Our Lady's Catholic Primary School

"You are young, you are precious, you are loved."

St John Bosco

Early Years Foundation Stage

Nursery Curriculum Intent and Termly Milestones

OLC learners know it, show it, think it, prove it.

Early Years Curriculum Intent Statement

"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			Teaching		
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.	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.
					

Behaviour, Attitudes and Personal Development: Nursery

Respect *'We show respect toward the common good and care for the world God created.'*	Understanding *'We understand how to reach our age expectations and beyond by using our God given talents to the full.'*	Affection *'We behave with affection and appreciate the importance of life-long learning.'*	Humour *'We have the confidence to solve future challenges in the modern world with a sense of humour.'*
• 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. 	• 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. 	• I am friends with everyone. • I always greet everyone with a smile. • I can share my games with my friends. 	• 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. 

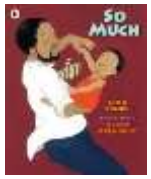
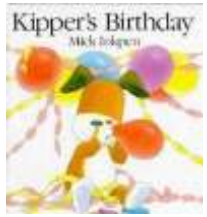
Characteristics of effective Learning: Development Matters 2021

Playing and exploring *Children investigate and experience things, and 'have a go'*	**Children will be learning to:** • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • 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." • Make independent choices. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.	
Active learning *Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.*	**Children will be learning to:** • 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. • 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. • 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. • Keep on trying when things are difficult.	
Creating and thinking critically *Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.*	**Children will be learning to:** • 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. • 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. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.	

Nursery Long Term Overview: Topics

Autumn	Spring	Summer
Me and My Community 	**Me and My Community** *(For new starters and revisiting for existing children)* 	**Me and My Community** *(For new starters and revisiting for existing children)* 
Exploring Autumn 	**Winter Wonderland** 	**Sunshine and Sunflowers** 
Sparkle and Shine and **Christmas** 	**Ready, Steady, Grow** and **Signs of Spring** 	**Splash!** 

The topics identified within the Early Years curriculum act as broad, overarching themes designed to secure the foundational knowledge and understanding that children need, particularly within Understanding the World. These carefully sequenced experiences establish the essential knowledge, vocabulary and concepts on which the Reception curriculum builds. Through this approach, children's cultural capital is enriched and their knowledge base is broadened, ensuring they are well prepared for the next stage of learning. While these topics provide a coherent structure for curriculum planning, learning is not restricted solely to the theme being studied. Practitioners respond to children's emerging interests, questions and fascinations and may plan additional learning experiences that extends beyond the current topic. This enables high levels of engagement and sustained involvement while ensuring that the key skills and knowledge identified within the school's milestones are systematically developed and acquired.

Autumn Term Topics			
Main Theme	**Me and My Community**	**Exploring Autumn**	**Sparkle and Shine and Christmas**
	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.	This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.
Key Texts	  	  	   

Foundational knowledge: Me and My Community

This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="4">• Our nursery class has rules that we need to follow.
• We sit on the carpet for registration and song time.
• We put our toys away when our teachers ask us to.
• To be a good friend I need to be kind and say kind words.
• When we play, we share with our friends.
• I am special because God made me.
• There is only one me in the world!
• Members of my family help me.
• My teachers help me at school.</td></tr>
<tr><td rowspan="2">Vocabulary</td><td>Classroom</td><td>Making friends</td><td>Unique and Special</td><td>Family and School Community</td></tr>
<tr><td>classroom, carpet, registration, instructions, carpet time, play to learn, tidy up time, sitting position, use your words.</td><td>Share, sharing, kind, happy, listen, instructions, follow, kind words, kind hands,</td><td>Special, unique,</td><td>Mum, dad, brother, sister, auntie, uncle, teachers, school, staff, Mrs Chandler, Mrs Lopez, Miss Nelson, Mrs Kavanagh, Ms Davies, Mr Spackman, Mrs Dogar</td></tr>
<tr><td>Into Reception:</td><td colspan="4">• The children will learn that our school community is made up of our school, the Salesian Sisters in the convent and our parish church.
• They will learn the name of our parish priest and some of the Sisters who help us.
• The children will learn the rules and routines of Reception and that activity time in the classroom is called ‘Play to Learn.’
• The children will learn language like ‘sitting position’ and ‘use your words’ to support classroom routines as well as communication and language.</td></tr>
</table>

Foundational Knowledge: Exploring Autumn

This project teaches children about the changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.

By the end of this topic we want the children to know:

<u>Understanding the World</u>

- Some leaves change colour in autumn and fall from the trees.
- There are lots of different animals. Some animals such as rabbits, badgers and foxes live in a woodland.
- All animals have special features such as whiskers, paws, beaks, tails and wings.
- A tree called a horse-chestnut tree grows conkers. In the autumn they fall to the ground.
- You might see more spiders in the autumn.
- In the autumn the sky gets darker at an earlier time.

Topic vocabulary

Nature/weather	changes	Objects in autumn	Seasonal	Clothes	Animals
autumn leaf / leaves tree branch wind rain cloud sun cold puddle	falling drop crunchy wet muddy brown red yellow orange change	acorn conker pinecone stick log seed berry	pumpkin bat spider web	coat jacket jumper boots scarf hat gloves	squirrel hedgehog fox bird owl nest

Into Reception:

In the topic 'starry night' the children will learn:

- About nocturnal animals and the range of animals that come out at night.
- The importance of a good night's sleep.

In the topic 'Winter Wonderland' the children will learn:

- What the weather is like in the winter.
- When water freezes it becomes ice.

Foundational Knowledge: Sparkle and Shine

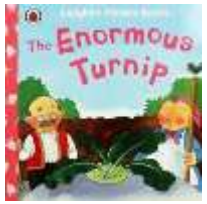
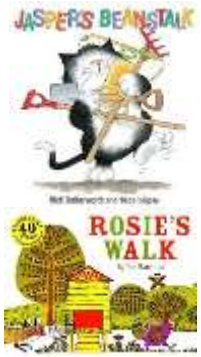
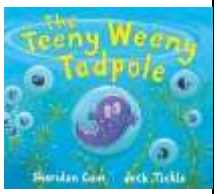
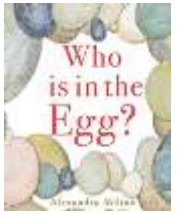
This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year. There will also be a special focus on the very first story of Christmas.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="2">Divas are little lamps used to celebrate Diwali.
A recipe is a set of instructions that tells us how to make food.
Shiny materials reflect light.
Some materials are shiny and others are not shiny.
In winter we celebrate Christmas.
Jesus Christ was born in a stable.
Jesus' parents on earth were Mary and Joseph.
Jesus is the Son of God.
People can give presents at Christmas to show that you care for them.</td></tr>
<tr><td rowspan="2">Topic vocabulary</td><td>Diwali</td><td>Christmas</td></tr>
<tr><td>Festival, celebrate, family, party, dance, music, fireworks Diwali, light, lamp, diya, candle, bright, dark, rangoli, pattern, colour, powder, flower, decoration</td><td>Winter, reflect, Christmas, Jesus, Mary, Joseph, Son of God, stable, manger, Bethlehem, present, gift, give, share, card, wrap</td></tr>
<tr><td>Into Reception:</td><td colspan="2">In the topic 'starry night' the children will learn:
Christmas is the celebration of Jesus' birth.
That the Angel Gabriel told Mary that she would give birth to Jesus.
The shepherds and wise men visited the new baby Jesus in the stable.</td></tr>
</table>

Nursery Milestones: Autumn Term

EYFS		Autumn 1st Term	Autumn 2nd Term
Personal, Social and Emotional Development (PSED)	Self-Regulation	• I can express when I feel happy, sad, tired or upset. • I can find out about emotions through stories and discussions.	• I can sit nicely and keep my feet to myself. • I can look after the toys and equipment at my setting.
	Managing Self	• I can take turns with other children with adult support. • I can explore the classroom with adult support. • I can use the toilet with adult support.	• I will have a go at new things. • I can wash my hands after using the toilet with some reminders to do so.
	Building Relationships	• I can take turns with other children with support from the adults in my setting. • I can separate from my parent/caregiver with adult support.	• I will play alongside other children in my setting and may need adult support to do this. • I play simple turn taking games in adult guided groups. • I am showing more interest in other children's play.
Communication and Language	Listening, Attention and Understanding	• I can begin to listen to stories and nursery rhymes. • I can begin to listen to instructions given. Listens during adult guided activities. • I can focus on an activity of my own choice for a short period of time. • I can begin to show attention to the adults in my setting. • I can recognise and point to objects that are spoken to me. • I understand 1 key word instructions e.g. stop, drink.	• I can listen to simple stories. • I can listen to other people speaking to me. • I can focus more attention on stories being told to them. • I can give attention to others who are speaking to me. • I can show an understanding of text being read to them using the pictures. • I understand simple concepts such as 'big/small'.
	Speaking	• I can link words together when speaking. • I am developing more speech sounds and pronunciation of sounds. • I can use words to begin to communicate my needs.	• I can use words to communicate what I want and make myself understood. • I can ask 'what' questions. • I can use the terms 'me, him, her'.
Physical Development	Gross Motor Skills	• I can walk and crawl confidently. • I can climb using two feet at a time. • I know how to scoop and pour e.g. sand, mud. I can run around the setting with some control and direction. • I can clap and stamp to music.	• I am beginning to move slowly on a balance bike and use a climbing frame with support from an adult.
	Fine Motor Skills	• I can use a palm grip when using mark making tools. • I can use a spoon to feed myself correctly. • I can use spring loaded scissors to make snips into paper with adult support.	• I can mark make by scribbling and colouring. • I can explore a range of motor activities and implements. • I can use a spoon and a fork to feed myself.
Literacy	Comprehension	• I am beginning to join in with familiar rhymes and stories. • I can sing some parts or certain Nursery Rhymes. • I can hear new vocabulary from stories, rhymes, poems and non-fiction books. • I have a favourite book and seek it/them out to share with an adult or look at alone.	• I understand that we should turn one page at a time in a book. • I am beginning to understand that print has meaning. • I can talk about the pictures in a book with support.

	Word Reading	• I can hear different environmental sounds around me. • I am beginning to recognise some environmental print such as supermarket logos.	• I can discriminate between different instrument sounds. • I can sing and perform actions to a familiar nursery rhyme. • I can say the rhyming word at the end of a familiar rhyme
	Writing	• I am developing an interest in making marks. • I am beginning to distinguish between marks and pictures/drawings. • I can sit in a balanced position. • I can pretend to write. • I can make controlled marks using tools or their finger in sand, glitter etc.	• I can draw marks that are not always distinguishable. • I can follow large pattern templates available. • I can make controlled marks e.g. dots, circles, scribbles. • I can copy shapes and patterns with developing accuracy.
Maths	Number and numerical patterns	• I can recognise, name and match colours. • I am beginning to show an interest in counting aloud verbally to 5. • I am able to 'give 1' when asked.	• I am able to verbally count to 5 with developing accuracy. • I am developing an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.
	Shape, Space and Measure	• I am beginning to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.	• I am beginning to understand what a pattern is and follow a 2 part simple pattern. • I am beginning to describe and name some simple shapes circle, square, triangle.
Understanding the World	Past and Present	• I can use words 'now' and 'next'. • I can talk about my family, who I live with and any pets.	• I can talk about my past life experiences e.g. birthdays, Christmas. • I can use the words 'then' 'now' 'next' 'before'.
	People, Culture and Communities	• I can talk about my family. • I can talk about who is special to me and why. • I can name my family members.	• I can talk about how we look after our friends and families. • I can talk about my home and what I have inside my homes. • I can talk about the celebration of Christmas.
	The natural World	• I can show respect and care for my environment. • I can talk about my home environment and school environment. • I can explore my world and environment through my senses.	• I can explore the changing weather and seasons. • I am continuing to explore using my senses. • I can name parts of the body. I am showing more of an interest in the world.
Expressive Arts and Design	Creating with Materials	• I can recognise colours and choose them for a purpose. • I can use thick paint brushes. • I can use playdough to roll, cut, ball, sausage. • I can build towers with large construction equipment.	• I can use a glue stick to join materials together.
	Being Imaginative and Expressive	• I can dance to music. • I can explore moving to music in different ways. • I show an interest in the small world and roleplay areas. • I enjoy roleplaying their first-hand experiences.	• I can develop storylines in my play. I can use familiar props in my play. • I can sing along to familiar songs and nursery rhymes I have learnt or am learning.

Spring Term Topics				
Main Theme	**Me and My Community**	**Winter Wonderland**	**Ready, Steady, Grow!**	**Signs of Spring**
	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.	This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.
Key Texts	  	  	 	   

Foundational Knowledge: Winter Wonderland

This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.

By the end of this topic we want the children to know:	Winter is a season, it comes after autumn. There are places in the world where it is always cold and snowy. When water freezes it becomes ice. When ice melts it becomes water again. The weather is colder in winter and sometimes it snows. In winter the evenings get darker earlier. Some animals (squirrels, hedgehogs, bats, frogs and insects) hibernate.					
Topic vocabulary	Weather & Nature	Things we see	Clothes for winter	Keeping warm	Animals in winter	Action words
	winter cold snow ice frost wind rain cloud sky fog	snowman snowball icicle ice puddle frost footprint	coat jacket hat scarf gloves boots jumper socks	hot warm fire heater blanket drink soup	bird robin fox squirrel penguin polar bear	freeze melt slip slide build throw catch wrap
Into Reception:	*Children will learn that:* • Some animals have to hibernate due to the harsh weather conditions which may result in fatality. • Polar Bears live in the Arctic and can survive due to their warming features. • Emperor penguins live in the Antarctic and have two layers of feathers as well as a good reserve of fat to help them survive the very cold conditions. • When water freezes it becomes ice. When ice melts it becomes water again. • There are less plants in winter because days are shorter and temperatures are colder.					

Foundational Knowledge: Ready, steady, grow!

This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="5">Fruit and vegetables are healthy foods.
Plants need water, sunlight, air and warmth to grow.
Food can be from plants such as fruit, vegetables, nuts and seeds.
Animals provide meat and also produce food such as milk, eggs and honey.
To stay healthy, we should eat at least five portions of fruit and vegetables a day, and exercise.
Frogs lay frogspawn in ponds. Tadpoles hatch out of the frogspawn and grow into frogs.</td></tr>
<tr><td rowspan="2">Topic vocabulary</td><td>Growing plants</td><td>What plants need</td><td>Food and healthy eating</td><td>Gardening actions</td><td>Minibeasts and nature</td></tr>
<tr><td>grow
plant
seed
bulb
root
stem
leaf
flower
tree
grass</td><td>water
sun
soil
air
light
rain</td><td>fruit
vegetable
apple
carrot
tomato
potato
eat
healthy
drink</td><td>dig
plant
water
pick
pull
grow
cut</td><td>bug
bee
butterfly
caterpillar
worm
snail</td></tr>
<tr><td>Into Reception:</td><td colspan="5">In the same topic children will learn:
Food can be from plants or animals. Fruit and vegetables are from plants. Meat, milk and eggs are from animals.
Many plants grow from seeds. Plants need water, sunlight, air and warmth to grow.
Many animal babies are known by different names than the adult animal, such as cow and calf or sheep and lamb.
Spring is a time when many baby animals are born, such as ducklings and lambs.
Trees start to grow leaves in spring. Some trees grow blossom.</td></tr>
</table>

Foundational Knowledge: Signs of Spring

This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="4">• Flowers have different parts including petals, stems and leaves.
• Spring is a season. It comes after winter and before summer.
• In spring trees start to grow leaves and some trees grow flowers called blossom.
• Tadpoles grow into frogs.
• Easter is a springtime festival that is celebrated by Christians.
• At Easter we remember when Jesus died on the cross.
• On Easter Sunday we celebrate when Jesus rose from the dead.
• We can say ‘alleluia’ at Mass on Easter Sunday!</td></tr>
<tr><td rowspan="2">Topic vocabulary</td><td>Nature and weather</td><td>Plants and growth</td><td>Animals and Insects</td><td>Easter</td></tr>
<tr><td>Spring, sun, sunshine, rain, rainbow, cloud, wind, warm, sky</td><td>Flower, blossom, tree, leaf, bud, grass, plant, grow, seed Garden, petal, stem, soil, roots,</td><td>bird, nest, egg, chick, duck lamb, bunny, bee, butterfly caterpillar, tadpole, frog,</td><td>Easter, Good Friday, cross, Easter Sunday, alleluia!</td></tr>
<tr><td>Into Reception:</td><td colspan="4">Children will learn:

• Spring is a season. It comes after winter and before summer.
• In spring trees start to grow leaves and some trees grow blossom.
• Spring is a season. It comes after winter and before summer.
• Spring is a season associated with new life.
• Frogs lay frogspawn in ponds. Tadpoles hatch out of the frogspawn and grow into frogs.
• Spring weather is changeable. It can be warm, cold, sunny, rainy and even snowy.
• Easter is a springtime festival that is celebrated by Christians.
• At Easter we remember when Jesus died on the cross.
• On Easter Sunday we celebrate when Jesus rose from the dead.
• We can say ‘alleluia’ at Mass on Easter Sunday!
• By Jesus rising from the dead, we are given new life.</td></tr>
</table>

Nursery Milestones: Spring Term

EYFS		Spring 1st Term	Spring 2nd Term
Personal, Social and Emotional Development (PSED)	Self-Regulation	• I can begin to show 'effortful control'. For example, waiting to take a turn. • I will talk about my feelings. • I can wait my turn. I tidy up the resources that I have used. • I am following the behaviour expectations of my nursery.	• I can begin to show 'effortful control'. For example, waiting to take a turn. • I know what 'right' choices are and I try my best to make the right choice. • I can talk about my feelings and explore why I might be feeling this way.
	Managing Self	• I notice and ask questions about differences. • I am showing more independence and confidence in my setting and when exploring areas. • I will use the visual timetable to know what is happening in my day.	• I notice and ask questions about differences. • I can use the toilet independently. • I can focus on my task for a longer period of time. • I can talk about healthy food choices.
	Building Relationships	• I can talk about my feelings in more elaborate ways. • I can come into my setting with minimal support from an adult. • I can talk about my family. • I am beginning to show friendly behaviours to my peers.	• I can talk about my feelings in more elaborate ways. • I am forming friendships with some children in my setting. • I am becoming more confident in the social situations.
Communication and Language	Listening, Attention and Understanding	• I can identify familiar objects and properties for my teachers when they are described. • I listen to others speaking and continue the conversation following on from what has been said. • I pay attention when listening to longer stories. • I can switch attention between listening to others and completing a task. • I can recall what happens in a story I have read. • I understand a three key word sentence.	• I can identify familiar objects and properties for my teachers when they are described. • I enjoy listening to longer stories. • I pay more attention to what is happening in the stories being read. • I can focus more attention on a chosen activity. • I can sit and listen during quieter or adult led activities when appropriate. • I can begin to understand one step instructions and questions.
	Speaking	• I am starting to develop conversation, often jumping from topic to topic. • I am starting to say how I am feeling, using words as well as actions. • I can answer 'who, what, where' questions. • I can recite Nursery Rhyme from memory. • I am beginning to speak simple sentences. • I am beginning to link sentences with 'and'.	• I am starting to develop conversation, often jumping from topic to topic. • I am starting to say how I am feeling, using words as well as actions. • I can recite or retell a past event in my life to someone else. • I can ask 'where' and 'who' questions.
Physical Development	Gross Motor Skills	• I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. • I can put on my own coat (needing support to do their coat up still) and my own shoes. • I can go up and down stairs with control and balance.	• I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. • I can kick a large ball with some control. • I can throw a ball with some control. • I am beginning to balance on one leg. • I can dance with control using different parts of my body.

			• I can use the available equipment to create an obstacle course to navigate.
	Fine Motor Skills	• I am showing an increasing desire to be independent, such as wanting to feed myself and dress or undress. • I am beginning to use a four finger grip to use mark making tools. • I can use construction equipment correctly to build e.g. Duplo. • I am developing more independence when using spring loaded scissors.	• I am showing an increasing desire to be independent, such as wanting to feed myself and dress or undress. • I can make more controlled marks when drawing and mark making, • I can manipulate dough through rolling, squeezing, balling and patting.
Literacy	Comprehension	• I can develop play around favourite stories. • I can ask questions about the book. • I can make comments and share my ideas. • I enjoy singing a range of rhymes and songs. • I enjoy listening to longer stories. • I can join in with some simple repeated refrains in well know stories/ rhymes.	• I can develop play around favourite stories. • I can ask questions about the book. • I can make comments and share my ideas. • I am beginning to understand we read from left to right and top to bottom. • I am beginning to name the parts of a book e.g., front cover, title, author.
	Word Reading	• I can repeat words and phrases from familiar stories • I am beginning to recognise my own name with support. • I can recognise rhythm in spoken words by clapping syllables.	• I can repeat words and phrases from familiar stories • I can identify signs and symbols in the environment and recall what they mean. • I can spot or suggest rhymes.
	Writing	• I can add some marks to my drawings, which I can give meaning to. • I can add some marks to drawings. • I can add marks that to them symbolises their name. • I can make smaller controlled lines. • I am beginning to use a two finger and a thumb grip when writing.	• I can add some marks to my drawings, which I can give meaning to. • I am beginning to give meaning to the marks I make. • I can hold a pencil or tool with a preferred hand.
Maths	Number and numerical patterns	• I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • I am beginning to be able to verbally count to 10 with developing accuracy. • I am developing an understanding of '3 and 4'. • I am beginning to compare quantities that are significantly more than and less/ fewer than visually without counting them.	• I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • I am able to accurately count to 10. • I am developing an understanding of '5'. • I can play simple dice and track games developing Subitising skills.
	Shape, Space and Measure	• I can compare sizes, weights etc. using gestures. • I am beginning to be able to play with shapes and begin to make pictures with these. • I can build a simple jigsaw.	• I can compare sizes, weights etc. using gestures. • I can make comparisons between objects relating to size, length, weight and capacity.
Understanding the	Past and Present	• I am interested in photographs of myself and other familiar people and objects. • I understand the terms 'old' and 'new' and recognise old and new objects e.g. cars, shops, photos	• I am interested in photographs of myself and other familiar people and objects. • I can comment on my own past experiences e.g. Easter. • I can show curiosity about objects from the past.

	People, Culture and Communities	• I can make connections between the features of my family and other families. • I can recognise familiar signs, shops in my environment and local environment. • I can talk about the transport used in my community. • I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY. live.	• I can make connections between the features of my family and other families. • I can speak positively about differences between people and ways of life. • I can show an interest in people with a range of occupations.
	The natural World	• I can explore natural materials, indoors and outside. • I understand how and why we respect and care for animals. • I can explore a range of materials and natural objects.	• I can explore natural materials, indoors and outside. • I can explore the changing weather and seasons (Spring), • I am learning about new life and plants based around Spring • time
Expressive Arts and Design	Creating with Materials	• I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I am becoming more confident when drawing e.g. potato people. • I can name what I have drawn and draw from memory. • I can add more to my pictures and creations e.g. pom-poms, glitter.	• I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I can use spring loaded scissors to snip. • I can use printing materials in the paint such as sponges and shapes. • I am continuing to develop my drawing skill.
	Being Imaginative and Expressive	• I am starting to develop pretend play, pretending that one object represents another. • I can include my experiences in my roleplay. • I can talk about music (their favourite songs or songs they do not like). • I know and sing along to more nursery rhymes. • I can listen to songs from different cultures.	• I am starting to develop pretend play, pretending that one object represents another. • I can explore a range of musical instruments and learn to hold a beat. • I can use vocals and instruments to make music either together or separately. • I can link real life and stories into the small world. • I can use props in my play.

Summer Term Topics

Main Theme	Me and My Community	Sunshine and Sunflowers	Splash!
	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.	This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.
Key Texts	 	  	   

Foundational Knowledge: Sunshine and Sunflowers

This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="4">It is important to wear sun cream and sun hats when it is warm and sunny.
Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.
Parks and gardens contain lots of different plants and animals.
We can use our senses; hearing, sight, touch, taste and smell help us to find out about the world around us.
There are many animals including snails, spiders, butterflies and woodlice that live in gardens.
Plants need air, sunlight, warmth, water and soil to grow.</td></tr>
<tr><td rowspan="2">Topic vocabulary</td><td>Sunshine and Weather</td><td>Sunflowers and Plants</td><td>Minibeasts and Nature</td><td>Protection in the summer</td></tr>
<tr><td>Sun, sunshine, light, warm, hot sky, blue, bright, day, summer</td><td>Sunflower, flower, petal, stem, leaf, seed, soil, plant, grow, tall</td><td>Bee, butterfly, bug, fly, crawl, buzz</td><td>sun, heat, hot, warm, sunny, hat, sunglasses, protect, protection, skin, eyes, sun damage,</td></tr>
<tr><td>Into Reception:</td><td colspan="4">Children will learn:
To stay safe in the sun, wear sun cream and a sun hat, find shady places to play and keep hydrated.
Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.
Living things live in different habitats.
Gardens are habitats for many plants, trees and animals.
Parts of a plant include the roots, stem, leaves, flowers and petals.
Gardeners use compost to help plants grow.
A female butterfly lays eggs.
Caterpillars hatch from a butterfly's eggs.
Caterpillars grow, then form a chrysalis or cocoon.
A butterfly emerges from a chrysalis.
A map is a drawing of an area of land or sea that shows features, including roads, paths, rivers, woods and buildings.
A sunflower is a type of plant that usually has a very tall stem and a yellow flower with lots of long, thin, petals.
Plants need air, sunlight, warmth, water and nutrients from soil to grow.</td></tr>
</table>

Foundational Knowledge: Splash!

This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.

<table>
<tr><td>By the end of this topic we want the children to know:</td><td colspan="5">

Lots of the Earth is covered in water. Water is found in seas, rivers and lakes.
Water can be a liquid. Liquids can be poured into containers.
Water can also be a solid. Solid water is called ice.
Liquid water turns to ice (freezes) when it is very cold. Ice melts when it gets warm and it becomes a liquid again.
Objects either float or sink in water. An object that sinks, falls through the water to the bottom of the container. An object that floats stays at the water's surface
All living things need to drink water to survive.

</td></tr>
<tr><td rowspan="2">Topic vocabulary</td><td>Water and types of water</td><td>Actions</td><td>Water States and Temperature</td><td>Objects and Paly</td><td>Describing words</td></tr>
<tr><td>water
rain
puddle
river
sea
ocean
splash
drop</td><td>splash
pour
fill
empty
drip
wash
float
sink</td><td>ice
cold
warm
hot
melt</td><td>cup
bucket
bowl
bottle
tap
bath</td><td>wet
dry
big
small
deep
shallow
clear</td></tr>
<tr><td>Into Reception:</td><td colspan="5">
In the topic 'Winter Wonderland' children will learn:

When water freezes, it becomes ice.
When ice melts due to the temperature it becomes water again.

In the topic 'Ready Steady Grow' children will learn:

Plants need soil, light and water to grow.

</td></tr>
</table>

Nursery Milestones: Summer Term

EYFS		Summer 1st Term	Summer 2nd Term
Personal, Social and Emotional Development (PSED)	Self-Regulation	• I am increasingly able to talk about and manage my emotions • I can calm myself down using a strategy that works for me. • I am managing my feelings. • I show control with my emotions. • I can think about how others feel.	• I am increasingly able to talk about and manage my emotions. • I am showing more control over my feelings and behaviours. • I am showing more perseverance and resilience when facing a challenge. • I can talk about the changes as I start school and how I feel.
	Managing Self	• I can use the toilet with help and then independently. • I can manage when routines change. • I can talk about why we need to wash our hands. • I can play nicely with others and extend others play.	• I can use the toilet with help and then independently. • I can talk about my achievements in a positive way. • I am becoming more independent in looking after myself, ready to start school
	Building Relationships	• I can explore confidently when I feel secure in the presence of a familiar adult. • I help others who are upset. • I am beginning to solve conflicts with others. • I am showing more social confidence.	• I can explore confidently when I feel secure in the presence of a familiar adult. • I can ask new adults questions. • I find solutions to conflicts I have had. • I can talk about what a friend is and name some of my friends when asked.
Communication and Language	Listening, Attention and Understanding	• I understand simple questions about 'who', 'what', 'where'. • Understand and can act on longer sentences. • I listen more carefully. I know why we should listen. • I know I sometimes have to wait my turn when speaking. • I understand prepositional language e.g. on, under. • I can ask why things are happening	• I understand simple questions about 'who', 'what', 'where'. Understand and can act on longer sentences. • I can listen attentively and respond to what I hear with relevant questions, comments, or actions. • I can maintain attention in whole class and small group contexts for a short time. • I may find it difficult to pay attention to more than one thing at a time. • I can follow 1 step instructions Understand 'why' questions.
	Speaking	• I can use the speech sounds p, b, m, w. • Pronounce l/r/w/y s/sh/ch/dz/j –f/th–multisyllabic words. • I can use a wider range of vocabulary in my play. • I can sing some songs independently.	• I can use the speech sounds p, b, m, w. Pronounce l/r/w/y –s/sh/ch/dz/j f/th–multisyllabic words. • I can use simple sentences. • I can sing a large repertoire of songs e.g. nursery rhymes or numbers songs. • I can use talk to organise myself and my play.
Physical Development	Gross Motor Skills	• I can use large and motor skills to do things independently. • I can use a balance bike more confidently. • I can run with more confidence and skill. • I can independently use a climbing frame or similar resource. • I am beginning to show good posture when sitting on the carpet.	• I can use large and motor skills to do things independently. • I can make up my own movements with my body. • I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. • I am able to climb safely. • I can choose the right equipment to move safely.
	Fine Motor Skills	• I am learning how to use a knife and fork. • I am developing manipulation and control.	• I am learning how to use a knife and fork. • I am developing manipulation and control.

		• I can explore different materials and tools. • I can use a two finger and a thumb grip. • I can draw and paint clearer shapes and pictures when drawing and painting. • I can show some threading skills.	• I can explore different materials and tools. • I can use pencils and other equipment comfortably. • I am beginning to make snips in paper either using one hand or two independently. • I can turn pages in a book one at a time. • I can form some letters in my name.
Literacy	Comprehension	• I enjoy songs and rhymes, tuning in and paying attention. • I enjoy listening to longer stories and remember much of what happens. • I can talk about a story, turning one page at a time. • I can answer simple questions about stories. • I am beginning to predict what might happen in a story.	• I enjoy songs and rhymes, tuning in and paying attention. • I can engage in extended conversations about stories. • I know and say how the story might end. • I can tell a longer story. • I listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
	Word Reading	• I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • I am beginning to recognise some words that start with the same initial sound. • I am beginning to recognise some individual letter sounds with support.	• I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • I can recognise my own name independently. • I am beginning to recognise some individual letter sounds with support. • I can recognise some words with the same initial sound e.g. m for mummy and milk. • I can orally blend a simple word.
	Writing	• I can notice some print. • I can make marks on my picture to stand for my name. • I understand that a written word conveys meaning. • I can name write with the first letter of my name to 'sign' my mark making. • I can use a two finger and a thumb grip when appropriate.	• I can notice some print. • I can make marks on my picture to stand for my name. • I can give meanings to the marks made. • I can pretend to write in a range of contexts. • I am becoming more confident with name writing –I can write some or all of my name. • I can use the basis of a three finger pencil grip. • I can use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).
Maths	Number and numerical patterns	• I can count in everyday contexts, sometimes skipping numbers. • I am beginning to understand that 5 can be shown in different ways. • I am beginning to subitise to 5. • I can count to 10 and beyond. • I can build numbers beyond 10 (10-13). • I can continue patterns beyond 10 (10-13	• I can count in everyday contexts, sometimes skipping numbers. • I can say what number comes next when given a specific number up to 5. • I am beginning to learn that numbers are made up (composed) of smaller numbers.
	Shape, Space and Measure	• I notice patterns and arrange things in patterns. • I can use positional language 'in', 'out', 'on'. • I can find shapes in the environment. • I can use 2D and 3D shapes to create patterns.	• I notice patterns and arrange things in patterns. • I can continue, copy and create repeating patterns.

Understanding the World	Past and Present	• In pretend play, I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. • I can confidently talk about who I am and who I live with. • I can ask questions to family members about when they were young.	• In pretend play, I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. • I am beginning to understand how to sequence two events. • I can sequence family members e.g. baby, mum, grandma.
	People, Culture and Communities	• I can notice differences between people. • I am developing an idea of 'belonging'. • I am beginning to understand what the 'wider world' is and how we all play a part and get along with one another.	• I can notice differences between people. • I am using the correct vocabulary to name different features of my • community. • I know there are other countries than England and that they look different to ours. •
	The natural World	• I can explore and respond to different natural phenomena in their setting and on trips. • I can grow plants from seeds and caring for them. • I can explore how these plants grow and change over time.	• I can explore and respond to different natural phenomena in their setting and on trips. • I can explore the changing weather and seasons (Summer). • I can notice changes such as ice melting in the sun and offering a reason why.
Expressive Arts and Design	Creating with Materials	• I can make simple models which express my ideas. • I can build using smaller construction kits correctly. • I can uses a range of painting and printing materials to explore form and function. • I can experiment and mix colours together. • I may create with a friend.	• I can make simple models which express my ideas. • I am cutting with more confidence. • I can independently create and make using the ideas I have seen and come up with.
	Being Imaginative and Expressive	• I can use my imagination as I consider what I can do with different • materials. • I can join in with the actions to songs. • I can engage in roleplay in and out of the home-corner and I am • becoming more immersed in my play.	• I can use my imagination as I consider what I can do with different materials. • I can make up stories verbally while playing. • I can act out stories with the small world or in my play. • I can perform songs either vocally or with an instrument.