



# Early Years Curriculum Intent

*“The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently.”*

*Development Matters 2021*

At Our Lady's, we provide our children in Early Years with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced.

Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children to be able to solve future challenges of the modern world.

## Aims

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge so that the foundations are in place to help children solve the future challenges of the modern world.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character through RUAH, health and wellbeing preparing them to make a valuable contribution to society.
- Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

*“Without confidence and love, there can be no true education.”*

*St John Bosco*

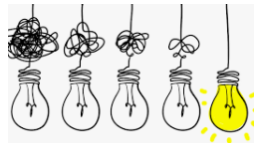
# Quality of Education: Nursery

## Planning

We plan to ensure that every child develops to their full potential, in an environment where language, curiosity and communication are vital.



Careful sequencing helps children to build their learning over time, ready to start school in Reception.



Planning is flexible with a variety of themes that are linked to the main theme. These can be included based on the children's interests.



## Teaching

We understand that children develop at different levels but we consistently use assessment for learning to help children achieve the end points: ELG at the end of Reception.



We aim to deepen children's learning through high-quality enabling environments and adult-led interactions involving questioning.



We understand that play is an essential part of our curriculum. We provide extended periods of child-led time inside and outside. Play is supported by adults, based on assessment for learning. In the summer time, we understand the importance of preparing children for starting school in Reception.

**The national curriculum in England**

# Behaviour, Attitudes and Personal Development: Nursery

## Respect

*'We show respect toward the common good and care for the world God created.'*

- I can say please and thank you.
- I can say good morning and good bye at the beginning and end of the school day.
- I can tidy up when asked.
- I listen to all adults in the school.
- I can take care when playing outside.



## Understanding

*'We understand how to reach our age expectations and beyond by using our God given talents to the full.'*

- I am curious about what I can find inside and outside.
- I can ask questions to further my understanding.
- I love listening to stories and reading them myself.
- I can say what I am good at.



## Affection

*'We behave with affection and appreciate the importance of life-long learning.'*

- I am friends with everyone.
- I always greet everyone with a smile.
- I can share my games with my friends.



## Humour

*'We have the confidence to solve future challenges in the modern world with a sense of humour.'*

- I am always happy.
- I laugh at stories that are funny.
- I love listening to stories and get so much joy out of them.
- I can laugh when I am playing.


















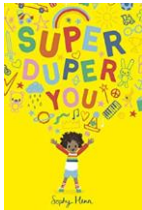
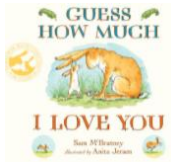

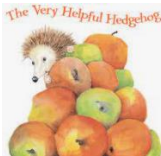
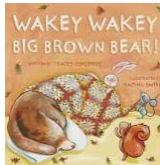

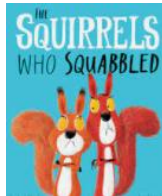


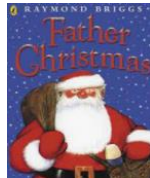
## Characteristics of effective Learning: Development Matters 2021

<b>Playing and exploring</b> <i>Children investigate and experience things, and ‘have a go’</i>	<b>Children will be learning to:</b> <ul style="list-style-type: none"><li>● Realise that their actions have an effect on the world, so they want to keep repeating them.</li><li>● Plan and think ahead about how they will explore or play with objects.</li><li>● Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”</li><li>● Make independent choices.</li><li>● Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li><li>● Respond to new experiences that you bring to their attention.</li></ul>
<b>Active learning</b> <i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i>	<b>Children will be learning to:</b> <ul style="list-style-type: none"><li>● Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li><li>● Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li><li>● Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li><li>● Keep on trying when things are difficult.</li></ul>
<b>Creating and thinking critically</b> <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i>	<b>Children will be learning to:</b> <ul style="list-style-type: none"><li>● Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li><li>● Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li><li>● Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</li><li>● Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</li></ul>

# Nursery Long Term Overview

Autumn	Spring	Summer
<b>All About Me</b> 	<b>All About Me</b> (1 week for new starters) 	<b>All About Me</b> (1 week for new starters) 
<b>Autumn</b> 	<b>Winter</b> 	<b>The Great Outdoors</b> 
<b>Celebrations</b> 	<b>New Life</b> 	<b>Summer Time</b> 
		<b>Starting School</b> 

# Autumn Term

Main Theme	All About Me			Autumn			Celebrations			
										
Linked Themes	<ul style="list-style-type: none"><li>● My family</li><li>● Looking after myself</li><li>● Being a good friend</li><li>● School rules</li></ul>			<ul style="list-style-type: none"><li>● Seasonal changes</li><li>● Remembrance Day</li><li>● Colours in Autumn</li><li>● Guy Fawkes and fireworks</li></ul>			<ul style="list-style-type: none"><li>● Advent and preparation</li><li>● Family celebrations</li><li>● Christmas in different countries</li><li>● Diwali</li></ul>			
Key Texts	<i>Super Duper You</i> 	<i>Guess how much I love you</i> 	<i>Only one you</i> 	<i>The very helpful hedgehog</i> 	<i>Wakey wakey big brown bear</i> 	<i>Tree</i> 	<i>The squirrels who squabbled</i> 	<i>The Christmas Story</i> 	<i>The snowman</i> 	<i>Father Christmas</i> 



# Spring Term

## Main Theme

### All About Me

(1 week for new starters)



### Winter



### New Life



## Linked Themes

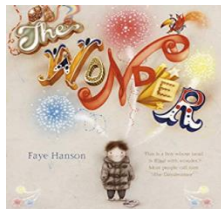
- My family
- My friends
- Welcome someone new

- Weather in winter
- Snow and ice
- Seasons

- Growing seeds
- Animals and their habitats
- The Easter Story

## Key Texts

*The wonder*



*The snowflake mistake*



*The secrets of winter*



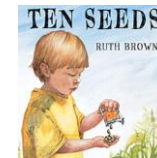
*Walking in a winter wonderland*



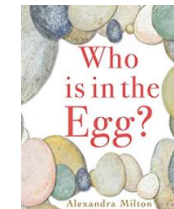
*A dot in the snow*



*Ten seeds*



*Who is in the egg?*



*The Easter Story*



# Summer Term

<b>Main Theme</b>	<b>All About Me</b>  (1 week for new starters) 	<b>The Great Outdoors</b>  			<b>Summer Time</b>  		<b>Starting School</b>  
<b>Linked Themes</b>	<ul style="list-style-type: none"><li>• My family</li><li>• My friends</li><li>• Welcome someone new</li></ul>	<ul style="list-style-type: none"><li>• Growing seeds</li><li>• New life</li><li>• Spring into summer time</li></ul>			<ul style="list-style-type: none"><li>• Weather in the summer</li><li>• Flowers in the garden</li><li>• Healthy fruit and vegetables</li><li>• Outdoor learning</li><li>• Keeping safe in the sun</li><li>• Water safety</li><li>• Transport</li></ul>		<ul style="list-style-type: none"><li>• Starting school</li><li>• Transition into reception</li></ul>
<b>Key Texts</b>	<i>The growing story</i>  	<i>The very hungry caterpillar</i>  	<i>Snail Trail</i>  	<i>Bees</i>  	<i>I see summer</i>  	<i>Let's have a picnic</i>  	<i>Starting School</i>  



Progression Across Nursery					ELG
Prime Areas	Communication and Language <i>Listening, attention and understanding</i> <i>Speaking</i>	Autumn	Spring	Summer	Children at the expected level of development will:
		<p><b><i>Listening, attention and understanding</i></b></p> <ul style="list-style-type: none"><li>I can listen to, and follow simple instructions.</li><li>I am beginning to understand why listening is important.</li><li>I understand and follow the routines in nursery.</li><li>I can pick up a book and look at the pictures.</li><li>I can listen to short stories and answer questions about what has happened in the story.</li><li>I know that stories have different characters which could be real and pretend.</li></ul> <p><b><i>Speaking</i></b></p> <ul style="list-style-type: none"><li>I have mostly clear speech and can be easily understood.</li><li>I can communicate basic needs to an adult.</li><li>I can say good morning or good afternoon to everyone in the nursery.</li><li>I can describe events that have already happened.</li><li>I can talk about myself and my family.</li><li>I can sing rhymes</li><li>I can talk about celebrations at home.</li><li>I can talk about the different characters and what they are doing.</li></ul>	<p><b><i>Listening, attention and understanding</i></b></p> <ul style="list-style-type: none"><li>I can listen to, understand and follow simple instructions and respond to questions appropriately.</li><li>I can choose a book that I like for my teacher to read to the class.</li><li>I can join in with active stories by following my teachers.</li><li>I can answer questions about short stories.</li><li>I am learning that stories have a beginning, middle and an end.</li><li>I enjoy make believe play.</li><li>I am starting to use new words and phrases related to the different topics.</li><li>I am developing my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li></ul> <p><b><i>Speaking</i></b></p> <ul style="list-style-type: none"><li>I can say new words and phrases that I have learnt from topics.</li><li>I can ask lots of questions – why, what.</li><li>I can answer questions about why something has happened.</li><li>I can talk in short sentences that others can understand.</li><li>I can talk about the setting, characters and the structure of the story.</li><li>I can retell a story.</li></ul>	<p><b><i>Listening, attention and understanding</i></b></p> <ul style="list-style-type: none"><li>I can follow two-part instructions.</li><li>I can listen on the carpet for at least 5 minutes.</li><li>I can listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</li><li>I can independently sequence familiar rhymes and can say what happens next in a story.</li><li>I can listen to longer stories and answer questions immediately afterwards.</li><li>I am developing my use of new words and phrase related to different topics.</li></ul> <p><b><i>Speaking</i></b></p> <ul style="list-style-type: none"><li>I have clear speech and can be easily understood.</li><li>I can ask lots of questions – why, what, where, who.</li><li>I can use longer sentences and link ideas.</li><li>I can answer questions and share opinions using the relevant vocabulary.</li><li>I can talk about the setting, characters and the structure of the story.</li><li>I can use connectives e.g. Once upon a time and then.</li><li>I can use vocabulary learnt to have a conversation with others.</li><li>I can use the words I know appropriately to organise myself and my play.</li></ul>	<p><b><i>Listening, attention and understanding:</i></b></p> <ul style="list-style-type: none"><li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li><li>Make comments about what they have heard and ask questions to clarify their understanding.</li><li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <p><b><i>Speaking:</i></b></p> <ul style="list-style-type: none"><li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>

Progression Across Nursery					ELG
Prime Areas	Personal, Social and Emotional Development	Autumn	Spring	Summer	Children at the expected level of development will:
		<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I am building my confidence to come into nursery independently.</li> <li>I can separate from my main carer and learn to adapt to the Nursery environment.</li> <li>I am aware of behavioural expectations in the Nursery.</li> <li>I am starting to enjoy imaginative play with my friends.</li> <li>I can wash my hands after using the toilet.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I always come into school happily.</li> <li>I can express feelings.</li> <li>I enjoy imaginative play with my friends.</li> <li>I can recognise when I am happy or sad.</li> <li>I am starting to recognise when my friends are happy or sad.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>I can wait for my turn to talk.</li> <li>I can express my feelings.</li> <li>I can create my own imaginative play with my friends.</li> <li>I can recognise a wider range of emotions (happy, sad, annoyed, frustrated).</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
		<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I am becoming familiar with my daily routine and rules in nursery.</li> <li>I am starting to develop good bonds with key adults in my nursery class</li> <li>I am aware of the different areas in the Nursery and how to explore them safely.</li> <li>I am starting to recognise where my peg is and hang my coat up.</li> <li>I can select and use activities and resources, with some support if needed.</li> <li>I have a go with all activities.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I know my daily routine in nursery.</li> <li>I can listen to, and follow rules set.</li> <li>I know how to adapt behaviour to suit classroom routines.</li> <li>I can show independence in accessing and exploring the environment.</li> <li>I know that we must respect our resources and put them back when we have finished with them.</li> <li>I can take turns whilst playing and waiting patiently to have a go.</li> <li>I can tidy away toys.</li> <li>I can say please and thank you</li> <li>I can ask to go to the toilet.</li> <li>I can hang my belongings on my peg independently.</li> <li>I am starting to understand the important of keeping my teeth clean and healthy.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I follow all routines confidently.</li> <li>I can clear away items that have been used.</li> <li>I am confident to ask a familiar adult for help.</li> <li>I always say please and thank you.</li> <li>I show more confidence in new social situations.</li> <li>I am beginning to find solutions to conflicts.</li> <li>I can show an awareness of how others may be feeling.</li> <li>I am beginning to be assertive towards others where necessary.</li> <li>I know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort.</li> <li>I know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc</li> <li>I know that oral hygiene is important and I also know that fruit and vegetables are healthy for my teeth and my body.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		<p><i>Building Relationships</i></p>			
		<p><i>Managing self</i></p>			
		<p><i>Self-Regulation</i></p>			

		<p><b><i>Building Relationships</i></b></p> <ul style="list-style-type: none"> <li>● I know that I can approach adults in Nursery when needed.</li> <li>● I am building confidence to hold hands with an adult when walking around the school.</li> <li>● I am building confidence to play a game led by an adult.</li> <li>● I am starting to take turns when playing.</li> <li>● I am starting to share toys with my friends.</li> </ul>	<p><b><i>Building Relationships</i></b></p> <ul style="list-style-type: none"> <li>● I can show confidence in asking adults for support.</li> <li>● I can hold hands with an adult when walking around the school.</li> <li>● I am starting to enjoy being part of the wider aspect of school – using the dinner hall and the library.</li> <li>● I can share my toys and games.</li> <li>● I can take turns when playing.</li> </ul>	<p><b><i>Building Relationships</i></b></p> <ul style="list-style-type: none"> <li>● I can help an adult when asked.</li> <li>● I am building confidence to speak to other adults in the school.</li> <li>● I can agree or disagree with an adult using words and gestures</li> <li>● I can initiate play with peers and keep giving ideas.</li> <li>● I play happily with my friends and include them in my games.</li> <li>● I am becoming more outgoing with unfamiliar people.</li> <li>● I know that to play nicely it's important to share and take turns.</li> <li>● I know that it is OK to engage with others, even if in a different environment.</li> </ul>	<p><b><i>Building Relationships</i></b></p> <ul style="list-style-type: none"> <li>● Work and play cooperatively and take turns with others.</li> <li>● Form positive attachments to adults and friendships with peers.</li> <li>● Show sensitivity to their own and to others' needs.</li> </ul>
--	--	--	---	--	---

Progression Across Nursery					ELG
Prime Areas	Physical Development	Children at the expected level of development will:			
		Autumn	Spring	Summer	
		<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	
		<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	
		<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	<b>Gross Motor Skills</b> <i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i>	

			<ul style="list-style-type: none"><li>I can fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</li></ul>		
--	--	--	--	--	--

Progression Across Nursery					ELG
Specific Areas	Literacy	Autumn	Spring	Summer	Children at the expected level of development will:
		<b>Comprehension</b>	<b>Comprehension</b>	<b>Comprehension</b>	<b>Comprehension</b>
		<ul style="list-style-type: none"> <li>I can pick up a book and look at the pictures.</li> <li>I understand that print has meaning.</li> <li>I understand that print can have different purposes</li> <li>I can turn the pages in a book in sequence.</li> <li>I know that text is read from left to right and top to bottom in English</li> <li>I am learning that stories have a sequence; beginning, middle and end.</li> <li>I can listen to stories and say who my favourite character is.</li> <li>I can talk about and retell a range of familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>I can name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</li> <li>I can talk about different parts of the story.</li> <li>I can listen to short stories and answer questions about what has happened in the story.</li> <li>I can talk about and retell a range of familiar stories.</li> <li>I can join in with repetition within stories and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can name the different parts of the book.</li> <li>I can listen to longer stories and answer questions immediately afterwards.</li> <li>I can engage in extended conversations about stories</li> <li>I can talk about different parts of the story.</li> <li>I can join in with repetition within stories.</li> <li>I am beginning to make predictions about a story, sometimes supported by an adult with vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
		<b>Word Reading</b>	<b>Word Reading</b>	<b>Word Reading</b>	<b>Word Reading</b>
		<ul style="list-style-type: none"> <li>Phase 1 – Letters &amp; Sounds: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral segmenting and blending.</li> <li>I know that text has a meaning</li> <li>I am beginning to explore initial sounds in familiar words.</li> <li>I know that each letter makes a sound – focussing on sounds in their names.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 – Letters &amp; Sounds: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral segmenting and blending.</li> <li>I can recognise words with the same initial sound, such as money and mother.</li> <li>I am developing a phonological awareness so that I can count or clap syllables in a word.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 – Letters &amp; Sounds: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral segmenting and blending.</li> <li>I can identify some sounds during oral blending games</li> <li>I can identify initial sounds and blend familiar CVC words.</li> <li>I know that blending sounds makes words</li> <li>I can segment sounds in CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
		<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
		<ul style="list-style-type: none"> <li>I can make marks on paper for a variety of different reasons.</li> <li>I can find and identify familiar letters, e.g. letters in my name.</li> </ul>	<ul style="list-style-type: none"> <li>I can mark make and give meaning to their marks.</li> <li>I can find and identify familiar letters, e.g. letters in their names.</li> <li>I am beginning to attempt writing familiar letters, e.g letters in their name.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy lowercase letters in the alphabet</li> <li>I can copy and write my name.</li> <li>I can attempt to write for a variety of reasons, for example, shopping lists, greetings cards.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>



Progression Across Nursery					ELG
Specific Areas	Maths	Autumn	Spring	Summer	Children at the expected level of development will:
		<i>Number and Numerical Patterns</i>	<i>Number and Numerical Patterns</i>	<i>Number and Numerical Patterns</i>	<i>Number:</i>
		<ul style="list-style-type: none"> <li>I can count out a group of up to 5 objects.</li> <li>I know that each object should only be counted once.</li> <li>I can match the number of objects to the numeral.</li> <li>I know that a group of objects can also be represented by a number.</li> <li>I can say number names to 10 in order.</li> <li>I can experiment with how numbers are formed and do my own mathematical mark making.</li> <li>I can explore patterns in the environment.</li> <li>I can sing songs about numbers and counting.</li> </ul>	<ul style="list-style-type: none"> <li>I can count forwards and backwards to 5.</li> <li>I can count forwards to 10.</li> <li>I can say number names to 10 in order.</li> <li>I can count out a group of 10 objects.</li> <li>I show interest in counting objects, movements, claps and other sounds.</li> <li>I am starting to subitise to 3.</li> <li>I can repeat a pattern of numbers or shapes.</li> <li>I am starting to recognise which group of objects has 'more than' or 'less than'.</li> <li>I can play with numbers in my inside and outside environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can count forwards and backwards to 10.</li> <li>I recognise numbers to 10 both in and out of sequence.</li> <li>I can place numbers 1 to 5 in order.</li> <li>I can write 1 – 5 in order.</li> <li>I am developing my ability to subitise to 5.</li> <li>I am starting to recognise that addition means adding an amount to the group.</li> <li>I am starting to recognise that subtraction means taking an amount away from a group.</li> <li>I am starting to solve practical problems with numbers up to 5.</li> <li>I can say which group of objects has 'more than' or 'less than'.</li> <li>I can independently create and talk about own patterns using a range of objects and resources.</li> </ul>	<i>Numerical Patterns:</i>
	Number	<i>Shape, Space and Measures</i>	<i>Shape, Space and Measures</i>	<i>Shape, Space and Measures</i>	
		<ul style="list-style-type: none"> <li>I can match shapes in a game.</li> <li>I can play snap games.</li> <li>I can show an awareness and name some 2D shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</li> <li>I am showing an awareness of positional language such as under/behind/ next to/over/ on top of.</li> <li>I can demonstrate through games and role play an understanding of positional language.</li> <li>I can compare and order objects according to their size.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and use shapes appropriately in play, combining them to make models and enclosures.</li> <li>I am beginning to make sensible comparisons between objects relating to size, length, weight and capacity.</li> <li>I can name and describe 2D shapes.</li> <li>I can recognise and name a circle, triangle and square.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Progression Across Nursery					ELG
Specific Areas					Children at the expected level of development will:

	<p><b>The Natural World</b>  <i>Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants, human and physical geography, geographical skills and fieldwork,</i></p> <ul style="list-style-type: none"> <li>• I can ask questions about what I find.</li> <li>• I can talk about what I see, using a wide vocabulary.</li> <li>• I can use all my senses in hands-on exploration of natural materials.</li> <li>• I can talk about the differences between materials.</li> <li>• I understand the changes that happen to the natural world around me in the autumn.</li> <li>• I understand that we have light in the day and it is dark at night.</li> <li>• I understand daylight changes with the seasons.</li> <li>• I understand the importance of washing hands, brushing teeth and eating a healthy snack.</li> <li>• I can talk about my body parts and what the function is of each part.</li> </ul>	<p><b>The Natural World</b>  <i>Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants, human and physical geography, geographical skills and fieldwork,</i></p> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>• I can use my senses to explore the world around me.</li> <li>• I can say what the weather is like in the winter.</li> <li>• I know that water becomes ice when it freezes.</li> <li>• I can ask questions about objects, events and animals observed in my environment in the winter.</li> </ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>• I can plant seeds and care for growing plants.</li> <li>• I understand the key features of the life cycle of a plant.</li> <li>• I am beginning to understand the need to respect and care for the natural environment and all living things.</li> <li>• I understand the key features of the life cycle of an animal.</li> <li>• I know parts of a plant and what is needed for a plant to grow (sun, water, soil)</li> <li>• I can say how the natural environment is changing in the spring time.</li> <li>• I know that every living being has a life cycle and they change in shape and size as they grow.</li> </ul>	<p><b>The Natural World</b>  <i>Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plant, geographical skills and fieldwork,</i></p> <ul style="list-style-type: none"> <li>• I can talk about some of the things that I have observed such as plants, animals, natural and found objects.</li> <li>• I can explore the plants and insects that can be found in the natural area.</li> <li>• I can make own habitats using a range of resources.</li> <li>• I know that different animals produce food that we consume and there are different people who make food that we can buy in the supermarket.</li> <li>• I can talk about where food comes from and bake a range of things.</li> <li>• I know the names of different fruits and vegetables.</li> <li>• I can recognise fruit and vegetables as healthy snacks.</li> <li>• I can say what the weather is like in the summer time and how to protect myself in the hot weather.</li> <li>• I can feel different forces and talk about how it feels.</li> </ul>	<p>stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World:</b>  <i>Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants.</i></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
--	---	--	---	--

Progression Across Nursery					ELG
Specific Areas	Expressive Arts and Design <i>Being Imaginative and Expressive</i>	Autumn	Spring	Summer	Children at the expected level of development will:
		<p><b>Creating with materials</b> <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"><li>• I am beginning to use a variety of art tools such as pencil, crayons and pencils, paint and brushes.</li><li>• I know some colour words – primary colours.</li><li>• Some of my drawings have some resemblance to people, objects.</li><li>• I can create self-portraits.</li><li>• I can choose colour for a purpose.</li><li>• I can draw around the outline of a shape.</li><li>• I can talk about what I am drawing.</li><li>• I can form prints with simple objects – leaf, hand.</li><li>• I can choose and stick different papers to layer.</li><li>• I can cut snips of paper.</li><li>• I can build and stack objects and join objects together.</li><li>• I can build with a purpose in mind.</li><li>• I can use simple tools to shape, assemble and join materials – glue, paste, scissors , tape,</li><li>• I can sort materials by colour.</li><li>• I can use various construction materials.</li><li>• I can make Christmas cards and decorations for my friends and family using a range of media.</li><li>• I know how different colours and materials can be used to create things.</li><li>• I can make patterns with paint and different objects, exploring what happens when I mix colours.</li><li>• I can join construction pieces together to build and balance.</li></ul>	<p><b>Creating with materials</b> <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"><li>• I can draw with increasing complexity and detail, such as representing a face with a circle and include details.</li><li>• I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li><li>• I can join different materials and explore different textures.</li><li>• I can create closed shapes with continuous lines which represent objects that can be spoken about or identified.</li><li>• I can use my imagination to create different works of art.</li><li>• I can apply adhesive sparingly and place glued surfaces together accurately.</li><li>• I am beginning to classify materials into textures and colours.</li><li>• I can handle and manipulate some natural and made materials.</li><li>• I can talk about materials, especially their colours and textures.</li><li>• I can put single items together (e.g. seeds or leaves) to create new textures.</li><li>• I can create simple sculptures using salt dough.</li><li>• I can construct simple sculptures using a variety of materials (junk modelling).</li><li>• I am developing my ideas and then decide which materials to use to express them.</li><li>• I can show different emotions in my drawings - happiness, sadness, fear.</li><li>• I can create simple pictures by printing with one or two objects.</li></ul>	<p><b>Creating with materials</b> <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"><li>• I know how colours can be mixed to make a new colour.</li><li>• I can show different emotions in pictures clearly.</li><li>• I can draw with increasing control, representing features and detail clearly.</li><li>• I can construct with bricks and blocks to make an enclosure.</li><li>• I can use scissors effectively.</li><li>• I can show confidence in the choice of media when creating a model or picture.</li><li>• I know that different construction toys can be used to make new things that can be used in pretend play.</li><li>• I can explore different materials freely, to develop my ideas about how to use them and what to make.</li><li>• I can explain what I have made and why.</li><li>• I am starting to give ideas of how I can make my creations better.</li><li>• With support from adults, I can create a healthy snack.</li><li>• I can make marks intentionally using technology.</li><li>• I can create products using wheels.</li></ul>	<p><b>Creating with materials:</b> <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>

	<p><b>Being Imaginative and Expressive</b>  <i>Singing, playing instruments, composing, listening to music, responding to music.</i></p> <ul style="list-style-type: none"> <li>• I can sing simple rhymes and clap to a song.</li> <li>• I can sing familiar nursery rhymes.</li> <li>• I can remember and sing small songs from start to finish.</li> <li>• I can explore how to use the voice to create loud and quiet sounds.</li> <li>• I can tap a beat.</li> <li>• I am beginning to follow and imitate simple patterns using body movements (clapping etc) percussion instruments.</li> <li>• I can explore and create sounds by selecting instruments.</li> <li>• I am beginning to show an awareness of the beat while playing.</li> <li>• I am beginning to name some classroom instruments.</li> <li>• I know that different musical instruments make different sounds and I can differentiate between the sounds, sharing thoughts and feelings about what I have heard.</li> <li>• I can move to music.</li> <li>• I can use realistic toys in pretend play.</li> <li>• I engage in dramatic play with others.</li> <li>• I am beginning to act out different scenarios using props to enhance imaginative play.</li> </ul>	<p><b>Being Imaginative and Expressive</b>  <i>Singing, playing instruments, composing, listening to music, responding to music.</i></p> <ul style="list-style-type: none"> <li>• I can sing familiar nursery rhymes with increasing confidence.</li> <li>• I can sing familiar songs or make up my own songs.</li> <li>• I can sing the pitch of a tune sung by another person ('pitch match').</li> <li>• I can explore singing fast and slow and changing speeds.</li> <li>• I can sing songs clearly using correct words that have been learned.</li> <li>• I can play instruments with increasing control.</li> <li>• I am beginning to select and choose my own instruments to create my own beats and sequences independently.</li> <li>• I am beginning to be aware of when to stop and start using symbols and signals.</li> <li>• I am beginning to express whether I like or dislike music and begin to say and explain why.</li> <li>• I am beginning to think about, with support, the effect the music is meant to have and why</li> <li>• I can engage in role play by making stick puppets of different story characters.</li> </ul>	<p><b>Being Imaginative and Expressive</b>  <i>Singing, playing instruments, composing, listening to music, responding to music.</i></p> <ul style="list-style-type: none"> <li>• I can sing familiar songs in the correct tone and change the melody if appropriate.</li> <li>• I can sing familiar nursery rhymes alongside playing instruments and follow the rhythm.</li> <li>• I can sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</li> <li>• I can create my own songs or improvise around a familiar song.</li> <li>• I can select and choose instruments to represent and respond to stimulus (stories or linked to curriculum topics)</li> <li>• I can play a range of instruments to express feelings and ideas.</li> <li>• I can listen to music and create movements to the different beats.</li> <li>• I can use puppets and props to act out different traditional stories.</li> <li>• I can use available resources to create props to support role-play and make imaginative play more purposeful.</li> <li>• I know that I can change my voice whilst singing or acting out stories to create a dramatic effect.</li> <li>• I know that body movements can be changed depending on the rhythm to achieve a desired effect.</li> </ul>	<p><b>Being Imaginative and Expressive:</b>  <i>Singing, playing instruments, composing, listening to music, responding to music.</i></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
--	---	--	---	--