



NURSERY

LONG TERM KNOWLEDGE AND SKILLS PROGRESSION BY AREA OF LEARNING AND DEVELOPMENT

Our Curriculum Opportunities will allow children to develop the following skills and knowledge in each of the following areas.

Language and Communication

Term	AUTUMN		SPRING		SUMMER	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Listening, Attention and Understanding	<ul style="list-style-type: none"> Shift from one task to another when attention is obtained by using their name. (Development Matters) Is able to follow directions (Birthto5Matters) 		<ul style="list-style-type: none"> Is able to follow directions (Birthto5Matters) To listen to other children in a small group (3 or 4 children) 		<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Birthto5Matters). To sit and listen for a short group time (5 minutes) To learn simple “My Turn, Your Turn” 	

	<ul style="list-style-type: none"> To listen to other children in a small group (3 or 4 children). 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them (Birthto5Matters) 	<ul style="list-style-type: none"> To be able to answer “why” questions. (Development Matters) Beginning to understand ‘how’ questions. (Birthto5Matters) Responds to instructions with more elements eg Give the ball to me, collect up all the blocks and put them in the box. (Birthto5Matters)
Speaking	<ul style="list-style-type: none"> Retell stories, rhymes and poems Builds up vocabulary from starting points that reflects the breadth of their experiences including reading stories and non-fiction. Uses talk in pretending that objects stand for something else in play. Beginning to be interested in and describe the texture of things. Keeps play going by responding to what others are saying or doing. Initiates play, offering cues to peers to join them Listens to others one to one or in small group, when 	<ul style="list-style-type: none"> Retell stories, rhymes and poems To begin to develop an understanding of a wide range of vocabulary linked to key texts. Develop their descriptive vocabulary following sensory exploration of water, ice and other materials when they are used in the water tray. Use language to create narratives. Play and build collaboratively with peers and adults, sharing their ideas. Presenting ideas to others. Using sentences of four to six words - “I want to play with cars” or What’s that thing called?” (Development Matters Non-statutory 	<ul style="list-style-type: none"> Retell stories, rhymes and poems To continue to develop an understanding of a wide range of vocabulary linked to key texts. To be able to start a conversation with a familiar adult or peer. Use talk to communicate with peers during play. To be able to talk about familiar books To be able to express a point of view Develop their communication, but may continue to have problem with irregular tenses and plurals Using sentences of four to six words - “I want to play with cars” or What’s that thing called?” (Development Matters Non-statutory curriculum guidance: Observation Checkpoint) Use the future and past tense “I am going to the park” and I went to the shop” (Development Matters Non-statutory curriculum guidance: Observation Checkpoint) Use sentences joined up with words like ‘because’ ‘or’ ‘and’? (Development

	<p>conversation interests them.</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 	<p>curriculum guidance: Observation Checkpoint)</p>	<p>Matters Non-statutory curriculum guidance: Observation Checkpoint)</p> <ul style="list-style-type: none"> • Can retell a simple past event in the right order – I went down the slide, hurt finger. (Birthto5Matters) • Asks who, what, when, how? (Birthto5Matters)
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Personal, Social and Emotional Development

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Self-regulation	<ul style="list-style-type: none"> • To 'have a go' and show a can do attitude (e.g opening straws / peeling oranges) • Increasingly follow rules, understanding why they are important. (Development Matters) • Talk about their feelings using words like: happy, sad, angry or worried. (Development Matters) • Expresses a wide range of feelings in their interactions 		<ul style="list-style-type: none"> • Work together to find solutions to problems or conflicts. • Solve problems, play co-operatively and communicate with others • To share equipment and materials. • Develop appropriate ways of being assertive. (Development Matters) • Understand gradually how others might be feeling. (Development Matters) • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. (Birthto5Matters) 		<ul style="list-style-type: none"> • Be able to listen and wait their turn during group times of 3-4 children. • Learning to find solutions to conflicts with adult mediation as required • Show more confidence in new social situations (Development Matters) • Remember rules without needing an adult to remind them. (Development Matters) • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. (Birthto5Matters) 	

	with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. (Birth to 5 Matters)		
Managing Self	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Beginning to understand class rules (showing some understanding of right and wrong) • Understand that fruit provided at snack time is a healthy food. • Able to wash own hands 	<ul style="list-style-type: none"> • Chooses activities independently • Follows most class rules (increasing understanding of how we behave) • Understand that vegetables are a healthy food. • Be able to take off shoes and put wellies on. 	<ul style="list-style-type: none"> • Engages in new activities • Follows class rules • Be able to put on their own coat. • Attend to their own toileting needs, washing their hands after • Begin to understand fruit and vegetables keep our bodies healthy. • Able to express their needs and ask adults for help. (Birth to 5 Matters)
Building relationships	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Respond to key Worker (Via preferred communication methods) • Can play with one or more other children, extending and elaborating play ideas (Development Matters). • Demonstrates friendly behaviour, initiating conversations. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child 	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Can play in a group, extending and elaborating play ideas. • To help a friend, without adult prompts, (For example, put coat on) • Initiates play, offering cues to peers to join them. • To be able to work either independently or in small groups to construct their ideas • Build friendships with others in the groups. • Able to begin to resolve conflict with adult support. • Initiate conversations with Key Worker. 	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Take a lead in their own play • Become outgoing with unfamiliar people in a safe context. (Development Matters) • Develop their sense of responsibility and membership of a community (Development Matters) • Find solutions to conflicts and rivalries, For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. (Development Matters) with adult support • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (Birth to 5 Matters)

	who has a similar interest. (Birth to5Matters)		
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Physical Development

Term	AUTUMN		SPRING		SUMMER	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Gross Motor Skills	<ul style="list-style-type: none"> Walk, crawl and run. Sit comfortably on a chair (Development Matters) Use large muscle movements to wave flags and streamers, paint and make marks (Development Matters) Climb up apparatus, using alternate feet (Development Matters) Walks down steps or slopes whilst carrying a small object, maintaining 		<ul style="list-style-type: none"> Can balance on one foot (Birthto5Matters) Skip, hop, stand on one leg and hold a pose for a game like musical statues. (Development Matters) Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (Development Matters) Lift, fill, empty and move buckets. 		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting, eg choosing whether to crawl, walk or run over a plank depending on its length and width. (Development Matters) Collaborate and develop strength with others to manage large items, such as moving a long plank safely, carrying large blocks (Development Matters) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (Birthto5Matters) 	

	balance and stability (Birthto5Matters)	<ul style="list-style-type: none"> Move larger pieces of equipment, e.g. crates. 	<ul style="list-style-type: none"> Be increasingly independent when getting dressed and undressed. Put on own coat and doing up zips. (Development Matters) energetically crawl, run, jump and climb
Fine Motor	<ul style="list-style-type: none"> Beginning to show preference for dominant hand Be able to hold scissors correctly with thumb in the top hole and fingers in the bottom hole. Attempts snips in paper. Handles tools, objects and malleable materials safely and with increasing control. Holds a fork and spoon to eat lunch. (may not be held correctly) 	<ul style="list-style-type: none"> Beginning to show preference for dominant hand Begin to use tripod grip when holding pens and pencils Snips paper effectively Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, scarves or ribbons. (Birthto5Matters) Holds a fork and spoon to eat lunch (may not be held correctly) 	<ul style="list-style-type: none"> Beginning to show preference for dominant hand Snips paper to cut along a line Begin to use tripod grip when holding pens and pencils Holds a fork and spoon to eat lunch. To begin to write some recognisable letters Have increasing shoulder, elbow and wrist pivot control when manipulating small tools

Literacy

Term	Autumn	Spring	Summer
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Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Word Reading	<ul style="list-style-type: none"> Enjoy looking at images and pictures. Hold books the correct way up and turn pages one at a time. To know how to turn the pages of a book To respect and look after our books, putting them away once they have been read Shows interest in illustrations and print in book and their environment. Understand the five key concepts about print: <ol style="list-style-type: none"> Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing. <p>(Development Matters)</p> <ul style="list-style-type: none"> Identify the initial letter of their own name and other 	<ul style="list-style-type: none"> Have some favourite stories, rhymes and poems. Hold books the correct way up and turn pages one at a time. To know how to turn the pages of a book To respect and look after our books, putting them away once they have been read To enjoy a range of texts including magazines Shows interest in illustrations and print in book and their environment. Enjoy looking at images and pictures. Understand the five key concepts about print: <ol style="list-style-type: none"> Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing. <p>(Development Matters)</p>	<ul style="list-style-type: none"> Have some favourite stories, rhymes and poems Hold books the correct way up and turn pages one at a time. To know how to turn the pages of a book To respect and look after our books, putting them away once they have been read To enjoy a range of texts including magazines Shows interest in illustrations and print in book and their environment. Enjoy looking at images and pictures. Be able to hear and distinguish between sounds around them and begin to replicate sounds Recognise own written name (Birthto5Matters) Understand the five key concepts about print: <ol style="list-style-type: none"> Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing. <p>(Development Matters)</p> <p>Develop their phonological awareness, so that they can:</p>			

	<p>familiar words. (Birthto5Matters - writing)</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Development Matters) 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Development Matters) 	<ol style="list-style-type: none"> 1. Spot and suggest rhymes 2. Count or clap syllables in a word 3. Recognise words with the same initial sound, such as money and mother. <p>(Development Matters)</p> <ul style="list-style-type: none"> • Hears and says the initial sounds in words <p>(Birthto5Matters)</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Development Matters)
Comprehension	<ul style="list-style-type: none"> • To be able to use pictures as prompts to help re-tell parts a familiar story • Understand that information can be retrieved from books • Begins to be aware of the way stories are structured. (Birthto5Matters) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Birthto5Matters) 	<ul style="list-style-type: none"> • To be able to use pictures and props as prompts to help re-tell parts a familiar story • Talk about how characters from stories feel. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Birthto5Matters) • Begins to be aware of the way stories are structured and to tell own stories. (Birthto5Matters) 	<ul style="list-style-type: none"> • To be able to use pictures and props as prompts to help re-tell parts a familiar story • Talk about how characters from stories feel. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Birthto5Matters) • Begins to be aware of the way stories are structured and to tell own stories. (Birthto5Matters) • Talks about events and principle characters in stories and suggests how the story might end. (Birthto5Matters)
Writing	<ul style="list-style-type: none"> • Show preference for a dominant hand. • Holds pencil between thumb and two fingers, 	<ul style="list-style-type: none"> • Work towards using a comfortable pencil grip. • Make links between movements and the marks produced. 	<ul style="list-style-type: none"> • Make controlled marks <ul style="list-style-type: none"> ○ Left to right ○ Up and down ○ Clockwise ○ Anticlockwise ○ Cross over marks

	<p>near point, no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Sometimes gives meaning to their drawings and paintings (Birthto5Matters) • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Birthto5Matters) 	<ul style="list-style-type: none"> • Experiment with a variety of marks using lines, shapes, patterns and symbols through large and small-scale movements. • Make marks to represent own name. • Develop control when mark making and use a variety of mark-making tools and writing instruments. • Draw simple pictures and representations. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Development Matters Non-statutory curriculum guidance) • Includes mark making and early writing in their play (Birthto5Matters) 	<ul style="list-style-type: none"> • Be able to talk about marks and drawings made • Begin to make recognisable representations when drawing. • Write some or all of their name. (Development Matters Non-statutory curriculum guidance) • Write some letters accurately (Development Matters Non-statutory curriculum guidance)
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Mathematics

Term	Autumn	Spring	Summer
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Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Number	<ul style="list-style-type: none"> Know and take part in number songs. Count 3 small objects in a row with correct 1:1 correspondence. 		<ul style="list-style-type: none"> Know and take part in number songs. Developing recognition of up to 3 objects, without having to count them individually (subitising) Development Matters. Recognise numerals to 3 Can count more than 3 objects in a row. Subitise up to 2 		<ul style="list-style-type: none"> Know and take part in number songs. Show finger numbers up to 5 (Development Matters) Solve real world mathematical problems with number up to 5 (Development Matters) Subitise up to 3 (Development Matters Non-statutory curriculum guidance) Say one number for each item in order: 1, 2, 3, 4, 5 (Development Matters Non-statutory curriculum guidance) Link numerals and amounts: for example showing the right number of objects to match the numeral up to 5. For example, pot labelled '5 pencils' '3 trucks' (Development Matters Non-statutory curriculum guidance) Begin to recognise numerals 0 to 10 (Birthto5Matters) Counts up to 5 items, recognising that the last number said represents the total counted so far (cardinal principle) (Birthto5Matters) Explores using a range of their own marks and signs to which they ascribe mathematical meanings (Birthto5Matters) 	
Numerical pattern	<ul style="list-style-type: none"> Verbally count from 1-5 Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 		<ul style="list-style-type: none"> Recite numbers past 5 (Development Matters Non-statutory curriculum guidance) Joins in with simple patterns (ABABAB) in sounds, objects, dance 		<ul style="list-style-type: none"> Verbally count from 1-10 Sequence familiar activities and events (Development Matters Non-statutory curriculum guidance) describing a sequence of events e.g. first, then, next 	

	<p>'pointy', 'spotty' 'blobs' (Development Matters Non-statutory curriculum guidance)</p> <ul style="list-style-type: none"> • Make patterns and imprints in the dough (using body parts or patterned tools), talking about what they see. 	<p>and movement, predicting what comes next. (Birthto5Matters)</p>	<ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf (Development Matters Non-statutory curriculum guidance) (Birthto5Matters) • Explores and adds to simple linear patterns of three repeating items, eg Stick, leaf, stone (ABC) (Birthto5Matters) • Joins in with simple patterns (ABCABCABC) in sounds, objects, dance and movement, predicting what comes next. (Birthto5Matters)
<p>Shape, Space and Measures</p> <p>No ELG specifically related to Shape, Space and Measure in the new EYFS framework 2021.</p> <p>The Mathematics Educational Programme states, “to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.”</p>	<ul style="list-style-type: none"> • Match and sort shapes. • To comment on size and volume. Big, small. Full, not full, empty. • Understand position through words alone. For example, “the bag is under the table” (Development Matters). • Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round. 	<ul style="list-style-type: none"> • To comment on size and shape – big, small, medium, wide, tall, short. • Responds to and uses language of position and direction. On, under, through, over. Up and Down. (Birthto5Matters) • Compare quantities using language, 'more than,' fewer than.' (Development Matters Non-statutory curriculum guidance) • Predicts, moves and rotates objects to fit the space or create the shape they would like. (Birthto5Matters) • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof. (Development Matters) 	<ul style="list-style-type: none"> • Talk about the properties of shape, straight, round, pointy corners, flat, round, sides • Name the 4 basic 2d shapes • Combine shapes to make new ones – an arch, a bigger triangle (Development Matters) • Make comparisons between objects relating to size, length, weight and capacity. (Development Matters Non-statutory curriculum guidance) • Compare quantities such as more than and fewer than. (Development Matters)

Understanding the World

Term	Autumn	Spring	Summer
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Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Past and Present Historical	<ul style="list-style-type: none"> To be able to talk about themselves and their family. 		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. (Development Matters) 		<ul style="list-style-type: none"> Beginning to be able to talk about themselves and their families in relation to time. For example, yesterday, today, tomorrow. 	
People, Culture and Communities	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Birthto5Matters) Remembers and talks about significant events in their own experience. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) To develop positive attitude about the differences between people (Development Matters) 		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Birthto5Matters) Remembers and talks about significant events in their own experience. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) Know about differences between families & celebrations within the nursery community Continue to develop positive attitude about the differences between people (Development Matters) 		<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. (Birthto5Matters) Enjoys joining in with family customs and routines. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) Continue to develop positive attitude about the differences between people (Development Matters) 	
Geographical	<ul style="list-style-type: none"> Be able to talk about their immediate world - their home 		<ul style="list-style-type: none"> Be able to talk about their immediate world - their home 		<ul style="list-style-type: none"> Be able to talk about their immediate world - places near them that they have visited 	

	<ul style="list-style-type: none"> - their family & friends 	<ul style="list-style-type: none"> - their family & friends - their school - where they like to play 	<ul style="list-style-type: none"> - how they travel to school and other personal journeys/routes. • Know there are different countries in the world and talk about the difference they have experienced or seen in photos (Development Matters) or books. • Comments or asks questions about aspects of their familiar world such as the place where they live. (Birthto5Matters)

• **Understanding the World**

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
The Natural World	<ul style="list-style-type: none"> • <i>Communicates seasonal changes around <u>weather</u></i> • <i>Notices changes to states of matter (Linked to weather - water – ice/melt/freeze and cooking)</i> • Notices and communicates changes of state (Linked to 		<ul style="list-style-type: none"> • <i>Communicates seasonal changes around <u>weather</u></i> • <i>Notices changes to states of matter (Linked to weather - water – ice/melt/freeze and cooking)</i> • <i>Explore the natural outdoor environment. (Including School Forest area)</i> • Name some animals (Polar regions) 		<ul style="list-style-type: none"> • <i>Communicates seasonal changes around <u>weather</u></i> • <i>Notices changes to states of matter (Linked to cooking – runny mixture and not runny mixture. Talk about the differences between materials and changes they notice. (Development Matters)</i> • <i>Explore the outdoor area (Including School Allotment and Orchard)</i> 	

	<p>cooking – runny mixture, not runny)</p> <ul style="list-style-type: none"> • <i>Explore the natural outdoor environment (Forest Area)</i> • Name some animals (pets, farm and wild animals) • Name body parts (Head, shoulders, knees, toes, eyes, ears, mouth, nose, chin, cheeks, fingers, stomach, neck) • Name animal parts (Hooves, paw, snout, mane, tail, whiskers) • <i>Begin to understand the need to respect and care for the natural world and all living things. (Development Matters)</i> 	<ul style="list-style-type: none"> • Name animal parts (tail, paw, wings) • <i>Shows care and concern for living things and the environment. (Birthto5Matters)</i> • <i>Plant seeds and care for growing plants (Development Matters)</i> 	<ul style="list-style-type: none"> • Communicate/identify/name natural features. (Tree, leaf, hill, forest, • Name some animals (minibeasts and marine life) • Name animal parts (scales, flippers, fin) • <i>Developing an understanding of growth, decay and changes over time. (Birthto5Matters)</i> Observe lifecycle of a Butterfly. • Make marks of simple representations of animals (butterfly print)
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Expressive Arts and Design


Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)

<p>Creating with Materials - (Art element)</p>	<ul style="list-style-type: none"> • <i>Explore colour and colour mixing (Development Matters)</i> • <i>Explore colour paddles</i> • <i>Explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark.</i> • <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Development Matters)</i> • <i>To experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) ; poking, stretching, flattening with hand.</i> <p>INSERT DRAWING</p>	<ul style="list-style-type: none"> • <i>Explore colour and colour mixing (Development Matters)</i> • <i>Explore colour paddles</i> • <i>Explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark.</i> • <i>Show different emotions in their drawings and paintings, like happiness, sadness, fear. (Development Matters)</i> • <i>To continue to experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) rolling flat and rolling in a ball. To give the playdough a function – Cakes for Grandma.</i> <p>INSERT DRAWING</p>	<ul style="list-style-type: none"> • <i>Continues to explore colour and how colours can be changed (Birthto5Matters).</i> • <i>To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired by artists work in Outdoor Art Gallery).</i> <p>INSERT DRAWING</p> <ul style="list-style-type: none"> • <i>To continue to experiment with the material playdough in it's various forms (with glitter, colouring, fragrances etc) rolling flat and rolling in a ball.</i> • <i>To manipulate playdough to give form and function. For example, create a frog shape to use as a prop for 5 little speckled frogs.</i>
<p>Creating with Materials -</p>	<ul style="list-style-type: none"> • <i>To explore a range of joining techniques -</i> 	<ul style="list-style-type: none"> • <i>To explore a range of joining techniques -</i> 	<ul style="list-style-type: none"> • <i>To explore a range of joining techniques -</i> <p><i>To be able to use PVA glue and glue spreader to join two items together.</i></p>

<p>(Designing and Constructing element)</p>	<p>To be able to use Pritt Stick to join two items together.</p> <ul style="list-style-type: none"> • <i>Use their imagination as they consider what they can do with different materials. (Development Matters)</i> • <i>Explore different materials freely, to develop their ideas about how to use them and what to make. (Development Matters)</i> 	<p><i>To be able to use PVA glue and glue spreader to join two items together.</i></p> <ul style="list-style-type: none"> • <i>Use their imagination as they consider what they can do with different materials. (Development Matters)</i> • <i>Explore different materials freely, to develop their ideas about how to use them and what to make. (Development Matters)</i> 	<ul style="list-style-type: none"> • <i>Uses tools for a purpose (Birthto5Matters)</i> • <i>Use their imagination as they consider what they can do with different materials. (Development Matters)</i> • <i>Explore different materials freely, to develop their ideas about how to use them and what to make. (Development Matters)</i> • <i>Make use of props when role playing characters in stories they know.</i>
<p>Food and Cooking</p>	<p>- To use of the following tools and techniques to make; porridge, bread, cakes, soup, fruit salad, with adult supervision.</p> <p>Tools</p> <ul style="list-style-type: none"> - Spoons of various sizes - Knives - Sieve - Cutters <p>Techniques</p> <ul style="list-style-type: none"> • Stir • Drip • Shake/sprinkle • Pour Sieve • Scrape 	<p>- To use the additional tools and techniques to make food including Snowflake and Gingerbread biscuits with adult supervision</p> <p>Tools</p> <ul style="list-style-type: none"> - Rolling Pins <p>Techniques</p> <ul style="list-style-type: none"> - Roll 	<p>- To be familiar with the use of tools and techniques used to make a variety of foods.</p> <p>Tools</p> <ul style="list-style-type: none"> - Spoons of various sizes - Knives - Sieve - Cutters - Rolling pins <p>Techniques</p> <ul style="list-style-type: none"> • Stir • Drip • Shake/sprinkle • Pour • Sieve • Scrape • Knead

	<ul style="list-style-type: none"> • Knead • Cut once to chop in half. • Cut (using cutters) • Peel <ul style="list-style-type: none"> • To be able to wash own hands 		<ul style="list-style-type: none"> • Cut once to chop in half. • Cut (using cutters) • Peel • Roll
Being Imaginative	<ul style="list-style-type: none"> • Re-enact experiences from their lives • Build simple stories using props and resources including small world resources 	<ul style="list-style-type: none"> • Use imagination to build stories around materials. • Re-enact experiences from their lives • Build simple stories using props and resources including small world resources 	<ul style="list-style-type: none"> • Re-enact experiences from their lives • Build simple stories using props and resources including small world resources • Retell some simple known stories using props and resources
Being Imaginative and Expressive (Music and Performance element)	<ul style="list-style-type: none"> • Sing familiar Nursery Rhymes • Create own sounds using variety of instruments • Sings familiar songs (Birthto5Matters) • Enjoys joining in with moving, dancing and ring games. (Birthto5Matters) • To follow and invent movement and music patterns such as clap, clap, stamp. (Development Matters) 	<ul style="list-style-type: none"> • Sing a range of Nursery Rhymes and songs. • Begin to play instruments with control to play loud/quiet and fast/slow. (and describe the sound they are making – loud, quiet) • Add sound effects to stories with body percussion and voices led by an adult • Explores and learns how sounds and movements can be changed (Birthto5Matters) 	<ul style="list-style-type: none"> • Know a variety of rhymes and songs • Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) • Add sound effects to stories with body percussion and voices led by an adult • Taps out simple repeated rhythms. (Birthto5Matters) • Learn new vocabulary, ‘percussion’ ‘tambourine’ (Development Matters) • Increasing be able to use and remember sequences and patterns of movement which are related to music and rhythm. (Development Matters) • Clap or tap to the pulse of songs or music (Development Matters)

By the end of Autumn Term, what are your expectations of most pupils?

What do you want them to be able to do / know by Christmas? 

To be confident and independent + 2	Children are able to sit and listen to a story + 0	To be able to blend sounds to be able to read CVC words. + 0	Independence in play and everyday tasks - coats + 0	To say a sound for each of the Set 1 Speed sounds + 0	Fasten their own coat + 0	Children can begin to handle books with care. Children can make comments about the pictures in a story. + 0	Children be able to undress and dress independently for PE. + 0	Sounds write achieve up to unit 5 have most childrn beginning thier reading journey + 0
To be able to control a pencil to form recognisable letters/write CVC words. + 0	To be able to ask a quest + 0	Fasten their coat + 0	Children can use a glue stick to stick down two items to a piece of paper + 0	Children to be settled in school and eager to learn + 0	Blending sounds into words + 0	Children to be confident with set 1 sounds and blending cvc words + 0	leave main carer happily + 0	i child in particular to smile again + 0
To write their name + 0	Independence + 1	Independently getting ready for PE, outside, coats etc + 0	To + 0	Recognise their own name + 0	To read simple sentences + 0	To have a deeper understanding of numbers to 5 + 0	Rote count to at least 10 + 0	 + 0
Name recognition and writing + 0	To be able to ask a question. + 0	Listening and responding to a story + 0	Write their own names + 0	Volume of voice + 0	Be able to count to 10 and recognise numerals to 5 + 0	Deep understanding of numbers to 5 + 0	Being happy and comfortable in the school environment + 0	1:1 count to 10 + 0
Go to the toilet independently + 0	To recognise their name + 0	Take care of resources and invite friends into their play + 0	To be able to listen with more attention to peers in play + 0	Listening and attention for a group time of up to 10/15mins + 0	Speak in a sentence + 0	To be able to explain their ideas + 0	To listen and pay attention + 0	