

# EYFS Curriculum Overview 2022-2023

## Nursery



### Nursery Overview

#### Statutory Guidance:

The children have access to high-quality learning. This is achieved through direct teaching time with the whole class, small group work and targeted intervention groups, together with opportunities for sustained play-based learning through Continuous Provision (choosing time). We work in this way because higher level involvement occurs most often when children can pursue their own activities and have control over their own learning in an engaging, enabling environment. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. During choosing time, staff play alongside the children, extending their learning through our planned objectives as well as encouraging children to challenge their own thinking and ideas in order to be excited and inquisitive learners.

#### Characteristics of Effective Learning

The focus of the characteristics of effective learning is on how children learn rather than what they learn. This is based on the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will develop characteristics conducive to a growth mind set, leading them to be creative, adventurous, resilient learners throughout their lives. The three characteristics of effective teaching and learning, identified by the EYFS framework, are:

Playing and exploring – children investigate and experience things, and ‘have a go.

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

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

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
Points of Interest	Change of season: Autumn National Poetry Day	Diwali Bonfire Night Remembrance Sunday Hanukkah Christmas	Change of season: Winter Chinese New Year Safer Internet Day Valentine’s Day Shrove Tuesday	Change of season: Spring World Book Day British Science Week Mother’s Day Easter Sunday	Earth Day St George’s Day Space Day King Charles III’s Coronation	Change of season: Summer Father’s Day Summer Solstice
Possible experiences		A trip to the theatre Nativity performance	Sparks Arts Festival	A trip to a farm	Eggs to chicks	Sports day An end of year trip
Parental Involvement	Parents evening	Christmas craft morning Book Trust Storytelling Session	Parents Evening	A family Easter egg hunt		

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### Communication & Language

#### Statutory Guidance:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Listening, Attention &amp; Understanding</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p>	<p>I can pay attention when an adult is talking. I show this by stopping and looking, with support.</p> <p>I can join in at story and singing time, with support.</p>	<p>I can pay attention when an adult is talking. I show this by stopping and looking independently</p> <p>I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds.</p>	<p>I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction.</p>	<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversation sometimes with support</p>	<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversations usually independently.</p>	<p>I pay attention to more than 1 thing at a time.</p> <p>I listen to and join in with, songs, rhymes, stories, and associated actions.</p>
<p><b>Speaking</b> Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned'/'swimmed'</p>	<p>I can talk about the <i>here and now</i>, using short 3-part sentences to make myself understood.</p> <p>My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects.</p>	<p>I show an interest in new vocabulary I'm introduced to in books, and I can sometimes use this when I play.</p> <p>I can talk about what has happened or what will happen, with support I understand, and am beginning to use, vocabulary to describe simple attributes (e.g., opposites)</p>	<p>I can take turns in a conversation, with support.</p> <p>I can choose and sing my favourite nurse rhyme / song, with some support.</p> <p>I can join in with stories, sometimes filling in the rhyming gaps.</p> <p>I can use vocabulary to describe simple attributes (e.g., opposites).</p>	<p>I can choose and sing my favourite nurse rhyme / simple song using props and visual prompts to remind me.</p> <p>I join in with stories and have some favourites</p> <p>I continue to name and describe more people, objects, and events, beyond my own experience.</p>	<p>I choose and sing my favourite nurse rhyme / simple song independently.</p> <p>I am beginning to say what I think about my favourite stories and why.</p> <p>I am beginning to use story book language and more descriptive language when I play.</p>	<p>I sing my favourite songs off by heart.</p> <p>I can offer my own ideas in different situations.</p> <p>I talk in full sentences, of at least 4-6 words.</p> <p>I retell the main points of my favourite stories</p> <p>My spoken vocabulary uses words / phrases I've</p>

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<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>		<p>I understand, and am beginning to answer, <i>where</i> questions.</p>	<p>I can name more people, objects, and events beyond my own experience, with support.</p> <p>I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences.</p> <p>I can understand, and am beginning to answer, <i>when</i> questions.</p>	<p>I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support</p> <p>I can understand, and am beginning to answer, <i>how</i> questions</p>	<p>I explain myself using simple sentences, sticking to a theme in conversations.</p> <p>I can understand, and am beginning to answer, <i>why</i> questions.</p>	<p>learnt in stories and other reading.</p> <p>I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.</p>
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### Personal, Social & Emotional Development

#### Statutory Guidance:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Self-Regulation</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling.</p> <p>I can listen with support at story time.</p> <p>I follow 1-part instructions by joining in and following an adult.</p>	<p>I can match a range of emotions to visual prompts and body language examples, with adult support.</p> <p>I listen at story time and show I'm listening by looking, sometimes with reminders.</p> <p>I follow 1-part instructions by copying others.</p>	<p>I can control my emotions, occasionally with the help of an adult.</p> <p>I listen at story time and show I'm listening by looking.</p> <p>I am beginning to concentrate for longer periods, during play and adult led activities.</p>	<p>I can talk about the emotions of characters in books</p> <p>I can concentrate to complete an adult led activity, with support.</p> <p>I follow 1 part instructions independently.</p>	<p>I can relate the feelings of characters to my own experiences</p> <p>I can describe how I'm feeling using basic vocabulary (happy, sad, cross)</p>	<p>I can identify and explain my emotions using a growing range of words (excited, surprised, confused, angry)</p> <p>I can listen to and complete 2-part instructions given by my teachers.</p>
<p><b>Managing Self</b> Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>I can join in with our simple routines, with adult support</p> <p>I am beginning to know the differences in boundaries and expectations between school and setting.</p>	<p>I can adjust my behaviour to conform to the boundaries and expectations of school, with support.</p> <p>I can follow our routines with the help of visual prompts and adult support.</p> <p>I follow our class rules, with adult support.</p>	<p>I follow our routines, sometimes with reminders.</p> <p>I follow our rules, sometimes with reminders.</p> <p>I can adjust my behaviour to conform to the boundaries and expectations of school, sometimes with reminders.</p>	<p>I can follow our routines without help</p> <p>I can follow our class rules</p>	<p>I can say what our class rules are and why we need them.</p>	<p>I know and follow our class rules and routines independently.</p>

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<p><b>Building Relationships</b> Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>I know who to ask to help me do things</p> <p>I join in with sharing and turn taking when these are modelled and supported by an adult.</p> <p>I play alongside my friends.</p> <p>I participate in short adult led activities, sometimes with encouragement.</p>	<p>I can share and take turns with support I am beginning to play with other children, often with adult support.</p> <p>I participate in short adult led activities.</p> <p>I can ask for help from familiar adults, sometimes with support</p>	<p>I sometimes play with other children. I am learning to look at and listen to others as part of our play.</p> <p>I can ask for help from familiar adults.</p> <p>I can share and take and take turns, sometimes with reminders.</p>	<p>I ask my friends or adults for help if I can't do something.</p> <p>I play with other children, using talk and actions to communicate as we play.</p> <p>I can share and take turns during group time</p>	<p>I talk to unfamiliar adults with growing confidence.</p> <p>I always share and take turns.</p> <p>I can concentrate to complete an adult led activity.</p> <p>I can hold a simple conversation with adults and children during playful experiences</p>	<p>I am confident to talk to unfamiliar adults and children.</p> <p>I can solve conflicts by talking with others to help them see my point of view.</p> <p>I share and take turns during adult led opportunities and play based provision.</p> <p>I know that I need to listen to my friends and teachers and can show this by looking.</p>
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### Physical Development

#### Statutory Guidance:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Gross Motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>I join in and have a go at a range of physical development activities, indoors and outdoors, often with support.</p>	<p>I can run, walk and crawl.</p> <p>I climb up and down stairs or equipment, holding onto a rail or adult for support.</p> <p>I enjoy joining in with a range of balancing activities, usually with support.</p>	<p>I can stamp, tip toe, and jump with 2 feet together.</p> <p>I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to.</p> <p>I can balance across a plank, walk along a line or ride a bike / scooter, with support.</p>	<p>I can hop one 1 leg</p> <p>I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support.</p> <p>I can balance across a plank, walk along a line and ride a trike / scooter</p>	<p>I can travel around a large space, negotiating space independently by adjusting speed and movement.</p> <p>I can climb up and down stairs and over large apparatus, using alternative feet.</p> <p>I can balance to hold a pose.</p>	<p>I confidently use a range of large and small apparatus indoors and outside.</p> <p>I can name some healthy foods</p>
<p><b>Fine Motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>I am learning how to handle tools and equipment safely and with care.</p> <p>I have a go at using writing tools to make marks</p>	<p>I can use scissors safely to snip.</p>	<p>I can use scissors to cut along straight and curved lines, with support</p> <p>I can trace over shapes, lines and patterns.</p>	<p>I can use scissors to cut along straight and curved lines</p>	<p>I use scissors to cut more complex shapes such as zig zags, wavy lines etc.</p>	<p>I can hold a pen or pencil, usually using a tripod grip.</p> <p>I can control scissors to cut different shapes to add to my creations.</p>

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### Literacy

#### Statutory Guidance:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Reading</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>I join in and copy the sounds that I've heard in stories songs and games, with support.</p> <p>I can spot characters / objects in pictures.</p> <p>I name objects / characters in my favourite books, with adult support.</p> <p>I can spot similarities to match pictures or objects by looking.</p>	<p>I can join in with action songs and rhymes, sometimes with support</p> <p>I look at books with the support of an adult</p> <p>I can recognise the letter shape at the start of my name</p>	<p>I can join in with action songs and rhymes</p> <p>I join in with repeated refrains in stories</p> <p>I can spot differences in shapes / patterns by looking closely at pictures or objects</p> <p>I am beginning to choose to look at books, on my own or with my friends</p> <p>I pick my name card by looking at the letter shapes, with support</p>	<p>I know some songs and rhymes from memory</p> <p>I can tell some simple stories with repetitive language from memory</p> <p>I have favourite books which I talk about, with some support</p> <p>I handle books carefully, turning the pages and holding the book correctly.</p> <p>I can find my own name card by looking at the letter shapes.</p>	<p>I re-tell known stories using the pictures</p> <p>I can recognise my own name, with support.</p> <p>I sometimes assign meaning to the marks that I make independently.</p> <p>I can copy my name, with support</p>	<p>I have favourite known stories and can talk about these with an adult</p> <p>I can recognise my own name</p> <p>I can assign meaning to the marks that I make independently.</p> <p>I can write my own name.</p>
<p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>I can mark make with a variety of tools/media with support.</p>	<p>I can mark make with a variety of tools/media with support.</p> <p>I can create pre-writing patterns are different types of lines such as zig-</p>	<p>I can mark make with a variety of tools/media.</p> <p>I sometimes assign meaning to the marks that I make, with support.</p> <p>I can trace over the letters in my name with support</p>	<p>I assign meaning to the marks that I make, with support.</p> <p>I can copy some letters of my name, with support.</p>	<p>I sometimes assign meaning to the marks that I make independently.</p> <p>I can copy my name, with support</p>	<p>I can assign meaning to the marks that I make independently.</p> <p>I can write my own name.</p>

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		zags, waves, or spirals.				
<p><b>Phase 1 Phonics</b> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>		<p>I can name, and recognise, some animals and make the corresponding voice sounds with support.</p> <p>I can hear, and distinguish between, environmental sounds, with support.</p> <p>I can hear, and distinguish between, different instrumental sounds with support.</p> <p>I can make different body percussion sounds with support.</p>	<p>I can follow, and join in with, an ABAB pattern of body percussion sounds, with support.</p> <p>I know the difference between loud/quiet and fast/slow sounds with support.</p> <p>I can clap the beats (syllables) in my name with support.</p> <p>I can fill in the rhyming gaps in stories and rhymes with support.</p> <p>I can hear some initial sounds at the beginning of spoken words with support.</p>	<p>I can name, and recognise, some animals and make the corresponding voice sounds.</p> <p>I can hear, and distinguish between, environmental sounds.</p> <p>I can hear, and distinguish between, different instrumental sounds.</p> <p>I can make different body percussion sounds.</p> <p>I can hear some initial sounds at the beginning of spoken words with support.</p>	<p>I can clap the beats (syllables) in my name</p> <p>I can follow, and join in with, an ABAB pattern of body percussion sounds.</p> <p>I know the difference between loud/quiet and fast/slow sounds.</p> <p>I can clap the beats (syllables) in my name.</p> <p>I can hear some initial sounds at the beginning of spoken words.</p> <p>I can orally blend and segment CVC words such as cat, dog, mat, pot, sun tin with support</p>	<p>I can say a string of words that rhyme with a given word, with the help of props or an adult</p> <p>I can orally blend and segment CVC words such as cat, dog, mat, pot, sun, tin.</p> <p>I can find two objects that begin with the same initial sound.</p>



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### Maths

#### Statutory Guidance:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p><b>Comparison</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' with support</p> <p>I am developing the skill to find the exact same object, with support</p> <p><b>Counting</b> I join in with number songs and stories, with support.</p> <p>I am beginning to develop the knowledge that number words are separate.</p> <p><b>Cardinality</b> I am beginning to notice numerals (number symbols)</p> <p>I am beginning to use my fingers to represent numbers, with support,</p> <p><b>Composition</b> I am exploring the understanding that parts can be combined in any order, with support.</p>	<p><b>Comparison</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>I can find the exact same object.</p> <p><b>Counting</b> I join in with number songs, stories.</p> <p>I am beginning to say numbers in order, some of which are in the right order (ordinality)</p> <p>I say some number names when I play.</p> <p><b>Cardinality</b> I recognise some numbers of personal significance, with support</p> <p>I am beginning to use my fingers to represent numbers.</p> <p><b>Composition</b> I am exploring the</p>	<p><b>Comparison</b> I can visually compare two groups where one group is at least double the size of the other, with support.</p> <p>I can find all objects with a given attribute, with support</p> <p><b>Counting</b> I can recite numbers to 5, with support.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support.</p> <p><b>Cardinality</b> I recognise some numbers of personal significance.</p> <p>I can represent numbers 1-5 using my fingers, with support</p> <p>I'm beginning to subitise one and two objects, with support.</p> <p>I can take turns to play maths games which involve counting and recognising</p>	<p><b>Comparison</b> I can visually compare two groups where one group is at least double the size of the other.</p> <p>I can find all objects with a given attribute.</p> <p><b>Counting</b> I can recite numbers to 5.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3.</p> <p><b>Cardinality</b> I am beginning to recognise numbers 1-5, with support.</p> <p>I can represent numbers 1-5 using my fingers</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p><b>Composition</b> I am exploring the idea of a</p>	<p><b>Comparison</b> I can visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support.</p> <p>I can identify the attribute used to sort a set, with support.</p> <p><b>Counting</b> I am beginning to recite numbers to 10, with support.</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5, with support.</p> <p><b>Cardinality</b> I can recognise numerals 1-5.</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p><b>Composition</b> I know the whole is bigger than the parts, with support.</p>	<p><b>Comparison</b> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>I can identify the attribute used to sort a set</p> <p><b>Counting</b> I can recite numbers to 10 and enjoy counting verbally as far as I can go</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>I use some number names and number language within play</p> <p><b>Cardinality</b> I am beginning to recognise numerals 5 to 10</p> <p>I can link numerals with amounts up to 5 and maybe beyond</p> <p>I can subitise one, two and three objects (without</p>

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		<p>understanding that parts can be combined in any order.</p>	<p>numbers, with support.</p> <p><b>Composition</b> I am exploring the idea of a single object being split into similar sized parts and those parts being combined to make the whole in practical ways, with support.</p>	<p>single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways, with support.</p>	<p>I am exploring the idea of a single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways</p>	<p>counting)</p> <p>I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p><b>Composition</b> I know that the whole is bigger than the parts.</p> <p>I am beginning to recognise that each counting number is one more than the one before</p> <p>I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>
<p><b>Measure, shape &amp; spatial thinking</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately:</p>	<p><b>Spatial Awareness</b> I can remember my way around a familiar environment</p> <p>I respond to some spatial and positional language, with support.</p> <p><b>Shape</b> I can choose pieces and try to fit them in to a puzzle</p> <p>I am beginning to recognise that two objects have the same shape</p> <p>I can make simple constructions with support</p> <p><b>Pattern</b> I am beginning to join in repeated sound and action patterns</p> <p>I am interested in what</p>	<p><b>Spatial Awareness</b> I respond to some spatial and positional language,</p> <p><b>Shape</b> I can explore matching objects to silhouettes with support</p> <p>I can make simple constructions</p> <p>I can recognise that two objects have the same shape</p> <p><b>Pattern</b> I can copy ABAB patterns using a matching strategy, with support.</p> <p><b>Measure</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and</p>	<p><b>Spatial Awareness</b> I practically explore positional language, with support.</p> <p><b>Shape</b> I can name and find some 2d shapes in the environment, with support.</p> <p><b>Pattern</b> I can copy ABAB patterns using a matching strategy</p> <p><b>Measure</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts.</p> <p>I am beginning to use language of time such as first and then, with support, to sequence events.</p>	<p><b>Spatial Awareness</b> I practically explore positional language.</p> <p><b>Shape</b> I can name and find some 2d shapes in the environment.</p> <p>I can complete a basic inset puzzle by matching shapes and turning the pieces.</p> <p><b>Pattern</b> I can explore simple linear patterns of two repeating items, with support</p> <p><b>Measure</b> I can say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.</p>	<p><b>Spatial Awareness</b> I understand positional language such as; on top, under and inside, with prompts</p> <p><b>Shape</b> I use 2d and 3d shapes to create pictures and models, with adult support</p> <p>I can find objects which are <i>flat, curved and round</i>.</p> <p><b>Pattern</b> I can add to simple linear patterns of two repeating items, e.g. stick, leaf (AB) and explore simple linear patterns of three repeating items stick, leaf, stone (ABC) with support</p> <p><b>Measure</b> I am beginning to use the</p>	<p><b>Spatial Awareness</b> I can respond to and use language of position and direction</p> <p>I can predict, move and rotate objects to fit the space or create the shape I would like</p> <p><b>Shape</b> I can select shapes appropriately</p> <p>I respond to both informal language and common shape names</p> <p>I have an awareness of shape similarities and differences between objects</p> <p>I enjoy combining shapes to make new shapes with 2D and 3D shapes</p>

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<p>flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones</p>	<p>happens next using the pattern of everyday routines</p> <p><b>Measure</b> I can explore differences in size, length, weight and capacity</p> <p>I am beginning to understand some talk about immediate past and future</p> <p>I am beginning to anticipate times of the day such as mealtimes or home time</p>	<p>amounts, with support.</p>		<p>I can use the language of first and then.</p>	<p>language of next and last.</p>	<p><b>Pattern</b> I can explore and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p><b>Measure</b> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories and use language, such as first, then, next, last</p>
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### Understanding of the World

#### Statutory Guidance:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<b>Past &amp; Present</b> Begin to make sense of their own life-story and family's history.	I can talk about myself and my family with adult support.	Children will know about Poppy Day and Bonfire Night.  Children will know they were a baby.	I know who is in my family and can talk about them, sometimes with adult support	I will know about the Easter story	Children will find out about St. George's day and how we celebrate.	Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'
<b>People, culture &amp; communities</b> Show interest in different occupations  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Children will know how and why we celebrate Harvest Festival.	I can explore the Hindu celebration of Diwali.  I can explore the Jewish celebration of Hanukah.  I can explore the celebration of Christmas and how it is celebrated across the world.	I can explore the celebration of Chinese New Year.	I can explore the Easter story and how Easter is celebrated across the world.	I can explore the Muslim celebration of Eid-al-Fitr.	I can talk about the similarities and differences between myself and others.
<b>Natural world</b>  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about	I explore the environment around me.  Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	I can talk about changes that happen when we're cooking different recipes  I can explore how you can shine light through some materials, but not others.	I can talk about how ice melts in simple terms, using my experience  I can talk about changes that happen when we're cooking different recipes.	I am beginning to understand how to care for living things such as pets and farm animals.  I know the key features of the life cycle of a chick and butterfly, talking about what I've seen first-hand.  I can name a variety of animals and their young	I describe the minibeasts in our garden in simple terms (legs, colour etc)  I know that seeds can turn into plants. I will begin to understand how it takes time to grow fruit and vegetables.  I can talk about changes that happen when we're cooking different recipes.	I can explore and investigate shadows  I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience

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different forces they can feel.

Talk about the differences between materials and changes they notice.

I can talk about changes that happen when we're cooking different recipes.

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### Expressive Arts & Design

#### Statutory Guidance:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p><b>Being Imaginative</b></p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Take part in simple pretend play, using</p>	<p>I explore the play resources by playing alongside others</p> <p>I listen to songs and join in, with support</p> <p>I join in by exploring the different sounds made by musical instruments</p>	<p>I am beginning to act out every day experiences, with adult support.</p> <p>I join in acting out a simple known story told by adult (Nativity)</p> <p>I listen to songs and generally join in with the actions</p> <p>I can use an instrument by copying an adult</p>	<p>I am beginning to act out every day experiences by joining in with other children</p> <p>I can change how I play instruments by following simple instructions e.g. fast /slow/loud/quiet.</p> <p>I am beginning to talk about how music makes me feel happy/sad/angry with support.</p>	<p><b>I can take part in simple pretend play, using an object to represent something else with adult support</b></p> <p>Explore different small world play set ups such as 'a farm, a city, a jungle with the support of an adult</p> <p>I can copy simple rhythms to match songs and rhymes</p>	<p><b>I can take part in simple pretend play, using an object to represent something else</b></p> <p>I am beginning to use small world props and puppets to tell a story, sometimes with the support of an adult</p> <p>I can sing my favourite songs from memory</p> <p>I can name some musical instruments</p> <p>I can talk about how music makes me feel happy/sad/angry with support.</p>	<p>I can act out my own narrative with my friends, this can last for extended periods</p> <p>I use small world props and puppets to tell a story.</p> <p>I sometimes make up my own songs</p> <p>I can talk about how music makes me feel happy/sad/angry.</p>

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<p>an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>						
<p><b>Creating with Materials</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Explore paint using a variety of tools such as fingers/chunky paintbrushes, sometimes with the support of an adult</p> <p>Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p>	<p>I can join materials, using tape and glue, sometimes with adult support</p> <p>Children will explore colour mixing.</p> <p>Children will explore painting with a range of tools such as cotton buds, and toothbrushes</p>	<p>I can create models using tape and glue to join materials together using adult support</p> <p>I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support</p>	<p>I can create models using tape and glue to join materials together using adult support</p> <p>I can make observational drawings by looking closely at an object</p> <p>I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support</p>	<p>Children will explore painting with a range of tools such as vegetables</p> <p>I can create new colours by mixing two colours together, with adult support</p>	<p>I can use staples and hole punches to join two materials, with adult support</p> <p><b>Use drawing to represent ideas like movement or loud noises.</b></p>

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<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing</p>						
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Nursery Advent 1 Milestones to work towards to be 'on track'						
CL	PSE	PHS	Lit	Maths	UW	EAD
<p>I can pay attention when an adult is talking. I show this by stopping and looking, with support.</p> <p>I can join in at story and singing time, with support.</p> <p>I can talk about the here and now, using short 3-part sentences to make myself understood.</p> <p>My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects.</p>	<p>I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling.</p> <p>I can listen with support at story time.</p> <p>I follow 1-part instructions by joining in and following an adult.</p> <p>I can join in with our simple routines, with adult support</p> <p>I am beginning to know the differences in boundaries and expectations between school and setting.</p> <p>I know who to ask to help me do things</p> <p>I join in with sharing and turn taking when these are modelled and supported by an adult.</p> <p>I play alongside my friends.</p> <p>I participate in short adult led activities, sometimes with encouragement.</p>	<p>I join in and have a go at a range of physical development activities, indoors and outdoors, often with support.</p> <p>I am learning how to handle tools and equipment safely and with care.</p> <p>I have a go at using writing tools to make marks</p>	<p>I join in and copy the sounds that I've heard in stories songs and games, with support.</p> <p>I can spot characters / objects in pictures.</p> <p>I name objects / characters in my favourite books, with adult support.</p> <p>I can spot similarities to match pictures or objects by looking.</p> <p>I can mark make with a variety of tools/media with support.</p> <p><b>PHONICS</b> Begin to name, and recognise, some animals and make the corresponding voice sounds with support.</p> <p>Begin to hear, and distinguish between, environmental sounds, with support.</p> <p>Begin to hear, and distinguish between, different instrumental sounds with support.</p> <p>Begin to make different</p>	<p><b>Comparison</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' with support</p> <p>I am developing the skill to find the exact same object, with support</p> <p><b>Counting</b> I join in with number songs and stories, with support.</p> <p>I am beginning to develop the knowledge that number words are separate.</p> <p><b>Cardinality</b> I am beginning to notice numerals (number symbols)</p> <p>I am beginning to use my fingers to represent numbers, with support,</p> <p><b>Composition</b> I am exploring the understanding that parts can be combined in any order, with support.</p> <p><b>Spatial Awareness</b> I can remember my way around a familiar environment</p>	<p>I can talk about myself and my family with adult support.</p> <p>Children will know how and why we celebrate Harvest Festival.</p> <p>I explore the environment around me.</p> <p>Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p>	<p>I explore the play resources by playing alongside others</p> <p>I listen to songs and join in, with support</p> <p>I join in by exploring the different sounds made by musical instruments</p> <p>I experiment with new creative resources and tools (e.g. glitter, feathers, different types of sensory play, dough)</p> <p>Explore paint using a variety of tools such as fingers/chunky paintbrushes, sometimes with the support of an adult</p>

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			<p>body percussion sounds with support.</p>	<p>I respond to some spatial and positional language, with support.</p> <p><b>Shape</b> I can choose pieces and try to fit them in to a puzzle</p> <p>I am beginning to recognise that two objects have the same shape</p> <p>I can make simple constructions with support</p> <p><b>Pattern</b> I am beginning to join in repeated sound and action patterns</p> <p>I am interested in what happens next using the pattern of everyday routines</p> <p><b>Measure</b> I can explore differences in size, length, weight and capacity</p> <p>I am beginning to understand some talk about immediate past and future</p> <p>I am beginning to anticipate times of the day such as mealtimes or home time</p>		
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Nursery Advent 2 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EAD
<p>I can pay attention when an adult is talking. I show this by stopping and looking independently</p> <p>I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds. I show an interest in new vocabulary I'm introduced to in books, and I can sometimes use this when I play.</p> <p>I can talk about what has happened or what will happen, with support I understand, and am beginning to use, vocabulary to describe simple attributes (e.g., opposites)</p> <p>I understand, and am beginning to answer, where questions.</p>	<p>I can match a range of emotions to visual prompts and body language examples, with adult support.</p> <p>I listen at story time and show I'm listening by looking, sometimes with reminders.</p> <p>I follow 1-part instructions by copying others. I can adjust my behaviour to conform to the boundaries and expectations of school, with support.</p> <p>I can follow our routines with the help of visual prompts and adult support.</p> <p>I follow our class rules, with adult support.</p> <p>I can share and take turns with support I am beginning to play with other children, often with adult support.</p> <p>I participate in short adult led activities.</p> <p>I can ask for help from familiar adults, sometimes with support</p>	<p>I can run, walk and crawl.</p> <p>I climb up and down stairs or equipment, holding onto a rail or adult for support.</p> <p>I enjoy joining in with a range of balancing activities, usually with support.</p> <p>I can use scissors safely to snip.</p>	<p>I can join in with action songs and rhymes, sometimes with support</p> <p>I look at books with the support of an adult</p> <p>I can recognise the letter shape at the start of my name I can mark make with a variety of tools/media with support.</p> <p>I can trace over the letters in my name, with support</p> <p><b>PHONICS</b> I can name, and recognise, some animals and make the corresponding voice sounds with support.</p> <p>I can hear, and</p>	<p><b>Comparison</b> I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>I can find the exact same object.</p> <p><b>Counting</b> I join in with number songs, stories.</p> <p>I am beginning to say numbers in order, some of which are in the right order (ordinality)</p> <p>I say some number names when I play.</p> <p><b>Cardinality</b> I recognise some numbers of personal significance, with support</p> <p>I am beginning to use my fingers to represent numbers.</p> <p><b>Composition</b> I am exploring the understanding that parts can be combined in any order.</p> <p><b>Spatial Awareness</b> I respond to some</p>	<p>Children will know about Poppy Day and Bonfire Night.</p> <p>Children will know they were a baby.</p> <p>I can explore the Hindu celebration of Diwali.</p> <p>I can explore the Jewish celebration of Hanukah.</p> <p>I can explore the celebration of Christmas and how it is celebrated across the world.</p> <p>I can talk about changes that happen when we're cooking different recipes</p> <p>I can explore how you can shine light through some materials, but not others.</p>	<p>I am beginning to act out every day experiences, with adult support I join in acting out a simple known story told by adult- using props or puppets</p> <p>I listen to songs and generally join in with the actions</p> <p>I can use an instrument by copying an adult</p> <p>I can clap a steady beat</p> <p>I can join materials, using tape and glue, sometimes with adult support</p> <p>I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support</p> <p>I begin to explore drawing/painting in response to different sounds/music</p>

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			<p>distinguish between, environmental sounds, with support.</p> <p>I can hear, and distinguish between, different instrumental sounds with support.</p> <p>I can make different body percussion sounds with support.</p>	<p>spatial and positional language,</p> <p><b>Shape</b> I can explore matching objects to silhouettes with support</p> <p>I can make simple constructions</p> <p>I can recognise that two objects have the same shape</p> <p><b>Pattern</b> I can copy ABAB patterns using a matching strategy, with support.</p> <p><b>Measure</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts, with support.</p>		
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Nursery Lent 1 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction.</p> <p>I can take turns in a conversation, with support.</p> <p>I can choose and sing my favourite nursery rhyme / song, with some support.</p> <p>I can join in with stories, sometimes filling in the rhyming gaps.</p> <p>I can use vocabulary to describe simple attributes (e.g., opposites).</p> <p>I can name more people, objects, and events beyond my own experience, with support.</p> <p>I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences.</p> <p>I can understand, and am beginning to</p>	<p>I can control my emotions, occasionally with the help of an adult.</p> <p>I listen at story time and show I'm listening by looking.</p> <p>I am beginning to concentrate for longer periods, during play and adult led activities.</p> <p>I follow our routines, sometimes with reminders.</p> <p>I follow our rules, sometimes with reminders.</p> <p>I can adjust my behaviour to conform to the boundaries and expectations of school, sometimes with reminders.</p> <p>I sometimes play with other children. I am learning to look at and listen to others as part of our play.</p> <p>I can ask for help from familiar adults.</p> <p>I can share and take and take turns, sometimes with reminders.</p>	<p>I can stamp, tip toe, and jump with 2 feet together.</p> <p>I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to.</p> <p>I can balance across a plank, walk along a line or ride a bike / scooter, with support.</p> <p>I can use scissors to cut along straight and curved lines, with support</p> <p>I can trace over shapes, lines and patterns.</p>	<p>I can join in with action songs and rhymes</p> <p>I join in with repeated refrains in stories</p> <p>I can spot differences in shapes / patterns by looking closely at pictures or objects</p> <p>I am beginning to choose to look at books, on my own or with my friends</p> <p>I pick my name card by looking at the letter shapes, with support</p> <p>I can mark make with a variety of tools/media.</p> <p>I sometimes assign meaning to the marks that I make, with support.</p> <p>I can trace over the letters in my name.</p> <p><b>PHONICS</b> I can follow, and join in with, an ABAB pattern of body percussion sounds, with support.</p> <p>I know the difference</p>	<p><b>Comparison</b> I can visually compare two groups where one group is at least double the size of the other, with support.</p> <p>I can find all objects with a given attribute, with support</p> <p><b>Counting</b> I can recite numbers to 5, with support.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support.</p> <p><b>Cardinality</b> I recognise some numbers of personal significance.</p> <p>I can represent numbers 1-5 using my fingers, with support</p> <p>I'm beginning to subitise one and two objects, with support.</p> <p>I can take turns to play maths games which involve counting and recognising numbers, with support.</p>	<p>I know who is in my family and can talk about them, sometimes with adult support</p> <p>I can explore the celebration of Chinese New Year.</p> <p>I can talk about how ice melts in simple terms, using my experience</p> <p>I can talk about changes that happen when we're cooking different recipes.</p>	<p>I am beginning to act out every day experiences by joining in with other children</p> <p>Explore different small world play set ups such as 'a farm, a city, a jungle with the support of an adult</p> <p>I quickly learn new songs and join in when we sing them</p> <p>I can change how I play instruments by following simple instructions.</p> <p>I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet.</p> <p>I am beginning to talk about how music makes me feel happy/sad/angry with support.</p> <p>I can make observational drawings by looking closely and replicating shapes, with adult support</p> <p>I can create junk models using tape and glue to join materials together.</p> <p>I can talk about my creation using adult</p>

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<p>answer, when questions.</p>			<p>between loud/quiet and fast/slow sounds with support.</p> <p>I can clap the beats (syllables) in my name with support.</p> <p>I can fill in the rhyming gaps in stories and rhymes with support.</p> <p>I can hear some initial sounds at the beginning of spoken words with support.</p>	<p><b>Composition</b> I am exploring the idea of a single object being split into similar sized parts and those parts being combined to make the whole in practical ways, with support.</p> <p><b>Spatial Awareness</b> I practically explore positional language, with support.</p> <p><b>Shape</b> I can name and find some 2d shapes in the environment, with support.</p> <p><b>Pattern</b> I can copy ABAB patterns using a matching strategy</p> <p><b>Measure</b> I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts.</p> <p>I am beginning to use language of time such as first and then, with support, to sequence events.</p>		<p>prompts.</p> <p>I am beginning to use specific colours for a purpose</p>
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Nursery Lent 2 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support</p> <p>I can choose and sing my favourite nursery rhyme / simple song using props and visual prompts to remind me.</p> <p>I join in with stories and have some favourites</p> <p>I continue to name and describe more people, objects, and events, beyond my own experience.</p> <p>I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support I can understand, and am beginning to answer, how questions</p>	<p>I can talk about the emotions of characters in books</p> <p>I can concentrate to complete an adult led activity, with support.</p> <p>I follow 1 part instructions independently.</p> <p>I can follow our routines without help</p> <p>I can follow our class rules</p> <p>I ask my friends or adults for help if I can't do something.</p> <p>I play with other children, using talk and actions to communicate as we play.</p> <p>I can share and take turns during group time</p>	<p>I can hop one 1 leg</p> <p>I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support.</p> <p>I can balance across a plank, walk along a line and ride a trike / scooter</p> <p>I can use scissors to cut along straight and curved lines</p>	<p>I know some songs and rhymes from memory</p> <p>I can tell some simple stories with repetitive language from memory</p> <p>I have favourite books which I talk about, with some support</p> <p>I handle books carefully, turning the pages and holding the book correctly.</p> <p>I can find my own name card by looking at the letter shapes.</p> <p>I assign meaning to the marks that I make, with support.</p> <p>I can copy some letters of my name, with support.</p> <p><b>PHONICS</b> I can name, and recognise, some animals and make the corresponding voice sounds.</p> <p>I can hear, and</p>	<p>Comparison I can visually compare two groups where one group is at least double the size of the other.</p> <p>I can find all objects with a given attribute.</p> <p>Counting I can recite numbers to 5.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3.</p> <p>Cardinality I am beginning to recognise numbers 1-5, with support.</p> <p>I can represent numbers 1-5 using my fingers</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p>Composition I am exploring the idea of a single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways,</p>	<p>I will know about the Easter story</p> <p>I can explore the Easter story and how Easter is celebrated across the world.</p> <p>I am beginning to understand how to care for living things such as pets and farm animals.</p> <p>I know the key features of the life cycle of a chick and butterfly, talking about what I've seen first-hand.</p> <p>I can name a variety of animals and their young</p> <p>I can talk about changes that happen when we're cooking different recipes.</p>	<p>I can act out every day scenarios in a group, I often repeat the same role play many times</p> <p>Explore different small world play set ups such as 'a farm, a city, a jungle with the support of an adult I sing known songs by following the pitch of the melody to form a recognisable tune</p> <p>I can copy simple rhythms to match songs and rhymes</p> <p>I can join materials using paperclips and pva glue, sometimes with adult support.</p> <p>I can make observational drawings by looking closely to replicate shapes, with support</p> <p>I have my own ideas and can decide what materials I need with adult support.</p> <p>I can say what I like, and what I might change, about my creation.</p>

# EYFS Curriculum Overview 2022-2023

## Nursery



			<p>distinguish between, environmental sounds.</p> <p>I can hear, and distinguish between, different instrumental sounds.</p> <p>I can make different body percussion sounds.</p> <p>I can hear some initial sounds at the beginning of spoken words with support.</p>	<p>with support.</p> <p>Spatial Awareness I practically explore positional language.</p> <p>Shape I can name and find some 2d shapes in the environment.</p> <p>I can complete a basic inset puzzle by matching shapes and turning the pieces.</p> <p>Pattern I can explore simple linear patterns of two repeating items, with support</p> <p>Measure I can say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/smaller, longer/shorter, heavier/lighter and empty/full, with support.</p> <p>I can use the language of first and then.</p>		
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# EYFS Curriculum Overview 2022-2023

## Nursery



Nursery Pentecost 1 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I pay attention and respond appropriately to adults and other children, by taking turns in conversations or following 2-part instructions, usually independently.</p> <p>I choose and sing my favourite nursery rhyme / simple song independently.</p> <p>I am beginning to say what I think about my favourite stories and why.</p> <p>I am beginning to use story book language and more descriptive language when I play.</p> <p>I explain myself using simple sentences, sticking to a theme in conversations. I can understand, and am beginning to answer, why questions.</p>	<p>I can relate the feelings of characters to my own experiences</p> <p>I can describe how I'm feeling using basic vocabulary (happy, sad, cross)</p> <p>I can say what our class rules are and why we need them.</p> <p>I talk to unfamiliar adults with growing confidence.</p> <p>I always share and take turns.</p> <p>I can concentrate to complete an adult led activity.</p> <p>I can hold a simple conversation with adults and children during playful experiences</p>	<p>I can travel around a large space, negotiating space independently by adjusting speed and movement.</p> <p>I can climb up and down stairs and over large apparatus, using alternative feet.</p> <p>I can balance to hold a pose.</p> <p>I use scissors to cut more complex shapes such as zig zags, wavy lines etc.</p>	<p>I re-tell known stories using the pictures</p> <p>I can recognise my own name, with support.</p> <p>I sometimes assign meaning to the marks that I make independently.</p> <p>I can copy my name, with support</p> <p><b>PHONICS</b> I can clap the beats (syllables) in my name</p> <p>I can follow, and join in with, an ABAB pattern of body percussion sounds.</p> <p>I know the difference between loud/quiet and</p>	<p><b>Comparison</b> I can visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support.</p> <p>I can identify the attribute used to sort a set, with support.</p> <p><b>Counting</b> I am beginning to recite numbers to 10, with support.</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5, with support.</p> <p><b>Cardinality</b> I can recognise numerals 1-5.</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p><b>Composition</b> I know the whole is bigger than the parts, with support.</p> <p>I am exploring the idea of a single object being split into similar, and</p>	<p>Children will find out about St. George's day and how we celebrate.</p> <p>I can explore the Muslim celebration of Eid-al-Fitr.</p> <p>I describe the minibeasts in our garden in simple terms (legs, colour etc)</p> <p>I know that seeds can turn into plants. I will begin to understand how it takes time to grow fruit and vegetables.</p> <p>I can talk about changes that happen when we're cooking different recipes.</p>	<p>I can act out my own narrative with my friends, this can last for extended periods</p> <p>I use small world props and puppets to retell known stories, sometimes with the support of an adult</p> <p>I can sing my favourite songs from memory</p> <p>I can follow picture patterns to play musical patterns using the instruments, with support</p> <p>I can name some musical instruments</p> <p>I can talk about whether music makes me feel happy/sad/angry.</p> <p>I can draw recognisable forms and am beginning to talk about my drawings</p> <p>I can create new colours by mixing two colours together, with adult support</p> <p>I have my own ideas and can source my own materials.</p> <p>I experiment drawing</p>

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## Nursery



			<p>fast/slow sounds.</p> <p>I can clap the beats (syllables) in my name.</p> <p>I can hear some initial sounds at the beginning of spoken words.</p> <p>I can orally blend and segment CVC words such as cat, dog, mat, pot, sun tin with support</p>	<p>dissimilar, sized parts and those parts being combined to make the whole in practical ways</p> <p><b>Spatial Awareness</b> I understand positional language such as; on top, under and inside, with prompts</p> <p><b>Shape</b> I use 2d and 3d shapes to create pictures and models, with adult support</p> <p>I can find objects which are flat, curved and round.</p> <p><b>Pattern</b> I can add to simple linear patterns of two repeating items, e.g. stick, leaf (AB) and explore simple linear patterns of three repeating items stick, leaf, stone (ABC) with support</p> <p><b>Measure</b> I am beginning to use the language of next and last.</p>		<p>painting in response to different sounds/music.</p>
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# EYFS Curriculum Overview 2022-2023

## Nursery



Nursery Pentecost 2 Milestones to work towards to be 'on track'						
CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I pay attention to more than 1 thing at a time.</p> <p>I listen to and join in with, songs, rhymes, stories, and associated actions.</p> <p>I sing my favourite songs off by heart.</p> <p>I can offer my own ideas in different situations.</p> <p>I talk in full sentences, of at least 4-6 words.</p> <p>I retell the main points of my favourite stories</p> <p>My spoken vocabulary uses words / phrases I've learnt in stories and other reading.</p> <p>I can answer where, when, how and why questions, sometimes adding more detail to my answers.</p>	<p>I can identify and explain my emotions using a growing range of words (excited, surprised, confused, angry)</p> <p>I can listen to and complete 2-part instructions given by my teachers.</p> <p>I know and follow our class rules and routines independently.</p> <p>I am confident to talk to unfamiliar adults and children.</p> <p>I can solve conflicts by talking with others to help them see my point of view.</p> <p>I share and take turns during adult led opportunities and play based provision.</p> <p>I know that I need to listen to my friends and teachers and can show this by looking.</p>	<p>I confidently use a range of large and small apparatus indoors and outside.</p> <p>I can name some healthy foods</p> <p>I can hold a pen or pencil, usually using a tripod grip.</p> <p>I can control scissors to cut different shapes to add to my creations.</p>	<p>I have favourite known stories and can talk about these with an adult</p> <p>I can recognise my own name</p> <p>I can assign meaning to the marks that I make independently.</p> <p>I can write my own name.</p> <p><b>PHONICS</b> I can say a string of words that rhyme with a given word, with the help of props or an adult</p> <p>I can orally blend and segment CVC words</p>	<p><b>Comparison</b> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>I can identify the attribute used to sort a set</p> <p><b>Counting</b> I can recite numbers to 10 and enjoy counting verbally as far as I can go</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>I use some number names and number language within play</p> <p><b>Cardinality</b> I am beginning to recognise numerals 5 to 10</p> <p>I can link numerals with amounts up to 5 and maybe beyond</p> <p>I can subitise one, two</p>	<p>Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'</p> <p>I can talk about the similarities and differences between myself and others.</p> <p>I can explore and investigate shadows</p> <p>I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience</p>	<p>I use unrelated objects as substitutes for other things, as props to support my play.</p> <p>I use small world props and puppets to retell known stories, I sometimes make up my own songs</p> <p>I can choose instruments to match characters and feelings when enacting stories / songs with an adult</p> <p>I can select and adapt materials and techniques I've learnt to create a chosen design</p> <p>I can draw with increasing detail, incorporating more detailed features and elements.</p> <p>I can use staples and hole punches to make books and join things, with adult support</p>

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			<p>such as cat, dog, mat, pot, sun, tin.</p> <p>I can find two objects that begin with the same initial sound.</p>	<p>and three objects (without counting)</p> <p>I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p><b>Composition</b> I know that the whole is bigger than the parts.</p> <p>I am beginning to recognise that each counting number is one more than the one before</p> <p>I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p><b>Spatial Awareness</b> I can respond to and use language of position and direction</p> <p>I can predict, move and rotate objects to fit the space or create the shape I would like</p> <p><b>Shape</b> I can select shapes appropriately</p> <p>I respond to both informal language and common shape names</p>		
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## Nursery



				<p>I have an awareness of shape similarities and differences between objects</p> <p>I enjoy combining shapes to make new shapes with 2D and 3D shapes</p> <p><b>Pattern</b> I can explore and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p><b>Measure</b> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories and use language, such as first, then, next, last</p>		
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