes matches numeral and quantity correctly.</li> <li>•Shows an interest in numerals in the environment.</li> <li>•Shows an interest in representing numbers.</li> <li>•Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>•Recognises numerals 1 to 5.</li> <li>•Counts objects to 10, and beginning to count beyond 10.</li> </ul>						<b>2D shape</b> <ul style="list-style-type: none"> <li>•Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> </ul>	<b>Language of time</b> <ul style="list-style-type: none"> <li>•Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based events such as mealtimes or home time.</li> <li>•Uses everyday language related to time.</li> <li>•Orders and sequences familiar events.</li> </ul> <b>Measuring short periods of time</b> <ul style="list-style-type: none"> <li>•Measures short periods of time in simple ways.</li> </ul>	<b>Finding one more/ one fewer to 5</b> <ul style="list-style-type: none"> <li>•Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul>	<b>Part-part-whole relationship to 5</b> <ul style="list-style-type: none"> <li>•Finds the total number of items in two groups by counting all of them.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> </ul>		

	<ul style="list-style-type: none"> <li>Sing songs counting up to and back from 10.</li> <li>Counting practice: objects, pictures, actions up to 10.</li> <li>Make mistakes in your counting to 10- what went wrong?</li> <li>Introduce numerals 6-10 when counting</li> </ul>						<ul style="list-style-type: none"> <li>Match a number symbol with a number of things. Look for opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number, e.g. 9, 9, 9).</li> </ul>					
Nursery	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	3D shape <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>		Conservation of numbers to 10 <ul style="list-style-type: none"> <li>Compares two groups of objects, saying when they have the same number.</li> </ul>		Compare numbers to 10 <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts out up to six objects from a larger group.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul>		Measure continued... <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> </ul>		Finding one more/ one fewer to 10 <ul style="list-style-type: none"> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul>		Part-part-whole relationship to 10 <ul style="list-style-type: none"> <li>Finds the total number of items in two groups by counting all of them.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> </ul>	
Fluency	<ul style="list-style-type: none"> <li>Money: children learn to recognise different amounts of money: 1p, 2p, 5p, 10p, £1, £2, £5, £10. They use the numerals to help them and should be identifying whether it is pounds or pence.</li> <li>Identifying which group has more/ less using pictures up to 10</li> <li>Finding one more/ one less than 5</li> </ul>						<ul style="list-style-type: none"> <li>Share out groups of objects equally to 10 e.g 9 between 3 8 between 2 or 4, 6 between 3 or 2.</li> <li>Display 3 unequal groups of objects and say how to make them equal e.g group of 4 and a group of 6. How many more do we need in the group of 4 to equal 6?</li> <li>Use language (<b>not the symbols + -</b>) of addition/ subtraction and get children represent and solve these problems using concrete or pictures on IWB.</li> </ul>					