WHITMORE
PRIMARY SCHOOL AND NURSERY

EYFS Skills Curriculum 26-27

Glossary of terms and abbreviations	**COEL** – Characteristics Of Effective Learning **CLL** – Communication, Language and Literacy **PD** – Physical Development **PSED** – Personal, Social and Emotional Development **UW** – Understanding the World **EAD** – Expressive Arts and Design **LIT** – Literacy **M** – Maths **Phonics** – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes) **HFW** – High Frequency Words. The most common words in English – these are not always decodable using phonics. **EYFS** – Early Years Foundation Stage (Nursery and Reception) **EAL** – English as an Additional Language – children whose first language is not English, or who have a language that is not English as the primary spoken language at home. **National Curriculum** – The objectives and skills taught in years 1 to 6 **KS1** – Key Stage 1 – years 1 and 2 **Tapestry** – computer software used buy staff in Reception and Nursery to record children's development. This can be access by parents.
Overview	CLL & PD & PSED are the prime areas and as such run through all the other areas of learning (specific areas). Children need to be confident in these areas to reach their full potential in all areas of learning. COEL are embedded in all these areas too. Classrooms will be set up to encourage independence (children know how to access resources), core muscle strength (standing at tables, lying on the floor, stretching to play, etc). The curriculum model will begin on entry to our Nursery or Reception classes and follow through to the end of Reception. At the end of each term will be a curriculum goal – things we want the children to achieve in our setting and these will be planned through our medium-term plans and weekly plans. Any gaps in children's leaning will be identified through observations and adult led activities, and next steps put in place to deal with these. Some might be immediate interventions, while others might involve outside agencies and long-term interventions.

Physical Development

	Expectations during Nursery		Expectations during Reception			Links to KS1
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
Dressing	*I can take off my coat* *I can pull down my pants to use toilet*	*I can put on my shoes without fastening (may be wrong foot)*	*I can take a T-shirt and jumper on/off on my own, may be back to front* *I can pull up clothes on own*	*I can put on shoes and socks correctly* *I can fasten a zip with little adult support*	*I can dress and undress on own*	*Fasten buttons at top of t-shirt* *Tie own laces*
Riding a bike / scooter	*I can walk a balance bike/push a tricycle with my feet*	*I can use my feet to scoot a balance bike/ride a scooter/pedal a tricycle*	*I can maintain balance around corners/cones on a scooter/tricycle*	*I can stop a bike/scooter using brakes/feet* *I can pedal down an incline maintaining balance on a tricycle*	*2-wheel bike –I can pedal and maintain balance for a few feet on the flat*	*Can pedal and maintain balance while manoeuvring around obstacles on a 2 wheeled bike*
Ball Skills	*I am beginning to throw a ball overhead* *I can catch a ball by chasing* *I can use my foot to tap a ball*	*I can throw a ball underhand* *I can catch a large ball between extended arms* *I can kick ball with 1 foot while swinging my arms*	*I can throw a ball forward using appropriate technique- rotating trunk/swinging arms* *I can catch a large ball by bringing my hands into chest* *I can direct kick to knock down a tower*	*I can hit a target with a tennis ball using underarm throw* *I can bounce a large ball* *I can walk towards and kick a ball*	*I can throw tennis ball underhand using trunk rotation and opposing arm/leg movements* *I can bounce and catch a large ball using 2 hands* *I can run towards and kick a ball*	*Can usually hit a target with an overhand toss* *Catch a tennis ball using only hands* *Co-ordinate body to meet and kick a ball that is rolled to them from a distance*
Balance	*I can stand on tiptoes*	*I can stand on 1 foot for 2 seconds*	*I can walk along a chalk line*	*I can walk along a low and wide balance beam*	*I can hold a controlled static balance on one leg*	*Walk along a low narrow balance beam*
Jumping	*I can jump of a low object with both feet off the ground*	*I can jump over a small stationary object*	*I can jump forward, taking off and landing on 2 feet*	*I can hop on 1 foot 2-3 times*	*I can jump and turn in the air*	*Hop up to 10 times on alternate feet*
Using tools	*I can pour from 1 container to another*	*I can explore a range of tools-spoons, spades, paintbrushes, etc*	*I can use one-handed tools for making snips in paper e.g., with scissors*	*I can use scissors to cut paper in half*	*I can use scissors to cut around a shape on paper*	*Use scissors to cut fabric*
Brushing Teeth	*I am able to squeeze toothpaste onto a toothbrush*	*I know the names of teeth/gums/tongue* *I am able to use a toothbrush with adult help*	*I can talk about importance of brushing teeth regularly* *I know which foods are bad for my teeth*	*I am able to brush teeth at front/sides/inside teeth etc with a little adult help*	*I am beginning to brush teeth on own*	*Able to brush teeth on own* *Able to know the importance of teeth brushing regularly*
Eating *(encouraged at snack & lunch times)*	*I can use a spoon to pick up food and put in my mouth*	*I can stab food using a fork* *I can spoon cereal from container to dish with little spilling*	*I can use a knife to cut soft food like bananas etc*	*I can spread using a knife*	*I can cut using a knife* *I am beginning to use a knife and fork on my own*	*Use knife and fork on own consistently*
Pencil grip	*I can hold a pencil with a palmer grasp*	*I can hold a pencil with a digital pronate grasp*	*I can hold a pencil with a 4-finger grasp*	*I can hold a pencil with a static tripod grasp*		*Dynamic tripod grasp*
Construction *Stacking* *Enclosing* *Joining* *Bridging*	*Large blocks/Planks* *Recycled materials* *Duplo/Train set* *I am able to build a tower and fix some things together*		*Stickle bricks/mobilo etc* *Small boxes/cups/lolly sticks/guttering* *I am able to build houses, transformers etc and to join construction together* *I am able to use Sellotape, masking tape, blu tak*		*I am able to select construction for a particular purpose and join using paper clips, Sellotape dispenser, staples, paper fasteners* *Small lego etc and building using a variety of learnt techniques*	*I can construct for a purpose*
Malleable *Standing at tables to build stomach muscles Playdoh, pastry, clay, sponges*	*I can make big balls using whole palm, squeezing*		*I can roll flat* *I can use rolling pins with side handles* *I can cut out shapes with cutters*		*I can knead squeeze* *I can use knuckles, and make thumb pots* *Potato masher, scissors, colander* *Rolling pins with no handles*	*Refine skills to produce an end product*
Independence	*I can work independently to develop basic skills*		*I am starting to make up my own physical games*	*I can collaborate with others to devise team games and manage resources*		*Edit and refine movements and games*

	Autumn term	Spring term	Summer term
Reception PE objectives	**Fundamentals Unit 1** *I am confident to try new challenges* *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly and with consideration of the rules* *I use movement skills with balance and co-ordination when playing games* **Fundamentals Unit 2** *I am confident to try new challenges, deciding on the skills I use to complete the task* *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and congratulate others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour*	**Ball Skills Unit 1** *I can make independent choices* *I can negotiate space safely with consideration for myself and others* *I persevere when trying new challenges* *I play ball games with consideration of the rules* *I play co-operatively and take turns with others* *I use ball skills with developing competence and accuracy* **Ball Skills Unit 2** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or challenges* *I persevere when trying new challenges* *I play ball games with consideration of the rules* *I play co-operatively and take turns with others* *I use ball skills with developing competence and accuracy*	**Games Unit 1** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour* *I show an understanding of my feelings and can regulate my behaviour* **Games Unit 2** *I can negotiate space safely with consideration for myself and others* *I follow instructions involving several ideas or actions* *I play co-operatively, take turns and encourage others* *I play games honestly with consideration of the rules* *I show an understanding of my feelings and can regulate my behaviour* *I use ball skills with developing competence and accuracy* *I show an understanding of my feelings and can regulate my behaviour*

Communication & Language

	Expectations during Nursery		Expectations during Reception		
	Nursery year 1	**Nursery year 2**	**Autumn term**	**Spring term**	**Summer term**
EAL and S&L difficulties: *Early assessment and referral to speech therapist our priority*	*I can sing a repertoire of songs* *I am beginning to use longer sentences of 4-6 words* *I can understand action words e.g. Who's jumping?* *I can understand 'why' questions* *I enjoy listening to stories and remember what happens* *I am able to talk about familiar stories* *I am able to tell a long story* *I can use a wider range of vocabulary* *I can understand 2 part instructions* *I can use talk to organise myself and my play*	*I am beginning to turn take in conversations* *I can use a sentence of 4-6 words* *I can use 'because' and 'and'* *I can answer simple 'why' questions using past and future tenses*	***Au1:*** *I understand social phases* *I can engage with stories* *I can start a conversation* *I can learn new vocabulary* ***Au2:*** *I can show active listening* *I can engage with non-fiction books* *I can describe an event*	***Spr1:*** *I can use new vocabulary* *I can ask relevant questions* *I can retell stories* *I can articulate ideas in sentences* ***Spr2:*** *I can connect ideas using connectives* *I can hold a back-and-forth conversation* *I can explain why things happen*	***Consolidation*** ***Links to KS1:*** *I can speak articulately* *I can tell a simple story using full sentences* *I can use future tenses* *I can say my name and address*
Oracy	**Autumn term**		**Spring term**		**Summer term**
Nursery	**Physical** *I can turn my body towards the speaker for an appropriate amount of time* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can listen to others* **Talk tactics** *Encourage* *Suggest*		**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can take turns to speak with the support of an adult* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate*		**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'* **Cognitive** *I can begin to understand 'how' and 'why' questions* **Social and Emotional** *I can describe events currently happening and what might happen next* *I can take turns to speak* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch*
Reception	**Physical** *I can speak audibly so I can be heard and understood* **Linguistic** *I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'* **Cognitive** *I can use 'because' to develop my ideas* **Social and Emotional** *To listen attentively in a pair* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch*		**Physical** *I can sometimes use gestures to support meaning in play* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can ask questions* **Social and Emotional** I can listen attentively in a pair or small group **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch* *Build*		**Physical** I can often use gestures to support meaning in play **Linguistic** I can use talk in play to practice new vocabulary **Cognitive** *I can wonder about ideas* *I can describe events that have happened to me in detail* **Social and Emotional** *I can take turns to speak with a partner independently* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch* *Build* *Challenge*

Personal, Social & Emotional Development

Expectations during Nursery		Expectations during Reception		
Nursery year 1	**Nursery year 2**	**Autumn term**	**Spring term**	**Summer term**
I am starting to enjoy the company of peers *I can form relationships with new adults* *I can select and use activities with help* *I am showing increasing confidence in new surroundings* *I can play with more than 1 friend* *I take part in pretend play* *I help to suggest solutions to conflicts* *I can follow the rules*	*I am beginning to understand how others feel* *I have developed ways of being assertive* *I am becoming more outgoing with unfamiliar people* *I am able to settle at an activity for a while*	***Au1:*** *I know my peers' names* *I can form new friendship* *I know the class rules* *I can manage my toileting independently* ***Au2:*** *I am able to share* *I am beginning to regulate my behaviour*	***Spr1:*** *I can think about others and wait my turn* *I can begin to moderate my own feelings socially and emotionally* ***Spr2:*** *I can express my feelings and consider others feelings* *I can focus my attention* *I can regulate my own behaviour*	***Consolidation*** ***Links to KS1:*** *I am showing more independence* *I can tell what's make believe and real* *I like to sing, dance and act* *I am aware of gender* *I can agree with rules* *I want to be like my friends*

Literacy

	Expectations during Nursery		Expectations during Reception		
	Nursery year 1	**Nursery year 2**	**Autumn term**	**Spring term**	**Summer term**
Writing	**Pre-Literate** *Scribble stage* *Symbolic stage* *Directional scribble* *Symbolic/mock letters*	**Emergent** *Strings of letters* *Groups of letters* *Labelling pictures* *Environmental print*	**Transitional** *Letter/word representation* *First/last letter representation* *Medial letter sounds* ***Au1:*** *I can mark make* *I can write own name* ***Au2:*** *I can write a list* *I can write recognisable letters* *I am beginning to use segmenting to spell new words*	**Fluent** *Beginning phase writing* *Sentence writing* ***Spr1:*** *I can spell some tricky words* *I can write a simple caption using funky writing* ***Spr2:*** *I can use segmenting to spell new words* *I can form upper case and lowercase letters correctly* *I can write sentences that can be read by others*	***Consolidation*** *I can compose and write a sentence independently* ***Links to KS1:*** **Six traits of writing** *Conventions, organization, voice, ideas, word choice, sentence fluency*
Reading *Promote a love of reading*	*I explore books independently* *I listen to stories being read* *I imitate reading a book out loud*	**Understand the 5 key concepts of print** *I know print has meaning* *I know print can have different purposes* *I know that we read English text from left to right and from top to bottom* *I know the names of different parts of the book* *I can use page sequencing*	***Au1:*** *I enjoy stories* *I can name the initial and end sound in words* *I can match some letters to sounds* *I am developing an awareness of syllables* ***Au2:*** *I can read words using blending* *I can say some rhyming words* *I can retell a story that has been read to me*	***Spr1:*** *I can read words and simple sentences* *I can use story vocab in my play* *I can arrange a story in sequence* ***Spr2:*** *I can predict key events in stories* *I can read a book using phonics skills* *I can retell the main parts of a story– who/what/when/where/how/why*	***Consolidation*** *I can decode unfamiliar words* *I can read with some fluency* ***Links to KS1*** *I can read whilst taking note of punctuation* *I am able to self-correct*

Phonics

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Progression of sounds**	**Phase 1** **Aspects 4-7** *Rhythm & rhyme* *Alliteration* *Voice sounds* *Oral blending & segmenting*	*s a t p i n*	*m d g o c k e*	*u r h b f l j*	*v w y z qu ch*	*ck x sh th ng nk*
	Phonemic awareness focus		*Teach children to hear the same initial sound for words and names of objects*	*Teach children to identify initial sounds of words and names of objects* *Teach children to distinguish different sounds*	*Teach children to identify initial sounds of words and names of objects* *Teach children to articulate sounds correctly – including playing with voice sounds*	*Teach children to identify initial sounds of words and objects*	*Teach children to identify the final sounds of words and objects*
	Oral blending focus		*Teach children to blend CVC words using oral blending and objects*	*Teach children to blend a wider range of CVC words using oral blending*	*Teach children to blend a wider range of words using oral blending*	*Teach children to blend a wider range of words using oral blending*	*Teach children to blend a wide range of words using oral blending*
	Recognising their name		*Teach children to find their name using their picture*	*Teach children to recognise the initial sound of their name*	*Teach children to recognise the capital letter that starts their name*	*Teach children to match their name to their picture*	*Teach children to match their name to their picture*

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Wk 1**	*2 days (staggered start)*	*4 days* *ff ll ss j*	*ai ee igh oa*	Review Phase 3 *ai ee igh oa oo ar or ur oo ow oi ear*	Short vowels CVCC	*Long vowel sounds* *CVCC CCVC*
	Wk 2	*Staggered start* *Phase 1 phonics*	*v w x y*	*oo oo ar or*	Review Phase 3 *er air words with double letters longer words*	Short vowels CVCC CCVC	Long vowel sounds *CCVC CCCVC CCV CCVCC*
	Wk 3	*s a t p*	*z zz qu words with –s /s/ added at the end (hats sits) ch*	*ur ow oi ear*	Words with two or more digraphs	Short vowels CCVCC CCCVC CCCVCC Longer words	*Phase 4 words with –s /s/ at the end* *Phase 4 words with –s /z/ at the end* *Phase 4 words with –es /z/ at the end*
	Wk 4	*i n m d*	*sh th ng nk*	*air er words with double letters: dd mm tt bb rr gg pp*	Longer words words ending in –ing *Compound words*	Longer words Compound words	*Root words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/*
	Wk 5	*g o c k*	*words with –s /s/ added at the end (hats sits)* *words ending in s /z/ (his) and with –s /z/ added at the end (bags)*	Longer words	Longer words *words with s /z/ in the middle* *words with –s /s/ /z/ at the end words with –es /z/ at the en* **Assess and review**	Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	*Root words ending in: –er, –est*
	Wk 6	*ck e u r*	**Assess and review**	**Assess and review**		**Assess and review**	**Assess and review**
	Wk 7	*h b f l*	**Assess and review**			*3 days* **Assess and review**	**Assess and review**

	Wk 8	Assess and review	[redacted]	Assess and review `

Maths

	Expectations during Nursery		Expectations during Reception			Links to KS1
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
Number	**See table below**		*I have a fast recognition of up to 3 objects (subitising)* *I can match objects using 1-1 correspondence to 5* *I can recite numbers past 5* *I can link numerals and amounts to 5* *Cardinal principle – I know the last number reached when counting sets of objects* *I can record in my own way* *I am beginning to sort objects* *I can solve real world problems to 5*	*I can count objects, actions, sounds to 5* *I can subitise to 5* *I can link the numeral to the cardinal number to 5* *I understand 1 more/1less* *I can explore composition of numbers to 10* *I can sort objects giving reasons* *I can compare numbers* *I am able to record in my own way* *I am able to combine 2 groups altogether* *I can order numbers to 5*	*I can automatically recall number bonds 0-10* *I can count verbally beyond 20* *I use mathematical vocab – more than/less than/add/take away etc* *I am able to use correct notations for writing sums* *I am able to write numbers 1-10* *I am able to recognise coin values and exchange them up to 10p* *I can order numbers to 10*	*I ca read and write numbers 1-100* *I can count in twos, fives and 10's up to 100* *I can add and subtract to and from 20 using objects/number line*
Measurement			*I am beginning to make comparisons between sizes, length, etc.*	*I can arrange objects according to size, capacity, etc.* *I am beginning to understand vocab tall/short, heavy/light, etc.*	*I use vocab tall/short, heavy/light, etc.* *I am able to make a prediction and test it – Which holds more?, etc.*	*I can record measurements* *I can sequence events in order – first, second, etc.* *I can read digital clocks* *I understand coin values*
Spatial sense and geometry (shapes)			*I can explore 2D & 3D shapes* *I am beginning to use vocab sides, corners, etc.* *I can select appropriate shapes for building* *I can combine shapes to make new ones* *I can use spatial words in play, under, in, on, up, down, besides, between*	*I am able to identify and sort 2D shapes and give reasons* *I can describe a familiar route – obstacle route, etc.* *I am beginning to compose and decompose shapes*	*I am able to sort 3D shapes and name them* *I am able to describe common 2D and 3D shapes* *I know that a shape can have other shapes within it*	*I can name shapes such as oval, hexagon* *I can move objects in relation to others – over, under, etc.*
Patterns			*I can talk about and identify the patterns around me* *I can extend and create ABAB patterns e.g stick, leaf, stick, leaf*	*I can notice and correct an error in a repeating pattern* *I can talk about patterns in events first, then, next, etc.*	*I am able to continue patterns with varying rules AB, ABB, ABBC*	*I can make and extend patterns* *I can recognise similarities and differences in patterns*

Nursery Maths

Assessments will take place 'in the moment' and in 'teacher led activities' and closing the gap time, will be given, to those children who need it to understand concepts before moving them on. End of term assessments will take place to ensure all children are working at ARE in line with the curriculum goals.

The first 3 weeks will be our settling in period and baseline and then the curriculum will start

Number Principles

1 -1 correspondence - 1 number name for each object that is counted
stable order – know that numbers are said in a certain order
cardinal principle – number name assigned to the final object in the grp is total no of objects in that group
abstraction principle – understand anything can be counted, including sound and movement
order irrelevance principle – order we count in is irrelevant there will always be the same number

Term	Autumn	Spring	Summer
Skills Taught	**Shapes, Space and Measures** *I can sort objects and categorise them* *I can identify objects that are the same, sort a group, sort and match size* *I can recognise, name and match colours* *I can use the language of same/different when matching* *I am beginning to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps etc* *I can find the odd one out of a group* *I am beginning to talk about shapes* *I can describe shapes in my own way and learn some shape properties and the vocabulary for this* *I am beginning to make arrangements of shapes and build with shapes* *I show an interest in shapes in the environment* *I am beginning to notice patterns in the environment* *I am beginning to make simple patterns – leaf/conker/leaf, etc.* **Number (continuous teaching)** *I am beginning to understand that the last number counted is how many are in a set* *I am beginning to realise there is an order to counting* *I am beginning to assign 1 counting word to each object 1-3* *I am beginning to say how many are left – from singing number rhymes (five speckled frogs)* *I can investigate that a group of objects changes when an object is added or taken away* **Number 1/2/3** *I can count to … and recognising the numeral* *I can manipulate …. of many objects* *I can give 1/2/3 spoons to each teddy* *I can select 1/2/3 object from a group – pls give me 1…..* *I am beginning to represent numbers using fingers – show me 1/2/3 fingers* *I can describe shapes – has 1 curved side a triangle has 3 sides* *I can link numerals and amounts – at tidy up time have pencil pots labelled with 1/2/3 pencils for children to tidy up*	**Shapes, Space and Measures** *I can compare objects and learn the vocabulary – big/little/small etc.* *I am developing an understanding of size – big/little/small/large etc.* *I can copy a pattern ABABAB using everyday objects pine cones/leaves etc.* *I can continue a pattern ABABAB* *I can correct an error in a pattern* *I can explore patterns using body actions* *I am able to name the pattern – leaf/twig/leaf/twig etc.* *I am beginning to make my own repeated patterns* *I can use positional language – follow instructions using positional language – behind/in front/next to, etc.* *I am beginning to use puzzles* *I am developing an understanding of measuring using a range of objects – ribbons/cubes, etc.* **Number (continuous teaching)** *Review numbers 1/2/3* *I know that numbers identify how many in a set* *I can give my teacher 1/2/3 objects from a larger group* *I can subitise1 and 2 – fast recognition of up to 3 objects without counting them, look there are 2 objects!!* *I realise that not only objects can be counted* *I can record using my own marks – adult to model recording when adult led activity or playing games inside and outside* **Number 4/5** *I can recite numbers to 4/5* *I am beginning to count 3/4 objects saying 1 number for each item* *I am beginning to separate a group of 4 objects in different ways* *Square shape – 4 sides* *I am beginning to match numerals and quantities* *I can sing number rhymes and understand how many are left – 5 little ducks went swimming….* *I can use the language of same and different when comparing 2 dice rolled at the same time for example* *I am beginning to find 1 more/1less than 4/5* *I am beginning to find an interest in number problems* *I can represent numbers 1/2/3/4/5 using fingers*	**Shapes, Space and Measures** *I can use shapes appropriately for tasks – a cone for the top of a castle etc.* *I can talk about the shapes of everyday objects* *I can make arrangements with shapes* *I can go on a shape hunt* *I can select a particular named shape* *I am able to complete a simple puzzle* *I am developing an understanding of capacity and vocabulary – pouring/filling/full/empty/half full* *I can continue to develop an understanding of tall/short and compare objects* *I can use the language of weight – heavy/light* **Number (continuous provision)** *I can solve number patterns, 1212 what comes next?* *I am beginning to subitise numbers within 5 – able to make ….. in different ways using dice/numicon/objects etc. on own* *I am beginning to select the correct numeral for numbers 1-5* *I am beginning to order numbers to 5* *I can count 5 objects in an irregular arrangement* *I am beginning to count beyond 5 saying 1 number for each item* *I am beginning to count backwards from 5* *I am beginning to use words bigger/smaller when comparing numbers on a number line to 5* *I am beginning to recognise numerals 1-5 in and out of order* *I can solve some real-world problems to 5 – there are four of you but there aren't enough chairs…?* *I can record in my own way – how many balls they can throw into a hoop?*

End of term objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am beginning to subitise to 3 *I can explore 2-D & 3D shapes* *I can compare quantities more, fewer*	*I can count objects in order to 5* *I can recite numbers past 5* *I can investigate properties of shapes* *I can recognise patterns*	*I can show finger numbers up to 5* *I can compare by size* *I experiment with recording using own marks* *I can create ABAB patterns*	*I can match numerals and amounts to 5* *I can describe position – under, on top, etc.* *I can compare by weight* *I can correct an error in a pattern*	*I can select appropriate shapes for building* *I can compare by length* *I can solve real world problems to 5* *I can use first, next, then*	*I can combine shapes to make new ones* *I can compare by capacity* *I understand position* *I can count 5 objects 1-1* *I know how many without counting up to 5 (subitise)*

Expressive Arts and Design

	Expectations during Nursery		Expectations during Reception			Links to KS1
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
Small world / role play area	**Character Development** *Familiar fantasy – superheroes etc.* *Familiar characters* *Familiar domestic situations* **Story Telling** *Animals, people, mini-mes, puppets, cars, trains, dinosaurs, vehicles* **Environment** *Specific resources - Airport, fire engines, rocket, pirate ship, etc.*		**Character Development** *Mini-mes* *Familiar situations – shop, bus etc* *Shared fantasy – adult introduces* **Story telling** *Mini mes, finger puppets, story character masks, re-telling familiar stories* **Environment** *Non-Specific resources – cave, toad stools, etc.*	**Character Development** *Unfamiliar fantasy – made up by child* *Unfamiliar real life situations – artic, nativity, etc.* **Story telling** *Own resources, block people, resources not gender specific, made up characters, mini-mes* **Environment** *Models made out of construction* *Junk materials* *Fabrics for capes, etc.* *Natural materials – bark, logs, conkers, pine cones*		
Painting	*I can experiment with a variety of tools and different sized brushes – sponge brushes, fingers twigs, vehicles, rollers, sponges, hands, feet* **Brushes:** *large rollers, large brushes*		*I can recognise and name the primary colours and mix colours* *I can match the colours to artefacts and objects* *I use fingers, fruit and veg, 3D shapes* **Brushes:** *medium brushes, smaller rollers*	*I can explore working with paint on different surfaces – paper, card, and different sized and shaped paper* **Use**: *marbles, cotton buds, small brushes*	*I can select own resources and use my own ideas to produce a piece of work* *I can look and talk about my art work and describe the techniques used and media used*	*Explore lighting and darkening paint* *Begin to control marks made* *Start to record in a sketch book* *Blending colours*
Drawing *Chn to be taught how to draw people, animals, snowmen, etc.*	*I enjoy using fingers, hands, chalk, pens, pencils to make marks* *I can distinguish between drawing and writing* *I am beginning to draw shapes for a person*		*I can draw a person with 2-4 body parts and show emotions in the face* *I draw on different surfaces and different sized paper vertically and horizontally*	*I can draw a person with at least 6 body parts* *I can draw from imagination, observations and illustrations* *I can talk about what I have drawn in detail*		*Begins to control the marks they make* *Records in a sketch book* *Develops tone* *Symmetrical features*
Textiles	*I play with a variety of fabrics, textiles* *I use glue sticks, glue spreader to join materials*		*I can decorate a piece of fabric* *I can make collages using fabrics to show layering* *I am able to weave paper, twigs, etc.* *I can use sticky tape, pegs to join materials*	*I can use appropriate vocabulary to describe what I have produced* *I can use a hole punch, paper clips, treasury tags, etc.*		*Begins to identify types of textiles* *Colours textiles and prints them* *Simple stitch work*
Print Making	*I can take rubbings – leaves, bark, coins, corrugated card, natural resources, bubble wrap*		*Printing using objects – man made & natural* *Patterns using objects*	*I can use stencils to create a picture* *I can look and talk about what I have produced*		*Printing with ink, string and card, etc.* *Explore the work of artists*
Music	*I listen to sounds* *I respond to a variety of music from different cultures through dance, instruments* *I can sing at least 2 nursery rhymes*		*Remember and sing entire songs* *Sing the pitch of a tone by another person – high/low* *Sing the melodic shape – up down, etc.*	*I can move to and talk about my favourite artists/songs* *I can sing in a group or do a solo* *I can match the pitch and the melody* *I can replicate a choreographed dance and make up one of my own* *I can perform in front of others on a stage*		*Listen and respond* *Explore and create* *Sing* *Share and perform*
Planning and Evaluating *(extra objectives)*	*With support I can decide what I want to create* *With support I can choose my own resources* *I can use vocabulary linked to the activity I am doing* *I can share my work with an adult and say what it is*		*I can select my own resources and use my own ideas to produce a piece of work* *I can look at the work of a famous artist and begin to use it to inspire elements of my own work* *I can look and talk about my art work and describe the techniques and media used* *I can use vocabulary linked to the activity I am doing*			

Understanding the World

	Expectations during Nursery		Expectations during Reception			Links to KS1
	End of Nursery year 1	**End of Nursery year 2**	**End of Autumn term**	**End of Spring term**	**End of Summer term**	
The Natural World	*I can explore natural materials and my own environment using my senses* *I can observe what I see and talk about it using newly learnt vocabulary* *I can use magnifying glasses to support my observations* *I am beginning to understand the changes in seasons*		*I am able to make collections of natural objects I am interested in* *I can talk about similarities and differences between my life and life in other countries* *I am able to explore the natural world – use senses, songs, close observation, drawings, etc.* *I can discuss contrasting environments to where I live* *I am able to draw information from a simple map* *I understand the change in seasons* *I know there are other countries in the world – non-fiction books, globes, maps, google*			*Study the weather* *Hot & cold climates* *Maps*
People, Culture and Communities	*I can explore my own life stories* *I can show interest in a range of occupations* *I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world*		*I can talk about my own family and look at real life families in books and discuss different types of families* *I am able to talk about important people in the community – lollipop man, nurse, doctor, dentist, etc.* *I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc.* *I can look at important place in the community churches, mosques, etc.*			*Famous people in the past* *Famous women in the past*
Past and Present	*I know that before 'now' there was 'the past'* *I know that life could be different in the past* *I can engage with stories set in the past* *I can say how life in the past is different to now*		*I can talk about the lives of the people around me and their roles in society* *I can describe some similarities and differences between things in the past and now* *I can understand the past through settings, characters and events encountered in class*			
Growth	*I know how plants grow from a seed* *I can understand a simple life cycle – ducks/butterflies*		*I am beginning to understand how to care and protect living things and the environment* *Caterpillars – I can look after them and learn how to care for them and able to talk about their life cycle and to record it*			*Animal groups* *Food groups*
Forces and Magnets	*I can explore how things work wind-up toys, pulleys, cogs, etc.* *I can explore the changes in materials – melting/cooking* *I can explore floating/sinking /shadows* *I can learn new vocabulary to use to explain what I am observing*		*I can learn about and explain and learn new vocabulary to use for ice melting/sounds causing vibrations/light travelling through materials/shadows, magnets, floating and sinking*			*Identify materials* *Classify materials* *Learn about the properties of materials*
ICT	*I can use iPads/other technology for photographs/stories/educational games* *I know how to turn on/off/swipe/operate a game/story/camera*		*I use the camera for a purpose* *I can use the magnifier when outside looking at insects, etc.* *I understand you can find out information on google, etc.*		*I am beginning to understand how to use technology safely*	*Uses a keyboard* *Creates a simple program* *E safety* *What is email?*
ICT *Kapow objectives*			**Computing systems and networks: Using a computer** *I understand what a computer keyboard is and recognise some letters and numbers* *I know that a mouse can be used to click, drag and create simple drawings* *I know that to use a computer I need to log in to it and then log out and the end of my session*			