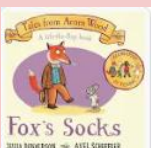
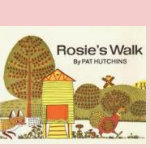
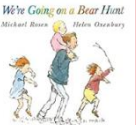
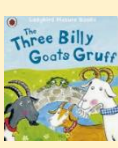
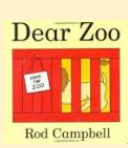
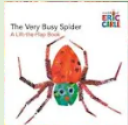
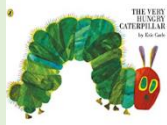
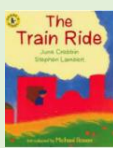


Nursery Progression of Skills & Curriculum Overview 2026-27

Area of Learning	Autumn 1 All about me Colour	Autumn 2 Amazing Autumn Christmas	Spring 1 Winter Chinese New Year	Spring 2 Spring Easter	Summer 1 Minibeasts	Summer 2 Pirates Summer
Text Books (Traditional tales – Class Text focus) Daily nursery rhymes are also taught – see weekly planning	  	  	  	  	 	  
Communication and Language Communication and Language is developed throughout the year through specific modelling by adults and encourage repetition. High quality interactions occur through , daily group discussions, circle times, stories, singing, phase 1 small group intervention, RWI nursery programme and daily routines. Adults use the SHREC approach with children during interactions.	<u>Listening, Attention and Understanding</u> Enjoy singing and music. Listen and respond to a simple instruction. Generally, focus on an activity of their own choice. Listen to other people’s talk with interest, but can easily be distracted by other things. <u>Speaking</u> Become frustrated when they can’t make themselves understood. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.	<u>Listening, Attention and Understanding</u> Enjoy singing and music. Listen and respond to a simple instruction. Generally, focus on an activity of their own choice. Listen to other people’s talk with interest. Listen to simple stories and understand what is happening, with the help of the pictures. <u>Speaking</u> Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. Use the speech sounds p, b, m, w.	<u>Listening, Attention and Understanding</u> Enjoy listening to longer stories. Can pay attention to more than one thing at a time. Understand an instruction. <u>Speaking</u> Learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’ Know many rhymes, be able to talk about familiar books. Develop their communication, using correct tenses. Can say all sounds including: r, j, th, ch, and sh. Use longer sentences of four to six words. Can start a conversation with an adult or a friend.	<u>Listening, Attention and Understanding</u> Enjoy listening to longer stories and can remember much of what happens. Can pay attention to more than one thing at a time. Understand an instruction that has two parts, <u>Speaking</u> Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books. Develop their communication, using correct tenses and plurals. Can say all sounds including: r, j, th, ch, and sh – pronounce multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words. Can start a conversation with an adult or a friend. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.	<u>Listening, Attention and Understanding</u> Can pay attention to more than one thing at a time. Understand a question or instruction that has two parts, Sing a large repertoire of songs. <u>Speaking</u> Extend vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Hold a conversation with an adult or a friend and continue it for many turns.	<u>Listening, Attention and Understanding</u> Enjoy listening to longer stories and can remember much of what happens. Can pay attention to more than one thing at a time. Understand a question or instruction that has two parts. Understand ‘why’ questions. Sing a large repertoire of songs. <u>Speaking</u> Continue to extend vocabulary. Be able to talk about familiar books and unfamiliar stories they have just heard. Develop their communication, using correct tenses and plurals. Use longer sentences. Be able to express a point of view and to debate when they disagree with an adult or a friend. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves.
	<u>Nursery Learning Goals</u> Listening, Attention and Understanding: Enjoy listening to longer stories and remember much of what happens. Follow a two - part instruction. Answer why questions. Speaking: Use a wide range of vocabulary. Begin to use correct tenses and plurals. Begin to discuss and explain their ideas. Use talk to organise themselves and their play. Talk about stories.					
	<u>ELGs</u> Listening, Attention and Understanding: 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.					
Personal, Social and Emotional Development Autumn term has a focus on PSED through embedding a clear routine, settling -in and separation from parents. Daily children use emotions display to enable discussion around emotions.	<u>Self-Regulation</u> Feel strong enough to express some emotions. Begin to show some control over their actions. Be increasingly (with support) able to talk about and manage their emotions. <u>Managing Self</u> Find ways of managing transitions, for example from their parent to their key person. Grow in independence, rejecting help. <u>Building Relationships</u> Engage with others through gaze, gesture and talk. Use that engagement to achieve a goal. Thrive as they develop self-assurance.	<u>Self-Regulation</u> Feel strong enough to express a range of emotions. Safely explore emotions beyond their normal range through play and stories. Begin to talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”. Do not always need an adult to remind them of a rule. <u>Managing Self</u> Find ways of managing transitions including environments. Show independence. <u>Building Relationships</u> Engage with others through talk. Thrive as they develop self-assurance. Notice and ask questions about differences. Develop friendships with other children.	<u>Self-Regulation</u> Continue to safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”. Do not always need an adult to remind them of a rule. <u>Managing Self</u> Find ways of managing transitions including transitions. Select and use activities and resources, with help when needed. Show more confidence in new social situations <u>Building Relationships</u> Develop friendships with other children. Notice and ask questions about differences, such as skin colour, types of hair. Become	<u>Self-Regulation</u> Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. <u>Managing Self</u> Select and use activities and resources. This helps them to achieve a goal they have chosen, or one which is suggested to them. Increasingly follow rules. <u>Building Relationships</u> Develop their sense of responsibility. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling.	<u>Self-Regulation</u> Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. <u>Managing Self</u> Select and use activities and resources. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. <u>Building Relationships</u> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending	<u>Self-Regulation</u> Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. <u>Managing Self</u> Select and use activities and resources. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. <u>Building Relationships</u> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating

Adults deliver and support social interaction, turn taking, conflict resolution and sustained shared thinking strategies within children’s play. PSED sessions through ten ten are delivered half termly as well as circle time regularly.			more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children.		and elaborating play ideas. Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling.	play ideas. Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling.
	<i>Nursery Learning Goals</i> <i>Self-Regulation:</i> Begin to follow rules without being prompted. Develop appropriate ways of being assertive <i>Managing Self:</i> Select and use activities and resources with help when needed. Show more confidence in new social situations. Understanding why rules are important <i>Building Relationships:</i> Discuss differences, such as skin colour, types of hair, gender, special needs and disabilities. Help to find solutions to conflicts. Begin to understand how others might be feeling					
	<i>ELGs</i> <i>Self-Regulation:</i> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. <i>Managing Self:</i> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <i>Building Relationships:</i> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.					
<i>Physical Development</i> Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco etc. Weekly challenge in Finger gym area. Planned morning activities – 1 will be on FM skills JD teaches N for 2 sessions each week (see separate plan) with a different focus each half term. Children who require more receive one further session during the week as decided between JD/ GC	<i>Gross Motor</i> Enjoy moving when outdoors and inside. Gradually gain control of their whole body through continual practice of large movements, such as running, walking, tripping, crawling, sliding, and wiggling. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes. Learn to use the toilet with help. <i>Fine Motor</i> Build a range of appropriate resources. Explore different materials and tools. Use large and small motor skills to do things independently. Show an increasing desire to be independent, such as wanting to feed themselves. <i>Handwriting</i> Focus on motor skills and strengthening hands, fingers, core muscles, shoulders. Focus on finger gym, manipulation of fingers, hands and wrist.	<i>Gross Motor</i> Enjoy moving when outdoors and inside. Gain control of their whole body through continual practice of large movements. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Learn to use the toilet independently. <i>Fine Motor</i> Build a range of appropriate resources. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently. Show an increasing desire to be independent including putting coats on and taking them off. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <i>Handwriting</i> Focus on motor skills and strengthening hands, fingers, core muscles, shoulders. Focus on finger gym, manipulation of fingers, hands and wrist. Introducing directional language through mark making such as down, back up, around, Use their core muscle strength to achieve a good posture when sitting on the floor. Use palm, grip and pincer to sort objects out, using tweezers and pegs Mark making four key shapes	<i>Gross Motor</i> Enjoy moving both outdoors and inside. Enjoy kicking, throwing and catching balls. Spin and roll. Continue to develop their movement, balancing, riding (scooters, trikes and bikes). Go up steps and stairs. Skip, hop, stand on one leg. Use large-muscle movements to wave flags and streamers, paint and make marks. Remember sequences and patterns of movements Be increasingly independent in meeting their own care needs. <i>Fine Motor</i> Build independently with a range of appropriate resources. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Use one-handed tools and equipment, developing cutting skills – beginning to hold scissors correctly. Show a preference for a dominant hand. <i>Handwriting</i> Focus on motor skills and strengthening hands, fingers, core muscles, shoulders. Focus on finger gym, manipulation of fingers, hands and wrist. Introducing directional language through mark making such as down, back up, around, Use their core muscle strength to achieve a good posture when sitting on the floor. Use palm, grip and pincer to sort objects out, using tweezers and pegs	<i>Gross Motor</i> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities. Remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage boxes or hollow boxes. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <i>Fine Motor</i> Continue to use one-handed tools and equipment. Begin to use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <i>Handwriting</i> Focus on motor skills and strengthening hands, fingers, core muscles, shoulders. Focus on finger gym, manipulation of fingers, hands and wrist. Introducing directional language through mark making such as down, back up, around, Use their core muscle strength to achieve a good posture when sitting on the floor. Use palm, grip and pincer to sort objects out, using tweezers and pegs	<i>Gross Motor</i> Continue to develop their movement, balancing, climbing. Develop ball skills. Climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities in teams. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. <i>Fine Motor</i> Continue to use one-handed tools and equipment. Begin to use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips <i>Kinetic Letters</i> Continue with prior skills. Begin to develop correct pencil grip – Pinch and flick	<i>Gross Motor</i> Continue to develop their movement, balancing, climbing. Develop ball skills. Climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities in teams. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. <i>Fine Motor</i> Continue to use one-handed tools and equipment. Begin to use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips <i>Kinetic Letters</i> Continue with prior skills. Begin to develop correct pencil grip – Pinch and flick. Introduce correct sitting postion for writing.

				Mark making four key shapes Begin to develop correct pencil grip – Pinch and flick		
	<u>School Nursery Learning Goals</u> Gross Motor- Develop skills in performing movements such as running, balancing, climbing and use simple techniques when playing games; stopping, changing direction, moving into a space. Use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities. Be increasingly independent in meeting their own care needs. Begin to recognise healthy choices. Fine Motor- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Begin to be more independent in dressing and undressing themselves.					
	<u>ELGs</u> Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
<u>Literacy</u> Children improve their Comprehension, word reading and writing daily by engaging in directed activities as well as supporting and continuous provision. Daily taught RWI story session with some T4W strategies Oral composition is promoted through each lesson across the curriculum with additional opportunities created for performance and oral rehearsal, parter talk etc. (see oracy progression map) Nursery begin phase 1 phonics initially and	<u>Comprehension</u> Join in with songs and rhymes, copying sounds and tunes. Have favourite books and seeks them out, to share with an adult or to look at alone. Repeat words and phrases from familiar stories. <u>Word Reading</u> Say some of the words in songs and rhymes. Enjoy sharing books with an adult. Notice some print eg -a familiar logo	<u>Comprehension</u> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Pay attention and responds to pictures and the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. <u>Word Reading</u> Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult and a peer. Notice some print, such as a familiar logo <u>writing</u> Enjoy drawing freely. .	<u>Comprehension</u> Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. <u>Word Reading</u> Sing songs and say rhymes independently. Enjoy sharing books with an adult and peers. Understand some key concepts about print: print has meaning, the names of the different parts of a book, page sequencing. Develop phonological awareness; count or clap syllables in a word, the rhythm of a rhyme, recognise words with the same initial sound. <u>writing</u> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.	<u>Comprehension</u> Engage in extended conversations about stories. <u>Word Reading</u> Understand the five key concepts about print: print has meaning, can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. <u>writing</u> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page. Write some or all of their name.	<u>Comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Word Reading</u> Understand concepts about print. Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Begin to listen for the sounds in words – beginning to orally blend. <u>writing</u> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately.	<u>Comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Word Reading</u> Understand concepts about print. Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Begin to listen for the sounds in words – beginning to orally blend and segment. Know some corresponding graphemes. <u>writing</u> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately.

then move to Nursery RWI programme when they are ready usually by N2	<u>School Nursery Learning Goals</u> Comprehension- Develop play around favourite stories using props. Repeat words and phrases from familiar stories and rhymes. Word Reading- Understand the five key concepts about print: Listen for the sounds that can be heard in words and orally blend. Recognise some initial sounds and their corresponding grapheme Writing- Use some print and letter knowledge in early writing. Begin to write for a purpose; letter, list, label. Write name with some letters being correctly formed.					
	<u>ELGs</u> Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
<u>Mathematics</u> Children improve their Mathematics daily by engaging in different activities within the continuous provision and daily routines. Maths lessons are taught based around NCETM planning scheme for a mastery approach that uses a short daily adult led taught session (use of number blocks, songs, practical resources and games and manipulatives) followed by small group work and practical play activities within the setting.	<u>Number</u> Take part in finger rhymes with numbers. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.. <u>Numerical Patterns</u> React to changes of amount in a group of up to three items. Build with a range of resources different sizes. Complete inset puzzles.	<u>Number</u> Take part in finger rhymes with numbers. Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. <u>Numerical Patterns</u> Complete inset puzzles. Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’. Notice patterns and arrange things in patterns.	<u>Number</u> Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Counting- pointing or saying some numbers in sequence. Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers to 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Numerical Patterns</u> Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Notice patterns and arrange things in patterns. Talk about and explore 2D circles, rectangles, triangles. Understand position through words with no pointing. Describe a familiar route. Talk about and identifies the patterns around them; stripes on clothes, designs on rugs and wallpaper.	<u>Number</u> Fast recognition of up to 5 objects, without having to count them individually (‘subitising’). Recite numbers past 5 to 10. Say one number for each item in order. Know that the last number reached when counting a set of objects tells you how many there are in total (‘cardinal principle’). Compare quantities using language: ‘more than’, ‘fewer than’. <u>Numerical Patterns</u> Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	<u>Number</u> Fast recognition of up to 5 objects, without having to count them individually (‘subitising’). Recite numbers past 5 to 10. Say one number for each item in order. Show ‘finger numbers’ up to 10. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10. Solve real world mathematical problems with numbers up to 5. <u>Numerical Patterns</u> Talk about and explore 2D and 3D shapes, circles, rectangles, triangles and cuboids using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Make comparisons between objects relating to weight and capacity. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	<u>Number</u> Recite numbers past 10. Say one number for each item up to 10- touch counting. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. <u>Numerical Patterns</u> Talk about and explore 2D and 3D shapes, circles, rectangles, triangles and cuboids using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Make comparisons between objects relating to weight and capacity. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
	<u>School Nursery Learning Goals</u> Number - Working with numbers up to 5 and then 10, children will: recite numbers, count and Understand the value objects/amounts accurately. Begin to solve problems and understand some vocabulary including comparing amounts Numerical Pattern - Explore 2D and 3D shapes; discuss and describe position & location. Talk about, create & correct patterns; compare objects (size, length, weight, capacity)					
	<u>ELGs</u> Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

<u>Understanding the World</u> Our UTW sessions are based around our topic headings that will naturally develop along with the children in each cohort as well as their interests. Some aspects may be incidental and happen with an event or opportunity such as a snow days or things growing in our garden..	<u>Past and Present</u> <u>People, Culture and Communities</u> Make connections between the features of their family and other families. <u>The Natural World</u> Explore natural materials, indoors and outside.	<u>Past and Present</u> <u>People, Culture and Communities</u> Make connections between the features of their family and other families. Notice differences between people. <u>The Natural World</u> Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.	<u>Past and Present</u> Begin to make sense of their own life-story. <u>People, Culture and Communities</u> Notice differences between people. Continue to develop positive attitudes about the differences between people. <u>The Natural World</u> Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties.	<u>Past and Present</u> Begin to make sense of their own life-story. <u>People, Culture and Communities</u> Know that there are different countries in the world. <u>Past and Present</u> <u>The Natural World</u> Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work.	<u>Past and Present</u> Begin to make sense of their own life-story and family’s history. <u>People, Culture and Communities</u> Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>The Natural World</u> Use all their senses in hands on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	<u>Past and Present</u> Begin to make sense of their own life-story and family’s history. <u>People, Culture and Communities</u> Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>The Natural World</u> about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
	<u>School Nursery Learning Goals</u> <u>Past & Present</u> - Understand their own history (personal/family) <u>People, Culture & Communities</u> Develop a positive attitude towards differences between people (occupation, gender, ethnicity, culture,) & places (countries). <u>The Natural World</u>- Explore materials and their properties; make observations and give explanations; show an interest in caring for the environment and living things.					
	<u>ELGs</u> <u>Past and Present:</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
<u>Expressive Arts and Design</u> Children receive 1 session of music taught by Rockit music (LScoines) each week. They learn all of the basic skills in order to be able to play different musical instruments.	<u>Being Imaginative</u> Respond emotionally and physically to music when it changes. Move and dance to music. Explore their voices and enjoy making sounds. Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. <u>Creating with Materials</u> Explore paint, using fingers and other parts of their bodies. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.	<u>Being Imaginative</u> Move and dance to music. Explore a range of sound makers and instruments and play them in different ways. Use their imagination as they consider what they can do with different materials. Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. <u>Creating with Materials</u> Explore paint, using fingers and other parts of their bodies. Develop pretend play, pretending that one object represents another. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	<u>Being Imaginative</u> Respond emotionally and physically to music when it changes. Explore a range of sound makers and instruments and play them in different ways. Take part in simple pretend play, using an object to represent something else even though they are not similar. Respond to what they have heard. Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Start to make marks intentionally. Explore paint, using brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	<u>Being Imaginative</u> Take part in simple pretend play. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tune sung by another person (‘pitch match’). Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Make marks intentionally. Explore paint further, using fingers as well as brushes and other tools. Express ideas and feelings through making marks, and give a meaning to the marks they make. Continue to pretend play. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	<u>Being Imaginative</u> Take part in pretend play and develop complex stories using small world equipment. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	<u>Being Imaginative</u> Take part in pretend play and develop complex stories using small world equipment. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.

	School Nursery Learning Goals Being Imaginative & Expressive- Develop and extend play around small world activities. Sing songs & use instruments with increasing control to create sounds. Creating with Materials: Explore and create using different materials. Draw and create with increasing detail. Explore the use of colours and what happens when colours are mixed together					
	ELGs Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Religious Education (Learning & Growing as the People of God)	Saint Joseph Introduction of the Continuous unit Unit NA - Creation – God the Creator Unit NB - God our Father cares for us	Unit NB - God our Father cares for us Unit NC – Advent – Getting Ready	Unit ND – Christmas – Mary the Mother of Jesus Recap of the Continuous unit. Unit NE – Baptism – My Name	Unit NE – Baptism – My Name Unit NG – Jesus & His Father Unit NH – Holy Week	Unit NI – Easter – ‘Alleluia’	Unit NJ – Pentecost – The air around us Unit NF – God’s Family Unit NK – Special Celebrations
Key Texts	All are welcome Baby goes to market Arlo Beautiful oops Colour and me	Be Kind The best Diwali ever Blown away The boy who loved everyone The blue balloon	Dogs don’t do ballet You choose – series of books Elmer Guess how much I love you The Bear and his book	So much Huglas Douglas How to count to one I really want ten in the bed	Hairy Maclary Little red riding hood That’s not my.... Where’s spot Wriggle and roar	Hooray for fish you matter the worrysaurus giraffe’s can’t dance Seaside