



## The Travis St Lawrence Early Years Curriculum

At Travis St Lawrence, we aim to ensure that we provide all children with the best start to their education that enables them to reach their full potential and achieve future success. We recognise every child as a unique individual and acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We celebrate the differences in our school community, and always strive to promote and instill a love for learning, supporting children to be the best that they can be. Our EYFS classrooms are places where children feel safe, valued and motivated to take risks, develop resilience and challenge themselves to solve problems as they learn. Our Early Years Foundation Stage Curriculum is designed to promote and encourage all children to be confident, inquisitive and independent learners, with the knowledge and skills they need to succeed in Year 1.

### **Intent**

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their individual next steps.

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

To offer a wide range of firsthand experiences to ensure learning is meaningful and memorable.

To create an exciting, engaging and well planned indoor and outdoor environment, which supports independent and collaborative learning.

To foster the development of each child's character, their personal development, health and wellbeing, preparing them to make a valuable contribution to society.

To prepare children to reach their full potential at the end of the Foundation Stage and ensure every child makes at least good progress from their starting points.

To support a positive transition between Nursery and Reception and then into KS1.

## **Implementation**

At Travis St Lawrence, we ensure that through a balance of adult lead teaching and child initiated play, children experience all seven areas of learning set out in the Early Years Foundation Stage Framework. Learning is organised so that the curriculum is delivered through a combination of adult led activities and continuous provision opportunities, encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge. Our curriculum is based around rich, high-quality texts, engaging topics and real-life experiences, with communication and language at its heart. The role of the learning environment is key in the curriculum to enable the children to learn new skills, acquire new knowledge and demonstrate understanding within the seven areas of the EYFS curriculum, while demonstrating the characteristics of effective learning - playing and exploring, active learning, and creating and thinking critically. The continuous provision offer is enhanced to follow children's interests and to move learning forward, as informed through interactions with children. Clear routines, alongside a well-planned and balanced timetable, ensure children know what to expect, allowing them opportunity to use and develop taught skills throughout the year within their own self-directed play, with the opportunity to work independently, collaboratively with friends or with adults in the setting.

Phonics is taught following the Read, Write, Inc programme, with daily discreet lessons taught from Spring term in Nursery and pre-phonics skills developed in Nursery prior to this. Children in F2 take home fully decodable phonics books and ditties that are matched to their individual level, as well as high quality reading for pleasure books to inspire their love of books and stories. Children in nursery explore pre-phonics skills and begin their Read Write Inc journey in the summer term. RWI video links are shared with parents, providing the tools for parents to support reading and phonics at home. Book corners offer a wide range of quality texts, including traditional tales, topic related books and non-fiction texts.

Maths is delivered following a mastery teaching scheme approach based upon the White Rose Maths programme. Short whole class inputs introduce children to concrete, pictorial and abstract methods to develop their understanding and mastery of key concepts, with provision set up to provide opportunities to apply those skills practically to everyday situations and problem solving.

RE is also taught discretely, following the Sheffield Diocese Agreed Syllabus, linking into the wider, everyday focus on our Christian Travis traits of teamwork, resilience, active learning, valuing others, independence and success. Children in F2 join worship on a weekly then building to daily basis and participate in termly services at church. Nursery hold celebration assemblies and godly play with visits from members of our church community.

Ongoing informal assessments take place formatively within all parts of the school day to check for depth of understanding and inform next steps and allow a picture to be built of the whole child.

## **Impact**

The impact of our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals who embody our Travis traits and carry with them the knowledge, skills and attitudes to be lifelong learners and valuable future citizens. Our curriculum considers the starting points for all learners, ensuring high expectations for all learners. The children will make good progress across all areas of the EYFS curriculum achieving their full potential by the end of F2. Annotated displays in the classroom reflect language development and the vocabulary being discretely taught. Through careful planning, continuous assessment and our knowledge of the children, our curriculum creates busy, independent, confident learners with the social, emotional and communication skills that are vital for pupils to be Key Stage 1 ready, preparing them to be the best that they can be.

## Communication and Language

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. (EYFS Statutory Framework Nov 2024)

## Communication and Language Listen, Attention and Understanding

### Rising 3s

- I can watch someone's facial expression as they talk to me
- I can communicate through gesture (pointing and waving)
- I can understand single words in context and begin to use/ copy them
- I can understand simple instructions such as stop, wave, give
- I can listen to short and simple stories and begin to understand what is happening
- I can identify my personal belongings e.g. my coat, my bag, my shoes
- I can begin to understand longer sentences e.g. find your coat.
- I can join in with some simple and familiar nursery rhymes
- I can respond to my name even if I am engaged in another task

### Nursery Autumn

- I can join in with rhymes and songs by making sounds and by moving body.

### Nursery Spring

- I can identify characters and events in books.
- I can respond to two requests.
- I can follow a question or instruction that has two parts,

### Nursery Summer

- I can turn my head and focus on adults and friends as I speak

<ul style="list-style-type: none"> <li>• I can respond to very simple requests especially when shown first by an adult.</li> <li>• I can respond to my own name and will change my activity when encouraged to by adults</li> <li>• I can anticipate actions and sounds from familiar toys.</li> <li>• I can explore objects using my senses.</li> <li>• I can concentrate for periods of time</li> <li>• I can match objects to names and will bring a specific toy when asked.</li> <li>• I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</li> <li>• I can identify my own friends and safe adults.</li> </ul>	<p>such as: "Get your coat and wait at the door".</p> <ul style="list-style-type: none"> <li>• I can start to respond to simple questions.</li> <li>• I can start to identify objects according to simple properties.</li> <li>• I can initiate some actions in play that are familiar from home.</li> <li>• I can understand and begin to answer "why" questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• I can focus on adults as they read or sing, responding with sounds and movements.</li> <li>• I enjoy listening to longer stories and can remember much of what happens.</li> </ul>	<p>and play, responding to comments.</p> <ul style="list-style-type: none"> <li>• I can listen to and follow directions.</li> <li>• I can remember and join in with rhymes and familiar stories.</li> <li>• I can follow instructions which use prepositional language.</li> <li>• I can respond to multi-step instructions.</li> <li>• I can ask and respond to 'why' questions.</li> <li>• I can follow a story with props and pictures.</li> <li>• I can show interest in the lives of other people or events.</li> <li>• I can comment on some similarities and differences between people and objects</li> </ul>
<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can turn to listen to my friends or my teacher.</li> <li>• I can listen to and then follow an instruction.</li> <li>• I can remember and join in with rhymes and stories I like.</li> <li>• I can find the right tool for a job.</li> <li>• I can follow instructions using prepositions.</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I can listen to a whole story and comment on what is happening.</li> <li>• I can ask a variety of questions in different contexts</li> <li>• I can play and listen to my friends at the same time.</li> <li>• I can engage in storytimes.</li> <li>• I can listen to and talk about stories to build familiarity and understanding.</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can retell a familiar story</li> <li>• I can laugh at funny stories and situations.</li> <li>• I can use recently introduced vocabulary in the correct context</li> <li>• I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class</li> </ul>

<ul style="list-style-type: none"> <li>• I can respond to a string of requests one after another (not quickly)</li> <li>• I can ask and respond to 'why' and 'how' questions.</li> <li>• I can follow a story with props and pictures.</li> <li>• I can show interest in the lives of other people or events.</li> <li>• I can see some similarities and differences between people.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• I can learn rhymes, poems and songs.</li> <li>• I can show an interest in new vocabulary and explore within play</li> <li>• I can talk about selected non-fiction to explore new knowledge and vocabulary.</li> <li>• I can respond quickly to a series of instructions.</li> <li>• I can laugh at funny rhymes and jokes.</li> <li>• I can remember key points from a story told without props or pictures.</li> <li>• I can have a conversation and I can respond to other children's opinions</li> <li>• I understand the difference between yesterday, today and tomorrow</li> </ul>	<p>discussions and small group interactions;</p> <ul style="list-style-type: none"> <li>• I can make comments about what I have heard and ask questions to clarify my understanding;</li> <li>• I can use recently introduced vocabulary in the correct context</li> <li>• I can hold conversation when engaged in back-and-forth exchanges with their teacher and peer</li> </ul>
<p><b>Key Vocabulary</b>  Listen show me tell me  Take turns my turn, your turn  Under behind in on on top of next to in between  Why how  Instruction first then next finally  Same different</p>	<p><b>Key Vocabulary</b>  Information non fiction  Yesterday today tomorrow</p>	<p><b>Key Vocabulary</b></p>
<p><b>ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul>		

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peer

## Communication and Language Speaking

### Rising 3

- I can use sounds in my play, e.g. choo choo for train
- I can use different types of everyday words (nouns, verbs, adjectives)
- I can use gestures with limited vocabulary to request what I want

#### Nursery Autumn

- I can make requests using two words.
- I can use everyday words to talk about people I know
- I can copy sounds and words, like “all gone”
- I can start to put short sentences together with 2-3 words, such as ‘more juice’ or ‘bye nanny’.

#### Nursery Spring

- I can respond to a “what” question
- I can ask for help using please eg more milk please, sometimes without prompts
- I can laugh at funny rhymes and jokes.
- I can distinguish between he/she and his/her in speech, sometimes with support

#### Nursery Summer

- I can initiate a conversation with a familiar person and can carry it on following a back and forth dialogue
- I can ask a “what” question
- I can use please and thank you independently
- I can use him/her, he/she accurately in everyday speech
- I can ask a variety of simple questions
- I can use a range of vocabulary to express my needs and feelings
- I can use remember and use some new vocabulary in the right context
- I can use some imaginative language in role play

#### Reception Autumn

- I can start to link simple sentences
- I can explain in simple sentences, including ordering, stating what happened and what

#### Reception Spring

- I can begin to explain in simple sentences, including the order that events happen in,

#### Reception Summer

- I can communicate using a series of extended sentences

<p>might happen, such as retelling a familiar story or explaining something that happened at home</p> <ul style="list-style-type: none"> <li>• I can use tense, intonation and rhythm to enhance meaning.</li> <li>• I can use vocabulary to express imaginary events in play.</li> <li>• I can engage in imaginary role play sometimes building stories around toys and objects</li> </ul>	<p>stating what happened and when it happened, using yesterday and today accurately I can begin to talk about what has, is and will happen, using some simple tenses correctly</p> <ul style="list-style-type: none"> <li>• I can begin to use tense, intonation and rhythm to enhance meaning.</li> <li>• I can use vocabulary to express imaginary events in play.</li> <li>• I can engage in imaginary role play sometimes building stories around toys and objects</li> <li>• I can work cohesively in a a pair</li> <li>• I can ask a range of questions linking to a specific topic or story or event</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask a range of questions linking to a range of specific events</li> <li>• I can initiate imaginative play using a particular narrative using specific related vocabulary in my own play</li> <li>• I can work cohesively in a small group</li> <li>• I can use first, then, next to organise my thinking, and use the correct tenses eg yesterday I played, today I am playing</li> </ul>
<p><b>Key vocabulary</b> My turn, your turn Partner talk Once upon a time He she me my Name Who what where</p>	<p><b>Key vocabulary</b> Now, then, next, first, after Who what where why</p>	<p><b>Key vocabulary</b> Who what why when where how And but because</p>
<p><b>ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>		

## Personal, Social and Emotional Development

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. (EYFS Statutory Framework Nov 2024)

## Personal, Social and Emotional Development Self Regulation

### Rising 3

I can develop my own independence to be responsible for own belongings

I can develop, with support, my self-control and restrain

I can, with support, use the toilet and tell a key person

#### Nursery Autumn

- I can explore new toys and environments.
- I can ‘check in’ regularly with familiar adult as and when needed.
- I can separate from my main carer with support and encouragement from a familiar adult.
- I can join in a range of activities that interest me.

#### Nursery Spring

- I am starting to engage in pretend play with toys.
- I can express my own preferences and interests.
- I am confident to talk to other children when playing together.
- I can demonstrate a sense of self as an individual, e.g. I want to do things independently.
- I can select and use resources to achieve a goal with support.

#### Nursery Summer

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing and will communicate freely about my own home and community.
- I am more outgoing towards unfamiliar people and more confident in new social situations.

		<ul style="list-style-type: none"> <li>• I can show confidence in asking adults for help.</li> <li>• I welcome and value praise for what I have done.</li> </ul>
<b>Reception Autumn</b> <ul style="list-style-type: none"> <li>• I am aware of my own feelings and know that some actions and words can hurt others' feelings.</li> <li>• I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</li> <li>• I can wait when my needs are not immediately met and understand that my wishes may not always be met.</li> <li>• I can name and talk about my feelings (happy, sad, scared, cross, excited)</li> </ul>	<b>Reception Spring</b> <ul style="list-style-type: none"> <li>• I can usually adapt my behaviour to different events, social situations and changes in routine.</li> <li>• I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</li> <li>• I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</li> <li>• I am aware of the boundaries set and of behavioural expectations in the class.</li> <li>• I can begin to control my emotions and know some ways to calm down</li> <li>• I can talk about what I can do well and what I need help with</li> </ul>	<b>Reception Summer</b> <ul style="list-style-type: none"> <li>• I can think about my own feelings and those of others, and begin to moderate my behavior accordingly;</li> <li>• I can set simple and achievable goals and recognise when I have achieved this</li> <li>• I can wait for what I need with control and patience</li> <li>• I can give focused attention to what the teacher says, responding appropriately even when engaged in activity</li> <li>• I can follow instructions involving several ideas or actions.</li> </ul>
<b>Key vocabulary</b> Feelings emotions sad angry cross happy excited surprised shocked calm giddy loved Trusted grown ups	<b>Key vocabulary</b> Calm down relax breathe Negotiate turn take listen point of view Cross angry frustrated Rules routines guidelines	<b>Key vocabulary</b> Goals targets success what next improve learn grow get better Control patience attention focus wait thought Instructions follow

ELG

**Children at the expected level of development**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

**Personal, Social and Emotional Development**

**Managing Self**

**Rising 3**

I can self sooth myself using familiar objects or person

I can understand yes and no and some boundaries

**Nursery Autumn**

- I can begin to learn that some things are mine, some things are shared and some things belong to other people.
- I can seek comfort from familiar adults, when needed.
- I can respond to the feelings and wishes of others.
- I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.

**Nursery Spring**

- I am aware of others' feelings
- I can respond to a few appropriate boundaries, with encouragement and support.
- I can express my own feelings such as sad, happy, cross, scared, worried.
- I am aware that some actions can hurt or harm others.
- I can try to help or give comfort when others are distressed, being aware of their feelings
- I can inhibit my own actions/behaviour , e.g. stop myself from doing something I shouldn't do.
- I can follow some rules, understanding why they are important.

**Nursery Summer**

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
  - I am confident to talk to other children when playing and will communicate freely about my own home and community.
  - I am more outgoing towards unfamiliar people and more confident in new social situations.
  - I can show confidence in asking adults for help.
  - I welcome and value praise for what I have done.

<ul style="list-style-type: none"> <li>• I can recognise the sensation of needing the toilet and managing this need independently (alert an adult).</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow some rules without adult support</li> <li>• I can talk with others to solve conflicts, with support</li> <li>• I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• I can put on my own outdoor clothes.</li> </ul>	
<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can select and use activities and resources with help.</li> <li>• I enjoy the responsibility of carrying out small tasks.</li> <li>• I can talk other children when playing and will communicate freely about my home and community.</li> <li>• I am outgoing towards unfamiliar people within a safe environment (school setting) and more confident in new social situations.</li> <li>• I can show confidence in asking adults for help</li> <li>• I can manage my basic needs such as going to the toilet, washing my hands, dressing for PE, fastening my coat</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I welcome and value praise for what I have done.</li> <li>• I willingly participate in a wide range of activities.</li> <li>• I can show enthusiasm and excitement when anticipating and engaging in certain activities</li> <li>• I am confident to speak to others about my own needs, wants, interests and opinions.</li> <li>• I am confident in speaking in front of a small group.</li> <li>• I can describe myself in positive terms and talk about my abilities.</li> <li>• I can try different approaches to solve a problem, without giving up</li> <li>• I can talk about how to look after my teeth</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can try new activities confidently</li> <li>• I can try different ways to make something work or happen if it goes wrong first time</li> <li>• I can explain rules for a game or activity to allow someone to join in</li> <li>• I can explain what is right and wrong</li> <li>• I understand the importance of healthy food choices</li> <li>• I can talk about how to stay safe in the sun</li> <li>• I can talk about how to stay safe in the area where I live, including on paths and roads</li> <li>• I can solve problems peacefully.</li> </ul>
<p><b>Key vocabulary:</b> Home, family, school, safe, unsafe, help, toilet, dressed, change, coat on, shoes on, PE</p>	<p><b>Key vocabulary:</b> Tell me, show me, resilient, excited, toothbrush, toothpaste, brush, gums,</p>	<p><b>Key vocabulary:</b> Healthy, unhealthy, join in, suncream, hat, shade, zebra crossing, path, courage,</p>

**ELG**

Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Personal, Social and Emotional Development  
Building Relationships**

**Rising 3**

I can show an interest in other children and their play

I can develop a good relationship with my key person

I can play cooperatively with an adult

I can develop my own independence to be responsible for own belongings

I can develop, with support, my self-control and restraint

I can, with support, use the toilet and tell a key person

**• Nursery Autumn**

- I can play alongside familiar adult
- I can use a familiar adult as a secure base e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.

**Nursery Spring**

- I can play cooperatively with a familiar child, e.g. rolling a ball back and forth.
- I am interested in others' play and start to join in.
- I can seek out others to share experiences.
- I can form a special friendship with another child.
- I can show affection and concern for people who are special to me.

**Nursery Summer**

- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- I can initiate play, offering cues to peers to join me.
- I can keep play going by responding to what others are saying or doing.
- I can demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.

	<ul style="list-style-type: none"> <li>• I can play with one or more other children, extending and elaborating play ideas.</li> <li>• I can help to find solutions to conflicts and rivalries. For example, <i>accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can take part in pretend play (with others for example, being 'mummy' or 'daddy'?)</li> <li>• I can take part in small group pretend play with different roles – being a character from a story etc</li> </ul>
<b>Reception Autumn</b> <ul style="list-style-type: none"> <li>• I can initiate play, inviting my friends to join me.</li> <li>• I can demonstrate friendly behaviour, and form good relationships with friends and familiar adults</li> <li>• I can initiate conversations with friends and familiar adults</li> </ul>	<b>Reception Spring</b> <ul style="list-style-type: none"> <li>• I can start conversations, paying attention to what others say and responding to them</li> <li>• I can explain my own knowledge and understanding, and I can ask appropriate questions of others</li> <li>• I can take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• I can think about how others might feel about something</li> <li>• I can build constructive and respectful relationships.</li> </ul>	<b>Reception Summer</b> <ul style="list-style-type: none"> <li>• I can work and play cooperatively and take turns with others in self initiated activities</li> <li>• I can form positive attachments to adults and friendships with peers;</li> <li>• I can show an understanding and sensitivity to their own and to others' needs.</li> </ul>
<b>Key vocabulary</b> Friends, family, share, turn taking, my turn, your turn, partner talk, listen, look, please, thank you	<b>Key vocabulary</b> Respect, kind hands, kind words, smart sitting, eyes looking, ears listening, dojo point, helping others,	<b>Key vocabulary</b>

**ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

**Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>6</sup>. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (EYFS Statutory Framework Nov 2024)

**Physical Development  
Gross Motor Skills****Rising 3**

I can sit unsupported on the floor

I can step into and out of school unsupported

I can fit myself into a space e.g. tunnel, large boxes and dens

I can stand from a sitting position unsupported and be in a safe balance

**Nursery Autumn**

- I can walk confidently.
- I can climb onto large construction apparatus
- I can run but sometimes fall.
- I can squat to pick up toys.
- I can climb into a large chair and turn to sit.
- I can carry large toys.
- I can attempt to kick a ball.
- I can stand on one foot with support.
- I can use my feet to scoot along on a trike.
- I can control my whole body and am able to negotiate space and objects.
- I can run safely on my whole foot.
- I can move to music and express myself.
- I can stop confidently when moving around the environment and can now run safely.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.
- I can use large muscle movements to wave flags, paint and make marks.

**Nursery Spring**

- I can begin to jump, stand on one leg and hold a pose (such as musical statues).
- I can follow a simple movement pattern (such as warm up to music).
- I can move in different ways (crawls along a plank, balances, climbs)
- I can take risks and try new things.
- I can start to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can continue to develop my movement, balancing, riding (scooters, trikes and balance bikes) and ball skills.
- I can choose the right resources to carry out a job.
- I can go up steps and stairs, using alternate feet.

**Nursery Summer**

- I can work with others to manage large items (moving a long plank safely, carrying hollow blocks)
- I can negotiate spaces safely, sometimes changing speed and direction to avoid other children / objects
- I can move freely using a range of actions, such as jumping, running, crawling, hopping and skipping
- I can catch a large ball
- I can kick a large ball towards a target
- I can throw a ball towards a target.

<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can roll, crawl, hop, walk, jump, run, skip, climb</li> <li>• I can listen to instructions and stop and start on command</li> <li>• I can check all around me to make su</li> <li>• I can demonstrate body strength, coordination, balance and agility needed for dance</li> <li>• I can work safely as part of a small group</li> <li>• I can take safe and calculated risks</li> <li>• I can pass a ball by rolling and kicking</li> </ul>	<p><b>Reception Spring</b></p> <p>I can combine different movements with ease and fluency</p> <p>I can demonstrate body strength, coordination, balance and agility needed for gymnastics</p> <p>I can pass a ball in different ways such as rolling, throwing, kicking with increased accuracy and control</p>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can confidently use a range of small apparatus, alone or in a group.</li> <li>• I can demonstrate good body strength, balance, coordination and agility.</li> <li>• I can create my own game with simple rules and a simple scoring system</li> <li>• I can demonstrate a range of ball skills (throwing, catching, kicking, passing, batting, aiming).</li> <li>• I can talk about how to keep myself fit and healthy</li> </ul>
<p><b>Key vocabulary</b></p> <p>Jump hop skip jog tiptoe walk run march stride roll climb</p> <p>Stop start freeze balance</p> <p>Ball football tennis ball roll kick push catch trap</p> <p>Warm up cool down heart blood safe muscles</p>	<p><b>Key vocabulary</b></p> <p>Balance large body parts bottom back tummy small body parts knees elbows head feet foot hand</p> <p>Control</p> <p>Kick roll push catch stop trap throw target</p>	<p><b>Key vocabulary</b></p> <p>Run, fast /er/ est</p> <p>Jump high/er/est far/further/furthest</p> <p>Throw</p> <p>Team points score turn take</p> <p>Rules</p> <p>Sports Day race competitor obstacle race</p>
<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>		

**Physical Development  
Fine Motor Skills**

**Rising 3**

- I can use fist grip for mark-making
- I can begin to pick up objects with control
- I can balance blocks to build a small tower
- I can begin to turn pages of a book with control

16-26 months

22-36 months

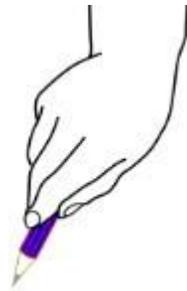
30-50 months

40-60 months



**Fisted Grasp and**

**Fist grip.** Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.



**Palmer Grasp and**

**Four-finger grip.** As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.



**Five finger Grasp and**

**Pincer grip.** Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.



**Tripod Grasp (Three finger)**

Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to

			make shapes and letters.
<p>Nursery Autumn</p> <ul style="list-style-type: none"> <li>• I can use a fist grip or fist grip.</li> <li>• I can use a palmer grasp and four-finger grip.</li> <li>• I can use large motions to create large lines and circles</li> </ul>	<p>Nursery Spring</p> <ul style="list-style-type: none"> <li>• I can use a five finger grasp and pincer grip.</li> <li>• I can make simple models using construction toys.</li> <li>• I can use one-handed tools and equipment</li> <li>• I can use a comfortable grip with good control when holding pens and pencils.</li> <li>• I can show a preference for a dominant hand.</li> <li>• I can select the right resources to carry out my plan, eg choosing a spade to enlarge a small hole I dug with a trowel.</li> </ul>	<p>Nursery Summer</p> <ul style="list-style-type: none"> <li>• I can use one-handed tools and equipment, e.g. make snips in paper with child scissors.</li> <li>• I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• I can hold a pencil near the point between first two fingers and thumb in a comfortable grip and use it with good control.</li> <li>• I can put my coat on independently but might need help fastening it</li> </ul>	
<p>Reception Autumn</p> <ul style="list-style-type: none"> <li>• I can begin to use a knife and fork more confidently to eat my food if someone helps me to cut it up</li> <li>• I can fasten the zip on my coat</li> <li>• I can put my shoes on and fasten them independently</li> <li>• I can get changed for PE independently although I may need help with tricky buttons</li> </ul>	<p>Reception Spring</p> <ul style="list-style-type: none"> <li>• I can use a range of tools competently, safely and with increasing confidence (such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)</li> <li>• I can use a 5 finger or tripod grip to hold a pencil</li> <li>• I have a confirmed dominant hand</li> <li>• I can use a knife and fork to cut some</li> </ul>	<p>Reception Summer</p> <ul style="list-style-type: none"> <li>• I can form most letters in a way that is easily recognisable and correctly oriented, and sitting my writing on a line</li> <li>• I can use scissors to cut around smaller shapes, following straight, curved and zigzag lines accurately</li> <li>• I can manage to undo and fasten some smaller buttons when getting changed for PE</li> </ul>	

<ul style="list-style-type: none"> <li>• I can use scissors to cut along straight and curved lines</li> <li>• I can begin to form letters in the correct orientation</li> <li>• I can combine smaller construction pieces eg lego</li> </ul>	<p>items of food</p> <ul style="list-style-type: none"> <li>• I can get myself changed for PE independently, including fastening some buttons</li> <li>• I can write letters more fluently and in the correct formation, using rhymes to prompt me</li> </ul>	
<p><b>Key vocabulary</b>  Hold grasp  Knife fork cut  Zip velcro  Buttons  Scissors curved straight snip cut  Lego mobilo join fasten attach piece  RWI handwriting phrases</p>	<p><b>Key vocabulary</b>  Perfect pencil grip  RWI handwriting phrases</p>	<p><b>Key vocabulary</b></p>
<p>ELG  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>		

## Literacy

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. (EYFS Statutory Framework

Nov 2024)

## Literacy Comprehension

### Rising 3

- I can listen to a simple story
- I can join in with simple nursery rhymes

### Nursery Autumn

- I can repeat songs, rhymes, stories and repeat familiar phrases.
- I can fill in missing words from well known rhymes.

### Nursery Spring

- I can show a preference for a book or a song or a rhyme.
- I can identify myself in a story and show enjoyment for stories about familiar people.
  - I can identify signs and symbols in the environment and recall what they mean.
  - I can talk with an adult about stories, using new words that I have learnt from the story

### Nursery Summer

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.

### Reception Autumn

- I can hold a book, turn the pages and indicate an understanding of pictures and print.

### Reception Spring

I can talk about events and characters in books.

### Reception Summer

- I can retell increasingly complex stories using props
- I can retell a story to my family or friends

<ul style="list-style-type: none"> <li>• I can read from left to right and from top to bottom</li> <li>• I can talk about events and characters in books.</li> <li>• I can talk about features of a book such as the blurb or the title.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make suggestions about what might happen next in a story.</li> <li>• I can read simple words and simple sentences.</li> <li>• I can talk about my favourite book.</li> <li>• I can use vocabulary and events from stories in my play.</li> <li>• I can read these books lots of times to read more fluently and to build my understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw a story map to represent a story, showing the beginning, middle and end</li> <li>• I can use language from stories I have been told in different contexts.</li> </ul>
<p><b>Key Vocabulary</b>  Book story title blurb author  illustrator illustrations pictures text  Cover page  Character setting  Who where  Rhymes</p>	<p><b>Key Vocabulary</b>  Predict predictions  Beginning, Ending middle  First , then next after that in the end  eventually  Who what where when why how  Fiction story non fiction information  Poems</p>	<p><b>Key Vocabulary</b>  Story map  Who, what where when why, how  Fiction non fiction</p>
<p><b>ELG</b>  Children at the expected level of development will:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  Anticipate – where appropriate – key events in stories;  Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play</p>		

## Literacy Word Reading

### Rising 3

- I can notice environment sounds
- I can notice sounds in stories e.g. bang, clap, stamp

#### Nursery Autumn

##### Environmental Sound Games

##### Body Percussion

- I can hear and name familiar sounds in the environment
- I can make noises with my voice
- I can explore the sounds that I can make with my body

#### Nursery Spring

##### Alliteration

##### Rhyme and rhythm

##### Oral blending

- I can hear the initial sound in words
- I can find my own name in the environment
- I can recognise the names of familiar shops and logos in the environment
- I can join in with the rhythm of familiar songs and rhymes
- I can count or clap syllables in a word

#### Nursery Summer

##### RWI NURSERY PROGRAMME

- I can recognise single letters and link them to a picture and rhyme
- I can hear the same sound at the start of words eg Mighty Maisy
- I can orally blend a simple word in an instruction eg put your hands on your h-ea-d

#### Reception Autumn

- I can recognise my own name.
- I can blend sounds orally to build words
- I can read all 26 single letter sounds
- I can read 6 digraphs (special friends) and blend them orally and to read simple words
- I can blend sounds to read simple words

#### Reception Spring

- I can blend sounds to read simple words
- I can read some digraphs (special friends) that each represent one sound and say sounds for them.
- I can read double consonants and know that 2 or 3 letters can make 1 sound
- I can read simple words and simple sentences using the sounds that I have been taught

#### Reception Summer

- Read simple sentences and books made up of words with known letter-sound correspondences and RWI red words
- I can read 41 sounds
- I can blend these sounds into words (3,4 or 5 sound words)

	<ul style="list-style-type: none"> <li>I can read a few common exception words (RWI red words).</li> </ul>	
<b>Key vocabulary</b> Sound Fred talk, Read the word, Fred in your head, Blend Book story book	<b>Key vocabulary</b> Red words, green words, alien words, Ditty Word sentence full stop expression 2 letters, 1 sound Special friends	<b>Key vocabulary</b> Fiction Non fiction
<b>ELG</b> Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		

<b>Literacy</b> <b>Writing</b>		
<b>Rising 3</b> <ul style="list-style-type: none"> <li>I can explore mark making with large tools</li> </ul>		
<b>Nursery Autumn</b> <ul style="list-style-type: none"> <li>I can randomly scribble on the page, sometimes with both hands.</li> <li>I can begin to balance when sitting.</li> <li>I can make connections between my actions and the marks being made.</li> <li>I can hold mark making equipment using the palmer grip.</li> <li>I can control the marks on the page.</li> </ul>	<b>Nursery Spring</b> <ul style="list-style-type: none"> <li>I can use a range of tools to make marks and show an interest in my own marks and others marks. <ul style="list-style-type: none"> <li>I can use some of my print and letter knowledge in their early writing, such as writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>I can write some or all of my name.</li> <li>I can write some letters accurately</li> </ul> </li> </ul>	<b>Nursery Summer</b> <ul style="list-style-type: none"> <li>I can tell an adult what I have drawn or painted.</li> <li>I can recognise a capital letter at the start of my name.</li> <li>I can spot letters from my own name in other words.</li> <li>I can talk about what other marks, like on signage, mean</li> </ul>

<ul style="list-style-type: none"> <li>• I can distinguish between the different marks I make.</li> </ul>	<p>I can build my name using sound cards and magnetic letters</p>	<ul style="list-style-type: none"> <li>• I can start to write identifiable shapes and letters.</li> <li>• I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</li> <li>• I can use tools for mark making with control.</li> <li>• I can copy shapes, letter and pictures.</li> </ul>
<p><b>Reception Autumn</b></p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <ul style="list-style-type: none"> <li>• I can use tools for mark making with control.</li> <li>• I can grip using five fingers or preferably two fingers and thumb for control.</li> <li>• I can use pincers, tweezers and threading equipment with increasing control and confidence.</li> <li>• I can copy shapes, letter and pictures</li> <li>• I can tell an adult what I have drawn or painted.</li> <li>• I can give meaning to my marks as I write.</li> <li>• I can create representations of people, events and objects.</li> <li>• I can identify sounds from my own name in other words.</li> <li>• I can ascribe meaning to other marks</li> <li>• I can recognise a capital letter at the start of my name</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I can sit on a chair with a straight back and my feet on the floor.</li> <li>• I can form recognisable letters, some of them correctly.</li> <li>• I can use a tripod grasp.</li> <li>• I can form lower-case and capital letters correctly.</li> <li>• I can use some identifiable letters to communicate meaning and uses them to write captions and labels.</li> <li>• I can read my writing back to check that it makes sense.</li> <li>• I can start to write identifiable shapes and letters.</li> <li>• I can spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• I can talk about sentences and start to write short sentences.</li> <li>• I can start to use full stops and capital letters in the correct places.</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can write simple captions and labels with increasing independence</li> <li>• I can write a simple sentence that can be read by others.</li> <li>• I can write for a purpose in CP eg write a label for my plant; label a treasure map to find my treasure</li> <li>• I can spell words by identifying the sounds in words and representing them with letters</li> <li>• I can write recognisable letters most of which are correctly formed</li> <li>• I can use full stops in my writing and leave spaces between words.</li> </ul>

<p><b>Key Vocabulary</b>  Perfect pencil grip,  Letter word  Pencil pen  Fred fingers Fred in your head Fred talk  Pinch the sounds</p>	<p><b>Key Vocabulary</b>  Sentence caption label  Finger space  Full stop capital letter lower case letter  Hold a sentence</p>	<p><b>Key Vocabulary</b>  Label  Capital letter</p>
<p><b>ELG</b>  Children at the expected level of development will:  Write recognisable letters, most of which are correctly formed;  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.</p>		

## Maths

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. (EYFS Statutory Framework Nov 2024)

## Maths Number

### Rising 3

- I can notice a change in number of objects/ people e.g. more, lots or some
- I can begin to say some numbers

### Nursery Autumn

- I can recognise numbers of significance eg I am 3
- I am beginning to say numbers in order
- I can take or give two or three items from a group
- I can subitise 1 and 2 in the outdoor area or in picture books

### Nursery Spring

- I can notice numerals in the environment
- I can count on my fingers
- I can use language such as more, lots, the same.

### Nursery Summer

- I can count 1:1 to 5
- I am beginning to recognise numbers to 10
- I can subitise up to 3 (without counting) in the outdoor area or in story books
- I can link numerals to amounts to 5)
- I can count in order (up to 5)
- I can use 'more than, fewer than' to compare 2 groups (up to 5 objects)

<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can count to 10</li> <li>• I can match numeral to quantity to 5</li> <li>• I can begin to recognise that the next number in the sequence is the number one more than.</li> <li>• I can understand composition of numbers to 5 (2, 2, 1)</li> <li>• I can separate 3, 4 or 5 objects in different ways</li> <li>• I can subitise beyond 3</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I can order and count to at least 10.</li> <li>• I can subitise up to 4 objects.</li> <li>• I can subitise and use known number bonds to find the total of a group of objects</li> <li>• I can count up to 10 objects from a larger group.</li> <li>• I can match numerals to quantity (up to 10)</li> <li>• I know some doubles facts and some pairs of numbers that add together to make 5 and 10.</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can count beyond 10.</li> <li>• I can compare numbers and quantities</li> <li>• I understand one more/one less than in consecutive numbers.</li> <li>• I know that numbers are composed of other numbers.</li> <li>• I can tell you some number bonds for 10.</li> <li>• I know addition facts and subtraction for 5.</li> </ul>
<p><b>Key vocabulary</b></p> <p>Number names to 10  Match sort group set same different similar  odd one out rule  More than less than greater than fewer than  Subitise  10 frame 5 frame</p>	<p><b>Key vocabulary</b></p> <p>Order sequence  Total altogether makes equals is the same as  Double same equal odd even  Zero none nothing  1 more than 1 less than  Parts whole</p>	<p><b>Key vocabulary</b></p> <p>Number names to 20 and beyond  More than less than greater than fewer than  Add plus take away subtract  Number bonds  Before after next in between order  sequence  pattern</p>
<p><b>ELG</b></p> <p>Children at the expected level of development will:  Have a deep understanding of number to 10, including the composition of each number  Subitise (recognise quantities without counting) up to 5  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>		

**Maths**  
**Numerical Pattern**

**Rising 3**

- I can join in with a simple number rhyme (up to 3)

**Nursery Autumn**

- I can sing number songs
- I can spot patterns in books and pictures eg spotty stripy patterns

**Nursery Spring**

- I can join in with number songs counting within 5
- I can join in with sound and action patterns, and copy some simple patterns
- I can group objects when tidying up eg put all the green pencils in a pot
- I can notice some patterns in images or books eg the zebra is stripy

**Nursery Summer**

- I can sing number songs counting up and back within 5
- I can compare groups and say which one is bigger or smaller
- I can follow a simple sound or action pattern
- I can begin to create my own simple patterns
- I can sort objects when tidying
- I can spot some patterns in the environment eg the fence is stripy

**Reception Autumn**

- I can count forwards and backwards to 5
- I can compare quantities up to 5, and can say which group has more or less or if they are the same
- I can say what the number before and after a number to 5 is
- I can follow and continue a simple abab pattern using shapes, colours, actions
- I can create simple abab patterns
- I can explore abcabc patterns and say what comes next

**Reception Spring**

- I can order forwards and backwards within 10
- I can compare quantities up to 10, and can say which group has more or less or if they are the same
- I can say what the number before and after a number to 10 is
- I know doubles facts up to double 5
- I can explore sharing and know that some amounts can be shared equally into different groups
- I know that I can share some amounts into 2 groups and some not

**Reception Summer**

- I can count forwards and backwards to 20
- I can compare quantities up to 20 and can say which group has more or less or if they are the same
- I understand that teens numbers are composed of 1 full ten and so many of the next ten
- I can say what the number before and after a number to 20 is
- I understand one more/one less than in consecutive numbers.

<ul style="list-style-type: none"> <li>I can group objects and explain the criteria for sorting</li> </ul>	<ul style="list-style-type: none"> <li>I know that groups I can share evenly are even numbers</li> <li>I can create more complex patterns</li> <li>I can spot the “odd one out” in a group or pattern</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about odd and even numbers and know how to work out if a number is odd or even</li> <li>I can tell you some doubles up to double 10</li> </ul>
<b>Key vocabulary</b> Pattern, before, next, continue spotty stripy checked repeat same Group sort same different set match	<b>Key vocabulary</b> Counting pattern of 2s odd even Double facts	<b>Key vocabulary</b> Counting pattern of 2s, 5s 10s Counting on counting back counting down Share group odd even
<b>ELG</b> Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		

<h2 style="text-align: center;">Maths</h2> <h3 style="text-align: center;">Shape, Space and Measure</h3>		
<b>Rising 3</b> <ul style="list-style-type: none"> <li>I can complete a simple inset puzzle</li> <li>I can begin to follow the nursery routine</li> </ul>		
<b>Nursery Autumn</b> <ul style="list-style-type: none"> <li>I can fit objects into spaces eg pieces into a board puzzle</li> <li>I can start to build using some simple blocks</li> <li>I can fill and empty a container</li> </ul>	<b>Nursery Spring</b> <ul style="list-style-type: none"> <li>I can respond to some special or positional language with physical prompts eg pointing</li> <li>I can understand near and far way</li> <li>I can understand now and next</li> </ul>	<b>Nursery Summer</b> <ul style="list-style-type: none"> <li>I can use some positional language in play</li> <li>I can follow instructions using positional language without physical prompts</li> </ul>

	<ul style="list-style-type: none"> <li>• I can combine shapes to make pictures</li> <li>• I can explore shapes in construction and small world play, selecting shapes appropriately, eg a round wheel</li> <li>• I can explore size (length, weight, capacity) in everyday play</li> <li>• I can begin to recognise some shapes such as circles and triangles</li> </ul>	<ul style="list-style-type: none"> <li>• I can create arches and enclosures in construction</li> <li>• I can create my own simple repeating patterns</li> <li>• I can talk about and explore shapes (sides, corners, straight, curved, flat, round)</li> <li>• I can compare height, weight, length and capacity of everyday objects</li> <li>• I can use some comparative language, eg taller, heavier.</li> </ul>
<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can predict which objects may fit into spaces and move and rotate objects to fit.</li> <li>• I can talk about everyday shapes and use mathematical language to discuss shapes in the environment (2D and some 3D).</li> <li>• I can make and talk about patterns I have made.</li> <li>• I can find the longest, shortest, heaviest, lightest within play</li> <li>• I can talk about when events happen</li> <li>• I can follow and continue a simple abab pattern using shapes, colours, actions</li> <li>• I can create simple abab patterns</li> <li>• I can explore abcabc patterns and say what comes next</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I can follows and gives simple instructions/directions</li> <li>• I can makes models, talking about the shapes and objects that I have used.</li> <li>• I can spots patterns and can identify the odd one out</li> <li>• I can talk about time in everyday life (yesterday, tomorrow, morning, afternoon, evening).</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can explore the composition of shapes</li> <li>• I can continue, copy and create patterns</li> <li>• I can compare length, weight and capacity</li> </ul>

<p><b>Key vocabulary</b>  Big/ bigger / biggest; small / er / est;  large / er / est  Long / er / est; short / er / est;  Heavy / er / est; light / er / est  Full, empty, half full  Circles triangles rectangles squares curved  straight edge corner vertices  Model picture  Morning afternoon evening night  Days of week weekend  Pattern repeat copy create next</p>	<p><b>Key vocabulary</b>  First next then later after before  Forward backwards sideways left right  Mass heavy / er / est light / er / est compare  balance scales  Capacity full empty half full pour jug  funnel scoop  Length long / er / est short / er / est measure  Height tall / er / est short / er / est  Tomorrow yesterday last week / year  weekend  Cube cuboid cone cylinder sphere roll  stack side face flat curved surface</p>	<p><b>Key vocabulary</b>  Names of 2d and 2d shapes  Rotate turn twist  Match join  Same different odd one out  Tangrams  Patterns repeating rules</p>
<p><b>ELG</b>  Children at the expected level of development will:  Verbally count beyond 20, recognising the pattern of the counting system  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

## Understanding the World

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 churches 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. (EYFS Statutory Framework Nov 2024)

## Understanding the World Past and Present

### Rising 3

- I can talk about my immediate family
- I can listen to stories about families

### Nursery Autumn

- I can talk about what I could do as a baby and what I can do now
- I can notice similarities and differences between my new nursery friends

### Nursery Spring

- I can notice similarities and differences in my new nursery friends
- I can talk about some events in my family life

### Nursery Summer

- I can talk about my own past eg my birthday or my journey through nursery
- I can talk about some special times for my family or my friends

### Reception Autumn

- I can explore and comment on images of familiar places or events in the past, such as Christmas
- I can remember and talk about significant events in my own life, such as Christmas
- I can recognise and describe special times or events for family or friends
- I can talk about how I have grown and changed from a baby to now.

### Reception Spring

- I can comment on images of familiar situations in the past such as firefighters or nurses
- I can compare and contrast characters from stories and nursery rhymes, including figures from the past.

### Reception Summer

- I can comment on images of familiar situations in the past or people from non-fiction books such as explorers.

<b>Key vocabulary</b> Then, now, Christmas, special, birthday, Family friends mummy daddy grandma grandad nan aunt uncle cousin - names of family members Toddler baby grown up child teenager Photographs	<b>Key vocabulary</b> A long time ago, once upon a time Same different compare	<b>Key vocabulary</b> Past history Information book non fiction
<b>ELG</b> Children at the expected level of development will: Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		

<b>Understanding the World</b> <b>People, Communities and Culture</b>		
<b>Rising 3</b> <ul style="list-style-type: none"> <li>• I know that I am part of ____ school</li> <li>• I recognise key people</li> <li>• I enjoy stories about nature</li> </ul>		
<b>Reception Autumn</b> <ul style="list-style-type: none"> <li>• I can talk about different communities and social groups that I belong to</li> <li>• I can talk about members of my immediate family and community.</li> <li>• I know that some places are special to members of their community, including our parish churches</li> <li>• I can compare Christmas in different cultures/communities to how we</li> </ul>	<b>Reception Spring</b> <ul style="list-style-type: none"> <li>• I understand that people have different beliefs and celebrate special times in different ways.</li> <li>• I can talk about different faiths and beliefs</li> <li>• I know that there are some similarities and differences between life in this country and life in other countries</li> </ul>	<b>Reception Summer</b> <ul style="list-style-type: none"> <li>• I understand that some places are special to members of the community</li> <li>• I know that I can get information from a simple map, atlas or globe</li> <li>• I can identify some features of a map or globe eg land, ocean, north and south pole</li> </ul>

<p>celebrate Christmas at home and at school.</p> <ul style="list-style-type: none"> <li>I can talk about some features of Haxey / Owston Ferry / West Butterwick</li> <li>I know my address ( house number, road name, village name)</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about different jobs and ask questions to find out more about them</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about features of the seaside and compare them to where I live</li> <li>I know that some environments are different to the one where I live (climate, town/country/coastal)</li> </ul>
<p><b>Key vocabulary</b>  Family friend different names for family members group community  Christmas Christian God Jesus Nativity  Church alter pews advent  address home house village town  street road</p>	<p><b>Key vocabulary</b>  Faith belief safety  Job nurse doctor paramedic ambulance  firefighter fire engine police officer vet  carer teacher  Similar different  Easter celebration Christian resurrection</p>	<p><b>Key vocabulary</b>  Environment habitat climate town  country coast map atlas globe seaside  land ocean sea north south pole  equator beach cliff volcano ice bergs  mountains  Rubbish littering pollution</p>
<p><b>ELG</b>  Children at the expected level of development will:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>		

**Understanding the World**  
**The Natural World**

**Rising 3**

- I can recognise different objects and begin to name them and know their uses
- I can match objects that fit together
- I can observe animals, people and vehicles

**Nursery Autumn**

- I can play with small world models, like a farm
- I can talk about what I see in the outdoor environment
- Use senses in hands on exploration.
- Explore collections of items (natural, man made)

**Nursery Spring**

- I can use all my senses to notice and changes in the seasons/weather
- I can explore changes in state (freezing and melting) and talk about what I see
- I can explore simple forces (pushing vehicles etc)

**Nursery Summer**

- I can begin to explore light and dark ( shadows)
- I can explore simple forces (floating and sinking)
- I can plant seeds and look after them
- I can understand some features of a life cycle
- I can show care for living things
- I can show some simple ways to care for the environment eg pick up my rubbish, turn the taps off

<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>• I can use my senses to explore the natural world around me and talk about changes in the seasons</li> <li>• I can ask questions about the place where I live and the natural environment there</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>• I can explore changes in state (freezing and melting) and talk about what I see and what I think might happen and explain why</li> <li>• I can talk about simple forces – what I think might happen and why</li> <li>• I can understand the effect of the changing seasons on the place where I live</li> <li>• I can describe what I see and hear and feel when I am outside</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>• I can talk about the effect of the changing seasons on the natural world around them.</li> <li>• I can talk about life cycles of plants (sunflowers, broad beans) and animals (frogs, butterflies)</li> <li>• I can talk about how to care for plants and animals and show concern for them</li> <li>• I can make observations of features of plants and animals and use ipads and drawings to record them</li> <li>• I can talk about and compare different habitats such as a jungle or a beach</li> <li>• I can talk about how to look after an environment eg combat plastic pollution and littering at the beach</li> </ul>
<p><b>Key vocabulary</b> Autumn Leaves brown orange ever green nature hibernate Farm harvest tractor combine harvester seed drill plough fields</p>	<p><b>Key vocabulary</b> Winter Freeze melt ice snow slushy sleet rain Push pull slide roll Dark light shadow</p>	<p><b>Key vocabulary</b> Spring Summer Plant bean seed stem flower bulb roots leaf petal Egg butterfly hatch chrysalis caterpillar camouflage predator frass life cycle Beach sand volcano</p>
<p><b>ELG</b> Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		

## Expressive Arts and Design

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. (EYFS Statutory Framework Nov 2024)

## Expressive Arts and Design Creating with Materials

### Rising 3

- I enjoy exploring textures using hands and different materials
- I can explore paint using brushes, fingers and hands
- I can join in with simple action rhymes

### Nursery Autumn

- I can explore colour.
- I can explore a range of artistic materials.
- I can create sounds by banging, shaking, tapping or blowing with adult support
- I can join in with familiar songs

### Nursery Spring

- I can show an interest in the way musical instruments sound.
- I can experiment with blocks, colours and marks.
- I can use straight lines to create closed shapes and can talk about what these represent
- I can explore colour and colour mixing
- I can develop my own ideas and decide which materials to use to express them.

### Nursery Summer

- I can explore colour and how colours can be changed.
- I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct stacking blocks vertically and horizontally,

	<ul style="list-style-type: none"> <li>I can create a desired sound such as tapping, banging or shaking independently.</li> </ul>	<p>making enclosures and creating spaces.</p> <ul style="list-style-type: none"> <li>I can join construction pieces together to build and balance.</li> </ul>
<p><b>Reception Autumn</b></p> <ul style="list-style-type: none"> <li>I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>I can explore artistic resources.</li> <li>With support from an adult, I can explore processes for art creations.</li> <li>I can explore props for role play.</li> <li>I can learn and demonstrate how to print carefully.</li> </ul>	<p><b>Reception Spring</b></p> <ul style="list-style-type: none"> <li>I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>I can show interest in and describe the texture of things.</li> <li>I can recognise when a process is needed for an art creation.</li> <li>I can use various construction materials</li> <li>I can join construction pieces together to build and balance.</li> <li>I can make enclosures for a desired purpose.</li> <li>I can use the appropriate resource for a desired creation.</li> <li>I can begin to explore making own props for role play.</li> <li>I can explore colour and how colours can be changed, and talk about primary colours.</li> <li>I can create collaboratively with others</li> </ul>	<p><b>Reception Summer</b></p> <ul style="list-style-type: none"> <li>I can use a variety of materials and tools safely</li> <li>I can explore different ways to join materials</li> <li>I can experiment with colour, design, texture, form and function;</li> <li>I can share my creations and talk about how I made them;</li> <li>I can use of props and materials when role playing characters in narratives and stories</li> <li>I can return to my work to develop and refine my ideas</li> <li>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

<p><b>Key Vocabulary</b>          Thick thin          Construction construct build stack          Pens pencils crayons felt tip pens chalks          Paper card boxes cylinders tubes pots          Sellotape masking tape staples tags clips          join fix attach          Kandinsky shapes triangles circles</p>	<p><b>Key Vocabulary</b>          Paint paintbrush palette water pot          Primary Red blue yellow black white          Mix secondary green orange brown purple          Goal aim plan design          Rough smooth soft hard bumpy          Bendy flexible strong stable          Instructions first then next later finally          Pastels powder paint          Mondrian squares rectangles</p>	<p><b>Key Vocabulary</b>          Explore experiment evaluate improve          change develop</p>
<p><b>ELG</b>          Children at the expected level of development will:          Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;          Share their creations, explaining the process they have used;          Make use of props and materials when role playing characters in narratives and stories.</p>		

<p><b>Expressive Arts and Design</b>  <b>Being Imaginative and Expressive</b></p>		
<p><b>Rising 3</b></p> <ul style="list-style-type: none"> <li>• I can join in with simple nursery rhymes</li> <li>• I explore the role play areas e.g. dressing up</li> </ul>		
<p><b>Nursery Autumn</b></p> <ul style="list-style-type: none"> <li>• I can join in singing favourite songs.</li> <li>• I can begin to represent objects in drawing eg draw a circle and say “it’s the sun”</li> <li>• I can make believe by pretending when I play</li> </ul>	<p><b>Nursery Spring</b></p> <ul style="list-style-type: none"> <li>• I can show an interest in the way musical instruments sound.</li> <li>• I can develop my own ideas and decide which materials to use to express them.</li> <li>• I can create a desired sound such as tapping, banging or shaking independently</li> </ul>	<p><b>Nursery Summer</b></p> <ul style="list-style-type: none"> <li>• I enjoy joining in with dancing and ring games.</li> <li>• I can remember and sing a range of familiar songs and make up my own simple songs</li> <li>• I can begin to move rhythmically.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can sing familiar songs, following the melody</li> <li>• I can create imaginary worlds with blocks and small world resources</li> <li>• I can use objects to represent other things.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create movement in response to music.</li> <li>• I can tap out simple repeated rhythms.</li> <li>• I can explore and learn how sounds can be changed</li> <li>• I can build stories around toys</li> <li>• I can choose and use resources to use in role play.</li> </ul>
<b>Reception Autumn</b> <ul style="list-style-type: none"> <li>• I can enjoy joining in with dancing and circle games with adult support.</li> <li>• I can sing a few familiar songs.</li> <li>• I can begin to move rhythmically.</li> <li>• I can imitate movement in response to music.</li> <li>• I can tap out simple repeated rhythms.</li> <li>• I can explore musical instruments for a desired purpose.</li> <li>• I can explore different props for role play</li> <li>• I can retell familiar stories using props, masks, puppets</li> </ul>	<b>Reception Spring</b> <ul style="list-style-type: none"> <li>• I can explore and learn how sounds can be changed.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Play pitch-matching games, humming or singing short</li> <li>• I can perform with musical instruments.</li> </ul>	<b>Reception Summer</b> <ul style="list-style-type: none"> <li>• I can perform and take part in dancing activities and ring games.</li> <li>• I can confidently sing well known nursery rhymes independently and as part of a group.</li> <li>• I can move in time with music.</li> <li>• I can select an instrument for a desired sound.</li> <li>• I can confidently aurally retell a well-known story with expression.</li> </ul>
<b>Key Vocabulary</b> Dance sing songs nursery rhymes Rhythm pattern Tap clap bang hit shake	<b>Key Vocabulary</b> Quieter louder faster slower Listen Happy sad scared angry excited	<b>Key Vocabulary</b> Dance rhythm pattern Names of different instruments used

<p>Drum tambourine tambour bells maracas  Loud quiet  Fast slow  Once upon a time then next and they all  lived happily ever after</p>	<p>Copy follow  High low  Poem poetry</p>	
<p><b>ELG</b>  Children at the expected level of development will:  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>		