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|  | **Nursery** | | | | |
|  | **Autumn** | | **Spring** | **Summer** | |
| **Personal, Social and Emotional Development** | *Taken from ‘Development Matters’ document and ‘What to Expect When’ Document:*  **Making Relationships**  •I am beginning to make friends (22-36).  •I am interested in others’ play and starting to join in (22-36).  •I Seek out others to share experiences with (22-36).  •I Initiate play, offering cues to peers to join them (30-50).  • I keep play going by responding to what others are saying or doing (30-50).  **Self confidence and Self awareness.**  • I can say “goodbye” to you when I have a grown up I know to help me (22-36)**.**  •I can show you what I want to play with, eat and /or wear (22-36).  **Managing Feelings and behaviour.**  •I will go to a grown up I know when I’m feeling sad, scared or worried (30-50).  •I can follow simple routines to help me do things by myself (30-50). | | *Taken from ‘Development Matters’ document and ‘What to Expect When’ Document:*  **Making Relationships**  • I can play in a group by extending and elaborating play ideas, e.g. building up a role-play activity with other children (30-50).  • I show friendly behaviour, initiate conversations and form good relationships with peers and familiar adults (30-50).  **Self confidence and Self awareness**  • I can select and use activities and resources with help (30-50).  • I welcome and value praise for what I have done (30-50).  • I enjoys responsibility of carrying out small tasks (30-50).  • I am more outgoing towards unfamiliar people and more confident in new social situations (30-50).  • I am confident when asking adults for help (30-50).  **Managing Feelings and behaviour**  •I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too (30-50).  • I am aware of own feelings, and know that some actions and words can hurt other peoples feelings (30-50). | *Taken from ‘Development Matters’ document and ‘What to Expect When’ Document:*  **Making Relationships**  • I Initiate conversations, attend to and takes into account what others say (30-50).  •I like to talk with my friends and grown-ups and tell them what I know about the things they talk about (40-60)  **Self confidence and Self awareness**  • I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others (30-50).  •When I am playing, I will chat to my friends about my family (30-50).  •I can tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don’t like something (40-60).  **Managing Feelings and behaviour**  • I can usually tolerate delay when needs are not immediately met, and understand my wishes may not always be met (30-50).  • I can usually adapt my behaviour to different events, social situations and changes in routine (30-50).  • I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross (40-60). | |
| **Communication and Language** | *Taken from ‘Development Matters’ document and ‘What to Expect When’ Document:*  **Listening and Attention**  • I shows interest in play with sounds, songs and rhymes (22-36).  • I listen with interest to the noises adults make when they read stories (22-36).  • I listen to others one to one or in small groups, when conversation interests me (30-50).  **Understanding.**  • I understand more complex sentences (22-36).  • I understand ‘who’, ‘what’, ‘where’ in simple questions (22-36).  **Speaking**  • I use a variety of questions (e.g. what, where, who) (22-36).  • I hold a conversation, jumping from topic to topic (22-36).  • I am beginning to use more complex sentences to link thoughts (e.g. using and, because) (30-50). | | **Listening and Attention**  • I listen to others one to one or in small groups, when conversation interests me (30-50).  • I listen to stories with increasing attention and recall (30-50).  • I join in with repeated refrains and anticipate key events and phrases in rhymes and stories (30-50).  **Understanding.**  • I understands use of objects (30-50)  • I respond to simple instructions, e.g. to get or put away an object (30-50).  **Speaking**  • I can retell a simple past event in the correct order (e.g. went down slide, hurt finger) (30-50).  • I use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50).  • I use vocabulary focused on objects and people that are of particular importance to me (30-50). | **Listening and Attention**  • I focus my attention – still listen or do, but can shift my own attention.  • I am able to follow directions (if not intently focused on my own choice of activity) (30-50).  **Understanding.**  • I show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting the correct picture (30-50).  • I am beginning to understand ‘why’ and ‘how’ questions (30-50).  **Speaking**  • I question why things happen and gives explanations. (30-50).  • I use a range of tenses (e.g. play, playing, will play, played) (30-50).  • I use intonation, rhythm and phrasing to make the meaning clear to others (30-50).  • I use language to imagine and recreate roles and experiences in play situations (40-60). | |
| **Physical Development** | **Moving and Handling**  **•** I am beginning to use three fingers (tripod grip) to hold writing tools (22-36).  •I Imitate drawing simple shapes such as circles and lines (22-36).  • I move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (30-50).  • I mount stairs, steps or climbing equipment using alternate feet (30-50).  • I walk downstairs, two feet to each step whilst carrying a small object (30-50).  • I draw lines and circles using gross motor movements. | | **Moving and Handling**  • I run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles (30-50).  • I can stand momentarily on one foot when shown (30-50).  • CI can catch a large ball (30-50).  • I use one-handed tools and equipment, e.g. makes snips in paper with child scissors (30-50). | **Moving and Handling**  • I hold my pencil between thumb and two fingers, no longer using my whole-hand grasp (30-50).  • I hold my pencil near point between first two fingers and thumb and use it with good control (30-50).  • I can copy some letters, e.g. letters from their name (30-50).  • I am beginning to form recognisable letters (40-60).  • I show increasing control over an object in pushing, patting, throwing, catching or kicking it (40-60). | |
|  | **Health and Self Care**  • I help with dressing, e.g. puts my on hat, unzips zipper on my jacket (22-36).  • I am beginning to be independent in self-care, but still often need adult support (22-36).  • I can tell adults when hungry or tired or when they want to rest or play (30-50). | | • I can usually manage washing and drying hands (30-50).  • I dress myself with help, e.g. puts arms into open-fronted coat or shirt when held up, pull up my own trousers, and pull up zipper once it is fastened at the bottom (30-50).  • I can tell adults when hungry or tired or when I want to rest or play (30-50).  • I have gained more bowel and bladder control and can attend to toileting needs most of the time by myself (30-50). | • I observe the effects of activity on my body (30-50).  • I understand that equipment and tools have to be used safely (30-50).  • I am usually dry and clean during the day (40-60). | |
| **Literacy** | **Writing**  • I can distinguish between the different marks I make (22-36).  • I sometimes give meaning to marks I draw and paint (30-50).  **Reading**  • I repeat words or phrases from familiar stories (22-36).  • I fill in the missing word or phrase in a known rhyme, story or game (22-36).  • I look at books independently (30-50).  • I handle books carefully (30-50).  • I listen to and join in with stories and poems, one-to-one and also in small groups (30-50).  • I show interest in illustrations and print in books and print in the environment (30-50). | | **Writing**  • I sometimes give meaning to marks I draw and paint (30-50).  • I ascribe meanings to marks that I see in different places (30-50).  **Reading**  • I show interest in illustrations and print in books and print in the environment (30-50).  • I listen to stories with increasing attention and recall (30-50).  • I join in with repeated refrains and anticipate key events and phrases in rhymes and stories (30-50).  • I am beginning to be aware of the way stories are structured (30-50).  • I enjoy rhyming and rhythmic activities (30-50).  • I show awareness of rhyme and alliteration (30-50). | **Writing**  • I sometimes give meaning to marks as I draw and paint (30-50).  • I ascribe meanings to marks that I see in different places (30-50).  **Reading**  • I know that print carries meaning and, in English, is read from left to right and top to bottom (30-50).  • I hold books the correct way up and turn pages (30-50).  • I know information can be relayed in the form of print (30-50).  • I describe main story settings, events and principal characters (30-50).  • I recognise familiar words and signs such as own name and advertising logos (30-50). | |
| **Mathematics** | | • I recite some number names in sequence (22-36).  •I begin to make comparisons between quantities (22-36).  • I use some language of quantities, such as ‘more’ and ‘a lot’ (22-36).  • I use some number names and number language spontaneously (30-50).  • I use some number names accurately in play (30-50).  • I show an interest in numerals in the environment (30-50).  • I show an interest in representing numbers (30-50).  **Shape**  • I am beginning to categorise objects according to properties such as shape or size (22-36).  • I am beginning to use the language of size (22-36)  • I show an interest in shape and space by playing with shapes or making arrangements with objects (30-50)  • I show interest in shapes in the environment (30-50). | • I recite numbers in order to 10.  . • I am beginning to represent numbers using fingers, marks on paper or pictures  • I show curiosity about numbers by offering comments or asking questions.  • I know that numbers identify how many objects are in a set (30-50).  • I compare two groups of objects, saying when they have the same number (30-50).  **Shape**  • I use positional language (30-50).  • I show awareness of similarities of shapes in the environment (30-50).  • I use shapes appropriately for tasks (30-50). | | • I know that a group of things changes in quantity when something is added or taken away (30-50).  • I show an interest in number problems (30-50).  • I separate a group of three or four objects in different ways, beginning to recognise that the total is still the same (30-50).  • I sometimes match numeral and quantity correctly (30-50).  • I recognise numerals 1 to 5 (40-60).  • I count up to three or four objects by saying one number name for each item (40-60).  **Shape**  • I am beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’ (30-50).  • I show interest in shape by sustained construction activities or by talking about shapes or arrangements (30-50).  • I select a particular named shape (40-60). |
| **Understanding the Wrold** | | **People and Communities**  •In pretend play, I imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea (22-36).  • I have learnt that I have similarities and differences that connect me to, and distinguish me from, others (22-36).  • I remember and talk about significant events from my own experience (30-50).  • I recognise and describe special times or events for family or friends (30-50).  **The World**  •Enjoys playing with small-world models such as a farm, a garage, or a train track (22-36).  • I can talk about some of the things I have observed such as plants, animals, natural and found objects (30-50).  • I show care and concern for living things and the environment (30-50).  **ICT**  • I operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car (22-36).  •I Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (30-50).  • I can make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (30-50)**.** | **People and Communities**  •I show interest in the lives of people who are familiar to them.  • I recognise and describe special times or events for family or friends (30-50).  • I show interest in different occupations and ways of life (30-50).  **The World**  • I comment and asks questions about aspects of my familiar world such as the place where we live or the natural world (30-50).  • I have developed an understanding of growth, decay and changes over time (30-50).  **ICT**  •I know how to operate simple equipment, e.g. turns on CD player and uses remote control (30-50). | | • I know some of the things that make me unique, and I can talk about some of these similarities and differences in relation to friends or family (30-50).  • I enjoy joining in with family customs and routines (40-60).  **The World**  • I talk about why things happen and how things work (30-50).  **ICT**  •I know that information can be retrieved from computers (30-50).  •I use ICT hardware to interact with age-appropriate computer software (40-60). |
| **Expressive Art and Design** | | • I join in singing favourite songs (22-36).  •I create sounds by banging, shaking, tapping or blowing (22-36).  •I sing a few familiar songs (30-50).  •I use various construction materials (30-50). | •I enjoy joining in with dancing and ring games (30-50).  •I realise tools can be used for a purpose (30-50).  •I explore and learns how sounds can be changed  •I tap out simple repeated rhythms (30-50).  •I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (30-50. | | •I explore colour and how colours can be changed (30-50).  • I join construction pieces together to build and balance (30-50).  • I tap out simple repeated rhythms(30-50). |

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| **R.E** | *Agreed Syllabus..(objectives chosen to fit in with the topics that we are learning).*  ***Topic-Marvellous Me-A topic learning all about our new friends and who is special to them and why****.*  • talk about people who are special to them  • say what makes their family and friends special to them  • identify some of the qualities of a good friend  **Festivals/Events.**   * *St Andrews Day 30th Nov 2020* * *Bonfire Night 5th November 2020* * Diwali-14th November 2020-Hindu Festival * The Christmas Story/Nativity/Christianity/How God made the world December 2020 * Say why Christmas/Easter and a festival from another faith are special times for believers | *Agreed Syllabus…(objectives chosen to fit in with the topics that we are learning).*  **Spring-A topic learning all about growing, animals simple life cycles**  F6-What is special in our world   * Express ideas about how to look after animals and plants.   **Under the Sea**-   * Talk about what people do to mess up the world and what they do to look after it. * Think about the wonders of the natural world, expressing ideas and feelings   Festivals/Events.   * Chinese New Year/The Chinese new Year Race 12th February 2020 * Easter-The Easter story April 2020 * St Georges Day 23rd April 2020 * St Patricks Day 17th March 2020 | *Agreed Syllabus…(objectives chosen to fit in with the topics that we are learning).*  ***Summer***  ***Which times are special and why/Where do we belong?***   * How and why do we celebrate special and sacred times?   **Festivals**   * Holi Colour Festival * Eid 12th May 2020 |