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| **Personal, Social and Emotional Development** |  | **Autumn:** | **Spring:** | **Summer:** | **Key Vocabulary:** |
| **Self-Regulation**RHE | Knowledge and skills: | I am building my self-regulation supported by routines and visual timetables.I Know that all feelings are valid.I go to a safe place or area to work through my emotions | I know what makes a good listener/friend/learnerI can follow the class rules |  I can respond to a range of music and stories linkedto feelings I can introduce myself to new friends. | FeelingHappySadGoodBadSleepy AngryUpset CryTired ScaredHurt Behaviour |
| How it is taught: | Transition and settling in of new children.Building positive relationships with staff and peers.Calm me time –mindfulnessVisual timetablesColour Monster Story. |
| **Managing Self**RHED&T | Knowledge and skills: | I can make sad faces and happy faces in the mirrorI can describe what my body can doI can manage my own personal belongingsI am beginning to recognise danger and risks.I recognise my personal needs e.g., taking a drink when thirsty, taking jumper off when hot, putting a coat on when raining.I can dress and undress for the toilet.I can feed myself: using a cup and spoon. | I can talk positively about myself.I can suggest similarities and differences within my peer group I recognise risk and danger independently.I can put on waterproof clothes and wellington boots hats and gloves for the appropriate weather outside.I can use cutlery appropriately knife, fork and spoon. | I am developing my independence in toileting and eating.I am aware and celebrate cultural differencesI can manage my own risks.I collect my own belongings when leaving nursery.I am beginning to use cooking utensils independently | Happy BraveStrongProudSpecial |
| How it is taught: | Class/school rules.Healthy eating/exercise. Oral health.Similar but unique/ people have different skin colour.Celebration books supporting separationEYFS Picture NewsCelebration assembliesShow and tell  |
| **Building Relationships**RHE | Knowledge and skills: | I will notice photographs of familiar adults, children and teachers in my settingI can join small circle games / group times.I can copy the adults modelling positive behaviour and build trustful relationships. | I am aware of the emotions of others.I can show respect and empathy to my peers and other living thingsI can link emotions too particular situations based on my experiences |  I can use Smile puppets to problem solve strategies relating to relationships and personal feelings.I can participate in group games such as parachute and rug games with peers unsupported.I can explain how and why we care for living things. | FriendFamily Mum Dad Listening TalkingKindness Brother Sister |
| How it is taught: | Team’s meetings: building relationships with families.Facebook group dialogue between nursery and home.Adults model respectful dialogue” how can we support friends who are sad?"- Dialogic stories- Circle time- Positive play- Planned opportunities for collaborative learning. |
| **Physical Development:** |  | **Autumn:** | **Spring:** | **Summer:** | **Key vocabulary:** |
| **Gross Motor Skills**P.E | Knowledge and skills: | I can copy action rhymes-finger / action songs and physical action rhymes that link to dancinge.g., heads, shoulders, knees, and toes.I can negotiate space in small group spaces.I can carry out balancing tasks outside- transporting, pushing, pulling.I can throw a large ball/ bean bag into the air or a large, opened container | I can move in response to music.I can copy ways of moving- twisting, curling.I can move on different levels and surfaces using parts of my body.I can ride on a push along toy or a balance bikeI can throw and catch large balls, scarves,and hoops. | I can follow a dance routine with extended sequencesI can join in throwing and catching, games with small equipment.I can balance and push myself along on bikes and scooters.I can move across equipment e.g., without our knees touching or us without taking our hands away. | run jumpclimbthrowcatchbalancehopsquatpedalgallop |
| How it is taught: | p.e sessions in the hallContinuous provision opportunities.Adult lead sessions planned in during CIL.Cosmic kids yoga |  |
| **Fine Motor Skills** | Knowledge and skills: | I can mark make with lines and marks.I can hold scissors correctlyI can move objects varying in size from one container to another using one hand.  | I can mark make with emerging control creatinglines and circular marks.I can use scissors to snip paperI can thread large beads onto a string | I can draw differentiated shape representations to share ideas with adults.I can use scissors effectively to cut straight linesI can thread small beads onto a string | BuildDrawcutstackbuildcolourscribblecopypinchthreadpeeltwistmanipulate |
| How it is taught: | Planned activities during continuous provisionAdult lead planned activities.Dough disco |  |
| **Communication and****Language development:** |  | **Autumn:** | **Spring:** | **Summer:** | **Key vocabulary:** |
| **Listening,****Attention and****Understanding** | Knowledge and skills: | I can listen when in a Conversation with one other. I can listen to a story with pictures and props.I can join in with familiar phrases in a story.I can follow a simple 1 stepinstruction.I join in with at least six simple action rhymes I use gestures/signs to respond to the communication of others.I understand verbal language relating to routines e.g., sit in the group, hang up your coat.I understand simple sentences e.g., Sit with the group, go outside |  I can listen in a small group.I can introduce a storyline into my play.I can maintain attention and build concentration. I can listen and do for short spans of time.I can name some everyday soundsI can join in songs and rhymes I can share knowledge and ideas with my peers.I can repeat rhythms, beats (syllables)I understand sequential instructions relating to routines, e.g. you are working outside with Victoria, over by the compost bin.I am beginning to respond to who, what, and where, in simple questions. | I can follow stories without pictures or props.I can question why things happen.I can give an explanation as to why things happen. I understand how and why questions. I can respond within peer groups to questions posedI can identify rhythm and rhymes, sharing and extending them.I understand more complex sequential instructions, eg you are working with the number rods in the lab first, then next, you are working outside (making use of time related language). | ListenLookWaitQuietStopReadySameDifferentNameHearLoudSoftFirstNextNowThen BecauseIfWhoWhatWhyWhereWhenHow |
| **Speaking** | Knowledge and skills: | I can use single words and simple sentences to describe what I can see, here, etcI can ask for things to meet my needs, e.g.apple please.I use gesture signs and single words to pretend during playI know and talk about people of importance to me e.g family and friends.I can retell simple past events/experiences in order. | I explain what is happening and what might happen next.I am asking simple questions, e.g. what's that? What are you doing? Who is that?I can use simple sentences to pretend during play. | I understand and build vocabulary that reflects my own experiences.I am using more complex sentence is to pretend and to engage in imaginative dialogue.I am asking more complex questions, including what and how.I am recalling past experiences and engaging others in shared experiencesI can use dialogue with peers to exchange views and make sense of ideas | **Nouns:****People:** mom, dad, baby, brother, sister, grandma, grandpa**Animals:** dog, cat, bird, fish, horse, cow**Objects:** car, ball, chair, table, cup, spoon, toy, book**Food:** apple, banana, milk, juice, cookie**Parts of the body:** head, arm, leg, foot, hand**Places:** home, school, park, store**Verbs:****Action words:** run, jump, walk, play, eat, drink, sleep, draw, build**Social words:** say, ask, give, want, like**Adjectives:****Describing size:** big, small, tall, short, long**Describing feelings:** happy, sad, angry, tired**Describing colours:** red, blue, green, yellow**Describing quantity:** more, less, some, all**Other useful words:****Pronouns:** I, you, he/she, my, your, his/her**Prepositions:** on, in, under, over, behind, next to**Connectives:** and, because, if**Question words:** what, where, why, who, when**Social phrases**: please, thank you, you're welcome, excuse me, sorry**Numbers:** one, two, three..**Days of the week:** Monday, Tuesday…**Months of the year:** January, February… |
| **How it is taught:** | C&L is interwoven into all elements of the EYFS in each term-Rich language environment-Listening and engaging in story time and non-fiction texts- Answering and asking W’s questions in whole class reading and PSED- Learning rhymes, poems and stories- Circle time- Explicit teaching of new vocabulary in whole class reading and during adult lead activities.Concept cat programme.Neli and Talk Boost programme.  |
| **Understanding the World** |  | **Autumn:**  | **Spring:** | **Summer:** | **Key vocabulary:** |
| **Past and Present**History | Knowledge and skills: | I can show an interest in the lives of people who I amfamiliar with.I can talk about significant events in my own life. | I understand some talk about immediate past, ie before, soon and later.I understand that I have grown and changed since I was a baby.I can say some of the ways I have changed. I can say how old I am.I understand that we grow from baby to child to adult. I can use time related language such as , when I, before, now…I can talk about some of the similarities and differences in relation to my friends and family. | I understand similarities and differences between my own family and other families.I remember and talk about significant events in myown experience.I can talk about my time at Nursery.I understand I will be starting school soon and can talk about the future in this context.  | OldNewPastPresentThenNowlong agotodaygrandma/Granny/Nan/Nannygrandpa/grandad/popsbabyfamily |
| How it is taught: | Adult lead activities and planned continuous provision.Visits from visitorPhotographs from home |
| **People, Culture and****Communities****R.E**Geography | Knowledge and skills: | I can talk about things I like and dislike. I enjoy joining in with my family routines and traditions.I can talk about things I see in Nursery and different areas of school. I can ask questions about where things are. | I can talk about the place where I live and where I go to school. I can talk about what I see in my surrounding areas. I can ask questions about what I see.I know some of the things that make me unique. | I can talk about my family customs and routines, and I understand these can be different to other peoples.I can talk about my favourite places.I understand what makes places special to people. I can talk about starting school and how that makes me feel.I can experience visiting places beyond the school grounds. | FamilyCommunityHomeFriendBirthdayHolidayCelebrationDifferentSameBelongSpecialPlaceDoctorteacher |
| How it is taught: | Cultural celebrationsBirthday celebrationsVisits and visitors Forest school sessions |
| **The Natural World**Science | Knowledge and skills: | I can use my senses as I explore and talk about natural materials. I can talk about why things happen and how things work.I understand the weather changes.I can say what the weather is doing today.I understand that the weather changes in Autumn and Winter.I recognise the changing colour of the leaves. I notice and talk about details in items from the environment. | I can use all my senses in hands-on exploration of natural materials.I can talk about some of the things I have observed such as plants, animals, natural and found objects.I enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.I understand there are patterns and change in nature.I understand things grow and change over time.  | I can show care and concern for animals and people. I can look after nature. I can explore natural materials. I understand the effect my behaviour can have on the environment. I can show care and concern for the environment.I enjoy joining in with family customs and routines. | DogCatBirdFishplant leafflowerstemroottreesunrainsky growchange |
| How it is taught: | Forest school activitiesAdult lead activities and planned continuous provision. |
| **Expressive Arts and****Design** |  | **Autumn:** | **Spring:** | **Summer:** | **Key vocabulary:** |
| **Creating with****Materials**ArtDT | Knowledge and skills: | I know different tools can be used to create different outcomes. I can use colour and talk about what I see.I can explore construction kits.I can experiment with different tools to create (paintbrush, glue, roller, paint)I can 3D materials in my work e.g. decorating a clay pot… | I can use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler.I can use various construction materials to build and balance.I can practice using a range of tools and techniques.I can construct using found and natural materials.I notice detailed features of objects in my environment.I can make snips in paper using scissors.I can use 2D and 3D materials in my work eg. decorating a clay pot… | I can create simple representations of events, people and objects that are important or familiar to me. With support, I can use cooking tools e.g. grater, safety knife, whisks.I can use forward snipping MotionI can choose and use materials to create something I have planned.I can use tools safely. I can use construction kits to build for challenges.I can create 3D models such as a clay pot | **Colours:**Red, blue, yellow, green, orange, pink, purple, black, white, brownDark, light **Shapes:**Circle, square, triangle: (introduce simple shapes)Line, curveShape, big, small **Actions/Processes:**Draw, paint, cut, stick, glue, build, make, mix, fillFeel, touchSnip, scribble **Textures:**Rough, smooth, bumpy, soft, hard **Other useful words:**Line, mark, picture, tools, brush, pencil, crayon, paperTexture, patternStack, on top of, next to, underneathArtist, art |
| How it is taught: | Planned adult lead activitiesPlanned continuous provision |
| **Being Imaginative and Expressive**DramaMusic- Get set 4 music | Knowledge and skills: | I can join in singing to Nursery rhymes. I can join in actions to Nursery rhymes.I can tap out simple rhymes.I begin to move rhythmically, joining in with action songs.I can join in with singing traditional songs, and festival songs.I can sing to myself.I can introduce a storyline into my play. | I can perform songs to parents and others.I can make up a song based on a familiar song.I know how the sounds of instruments can be changed eg. Loud/quiet, fast/slow | I can explore different instruments.I can make simple instruments.I can tap out a simple repeated rhythms.I can role play based on my own experiences. | loud/softhigh/lowfast/slowbeat/rhythmsingclapmove |
| How it is taught: | Get set for music- Music scheme.Planned adult lead activitiesPlanned continuous provision |
| **Literacy** |  | **Autumn:** | **Spring:**  | **Summer:**  | **Key vocabulary:** |
| **Comprehension** | Knowledge and skills: | I can show an interest in books and rhymes.I participate and respond with actions, sounds, rhythm, and repetition.I can listen to stories supported by story sack resources.I can listen and talk about rhymes.I understand when two words start with the same sound (alliteration.) | I can identify my favourite stories, rhymes, poems, and songs.I can retell stories in music, movement, graphics, role play and small world play using props, costumes, and other visual supports.I can fill in the gaps in stories and rhymes.I am developing the use of story language, front cover, characters, pages, writing, pictures. I can predict key eventsor phrases in a familiar story.I can recall main parts of the story.I can hold a book the correct way up and turns pages. | I can listen, join in with stories and poems in small groups.I anticipate refrains and key events.I tell my own stories, showing awareness of their structure.I can talk about characters and events in stories.I am using story language recognising their name and other familiar words.I can handle books independently, turning pages and following text from left to right, top to bottom, (inc. digital).I can continue a rhyming string. | RhymeRhythmActionPageWordPictureWhereWhoWhatCharacterAlliterationOnce upon a timeFirstNextlast |
| How it is taught: | Daily class storyLiteracy adult lead planned activitiesPlanned continuous provisionPhase 1 phonics  |
| **Word reading** | Knowledge and skills: | I have learnt 6 key nursery rhymes: Twinkle, Twinkle, Incy Wincy, Humpty Dumpty, Baa baa black sheep, 1,2,3,4,5, and Hickory Dickory. | I can repeat and use actions, words, and phrases from familiar literature, signs, logos including the first letter if my name.I recognise my own name | I am developing phonological awareness by;clapping syllables,orally blending,hearing and saying initial sounds,recognising some single letters saying their names | PhonicsPhonemeGraphemeInitial sound |
| How it is taught: | Literacy adult lead planned activitiesPlanned continuous provision/ Flashcards during carpet timeEstablish and encourage book sharing between home and school. |
| **Writing** | Knowledge and skills: | I can hold a pencil, using palmer grip in the same hand each time.I can make making movements inside and outdoors; big, small, long, wide, quick, slow, circles, lines, dots.I can use range of tools, large brushes, chalk, crayons, sponges, chubby pastel sticksI can trace linear patterns and circular shapes.I can mark make on a range of surfaces.I can tell an adult to write my wordsI can draw a circular shape and add marks within it to represent a shape. | I can distinguish between marks I make.I can draw and write on papers, screen, and a variety of other textures e.g., sand.My adult can write my words and ideasdrawing attention to the words and letters with support I can add pictures.I can co-create stories, children, and adult scribe the stories, recording them and providing opportunities to perform or share with peers.My drawings develop assurance, clarity, and detail, with identifiable features I am writing some letter shapes of importance to me, for example, first letter of my name. | I can give meaning to my drawings and paintings.I am starting to attempt to write words of importance to me.I can write my own name, and some letters are formed correctly.I am starting to use phonic knowledge when writing, adults’ model I can hold a pencil in a pincer grip.I can use the correct sitting position for writing. | PencilDrawWritePageFormation |
| How it is taught: | Phonics phase 1 and 2Literacy adult directed and independent writing opportunitiesPlanned continuous provisionHelicopter stories |  |
| **Maths** |  | **Autumn:**  | **Spring:**  | **Summer:** | **Key vocabulary:** |
| **Number** | Knowledge and skills: | **Block 1:** **More than, fewer than, same**I can collect objects to compare amountsI can make simple comparisons of amountsI can look for collections of large and small amountsI can compare and talk about large and small amountsI can make large and small collectionsI can make collections that are the same**Block 4: Hear and say number names**I can hear some number namesI can join in saying some number namesI can model saying number names in orderI can practise saying number names in orderI can join in stable order counting forwardsI can join in stable order counting backwards**Block 5: Begin to order number names**I can model saying 1, 2 and 3 in playI can copy the sequence of 1, 2 and 3I can copy fingers to represent 1, 2 and 3I can count actionsI can say number names in orderI can recognise that anything can be counted**Block 6: I see 1, 2, 3**I notice images in booksI can respond to “I see 1, 2, 3”I can recognise “I see 1, 2, 3”I can copy “I see 1, 2, 3”I can point to 1, 2, 3I can recognise 1,2 3 in well known tales. | **Block 9: Show me 1, 2, 3**I can copy fingers to show 1I can copy fingers to show 2I can copy fingers to show 3I can show 1 finger when seeing 1 item in storiesI can show 2 or 3 fingers when seeing 2 or 3 in storiesI can show 1,2,3 on fingers when asked**Block 10: Move and label 1, 2, 3**I can make actions when saying counting wordsI can move fingers when saying counting wordsI can count out up to 3 objects from rhymesI notice number symbols as labelsI can label amounts as 1 and not 1I can label amounts as 1,2 or 3**Block 13: Take and give 1, 2, 3**I can choose a group to countI can take out 2 from a groupI can take out 3 from a groupI can give others 2 itemsI can give others 3 itemsI can count 3 objects with 1:1 correspondence **Block 15: Talk about dots**I am familiar with dot patternsI can say when there is 1 dotI can say when there are 2 dotsI can recognise 1 and 2 in different arrangementsI can say when there are 3 dotsI can recognise 1,2 and 3 in different arrangements | **Block 20: Make games and actions**I can match dot patternsI can be introduced to subitising gamesI can play subitising gamesI can copy sets of soundsI can listen to and represent sounds with fingersI can listen to and represent sounds with resources. **Block 21: Show me 5**I can sing rhymes to 5 and join in with movementsI can move props to 5I can move props back from 5I can show fingers to 5I can count 5 objects with one-to-one correspondenceI can match numerals to quantities when acting out songs**Block 23: Stop at 1, 2, 3, 4, 5**I can count out up to 5 objects from a larger groupI can explore counting to 5 in different waysI can verbally count to a given numberI can label objects with numeralsI can independently show fingers to 5I can make marks to represent quantities **Block 24:** **Match, sort, compare**I can compare up to 5 different objectsI can compare by matchingI can make the same set by matchingI can match by typeI can recognise attributes of objectsI can sort some objects into a type | MoreLessSameCountAddSubtractBigSmallEmptyfull |
| **Numerical patterns**  | Knowledge and skills: | **Block 3: Explore repeats**I can listen to repeats in songs and storiesI can join in songs with repeatsI can join in with repeats from storiesI can clap along to songsI can make line patterns with own sequencesI can choose blocks to build roads and towers**Block 7: Join in with repeats**I can join in with repeated actions in songsI can join in with repeats in songs and storiesI can sing some refrains independentlyI have a sense of daily routinesI can say what happens nextI can make arrangements in art | **Block 12: Explore own first patterns**I can explain simple pattern arrangementsI can make roads and bridges with intentI can choose blocks to copy simple creationsI can make simple line patterns with objectsI can make simple pattern arrangementsI can show an interest in patterns and shapes**Block 16: Compare and sort collections**I notice when two collections are the sameI can make collections of small objects the sameI can make collections of large objects the sameI can recognise two collections are the same using large and small objectsI can make collections the same using large and small objectsI can sort and talk about my own collections | **Block 17: Lead on own repeats**I can join in fully with sequences and songsI can sing rhymes independentlyI can lead sequences and songsI can read on in familiar repeating storiesI can copy art-based simple patternsI can explore my own line and repeating patterns in art**Block 19: Making patterns together**I can sing their own songs independentlyI can clap in time to a beatI can make and talk about movement patternsI can talk about objects in patterns and arrangementsI can copy AB patterns with supportI can continue AB patterns with support**Block 22: My own pattern**I can Continue AB patternsI can create their own AB patternsI can notice an error in a patternI can build constructions with simple enclosuresI can copy simple repeated constructionsI can sequence some events | SameDifferentMoreLessCountNumberPatternRepeatBeforeAfterFirstNextthen |
| **Shape space and measure** | Knowledge and skills: | **Block 2: Explore and build with shapes and object**I can explore and play with shapesI can show interest in simple differences between shapesI can put shapes and blocks into positionI can select shapes for a reasonI can begin to explore and describe natural shapes and objectsI can find and collect objects for a purpose**Block 8: Explore position and space**I can respond to simple language of positionI can arrange blocks in a chosen positionI can select shapes for a spaceI can recognise when 2 objects are the same shapeI can explore and describe shapes and objectsI can sort shapes and objects into simple categories. | **Block 11: Explore position and routes**I can explore shape resourcesI can explore more complex inset jigsawsI can talk about simple positionsI can move into simple positionsI can move through positionsI can follow simple small world routes**Block 14: Match, talk, push and pull**I can match simple shapesI can push some shapes and blocks togetherI can make simple arrangementsI can talk about arrangementsI can follow simple routes outsideI can follow toys around a simple route | **Block 18: Starting to puzzle**I can complete shape-match puzzlesI can complete simple jigsawsI can match objects to picturesI can match objects to shadowsI can explore objects and small world from different positionsI can make simple routes in small world with lines and curves | Circle.SquareTriangleRectangleRound SphereCubeCornerEdgeFace OnUnderAboveBelowInOutBesideNext toNearFarBigSmallLongShort MeasurementBiggerSmallerLongerShorterHeavyLightFullEmptyMoreLessStraightCurvedFlatSolidHollowRoll SameDifferent |
| How it is taught: | Math adult lead and independent planned activities using White Rose materialsPlanned continuous provisionFlashcards during carpet timeDaily songs and rhymesNCTM number blocks |