



Priory School Nursery Skills and Progression Map.

Curriculum Intent: In Priory EYFS, we work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment, which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the need for all children to be regulated and happy before they are ready to learn and we provide a sensory rich environment, which will support all our children in their self-regulation.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation: In Priory EYFS, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment using songs, nursery rhymes and stories. As well as providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. We use the 'I TALK' program to regularly assess and track our children's talk and ensure that any need for extra support is identified quickly. Children are encouraged to become early readers through their enjoyment of books and the systematic teaching of phonics using Little Wandle Letters and Sounds program. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our outdoor environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sensory areas and sandpit. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We recognise the need for all children to be regulated and happy before they are ready to learn and we provide a sensory rich environment, which will support all our children in their self-regulation.

The curriculum is taught through topics, which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts, which are supported through the CLPE Power of Reading units or through Little Wandle Foundations: Love of Reading. These are chosen carefully to encourage children's speech, language and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive curriculum maps each term to inform them of what their child is learning each term and to explain how they can support this at home. They also receive a weekly 'peek at the week' sheet, which includes photos, information about what we have been learning during the week in class and ideas to encourage their children's continued learning at home. Parents are also able to access the 'Seesaw' app onto which staff regularly upload photos of children's learning and communicate ideas of how to support children in their health and development.

As part of the learning and teaching process, children are assessed on entry and during the year to establish if they are 'on track' or 'not on track'. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact: Our curriculum and its delivery will ensure that children, from their own starting points make good progress. During their time with us, children will make good progress toward their age-related expectations both academically and socially; developing a sense of themselves before transitioning into the Reception classes. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and are beginning to explain their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of observation and assessment.

Communication and Language – Prime Area.

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
TOPICS	1,2,3, All about me	Festivals	On the Move	Think, Create, Play	New Life	Our Garden		
Nursery Skills	<p>To sing rhymes and look at picture books. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about themselves and their families. (Au1)</p> <p>Develop communication that can be understood by others. (Au1)</p>	<p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc. and to talk about them and why they are celebrated. (Au2)</p> <p>To listen to, and follow simple instructions. (Au2)</p>	<p>To learn and talk about modes of transportation. (Sp1)</p> <p>To be able to identify the different types of vehicles they see on the road. (Sp1)</p> <p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To talk in short sentences that others can understand. (Sp1)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp1)</p>	<p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Sp2)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp2)</p> <p>To talk in short sentences that</p>	<p>To listen to stories read to them and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Su1)</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. (Su2)</p>		

Nursery Knowledge	To know that stories have different character which could be real and pretend. (Au1)	To know that stories have a beginning, middle and an end. (Au2)	To be able to differentiate and categorise objects based on their properties. (Sp1)	others can understand. (Sp2)	To know that stories have a beginning, middle and an end. (Sp2)	To know that stories have a beginning, middle and an end. (Su1)	To be able to sequence familiar rhymes independently and to be able to say what happens next in a story. (Su2)
	To know to sing words clearly so that they are audible. (Au1)	To be able to understand simple instructions. (Au2)	To remember new words I am learning when talking to others. (Sp1)	To be able to answer questions related to the story. (Sp2)	To be able to answer questions related to the story. (Su1)	To be able to use vocabulary learnt to have a conversation with others. (Su1)	To use the words they know appropriately to organise themselves and their play. (Su2)
	To know that it is OK to talk to others about wants and needs. (Au1)		To be able to understand simple instructions, questions and commands. (Sp1)	To be able to understand simple instructions, questions and commands. (Sp1)			

Personal, Social and Emotional Development – Prime Area.

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Jigsaw topics	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Nursery Skills	To separate from main carer and learn to adapt to	To learn about daily routines and classroom rules.	To learn how to share resources and play in a group.	To show independence in accessing and	To be able to initiate play with peers and keep	To gain enough confidence to talk to	

<p>Following Jigsaw Program:</p>	<p>the Nursery environment. (Au1)</p> <p>To learn about daily routines and classroom rules. (Au1)</p> <p>To be aware of behavioural expectations in the Nursery. (Au1)</p> <p>To be aware of different feelings. (Au1)</p> <p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To wash hands after using the toilet. (Au1)</p> <p>To wash hands before snack time. (Au1)</p>	<p>(Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To select and use activities and resources, with some support if needed. (Au2)</p> <p>To show an awareness of the importance of oral health. (Au2)</p>	<p>(Sp1)</p> <p>To learn to look after resources within the class. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To take turns whilst playing and waiting patiently to have a go. (Sp1)</p>	<p>exploring the environment. (Sp2)</p> <p>To independently put on coats and use the toilet. (Sp2)</p> <p>To listen to, and follow rules set. (Sp2)</p> <p>To learn to look after resources within the class. (Sp2)</p>	<p>play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to conflicts. (Su1)</p> <p>To show an awareness of how others may be feeling. (Su1)</p>	<p>adults and peers. (Su2)</p> <p>To begin to be assertive towards others where necessary. (Su2)</p>	
<p>Nursery Knowledge</p>	<p>To know that they can approach adults in Nursery when needed. (Au1)</p>	<p>To know how to adapt behaviour to suit classroom routines. (Au2)</p> <p>To know you can ask adults for support.</p>	<p>To know how to manage their emotions in different situations. (Sp1)</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely. (Sp2)</p>	<p>To know that to play nicely it's important to share and take turns. (Su1)</p>	<p>To know how to talk politely and develop an understanding of what is appropriate. (Su2)</p>	

	<p>To know that there are expected behaviours in class. (Au1)</p> <p>To know we all experience different feelings. (Au1)</p> <p>To know that we must respect our resources and out them back when we have finished with them. (Au1)</p>	<p>(Au2)</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2)</p> <p>To know that we must respect our resources and out them back when we have finished with them. (Au2)</p>	<p>To know that there are boundaries set. (Sp1)</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Sp1)</p> <p>To know that we must respect our resources and out them back when we have finished with them. (Sp1)</p> <p>To know that when playing in a group they need to share and also know that they will get a turn. (Sp1)</p>	<p>To know that they can approach an adult if they need support. (Sp2)</p>	<p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. (Su1)</p> <p>To know that it is OK to engage with others, even if in a different environment. (Su1)</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)</p>	<p>To know that it is OK to challenge others, but they must remember to always be kind. (Su2)</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su2)</p>	
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Physical Development – Prime Area.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery Skills	To take care of toileting needs independently. (Au1)	To independently put on their coats, with some support for the zipper and buttons. (Au2)	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a	To hold the pencil correctly using a tripod grip. (Sp2)	To hold the pencil confidently, using the tripod grip and forming letters and	To be secure in holding the pencil, using the tripod grip and attempting to form letters and	

	<p>To begin to show a preference for a dominant hand. (Au1)</p> <p>To climb apparatus safely. (Au1)</p> <p>To begin to show awareness of moving equipment safely with peers. (Au1)</p>	<p>To copy dance moves and to move to different kinds of rhythms. (Au2)</p> <p>To use mark making resources with increasing independence. (Au2)</p>	<p>pencil, mark making, Dough Disco etc. (Sp1)</p> <p>To mark make in sensory trays and copy different patterns. (Sp1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp1)</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1)</p> <p>To hold jugs and containers confidently and pour from one container into another. (Sp1)</p> <p>To show awareness of healthy food choices and impact on our body. (Sp1)</p>	<p>To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time. (Sp2)</p> <p>Using balancing apparatus. (Sp2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp2)</p>	<p>numbers mostly correctly. (Su1)</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)</p> <p>To run skilfully and be able to negotiate space. (Su1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su1)</p>	<p>numbers mostly independently. (Su2)</p> <p>To independently write their name. (Su2)</p> <p>To confidently use scissors and other tools safely. (Su2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su2)</p>	
Nursery Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy. (Au1)</p>	<p>To show confidence in dressing up and self-care activities. (Au2)</p> <p>To know how to move on different beats and rhythms e.g. slowly for</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. (Sp1)</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Sp2)</p>	<p>To begin to know there is a correct ways of forming letters. (Su1)</p> <p>To know that snips should be</p>	<p>To know how to hold the pencil correctly and recognise and self-correct when they form letters incorrectly. (Su2)</p>	

	<p>To know that washing hands is important after using the toilet and before we eat. (Au1)</p> <p>To know that books in English should be read from left to right and one page at a time. (Au1)</p> <p>To use alternate feet when climbing apparatus. (Au1)</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1)</p>	<p>slow music and fast on quicker beats. (Au2)</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2)</p>	<p>To know that they need to use tools with a dominant hand. (Sp1)</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1)</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1)</p> <p>To know what making correct food choices looks like. (Sp1)</p> <p>To show independence in self-help skills such as toileting and dressing. (Sp1)</p>	<p>To know how to use one handed tools effectively. (Sp2)</p> <p>To be able to follow a simple sequence of movements to music and rhythm. (Sp2)</p>	<p>made on the line and the pattern should be followed. (Su1)</p> <p>To know how to feed paper/materials through hand when cutting around objects. (Su1)</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc. and display some spatial awareness. (Su1)</p>	<p>To successfully take part in group-games with support from an adult. (Su2)</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. (Su2)</p>	
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Literacy - Specific Area.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
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Nursery Topics							
	1,2,3,all about me	Festivals	On the Move	Think, Create, Play	New Life	Our Garden	
Nursery Core Texts							
	From Head to Toe by Eric Carle Hello Friend by Rebecca Cobb	Monster's Clothes by Daisy Hurst, Happy Birthday Maisy by Lucy Cousins Dear Santa by Eric Carle	Zoe the greatest Gymnast of all by Stuart Murphy The Naughty Bus by Jan Oke Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt	We're going on a bear hunt by Michael Rosen Lulu loves the Library by Anna McQuinn, Would you Rather? by John Burningham Martha Maps it Out by Leigh Hodgkinson	Lulu loves Flowers by Anna McQuinn, Titch by Pat Hutchins Jasper's Beanstalk by Nick Butterworth	Yucky Worms by Vivien French Oliver's Vegetables by Vivien French Amazing by Steve Anthony Kindness makes us Stronger by Sophie Beer	
Supporting Texts							
	Brown bear, brown bear by Eric Carle, Polar Bear, Polar bear by Eric Carle 10 Little Fingers and 10 Little toes	Binny's Diwali by Thrity Umrigar We planted a pumpkin by Bob Ramsden Polar Bear, polar Bear by Eric Carle The Twinkly, Twinkly Nativity by Usborne	The Train Ride by June Crebbin Duck in a truck by Jez Alborough Down by the Station by Jess Stockham	Rosie's Walk by Pat Hutchins Me on the Map by Joan Sweeney	Jaspers Bean stalk by Mick Butterworth Ten Seeds by Ruth Brown Jack and the Beanstalk (Traditional tale)	Wonderful Worms by Linda Glaser Super worm by Julia Donaldson	
Supporting songs and rhymes							
	Head, shoulders, knees and toes Tommy thumb, tommy thumb Old Macdonald had a farm The Hokey, cokey 1 finger, 1 thumb	5 Little pumpkins Happy birthday Christmas songs: hello Santa, 5 Little reindeer, Twinkle Christmas star World Nursery Rhyme Week (5 new rhymes announced each year)	The Wheels on the bus Zoom, Zoom, Zoom, we're going to the moon. When I was 1, I'd just begun, the day I went to sea	London Bridge is falling down. This is the way we lay the bricks. Easter rhymes and songs (Hickelty, pickelty my black hen)	Brush your teeth, brush your teeth. There's a tiny caterpillar on a leaf.	1 potato, 2 potatoes, 3 potatoes 4.... There's a worm at the bottom of the garden Here is the bee hive, where are the bees? There's a tiny caterpillar on a leaf 5 Little peas	

				Chick, chick, chick, chick, chicken, lay a little egg for me. Mix a pancake, Hot cross buns)			
Nursery Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p>	<p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To identify the pictures linked to sound. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p>	<p>To identify the pictures/objects linked to initial sound. (Su1)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p>	<p>Lots of 'blend from the box' games for oral blending. (Su2)</p> <p>Children are able to identify initial sounds and orally blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p>	
Nursery Knowledge	<p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p>	<p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence. (Sp2)</p> <p>To talk about the sounds they have identified from the LW program. (Sp2)</p> <p>To join in with repetition within stories. (Sp2)</p>	<p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding blended sounds. (Su1)</p> <p>To join in with repetition within stories. (Su1)</p>	<p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p> <p>To know that letters make sounds. (Su2)</p>	

	<p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p>	<p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p> <p>To begin to acknowledge initial sounds and their relevance in the environment (Au2)</p>	<p>(Sp1)</p>	<p>To be able to talk about different parts of the story. (Sp2)</p>	<p>To be able to talk about different parts of the story. (Su1)</p>	<p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p> <p>To be able to identify the final sounds in words ending with ck x sh th ng nk (Su2)</p>	
<p>Nursery - Little Wandle Letters and sounds</p>	<p>Foundations for phonics Tuning into sounds (auditory discrimination) Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds. Teach children to identify initial sounds of words and objects s a t p i n</p> <p>Oral blending games</p>	<p>Foundations for phonics Tuning into sounds (auditory discrimination) Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds. Teach children to identify initial sounds of words and objects m d g o c k e u r h b f l j</p> <p>Oral blending games</p>	<p>Foundations for phonics Tuning into sounds (auditory discrimination) Acknowledging pictures that represent sounds and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real items and images that represent initial sounds. v w y z q u ch Teach children to identify the final sounds in words ck x sh th ng nk</p> <p>Oral blending games</p>				

Maths - Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
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Areas of Learning Covered (Supported by White Rose Maths)

	Recognise numbers of significance Begins to say numbers in order Begin to understand cardinality (takes or gives two or three items from a group) Subitise 1 and 2 Fits objects into spaces	Begins to notice numerals in the environment Counts on their fingers Use language such as more, lots, the same. Responds to some special or positional language Understand near and far way Joins in with sound and action patterns and notices patterns Explores size (length, weight, capacity) Begins to recognise some shapes	Compares 2 groups (up to 5 objects) Counts 1:1 to 5 Begins to recognise numbers to 10 Subitises up to 3 (without counting) Links numerals to amounts (up to 5) Understands cardinality and counts in order (up to 5) Uses positional language in play Creates arches and enclosures in construction Creates own simple repeating patterns Compare quantities saying 'more than, fewer than' Talk about and explore shapes (sides, corners, straight, curved, flat, round)			
Nursery Skills	To be able to count in everyday activities. (ordinality) (Au1) To be able to explore the collections they make. (subitise)	To count out a group of up to 5 objects. (Au2) To match number of objects to dots on a dice. (Au2) To show an understanding of 1:1 counting to 5. (Au2)	To count out a group of up to 10 objects. (Sp1) One more/less using a number line. (Sp1) To develop fast recognition of numbers.	To identify, describe and compare groups of objects. (Sp2) To develop fast recognition of numbers. (Sp2)	Practical problem solving with numbers up to 5. (Su1) To select and use shapes appropriately in play, combining them to make	To count, order and recognise numbers to 10, in and out of sequence. (Su2) To name and describe 2D shapes. (Su2)

	<p>and introduce cardinality) (Au1)</p> <p>To be able to model counting on fingers. (Au1)</p> <p>To be able to use daily routines to emphasise counting. (Au1)</p> <p>To be able to sing number songs and rhymes: 1,2,3,4,5 once I caught a fish alive, This old man he played 1.... (Au1)</p>	<p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au2)</p>	<p>(Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1)</p> <p>To talk about and explore patterns in the environment (Sp1)</p>	<p>To count up to 10. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and resources. (Sp2)</p>	<p>models and enclosures. (Su1)</p> <p>To develop fast recognition of numbers. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1)</p> <p>To begin to describe a sequence of events accurately. (Su1)</p> <p>To recall simple facts about a familiar journey. (Su1)</p>	<p>To name some common 3D shapes and properties. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su2)</p> <p>To begin to describe a sequence of events accurately. (Su2)</p> <p>To recall simple facts about a familiar journey. (Su2)</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of. (Su2)</p>	
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Nursery Knowledge	To know and recognise numbers of own significance (Au1)	To say number names to 10 in order. (Au2)	To create and repeat simple patterns. (Sp1)	To subitise to 3. (Sp2)	To subitise to 6. (Su1)	To subitise to 6. (Su1)
	To begin to understand cardinality (takes or gives two or three items from a group) (Au1)	To know that a group of objects can also be represented by a number. (Au2)	To subitise to 3. (Sp1)	To know number order beyond 5 when counting. (Sp1)	To remember the order in which things happen. (Su1)	To learn vocabulary linked to describing size and distance. (Su2)
	Singing a range of number songs. (Au1)	Singing a range of number songs. (Au2)	To know number order beyond 5 when counting. (Sp1)	To use the language of more and less to compare amounts. (Sp2)	To know that subtraction means taking an amount away from a group. (Su1)	To be able to say number names forwards and backwards to 15. (Su2)
	Singing a range of number songs. (Au1)	To know that the last number said represents the total number of objects (Au2)	To say number names to 10 in order. (Sp1)	To know that numbers can be ordered. (Sp2)	To know that some shapes more appropriate than others when building. (Su1)	To remember the order in which things happen. (Su2)
	To say number names to 5 in order. (Au1)	To show an awareness and name some 2D shapes in the environment. (Au2)	To know that each object should only be counted once. (Sp1)	To be able to demonstrate through games and role play an understanding of positional language. (Sp2)	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su1)	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su2)
	To know that time can be measured using days. (Au1)		Singing a range of number songs. (Sp1)			
	To know that the last number said represents the total number of objects (Au1)			Singing a range of number songs. (Sp2)		
	To know how to fit objects into spaces. (Au1)					

Understanding of the World – Specific Area.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery Topics	1,2,3, All about me	Festivals	On the Move	Think, Create, Play	New Life	Our Garden	
Nursery Skills	<p>To be able to talk about their body parts and what the function is of each part. (Au1) (Science Link)</p> <p>To draw silhouettes and orally label body parts. (Au1) (Science Link)</p> <p>To be able to identify similarities and differences between themselves and peers. (Au1) (History Link)</p> <p>To make self-portraits. (Au1)</p>	<p>To be able to take part in activities associated with different festivals using a variety of media. (A2) (RE Link)</p> <p>To be able to explore different cultures through dance, music and art work. (A2) (RE Link)</p> <p>To be able to ask questions about what they see, feel, hear, smell and eat (A2) (Science Link)</p> <p>To be able to talk about what they see, feel, hear, smell and eat. (A2) (Science Link)</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control. (Au2)</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1) (Geography Link)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Sp1) (Computing Link)</p> <p>To be able to talk about the different types of transport that they have been on (Sp1)</p> <p>To be able to explore different cultures through dance, music and art work (Chinese New Year)</p>	<p>To learn about the natural environment (Sp2) (Science Link)</p> <p>Continue to use the computer to gain confidence in using the mouse. (Sp2) (Computing Link)</p> <p>To learn about Easter. (Sp2) (RE Link)</p> <p>Children to talk about significant events in their life. (Sp2) (History Link)</p> <p>Shows skill in making toys work by pressing parts</p>	<p>To be able to plant a seed and care for the plant as it grows. (Su1) (Science Link)</p> <p>To be able to talk about the life cycle of a plant. (Su1) (Science Link)</p> <p>To be able to care for living things in the Nursery environment such as bugs and mini beasts. (Su1) (Science Link)</p> <p>Make own habitats using a range of resources. (Su1)</p>	<p>To be able to recognise that different living creatures require different habitats, food etc. e.g. worm: mud, bird: tree etc (Su2) (Science Link)</p> <p>To explore why some animals are good for our garden and some are not (Su2) (Science Link)</p> <p>To be able to make observations of their immediate environment. (Su2) (Geography/ Science Link)</p> <p>To be able to use iPad to take photographs of the immediate environment.</p>	

	<p>(History Link)</p> <p>Children to begin to talk about significant events in their life. (Au1) (History Link)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Au1)</p>	<p>(Computing Link)</p> <p>Children to know about and begin to talk about significant events in their life. (Au2) (History Link)</p> <p>Use IT hardware to interact with age-appropriate computer software. (Au2) (Computing Link)</p>	<p>(Sp1) (RE link)</p> <p>Children to talk about significant events in their life. (Sp1) (History Link)</p> <p>To use senses to explore the world around them. (Sp1) (Geography/ Science Link)</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Sp1) (Geography Link)</p>	<p>or lifting flaps to achieve effects such as sound, movement or a new image (Sp2) (Computing Link)</p> <p>To be able to comment and ask questions about aspects of their familiar world such as the place where they live, in nursery or in the wider natural world. (Sp2) (Geography Link)</p> <p>To be able to experience the feel of different surface materials in Nursery. (Sp2) (Science link)</p> <p>To be able to represent in pictorial form the area around me. (Sp2) (Geography Link)</p> <p>To be aware of features of the environment in nursery and the immediate local area.</p>	<p>(Science/Art Link)</p> <p>To use senses to explore the world around them. (Su1) (Geography/ Science Link)</p> <p>To use the computer to complete a simple task. (Su1) (Computing Link)</p>	<p>(Su2) (Computing Link)</p>	
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				<p>(Sp2) (Geography Link)</p>			
<p>Nursery Knowledge</p>	<p>To know about family structures and be able to talk about who is part of their family. (Au1) (History Link)</p> <p>To begin to talk about what they see using some new vocabulary. (Au1) (History Link)</p> <p>Shows an interest in technological toys. (Au1) (Computing Link)</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2) (History Link)</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2) (RE Link)</p> <p>To know some facts about reindeer. (Au2) (Science Link)</p> <p>To be able to make rangoli patterns (Au2) (RE Link)</p> <p>To learn about the different stories related to Autumn festivals. (Au2) (History/RE Link)</p> <p>Shows an interest in technological toys.</p>	<p>To know what we need to do to keep healthy and fit. (Sp1) (Science Link)</p> <p>To know similarities and differences between modes of transportation. (Sp1) (Science Link)</p> <p>To know that adults do a variety of jobs and that they are not all the same. (Sp1) (Geography Link)</p> <p>To show an awareness of the emergency services and how they can help us. (Sp1)</p> <p>To talk about what they see using new vocabulary with independence. (Sp1) (Science/Geography Link)</p>	<p>To know that the local environment is made up of different materials: natural and non-natural e.g. wood, stone, earth, grass, astro turf, plastics (Sp2) (Science/Geography Link)</p> <p>To know the names of features in my local area. (Su1) (Geography Link)</p> <p>To know that there are different countries in the world, (Su1) (Geography Link)</p> <p>Knows how to operate simple equipment. (Su1) (Computing Link)</p> <p>To know that information about a topic can be</p>	<p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Su1) (Science/Geography Link)</p>	<p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Su2) (Science/Geography Link)</p> <p>To know that respect must be shown towards the natural environment and living things. (Su2) (Science Link)</p> <p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Su2) (Geography Link)</p> <p>To know that different vegetables grow in different ways. (Su2) (Science Link)</p>	

		(Au2) (Computing Link)	Knows how to use different technological toys (Sp1) (Computing Link)	found on an IPAD or a computer. (Sp2) (Computing Link)		Knows how to operate simple equipment. (Su2) (Computing Link)	
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Expressive Arts and Design – Specific Area.

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery Skills	<p>To listen to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1) (Music Link)</p> <p>To learn about art and music of Africa for Black History Month. (Au1) (Art/ History Link)</p> <p>To use various construction materials. (Au1) (DT Link)</p>	<p>To sing familiar Nursery Rhymes and Nativity / Christmas songs. (Au2) (Music Link)</p> <p>To use different colours and materials to make Rangoli Patterns. (Au2) (Art Link)</p> <p>To make salt dough Diva’s. (Au2) (DT/Art Link)</p> <p>To make Christmas cards and decorations for friends and family using a range of media. (Au2) (DT/Art/RE Link)</p> <p>To make patterns with paint and different objects,</p>	<p>To use scissors effectively. (Sp1) (PE Link)</p> <p>To begin to act out different scenarios using props to enhance imaginative play. (Sp1) (Art Link)</p> <p>Sing familiar songs or make up own songs. (Sp1) (Music Link)</p> <p>To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>To learn about different textures and talk about them. (Sp2) (Art Link)</p> <p>Feely bag activities with different objects for children to feel and describe. (Sp2) (Art Link)</p> <p>To engage in role play by making stick puppets of different story characters. (Sp2) (DT/Art Link)</p> <p>To sing familiar Nursery Rhymes. (Sp2) (Music Link)</p>	<p>To use puppets and props to act out different traditional stories. (Su1) (Art Link)</p> <p>To make masks for role play. (Su1) (DT/Art Link)</p> <p>To sing familiar songs in the correct tone and changing melody if appropriate. (Su1) (Music Link)</p> <p>To begin to construct, stacking blocks vertically and</p>	<p>To sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su2) (Music Link)</p> <p>To listen to music and create movements to the different beats. (Su2) (Music/PE Link)</p> <p>To construct with bricks and blocks to make an enclosure. (Su2) (DT Link)</p> <p>To explore different materials freely,</p>	

	<p>To explore different ways of printing. (Au1) (Art Link)</p>	<p>exploring what happens when you mix colours. (Au2). (Art Link)</p> <p>Joins construction pieces together to build and balance. (Au2) (DT Link)</p>	<p>(Sp1) (DT Link)</p> <p>To play instruments with increasing control. (Sp1) (Music Link)</p>	<p>To realise tools can be used for a purpose. (Sp2) (DT Link)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2) (Art Link)</p>	<p>horizontally, making enclosures and creating spaces. (Su1) (DT Link)</p> <p>To use available resources to create props to support role-play. (Su1) (DT/Art Link)</p> <p>To use available props to develop stories and make imaginative play more purposeful. (Su1) (DT/Art Link)</p> <p>To show different emotions in pictures clearly. (Su1) (Art Link)</p> <p>To draw with increasing control, representing features and detail clearly. (Su1) (Art/PE Link)</p>	<p>using them with a purpose. (Su2) (Art Link)</p> <p>To begin to be interested in and describe the texture of things. (Su2) (Art Link)</p>	
<p>Nursery Knowledge</p>	<p>To know that different musical instruments make different sounds and to</p>	<p>To know how different colours and materials can be used to create things. (Au2) (Art Link)</p>	<p>To know how colours can be mixed to make a new colour. (Sp1) (Art Link)</p>	<p>To know about the different materials and what can be</p>	<p>To know how to use props appropriately for particular stories. (Su1)</p>	<p>To know that body movements can be changed depending on the rhythm to</p>	

	<p>differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1) (Music Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Au1) (Art/Geography Link)</p> <p>For children to be able to construct with a purpose and safely. (Au1) (DT Link)</p> <p>To know that you can use any item to print with. (Au1) (DT Link)</p>	<p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2) (Art/RE Link)</p>	<p>To use their imagination to create different works of art. (Sp1) (Art Link)</p> <p>To know how to be able to construct with a purpose and safely. (Sp1) (DT Link)</p> <p>To play instruments to express feelings and ideas. (Sp1) (Music Link)</p>	<p>created with them. (Sp2) (Art/DT Link)</p> <p>To use their knowledge of stories in acting them out with friends. (Sp2) (Art Link)</p> <p>Sing songs clearly using correct words that have been learned. (Sp2) (Music Link)</p> <p>To know how to create recognisable representations of objects. (Sp2) (Art Link)</p>	<p>(Art/DT Link)</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1) (Art/Music Link)</p> <p>To know how to be able to construct with a purpose and safely. (Su1) (DT Link)</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. (Su1) (Art/DT Link)</p>	<p>achieve a desired effect. (Su2) (Music Link)</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. (Su2) (Art/DT Link)</p> <p>To show confidence in choice of media when creating a model or picture. (Su2) (Art Link)</p>	
Art Theme	'1,2,3 All about Me'	Festivals	On the Move	'Think, Create, Play'	New Life	Our Garden	
Suggested Activities	Self portraits. Family portraits Hand prints	Colour mixing. Rangoli patterns Mehndi patterns Christmas decorations	Creating tracks Under and over collages Map making	Sculpture Modelling Making puppets Large constructions	Observational drawings / paintings Butterfly pictures	Observational drawings Outdoor chalking/painting	

				Map making		
Nursery Music Songs	<p>Here is a list of songs that the children in Nursery should know fluently by the end of the year. The songs link to topics taught.</p> <ul style="list-style-type: none"> - 5 Little Speckled Frogs. - Twinkle Twinkle Little Star - Row, Row, Row Your Boat <ul style="list-style-type: none"> - Baa Baa Black Sheep - Head, Shoulders, Knees and Toes. <ul style="list-style-type: none"> - The Wheels On The Bus <ul style="list-style-type: none"> - Tommy Thumb - Tommy thumb is up and Tommy thumb is down - Here is the Bee hive, where are the bees? <ul style="list-style-type: none"> - When I was one, I'd just begun <ul style="list-style-type: none"> - Incy, wincy spider - There's a tiny caterpillar on a leaf <ul style="list-style-type: none"> - Ickle, ockle, blue bottle <ul style="list-style-type: none"> - Hot Cross buns - Who stole my chickens from my hens? <ul style="list-style-type: none"> - Love somebody, yes I do 					
Nursery Music Skills	<p>Listen with increased attention to sounds. Respond to what they heard expressing their feelings. Play instruments with increasing control to express their ideas and feelings. Use drawing to represent ideas like movement or loud noises. Pupils will enjoy joining in with dancing and ring games. Sing familiar songs and begin to move rhythmically. Sing the pitch of a tone sung by another person. Sing the melodic shape (moving melody, such as up and down and down and up). Create their own songs or improvise around one they know. Imitate movement in response to music and tap out simple repeated rhythms. Explore and learn how sounds can be changed. Sing to self and make up simple songs and rhythms. Notice what adults do, imitate what is observed and then do it spontaneously.</p>					
Nursery Music Knowledge	<p>To join in singing familiar songs and use actions.</p> <p>To know how to tap out simple rhythms and explore how sounds can be changed.</p>					