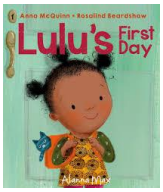
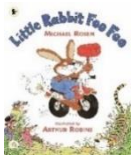
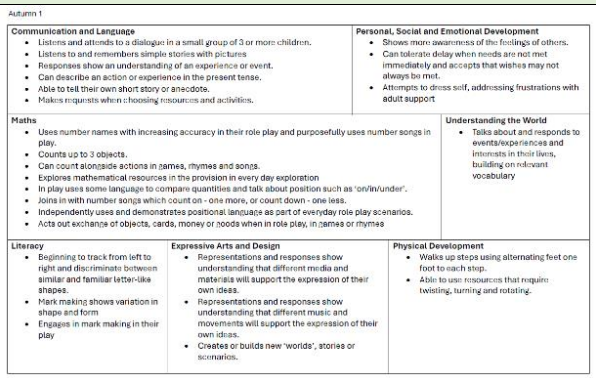
Nursery Curriculum Map

Ladbrooke JMI School

NURSERY CURRICULUM – AUTUMN TERM 1

Week	Phonics	Maths (White Rose)
1		
2	Environmental sounds	More than, fewer than, same.
3	Instrumental sounds	Explore and build with shapes and objects
4	Body percussion	Explore repeats
5	Rhyme/Alliteration	Hear and say number names
6	Voice sounds	Begin to order number names

Text		Teaching opportunities
The Colour Monster Anna Llenas		Recognising, labelling and expressing emotions; Encourage empathy and consider the emotions of others; Colours and art processes (blow painting, collage), Counting to 5; Tearing paper and twisting glue sticks; Attaching music to emotions.
Lulu's First Day		Friendship; Feelings; Daily routines; Circle time (number songs, learn goodbye song, listening games); Superhero dressing-up; Nursery small world and mini-me figures; Exploring wet sand; First day pictures to prompt personal narratives; Explore how others may not enjoy the same things.
Ruby's Worry Tom Percival		Recognising and managing feelings (ourselves and others); Draw worries; Make a pom-pom worry monster; Swing, climb, jump, run safely; Explore environments from story (garden, playground, park); Size; Time and daily routines; Junk modelling; Dance to different moods of music.
Please Mr. Panda Steve Antony		Feelings; Behaviour; Food and nutrition; Number songs; Colours; Animals (movement, habitats); Shop role play.
Little Rabbit Foo Foo Michael Rosen		Feelings; Being kind; Behaviour Empathy; Rhythm in stories; Repeated refrains; Vocabulary; Riding wheel-walkers; Counting backwards from 3; Positional language; Art (altering photos to make goonies).
The Best Diwali Ever Sonali Shah		Diwali; Celebrations; Differences and similarities between families; Fireworks; Food and nutrition; Wheel-walkers; Non-fiction texts; Subitising; Patterns; Art; Culture and beliefs; Diwali dancing to Indian music; Instruments.

Half-term learning objectives	Enrichment activities and events
	Circle games to learn names Listening walk Halloween Diwali

Autumn 1

Communication and Language
- Listens and attends to a dialogue in a small group of 3 or more children.
- Listens to and remembers simple stories with pictures
- Responses show an understanding of an experience or event.
- Can describe an action or experience in the present tense.
- Able to tell their own short story or anecdote.
- Makes requests when choosing resources and activities.

Personal, Social and Emotional Development
- Shows more awareness of the feelings of others.
- Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met.
- Attempts to dress self, addressing frustrations with adult support

Maths
- Uses number names with increasing accuracy in their role play and purposefully uses number songs in play.
- Counts up to 3 objects.
- Can count alongside actions in games, rhymes and songs.
- Explores mathematical resources in the provision in every day exploration
- In play uses some language to compare quantities and talk about position such as 'on/in/under'.
- Joins in with number songs which count on - one more, or count down - one less.
- Independently uses and demonstrates positional language as part of everyday role play scenarios.
- Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes

Understanding the World
- Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary

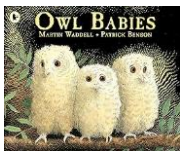
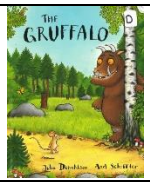
Literacy
- Beginning to track from left to right and discriminate between similar and familiar letter-like shapes.
- Mark making shows variation in shape and form
- Engages in mark making in their play

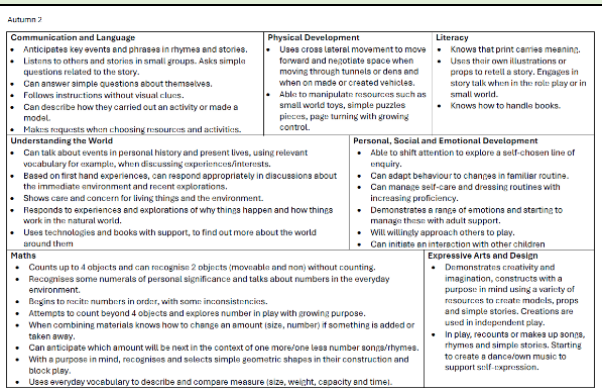
Expressive Arts and Design
- Representations and responses show understanding that different media and materials will support the expression of their own ideas.
- Representations and responses show understanding that different music and movements will support the expression of their own ideas.
- Creates or builds new 'worlds', stories or scenarios.

Physical Development
- Walks up steps using alternating feet one foot to each step.
- Able to use resources that require twisting, turning and rotating.

NURSERY CURRICULUM – AUTUMN TERM 2

Week	Phonics	Maths (White Rose)
1	Oral blending/segmenting	Join in with repeats
2	Environmental sounds	Explore position and space
3	Instrumental sounds	Show me 1,2,3
4	Body percussion	Move and label 1,2,3
5	Rhyme/Alliteration	Explore position and routes
6	Voice sounds	Review

Text		Teaching opportunities
Owl Babies Martin Waddell		Feelings; Family; Owls and birds; Night and day; Light and dark; Subitising to 3; Comparing numbers; Comparing size; Role-play and re-enactment; Collage; Balancing.
The Very Busy Spider Eric Carle		Animals and habitats; Spiders; Counting; Day and Night; Positional language; Repeated refrain; Authors; Art; Weaving; Pattern.
The Gruffalo Julia Donaldson		Feelings – being scared and brave; Rhyme; Puppets/masks to re-enact the story; Authors; Maps; Animals and habitats; Cooking Gruffalo Crumble; Measuring length and height; Measuring ingredients; Colour mixing; Collage; Dens; Instruments to make sound map.
The Leaf Thief Alice Hemming		Seasons (Autumn and Winter); Animals and habitats; Trees and leaves; Subtracting 1 and 2; Size ordering; Art (leaf rubbing, leaf printing, leaf pictures); Colour mixing orange.
One Snowy Night Nick Butterworth		Friendship; Snow experiences; Understanding instructions; Story settings; Retelling stories with props; Positional language; Counting; Animals; Ice; Habitats; Caring for nature; Winter and seasonal changes; Dressing for cold weather.
Stickman Julia Donaldson		Family; Christmas; Celebrations; Seasons and weather; Writing, Rhythm and rhyme; Animals and habitats; Counting; Art; Decorations;

Half-term learning objectives	Enrichment activities and events
	Cooking Gruffalo Crumble Christmas Hannukah Seasonal Singalong Bonfire night Visit to Santa Winter games

Autumn 2

Communication and Language
- Anticipates key events and phrases in rhymes and stories.
- Listens to others and stories in small groups. Asks simple questions related to the story.
- Can answer simple questions about themselves.
- Follows instructions without visual clues.
- Can describe how they carried out an activity or made a model.
- Makes requests when choosing resources and activities.

Physical Development
- Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles.
- Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control.

Literacy
- Knows that print carries meaning.
- Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.
- Knows how to handle books.

Understanding the World
- Can talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.
- Based on first hand experiences, can respond appropriately in discussions about the immediate environment and recent explorations.
- Shows care and concern for living things and the environment.
- Responds to experiences and explorations of why things happen and how things work in the natural world.
- Uses technologies and books with support, to find out more about the world around them

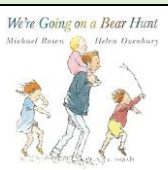
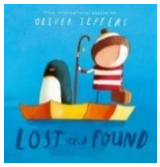
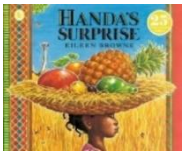
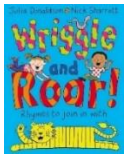
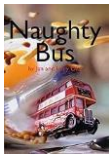
Personal, Social and Emotional Development
- Able to shift attention to explore a self-chosen line of enquiry.
- Can adapt behaviour to changes in familiar routine.
- Can manage self-care and dressing routines with increasing proficiency.
- Demonstrates a range of emotions and starting to manage these with adult support.
- Will willingly approach others to play.
- Can initiate an interaction with other children

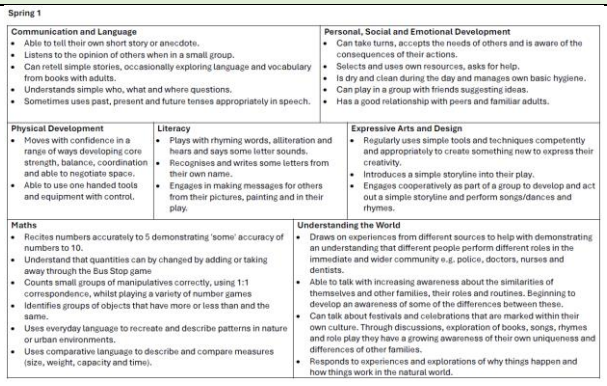
Maths
- Counts up to 4 objects and can recognise 2 objects (moveable and non) without counting.
- Recognises some numerals of personal significance and talks about numbers in the everyday environment.
- Begins to recite numbers in order, with some inconsistencies.
- Attempts to count beyond 4 objects and explores number in play with growing purpose.
- When combining materials knows how to change an amount (size, number) if something is added or taken away.
- Can anticipate which amount will be next in the context of one more/one less number songs/rhymes.
- With a purpose in mind, recognises and selects simple geometric shapes in their construction and block play.
- Uses everyday vocabulary to describe and compare measure (size, weight, capacity and time).

Expressive Arts and Design
- Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.
- In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.

NURSERY CURRICULUM – SPRING TERM 1

Week	Phonics	Maths (White Rose)
1		
2	Environmental sounds	Explore patterns
3	Instrumental sounds	Take and give 1,2,3
4	Body percussion	Match, talk, push and pull
5	Rhyme/Alliteration	Talk about dots
6	Voice sounds	Compare and sort collections

Text		Teaching opportunities
We're Going On A Bear Hunt Michael Rosen		Bears; Family; Feelings; Weather and climate; Light and dark; Spoken rhythm; Retelling stories; Journeys; Prepositions; Environmental sounds: rivers; caves; snowstorm etc. Dens and caves; Repeated refrains.
Lost and Found Oliver Jeffers		Penguins; Friendship; Polar Regions; Boats; Floating and sinking; Ice and cold; Comparing height.
Handa's Surprise Eileen Brown		Food and nutrition; Animals; Number/subtraction; Africa; Music around the world; Instruments; Dance; Art; Patterns.
I Love Chinese New Year Eva Wong Nava		Celebrations; Cultures and beliefs; China; Family; Fine motor; Dragon dance; Decorations; Animals; Shapes; Food.
Wriggle and Roar Julia Donaldson		Rhyming; Counting;
Naughty Bus Jan and Jerry Oke		Transport; Reflections; 2D Shapes; Environmental print; Occupations; Road and water safety; Hygiene; Bookmaking; Role play; Positional language; Voice sounds; Cities; Turn-taking games; Counting.

Half-term learning objectives	Enrichment activities and events
	Chinese New Year Drumming workshop Ice investigation

Spring 1

Communication and Language
- Able to tell their own short story or anecdote.
- Listens to the opinion of others when in a small group.
- Can retell simple stories, occasionally exploring language and vocabulary from books with adults.
- Understands simple who, what and where questions.
- Sometimes uses past, present and future tenses appropriately in speech.

Personal, Social and Emotional Development
- Can take turns, accepts the needs of others and is aware of the consequences of their actions.
- Selects and uses own resources, asks for help.
- Is dry and clean during the day and manages own basic hygiene.
- Can play in a group with friends suggesting ideas.
- Has a good relationship with peers and familiar adults.

Physical Development
- Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.
- Able to use one handed tools and equipment with control.

Literacy
- Plays with rhyming words, alliteration and hears and says some letter sounds.
- Recognises and writes some letters from their own name.
- Engages in making messages for others from their pictures, painting and in their play.

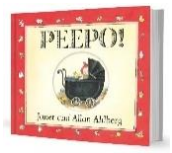
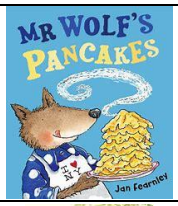
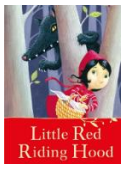
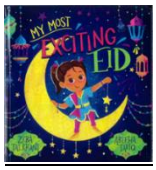
Expressive Arts and Design
- Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
- Introduces a simple storyline into their play.
- Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.

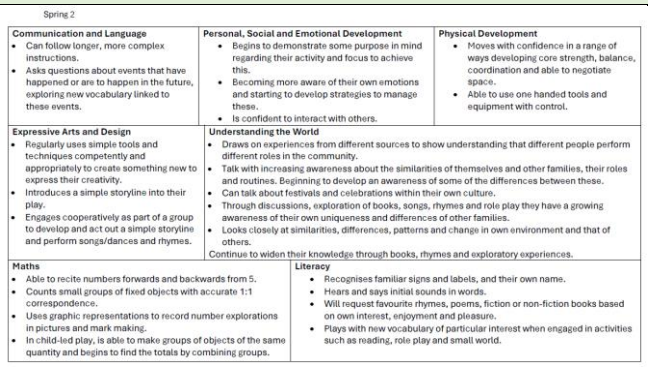
Maths
- Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10.
- Understand that quantities can by changed by adding or taking away through the Bus Stop game
- Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games
- Identifies groups of objects that have more or less than and the same.
- Uses everyday language to recreate and describe patterns in nature or urban environments.
- Uses comparative language to describe and compare measures (size, weight, capacity and time).

Understanding the World
- Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.
- Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
- Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
- Responds to experiences and explorations of why things happen and how things work in the natural world.

NURSERY CURRICULUM – SPRING TERM 2

Week	Phonics	Maths (White Rose)
1	Oral blending/segmenting	Lead on own repeats
2	Environmental sounds	Start to puzzle
3	Instrumental sounds	Making patterns together
4	Body percussion	Make games and actions
5	Rhyme/Alliteration	Show me 5
6	Voice sounds	Review

Text		Teaching opportunities
Peepo Allan and Janet Ahlberg		Shadows and how they are made; Shadow puppet theatre; Babies; Roke play; Families; Similarities and differences; Bookmaking with aperture in pages; what can we see? Letter recognition: PEEPO word hunt.
Mr Wolf's Pancakes Jan Fearnley		Making pancakes: measuring ingredients, noticing changes, using utensils, eating with a knife and fork. Feelings and behaviour: being kind. Celebrations: Pancake Day around the world. Physical activities: pancake race; pancake toss competition; pancake number line jumping; keeping score; Traditional tales: explore other fairytale characters; perform with fairytale puppets.
The Growing Story Ruth Krauss		Seasons: features of seasons; changes in the environment; spring walk; make blossom paintings. Growing: comparing the children as babies and now; how we know we are growing; measuring height; Rhythm and rhyme: Learn 'Grown Out Of' poem.
Little Red Riding Hood		Traditional tales: Story discussion; sequencing; retelling with fairytale puppets; Following directions: making maps to get to Grandma's house.
My Mum is Fantastic Nick Butterworth		Family; Roles and routines; Role play; Class family album; Appreciating our mums; Mother's Day cards; name writing.
My Most Exciting Eid Zeba Talkhani		Families: discuss similarities and differences in family beliefs and celebrations; role play; Celebrations: how and where Eid is celebrated and by whom; Cultural differences; counting Eid sweets; drawing henna patterns.

Half-term learning objectives	Enrichment activities and events
	Pancake day Eid Easter Mother's Day Spring walk World Book Day Firefighters' visit Police visit

Spring 2

Communication and Language
- Can follow longer, more complex instructions.
- Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.

Personal, Social and Emotional Development
- Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.
- Becoming more aware of their own emotions and starting to develop strategies to manage these.
- Is confident to interact with others.

Physical Development
- Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.
- Able to use one handed tools and equipment with control.

Expressive Arts and Design
- Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
- Introduces a simple storyline into their play.
- Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.

Understanding the World
- Draws on experiences from different sources to show understanding that different people perform different roles in the community.
- Talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
- Can talk about festivals and celebrations within their own culture.
- Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
- Looks closely at similarities, differences, patterns and change in own environment and that of others.

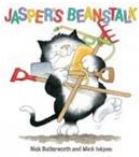
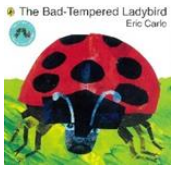
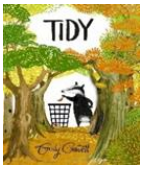
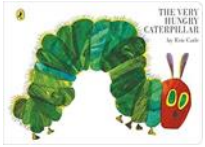
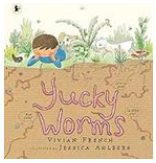
Continue to widen their knowledge through books, rhymes and exploratory experiences.

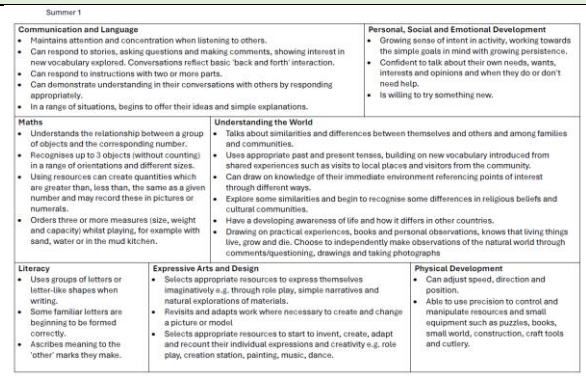
Maths
- Able to recite numbers forwards and backwards from 5.
- Counts small groups of fixed objects with accurate 1:1 correspondence.
- Uses graphic representations to record number explorations in pictures and mark making.
- In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups.

Literacy
- Recognises familiar signs and labels, and their own name.
- Hears and says initial sounds in words.
- Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure.
- Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.

NURSERY CURRICULUM – SUMMER TERM 1

Week	Phonics	Maths (White Rose)
1	Oral blending/segmenting	Making patterns together
2	Environmental sounds	Show me 5
3	Instrumental sounds	My own pattern
4	Body percussion	Stop at 1,2,3,4,5
5	Rhyme/Alliteration	Match, sort, compare
6	Voice sounds	Review

Text		Teaching opportunities
Jack and the Beanstalk		Planting; Growing (plants); Instruments; Environmental sounds; Families; Feelings; Fairytales; Climbing; Giants; Comparing size; Height; Counting money; Animals.
Jasper's Beanstalk Mick Inkpen		Vocabulary; Following instructions; PE games; Tolerating delay; Days of the week; Measuring size; Planting; Caring for plants; Growing (plants); Sequencing; Adding and subtracting quantities; Subitising; Colour mixing (green); Retelling and re-enacting familiar stories.
The Bad-Tempered Ladybird Eric Carle		Kindness; Sharing; Size; Animals; Minibeasts; Life cycles; Repeated refrains; Art; Counting; Time; Story sequencing.
Tidy Emily Gravett		Identifying emotions; Answer 'why' questions; Changes over time: building on the natural environment; Comparing environments.
The Very Hungry Caterpillar Eric Carle		Days of the week; Growing (animals); Minibeasts; Lifecycles; Food and nutrition; Repeated refrains; Numbers; Size; Sequencing; Art; Fine motor.
Yucky Worms Viviene French		Animals and habitats; Caring for nature; Measuring length; Noticing change; Roots.

Half-term learning objectives	Enrichment activities and events
	Worm charming Wormery Butterfly metamorphosis Mysterious giant visit

Summer 1

Communication and Language
- Maintains attention and concentration when listening to others.
- Can respond to stories, asking questions and making comments, showing interest in new vocabulary explored. Conversations reflect basic 'back and forth' interaction.
- Can respond to instructions with two or more parts.
- Can demonstrate understanding in their conversations with others by responding appropriately.
- In a range of situations, begins to offer their ideas and simple explanations.

Personal, Social and Emotional Development
- Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.
- Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help.
- Is willing to try something new.

Maths
- Understands the relationship between a group of objects and the corresponding number.
- Recognises up to 3 objects (without counting) in a range of orientations and different sizes.
- Using resources can create quantities which are greater than, less than, the same as a given number and may record these in pictures or numerals.
- Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.

Understanding the World
- Talks about similarities and differences between themselves and others and among families and communities.
- Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.
- Can draw on knowledge of their immediate environment referencing points of interest through different ways.
- Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities.
- Have a developing awareness of life and how it differs in other countries.
- Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs

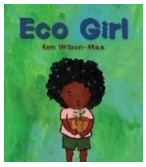
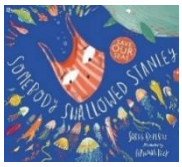
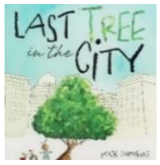
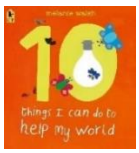
Literacy
- Uses groups of letters or letter-like shapes when writing.
- Some familiar letters are beginning to be formed correctly.
- Ascribes meaning to the 'other' marks they make.

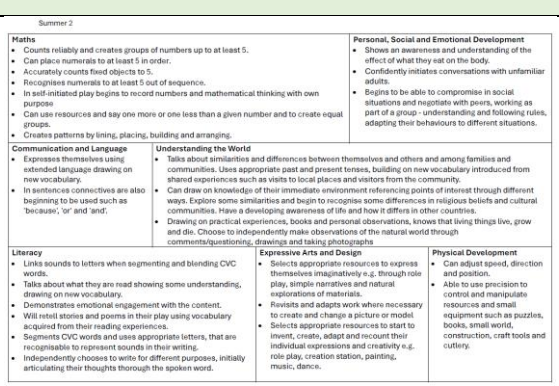
Expressive Arts and Design
- Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural explorations of materials.
- Revisits and adapts work where necessary to create and change a picture or model
- Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance.

Physical Development
- Can adjust speed, direction and position.
- Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.

NURSERY CURRICULUM – SUMMER TERM 2

Week	Phonics (Read Write Inc)	Maths (White Rose)
1	'm'	My own pattern
2	'a'	Stop at 1,2,3,4,5
3	's'	Match, sort, compare
4	'd'	Review
5	't'	Review
6	Review	Review

Text		Teaching opportunities
Eco Girl Ken Wilson-Max		Caring for the environment; Families (especially grandparents); Listening to forest sounds; Planting and growing; Trees; Recycling paper; Children in different countries; Time; Noticing change; Garden centre role play; Environmental print – seed packets, gardening books, plant labels; Rota for watering plants; Leaf rubbings; Temporary artwork with sticks, leaves and other foliage.
Dear Earth Isabel Otter		Differences and similarities between geographical locations; Animals; Habitats; Planet Earth; Absorption; Fine motor – tweezers, cotton buds, spray bottles; Writing – postcards; Vocabulary; Collaboration; Role play.
Somebody Swallowed Stanley Sarah Roberts		Floating and sinking; Shells and pebbles for counting and repeated patterns; Pollution; Animals and habitats; Junk modelling with recycled plastic;
Last Tree in the City Peter Carnavas		Riding wheel-walkers; Planting, Growing (plants), Feelings, Conservation, Trees; Cities; Observational drawing; Colour.
Ten Things I Can Do to Help My World Melanie Walsh		Environment; Conservation; Water; Recycling; Counting to 10; DT (junk modelling); Gardening; Role play; Oral hygiene; Collaboration.
Clean Up Nathan Byron		Pollution, Environment, Conservation; Recycling; Animals; Vocabulary.

Half-term learning objectives	Enrichment activities and events
	Father's Day Health and Fitness week Nursery Sports Day Class Assembly Whole class recycled art project

Summer 2

Maths
- Counts reliably and creates groups of numbers up to at least 5.
- Can place numerals to at least 5 in order.
- Accurately counts fixed objects to 5.
- Recognises numerals to at least 5 out of sequence.
- In self-initiated play begins to record numbers and mathematical thinking with own purpose
- Can use resources and say one more or one less than a given number and to create equal groups.
- Creates patterns by lining, placing, building and arranging.

Personal, Social and Emotional Development
- Shows an awareness and understanding of the effect of what they eat on the body.
- Confidently initiates conversations with unfamiliar adults.
- Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.

Communication and Language
- Expresses themselves using extended language drawing on new vocabulary.
- In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.

Understanding the World
- Talks about similarities and differences between themselves and others and among families and communities. Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.
- Can draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.
- Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs

Literacy
- Links sounds to letters when segmenting and blending CVC words.
- Talks about what they are read showing some understanding, drawing on new vocabulary.
- Demonstrates emotional engagement with the content.
- Will retell stories and poems in their play using vocabulary acquired from their reading experiences.
- Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing.
- Independently chooses to write for different purposes, initially articulating their thoughts thorough the spoken word.

Expressive Arts and Design
- Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural explorations of materials.
- Revisits and adapts work where necessary to create and change a picture or model
- Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity e.g. role play, creation station, painting, music, dance.

Physical Development
- Can adjust speed, direction and position.
- Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.

Autumn 1 – Learning Objectives

Communication and Language

- Listens and attends to a dialogue in a small group of 3 or more children.
- Listens to and remembers simple stories with pictures
- Responses show an understanding of an experience or event.
- Can describe an action or experience in the present tense.
- Able to tell their own short story or anecdote.
- Makes requests when choosing resources and activities.

Personal, Social and Emotional Development

- Shows more awareness of the feelings of others.
- Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met.
- Attempts to dress self, addressing frustrations with adult support

Maths

- Uses number names with increasing accuracy in their role play and purposefully uses number songs in play.
- Counts up to 3 objects.
- Can count alongside actions in games, rhymes and songs.
- Explores mathematical resources in the provision in every day exploration
- In play uses some language to compare quantities and talk about position such as 'on/in/under'.
- Joins in with number songs which count on - one more, or count down - one less.
- Independently uses and demonstrates positional language as part of everyday role play scenarios.
- Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes

Understanding the World

- Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary

Literacy

- Beginning to track from left to right and discriminate between similar and familiar letter-like shapes.
- Mark making shows variation in shape and form
- Engages in mark making in their play

Expressive Arts and Design

- Representations and responses show understanding that different media and materials will support the expression of their own ideas.
- Representations and responses show understanding that different music and movements will support the expression of their own ideas.
- Creates or builds new 'worlds', stories or scenarios.

Physical Development

- Walks up steps using alternating feet one foot to each step.
- Able to use resources that require twisting, turning and rotating.

Autumn 2 – Learning Objectives

Communication and Language

- Anticipates key events and phrases in rhymes and stories.
- Listens to others and stories in small groups. Asks simple questions related to the story.
- Can answer simple questions about themselves.
- Follows instructions without visual clues.
- Can describe how they carried out an activity or made a model.
- Makes requests when choosing resources and activities.

Physical Development

- Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles.
- Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control.

Literacy

- Knows that print carries meaning.
- Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.
- Knows how to handle books.

Understanding the World

- Can talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.
- Based on first hand experiences, can respond appropriately in discussions about the immediate environment and recent explorations.
- Shows care and concern for living things and the environment.
- Responds to experiences and explorations of why things happen and how things work in the natural world.
- Uses technologies and books with support, to find out more about the world around them

Personal, Social and Emotional Development

- Able to shift attention to explore a self-chosen line of enquiry.
- Can adapt behaviour to changes in familiar routine.
- Can manage self-care and dressing routines with increasing proficiency.
- Demonstrates a range of emotions and starting to manage these with adult support.
- Will willingly approach others to play.
- Can initiate an interaction with other children

Maths

- Counts up to 4 objects and can recognise 2 objects (moveable and non) without counting.
- Recognises some numerals of personal significance and talks about numbers in the everyday environment.
- Begins to recite numbers in order, with some inconsistencies.
- Attempts to count beyond 4 objects and explores number in play with growing purpose.
- When combining materials knows how to change an amount (size, number) if something is added or taken away.
- Can anticipate which amount will be next in the context of one more/one less number songs/rhymes.
- With a purpose in mind, recognises and selects simple geometric shapes in their construction and block play.
- Uses everyday vocabulary to describe and compare measure (size, weight, capacity and time).

Expressive Arts and Design

- Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.
- In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.

Spring 1 – Learning Objectives

Communication and Language

- Able to tell their own short story or anecdote.
- Listens to the opinion of others when in a small group.
- Can retell simple stories, occasionally exploring language and vocabulary from books with adults.
- Understands simple who, what and where questions.
- Sometimes uses past, present and future tenses appropriately in speech.

Personal, Social and Emotional Development

- Can take turns, accepts the needs of others and is aware of the consequences of their actions.
- Selects and uses own resources, asks for help.
- Is dry and clean during the day and manages own basic hygiene.
- Can play in a group with friends suggesting ideas.
- Has a good relationship with peers and familiar adults.

Physical Development

- Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.
- Able to use one handed tools and equipment with control.

Literacy

- Plays with rhyming words, alliteration and hears and says some letter sounds.
- Recognises and writes some letters from their own name.
- Engages in making messages for others from their pictures, painting and in their play.

Expressive Arts and Design

- Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
- Introduces a simple storyline into their play.
- Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.

Maths

- Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10.
- Understand that quantities can by changed by adding or taking away through the Bus Stop game
- Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games
- Identifies groups of objects that have more or less than and the same.
- Uses everyday language to recreate and describe patterns in nature or urban environments.
- Uses comparative language to describe and compare measures (size, weight, capacity and time).

Understanding the World

- Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.
- Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
- Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
- Responds to experiences and explorations of why things happen and how things work in the natural world.

Spring 2 – Learning Objectives

<table>
<tr>
<td>Communication and Language
Can follow longer, more complex instructions.
Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.</td>
<td>Personal, Social and Emotional Development
Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.
Becoming more aware of their own emotions and starting to develop strategies to manage these.
Is confident to interact with others.</td>
<td>Physical Development
Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.
Able to use one handed tools and equipment with control.</td>
</tr>
<tr>
<td>Expressive Arts and Design
Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.
Introduces a simple storyline into their play.
Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.</td>
<td colspan="2">Understanding the World
Draws on experiences from different sources to show understanding that different people perform different roles in the community.
Talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
Can talk about festivals and celebrations within their own culture.
Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
Looks closely at similarities, differences, patterns and change in own environment and that of others.
Continue to widen their knowledge through books, rhymes and exploratory experiences.</td>
</tr>
<tr>
<td colspan="2">Maths
Able to recite numbers forwards and backwards from 5.
Counts small groups of fixed objects with accurate 1:1 correspondence.
Uses graphic representations to record number explorations in pictures and mark making.
In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups.</td>
<td>Literacy
Recognises familiar signs and labels, and their own name.
Hears and says initial sounds in words.
Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure.
Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.</td>
</tr>
</table>

Summer 1 – Learning Objectives

Communication and Language

- Maintains attention and concentration when listening to others.
- Can respond to stories, asking questions and making comments, showing interest in new vocabulary explored. Conversations reflect basic 'back and forth' interaction.
- Can respond to instructions with two or more parts.
- Can demonstrate understanding in their conversations with others by responding appropriately.
- In a range of situations, begins to offer their ideas and simple explanations.

Personal, Social and Emotional Development

- Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.
- Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help.
- Is willing to try something new.

Maths

- Understands the relationship between a group of objects and the corresponding number.
- Recognises up to 3 objects (without counting) in a range of orientations and different sizes.
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- Can adjust speed, direction and position.
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