



| Nursery | Autumn Term | | Spring Term | | Summer Term | |
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| | Me and My World Autumn | Celebrations Winter | Rainbows | Growing Spring | Can we explore it? | Summer |
| Value Focus | <p>DREAM TEAM</p> <p>Introduction to the 5 values.</p> | <p>Determination</p> <p>We never give up</p> | <p>Responsibility</p> <p>We are honest</p> | <p>Empathy</p> <p>We are kind</p> | <p>Aspiration</p> <p>We aim high</p> | <p>Make a Difference</p> <p>We look after our world.</p> |
| Lines of Enquiry | <p>Who am I? Where am I from? Who is special to me?</p> | <p>Why do we celebrate? How do people celebrate?</p> | <p>What can we learn about colours?</p> | <p>What grows?</p> | <p>What can we find out?</p> | <p>What happens in Summer?</p> |
| | <p>Focus on settling children into routines and expectations, including staggered starts (starting nursery – my first) Bucket filler story Poetry - Retelling Nursery rhymes</p> | <p>Nursery Rhyme Week 11th-15th November</p> <p>Twinkle Twinkle Old Macdonald The Big Ship Sails Incy Wincy Spider 5 Currant Buns</p> | <p>Scribble Scribble</p> | <p>Scribble Scribble</p> | <p>The Inventures of Noodle and Stitch</p> | <p>The Inventures of Noodle and Stitch</p> |
| Listening and Speaking | <p>Instructions (orally): Following instructions to get from one place to another</p> | <p>National Nursery Rhyme Week – retelling nursery rhymes - Singing Songs</p> <p>Foundations for Phonics Hearing initial sounds</p> | <p>Foundations for Phonics Distinguish between different sounds</p> | <p>Foundations for Phonics Articulate sounds correctly</p> | <p>Foundations for Phonics Identify initial sounds of words and objects</p> | <p>Foundations for Phonics Identify the final sounds of words and objects.</p> |
| Key Texts for Story Time | | | | | | |



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| Characteristics of Effective Learning | Playing and Exploring | <p><u>Finding out and exploring</u></p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests | <p><u>Playing with what they know</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people | <p><u>Being willing to ‘have a go’ (Empowerment)</u></p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error | | |
| | Active Learning | <p><u>Being involved and concentrating</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details | <p><u>Keeping on trying (Resilience)</u></p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties | <p><u>Enjoying achieving what they set out to do</u></p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise | | |
| | Creativity and Critical Thinking | <p><u>Having their own ideas (Taking initiative)</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things • Shows imagination, spontaneity and innovation | <p><u>Making links</u></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect | <p><u>Choosing ways to do things (Independence)</u></p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking and reflecting how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked | | |
| Communication and Language | <p>Notes: 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, storytelling, 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</p> | | | | | |
| | Something to talk about | <p>Sharing baby photos – who is in my family Autumn – Autumn Changes</p> | <p>Role play festivals and celebrations Winter – Winter changes</p> | <p>Asking questions Past, present and future tense Spring – spring changes</p> | <p>Fairy tale role play area Spring – spring changes</p> | <p>Making predictions of what we think will happen. Summer – summer changes</p> |



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| Listening, Attention and Understanding | <p><u>Two Year Checkpoint:</u></p> <p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Single channelled attention: can shift to a different task if attention fully obtained when adults uses the child's name to help them focus</p> <p>Three Year Checkpoint:</p> <p>Listens and responds to a simple instruction e.g. xxx put on your shoes?"</p> <p>Shows that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</p> | <p><u>Three Year Checkpoint:</u></p> <p>Chooses between 2 objects e.g. "Do you want the ball or the car?"</p> <p>Follows instructions with three key words like: "Can you wash dolly's face?"</p> <p>Shifts from one task to another if you get their attention by using the child's name can help: "xxxx, can you stop now? We're tidying up".</p> | <p>Pays attention to more than one thing at a time with less requirement for adult support</p> <p>Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> | <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Begins to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> | <p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Shifts attention from one task to another with little need for adult to gain full attention</p> |
| | <p>Speaking</p> <p><u>Two Year Checkpoint:</u></p> <p>Uses a range of adult like speech patterns (gestures, words, intonation and pitch) and at least 50 clear words?</p> <p>Beginning to put two to three words together</p> <p>Frequently asks questions, such as the names of people and objects</p> <p><u>Three Year Checkpoint:</u></p> <p>Uses around 300 words. These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Uses pronouns ('me', 'him', 'she'), and uses plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p> | <p><u>Three Year Checkpoint:</u></p> <p>Sings a large repertoire of songs.</p> <p>Links up to 5 words together</p> | <p>Uses a wider range of vocabulary.</p> <p>Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develops their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develops their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> | <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Starts a conversation with an adult or a friend and continue it for many turns.</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Uses sentences of four to six words e.g. "I want to play with cars" or 'what's that thing called?"</p> <p>Uses sentences joined up with words like 'because', 'or', 'and'</p> <p>Uses future tense and past tense 'I am going to the park' and 'I went to the shop'</p> <p>Answers simple 'why' questions</p> |



Notes:
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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

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| Personal, Social, Emotional Development | General Focus | <p>Transition into new classes & staggered starts:</p> <ul style="list-style-type: none"> - Comes into Nursery happily - Aware of session routines - Asks to go to the toilet - Shows preferences for activities - Beginning to look after toys and resources <p>Introduced to zones of regulation tool – three point scale</p> <p>Making friends /sharing/ Following our Dream Values. Circle times- Growth mindset Independence</p> <p>Learning about our Golden Rules – Introduction to our DREAM Team Rewards and Sanctions – our behaviour and rewards system –</p> | <ul style="list-style-type: none"> - Can begin to organise themselves in the environment – classroom, cloakroom - Beginning to have a go at a wider variety of activities - Choose it, use it, put it away - Shows awareness of others <p>Begins to identify with zones of regulation tool – three point scale as part of a group discussion e.g how characters feel in stories etc</p> <p>Making friends /sharing/ being kind & helping others. Following our Dream Values. Circle times- Growth mindset Independence Following our golden rules - DREAM Team Rewards and Sanctions – our behaviour and rewards system</p> | <ul style="list-style-type: none"> - Will offer to help others - Will wait their turn and put their hand up to talk - Can line up and walk around school/between activities in single file - Play co-operatively - Can play a game in a small group of peers <p>Identifies and names own feelings using zones of regulation tool – three point scale – with adult guidance</p> <p>Making friends /sharing/ being kind & helping others. Following our Dream Values. Circle times- Growth mindset. Talking in small groups Independence</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p> | <ul style="list-style-type: none"> - Organising and cooperating with other children <p>Identifies and names own feelings using zones of regulation tool – three point scale – with adult guidance</p> <p>Making friends /sharing/ being kind & helping others. Following our Dream Values. Circle times- Growth mindset. Talking in small groups Independence healthy eating</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p> | <ul style="list-style-type: none"> - Can express feelings - Find resolutions without conflict - Is involved in more complex imaginative play with changing roles <p>Identifies and names own feelings using zones of regulation tool – three point scale</p> <p>Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p> | <ul style="list-style-type: none"> - Ask to go to the toilet when needed but is able to identify times to use the toilet during the day <p>Identifies and names own feelings using zones of regulation tool – three point scale</p> <p>Transition Moving on Circle times</p> <p>Transition to Year Reception Following our golden rules – DREAM Team Rewards and Sanctions – our behaviour and rewards system</p> |
| | Self-Regulation | <p><u>Three Year Checkpoint:</u></p> <p>Settles to some activities for a while</p> | <p>Becomes more outgoing with unfamiliar people, in the safe context of the setting</p> <p>Talk about feelings using words like happy and sad</p> | <p>Talk about feelings using words like happy and sad, angry or worried</p> | <p>Understand gradually how others might be feeling</p> | <p>Talk with others to solve conflicts with some adult direction</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Talk with others to solve conflicts</p> <p>Can identify and name own feelings and begins to do the same for others</p> |
| | Managing Self | <p><u>Three Year Checkpoint:</u></p> <p>Sometimes manages to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> | <p>Selects and uses activities and resources, with help when needed. This helps them to achieve a goal; they have chosen or one which is suggested to them</p> <p>Increasingly follow rules, understanding why they are important</p> | <p>Remember rules without needing adults to remind them</p> | <p>Develop appropriate ways to be assertive</p> | <p>Finds solutions to conflicts and other rivalries. E.g. accepting not everyone can be spiderman in the game and suggesting other ideas</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Can generally negotiate solutions to conflicts in their play</p> |



Mount Street Academy – Curriculum Overview: Nursery


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| | <p>Building Relationships</p> <p><u>Three Year Checkpoint:</u> Enjoys the company of other children and wants to play with them, but will often opt to play alone on own agenda</p> | <p>Becomes more outgoing with unfamiliar people, in the safe context of the setting</p> <p>Shows more confidence in new social situations</p> | <p>Plays with one other child</p> <p>Develops their sense of responsibility and membership of a community – takes on a task given to them e.g. fetch the milk or fruit</p> | <p>Plays with one or more other children</p> | <p>Plays with one or more other children and extends and elaborates play ideas</p> | <p><u>Three to Four Year Checkpoint:</u> Plays alongside others, and not always on their own</p> <p>Takes part in pretend play with familiar characters known to them (e.g. a parent, sibling, teacher)</p> <p>Takes part in other pretend play with different roles e.g. being the Gruffalo</p> |
| <p>Notes: 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.</p> | | | | | | |
| <p>Physical Development (PD)</p> | | | | | | |
| | <p>General Focus</p> <p>Gross Motor: Run safely with whole foot. Climb confidently & begin to pull themselves up. Use alternate feet to climb stairs. Begin to use equipment safely.</p> <p>Fine Motor: Begin to show a dominant hand. Make marks</p> <p>Self-care and independence: Manage personal hygiene with support</p> | <p>Begin to travel on/over/around/under balancing equipment. Begin to use one handed tools such as scissors, jugs, tweezers etc. Dough disco. wriggle while you squiggle.</p> <p>Wash and dry hands independently. Take shoes on and off independently</p> | <p>Developing ball skills – rolling, throwing, catching, kick a large ball. Draw circles, lines and give some meaning to marks. Begin to show a dominant hand. Dough disco. wriggle while you squiggle.</p> <p>Put coats on & off independently Can say when hungry or tired.</p> | <p>Developing ball skills – Can catch a large ball Dough disco. wriggle while you squiggle. Finger gym</p> <p>Observe effect of exercise on bodies.</p> | <p>Bat and ball skills – balancing beanbags on bats, hitting bean bags with bats. Hold pens & brushes between thumb & two fingers. Begin to copy familiar letters from name etc. Dough disco. wriggle while you squiggle. Finger gym</p> <p>Take off & put on socks & tights. Have some understanding of healthy eating</p> | <p>Begin to hop and skip in time to music. Begin to develop pincer grip and write some recognisable letters.</p> <p>Manage new tasks with an understanding of safety. Can transport & use equipment with a degree of safety.</p> |
| | <p><u>Three Year Checkpoint:</u> Fits themselves into spaces, tunnels, dens and large boxes and moves around in them</p> <p>Builds independently with a range of appropriate resources</p> <p>Walks, runs, jumps, and climbs confidently and starts to use stairs independently</p> <p>The child can kick, throws and catches a ball and uses a scooter and can pedal a tricycle</p> <p>The child can sit comfortably on a chair.</p> | <p>Continues to develop movement, balancing and riding skills</p> <p>Goes up steps and stairs confidently</p> | <p>Goes up steps and stairs, and/or climbs up apparatus</p> <p>Uses large muscle movements to wave flags and streamers</p> <p>Begins to match their developing physical skills to tasks and activities in the setting e.g. decide if they will crawl, walk or run across a plank depending on its length and width</p> | <p>Skips, hops, stands on one leg and holds a pose for a game</p> <p>Uses large muscle movements to paint and make marks</p> <p>Starts taking part in some group activities</p> <p>Chooses the right resources to carry out own plan e.g. use a spade to enlarge a small hole they dug with a trowel</p> | <p>Starts taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm</p> <p>Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks etc</p> | <p><u>Three to Four Year Checkpoint:</u> Refer to the fundamental checklist</p> |



Mount Street Academy – Curriculum Overview: Nursery

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| | <p>Fine Motor Skills</p> <p><u>Three Year Checkpoint:</u> Manipulates and controls objects within their hand e.g. can tear paper, makes marks on paper, grasps, holds and explores clay, fingerpaints, playdough</p> <p>Manages simple buttons and zips and can pour water with some accuracy</p> <p>Shows an increasing desire to be independent, such as wanting to feed or dress themselves</p> | <p>Uses one handed tools and equipment e.g. hammers</p> <p>Begins to show preference for a dominant hand</p> <p>Eats independently</p> | <p>Uses one handed tools and equipment e.g. makes snips in paper with scissors with guided hand over hand help</p> | <p>Uses one handed tools and equipment e.g. makes snips in paper with scissors</p> | <p>Shows a preference for a dominant hand</p> <p>Eats independently and is learning how to use a knife and fork</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Uses a comfortable grip with good control when holding pens and pencils</p> |
| | <p>Health</p> <p><u>Three Year Checkpoint:</u> Shows an increasing desire to be independent e.g. feed themselves, dress or undress</p> <p>Learning to use the toilet with help</p> | <p>Is able to pull zip up when an adult starts it off at the bottom</p> <p>Is able to undo and take off own shoes</p> | <p>Is able to put on own wellies with little adult help</p> <p>Is able to undo and take off own shoes and coat</p> | <p>Is able to put on own coat and wellies/shoes</p> <p>Is able to undo and take off own shoes, wellies and coat</p> | <p>Is able to do own coat zip up</p> <p>Is able to manage toileting alone (may still require support following bowel movements)</p> | <p><u>Three to Four Year Checkpoint:</u></p> <p>Increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Makes healthy choices about food, drink, activity and toothbrushing</p> |



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| Literacy | <p>Notes: 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).</p> | | | | | | |
| | Phonics |  <p>In Nursery we follow foundations to Phonics with is the step to prepare children for Little Wandle when they start in Reception. The planning begins in Autumn term 2 giving the children a chance to settle in during their first half term. It builds on key speaking and listening skills to first, hear, distinguish, articulate and then identify the sounds.</p> | | | | | |
| | Progressi | | s a t p i n Teach children to hear the same initial sound for words and names of objects. | m d g o c k e Teach children to distinguish different sounds | u r h b f l j Teach children to articulate sounds correctly – including playing with voice sounds. | V w y z q u c h Teach children to identify initial sounds of words and objects | c k x s h t h n g n k Teach children to identify the final sounds of words and objects |
| | Comprehension | <p><u>Three Year Checkpoint:</u> Enjoys sharing books with an adult Pays attention to the pictures and words Has a favourite book and seeks it out to share with an adult, with another child or to look at alone Asks questions about the books, makes comments and shares own ideas</p> | <p>Repeats words and phrases from familiar stories Develops play around favourite stories using props</p> | <p>Joins in with conversations about stories, learning new vocabulary Role plays familiar stories Names the front and back cover of a book, knows that the title is the name of the book</p> | <p>Joins in with and initiates conversations about stories, learning new vocabulary Retells familiar stories with increasing accuracy Names the front and back cover of a book, knows that the title is the name of the book and knows the author is the person who writes the words and illustrator draws the pictures</p> | <p>Joins in with and initiates conversations about stories, learning new vocabulary Retells familiar stories with increasing accuracy</p> | <p><u>Three to Four Year Checkpoint:</u> Understands the five key concepts about print: 1. Print has meaning 2. The names of the different parts of a book 3. Print can have different purposes 4. Page sequencing 5. We read English text from left to right and from top to bottom Engages in extended conversations about stories, learning new vocabulary.</p> |
| | Word Reading | <p><u>Three Year Checkpoint:</u> Notices some print e.g. a familiar logo or shape of their name</p> | <p>Notices some print, such as first letter of their name, a bus or door number,</p> | <p>Develops phonological awareness so that they can: Spot and suggest rhymes</p> | <p>Develops phonological awareness so that they can: Count or clap syllables in a word</p> | <p>Develops phonological awareness so that they can: Recognise words with the same initial sound, such a money and mother</p> | <p><u>Three to Four Year Checkpoint:</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word Recognises words with the same initial sound, such as money and mother</p> |
| Writing | <p><u>Three Year Checkpoint:</u> Adds some meaning to their marks e.g. that says mummy; that is mummy</p> | <p>Makes marks on their pictures to stand for their name or other words</p> | <p>Makes marks on their pictures to stand for their name or other words – Scribble Club</p> | <p>Writes the initial sound of their name Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page</p> | <p>Writes some or all of their name Uses some of their print and letter knowledge in their early writing e.g. writing m for mummy</p> | <p><u>Three to Four Year Checkpoint:</u> Use some of their print and letter knowledge in their early writing. Writes some or all of their name. Writes some letters accurately.</p> | |
| Mathematics | <p>Notes: 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.</p> | | | | | | |



Mount Street Academy – Curriculum Overview: Nursery

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| Number | <p><u>Three Year Old Checkpoint:</u> Takes part in finger rhymes with numbers</p> <p>Fast recognition of 1 object</p> | <p>Develops counting like behaviour e.g. pointing or saying some numbers in sequence</p> <p>Recite numbers 1- 3 forwards and backwards from any point</p> | <p>Count 1 – 5 in every day contexts sometimes skipping numbers</p> <p>Fast recognition of 1 or 2 objects</p> <p>Say one number for each object 1 – 3 pointing to one object at a time</p> <p>Grow fingers to show 1 - 3</p> | <p>Recite numbers 1 – 5 forwards and backwards from any point</p> <p>Knows that the last number said in a set is how many there are in total</p> <p>‘Throw’ fingers to show 1 – 3</p> <p>Begin to link numerals and amounts up to 3</p> | <p>Say one number for each object 1 – 5 pointing to one object at a time</p> <p>Grow fingers to show 1 – 5</p> <p>Begin to link numerals and amounts up to 5</p> <p>Experiment with their own</p> <p>Solve real world mathematical problems with numbers up to 5.</p> | <p><u>Three to Four Year Checkpoint:</u> Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>‘Throw’ fingers to show 1 – 3</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> |
| | Numerical Patterns (Shape and Measure) | <p><u>Three Year Old Checkpoint:</u></p> <p>Reacts to changes of amounts in a group of up to three items</p> <p>Completes inset puzzles</p> <p>Compares sizes and weights using gesture and language</p> <p>Notice patterns and arrange things in patterns</p> | <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> | <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Compare amounts saying lots and/or more</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> | <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Compare amounts saying lots, more or same</p> | <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> |



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| | | <p>Notes 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.</p> | | | | | |
| Understanding the World | | <p>Family – Who we are I-Pads 2Paint Harvest Seasons - Autumn changes Stickman visits, ‘where I live’ - Lincoln, London. People who help us</p> | <p>Soda bottle rockets/Different kinds of rockets Sources of Light I-Pads Winter changes ‘Festivals of light’ – Diwali, Christmas in Europe. Bonfire Night – History Firefighter visit</p> | <p>Chinese New Year I-Pads Stickman visits – India, Thailand, Sweden Growing Dinosaurs – past, present and future tense</p> | <p>Growing -Plants and animals Frogs- frog spawn I-Pads Easter Stickman Visits – Different countries. Spring changes Grow your own beanstalk Pancake Day Mothers Day Easter Story</p> | <p>Different Environments, mini beasts/ under the sea. I-Pads Summer changes Dora the Explorer visits different habitats Potions lab (Change)</p> | <p>Science experiments I-Pads 2Animate Dora the Explorer visits – World weddings Pretend wedding links with the local church</p> |
| | Past and Present | <p>Begin to make sense of their own life-story and family’s history. Talk about members of their immediate family and community.</p> | | | | | |
| | People, Culture and Communities | <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work.</p> | | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Dora the explorer?</p> | | |
| | The Natural World | <p>Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> | <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.. Begin to understand the need to respect and care for the natural environment and all living things</p> | | | <p>Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p> | |



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| | RE | <p>Myself – Looking at who we are: boy/girl; respond to name, begin to notice similarities and differences.</p> <p>Special People to me Family, teachers, friends.</p> | <p>Special Times for me and others. Christmas Diwali Birthdays</p> | <p>My Friends – treat others the way you want to be treated.</p> <p>Our Special Things</p> | <p>Our Special Books</p> <p>Easter -</p> | <p>My Senses Explore different ways of using the senses using stimulus associated with.</p> | <p>Our Beautiful World Introduce some beliefs about the natural world, e.g. the duty to care for the environment;</p> |
| <p>Notes: 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.</p> | | | | | | | |
| Expressive Arts and Design | Creating with Materials | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> | <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | | | |
| | Being Imaginative and Expressive | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’)</p> | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Sing the melodic shape of familiar songs.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> | <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> | | | |