St. Mary's C.P. School, Kells

Nursery LTP and progression map

Our Curriculum Intent

Children in our EYFS department at St. Mary's follow a bespoke curriculum based on the requirements of the Early Years Statutory Framework 2021, the educational programmes within it, the advice and guidance in the Development Matters as well as our whole school community assessment of the barriers our children face, their interests, needs and what they value and enjoy. Using this as a foundation, it has been designed to meet the needs of the children, their parents and wider community that our school serves.

The curriculum consists of seven areas of learning: Communication & Language, PSED, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We teach children by planning and enabling challenging, playful opportunities in the indoor and outdoor environments, across all areas of learning to develop each individual holistically.

We recognise that all children develop and learn at different rates so our St Mary's curriculum is designed flexibly enough to meet the needs of all individuals. It has been designed and built from the foundations of effective pedagogy based on research of child development, which includes a mix of approaches, sound practitioner knowledge of phases in child development and whole school community involvement to create an overarching curriculum that will be adapted continuously to ensure all needs and interests are met and catered for.

We support individual's learning by applying practitioner pedagogy and knowledge and through skilful interactions and observations, which lead to regular, often immediate, next steps planning and implementation. We also support parents and carers in their child's learning journey and help them to understand the huge positive impact they can have.

The characteristics of effective learning and the foundation of research behind them underpin our curriculum and enhances our pupils' learning. Through an enabling and well-planned environment, we ensure we provide meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children utilise and develop these characteristics they become effective and motivated learners who demonstrate high levels of well-being and involvement.

Overarching Topic Themes and Core Texts

Baseline – Me and My Family	**Autumn**	**Dinosaurs**	**Travel and Transport**	**Minibeasts**	**Summer and the Seaside**
Books and Bears Brown Bear, Brown Bear, what do you see? – Eric Carle Goldilocks and the 3 Bears – Traditional Grump the Gruff – Steve Smallman. We're going on a bear hunt – Michael Rosen Bear on a Bike – Hannah Shaw	Autumn – Allie Busby Squirrel – Louis and Richard Spilsbury The Very Helpful Hedgehog – Rosie Wellesley. Ferdie and the Falling Leaves – Julia Rawlinson and Tipbanie Beeke **Christmas** The Christmasaurus – Tom Fletcher. The Nativity Story – Traditional Stick Man – Julia Donaldson Aliens Love Panta Claus – Claire Freedman & Ben Cort	Stomp, Chomp, Big Roars! Here Come the Dinosaurs! – Kaye Umansky. A range of 'Harry and his Bucket full of Dinosaurs' books - Ian Whybrow, Amelia Reynolds Long Tyrannosaurus Drip – Julia Donaldson and David Roberts Stomp, Dinosaur, Stomp! - Margaret Mayo and Alex Ayliffe. How do Dinosaurs say goodnight – Jane Yolen and Mark Teague. **Chinese New Year** The Great Race – The Story of the Chinese Zodiac – Dawn Casey	Mr Gumpy's Motor Car – John Burnigham Mr Gumpy's Outing – John Burningham Oi! Get off Our Train! – John Burningham. How do you feel? –Lizzie Rockwell Naughty Bus – Jan Oke Lost and Found – Oliver Jeffers **Easter** The Easter Story – Traditional	Rex the Rhinoceros Beetle – M.G. Leonard The Very Hungry Caterpillar – Eric Carle Mad about Minibeasts - Giles Andreae Twist and Hop Minibeast Bob! - Tony Mitton Minibeasts (A Photographic Non Fiction Book) - Siobhan Hardy	What the Ladybird Heard at the Seaside – Julia Donaldson The Wide Wide Sea – Anna Wilson Sharing a Shell – Julia Donaldson and Lydia Monks I Love the Seasons: Summer - Lizzie Scott and Stephanie Fizer Coleman Billy's Bucket – Kes Grey and Garry Parsons

Wider Experiences	Teddy Bear's Picnic	Autumn Walk Christmas Trip – The Beacon	National Storytelling Week Safer Internet Day Chinese New Year Celebration Day	World Book Day A trip on the train! Mainline train and Ratty visit	Minibeast encounter Morning Mystery Reader	Visit to Maryport Aquarium Summer fun soft play trip Ice Cream Special snack Morning Mystery Reader

***On this plan, throughout the Nursery (pre-school) year all learning in the prime areas will be built upon from the previous half term with only the new focus progressive, developmental steps listed**
***Skilled staff understand what has gone before during the 0-3 year old band within pre -nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**

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, story-telling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 -
Listening, Attention and Understanding	Use a wider range of vocabulary. Enjoy listening to longer stories – build up over the course of the half term – focus topic texts plus reading spine books Understand and act upon a question or instruction that has one part – routine linked. E.g. – "Get your coat." Begin to listen to others to organise their play: "Let's go on a bus… you sit there… I'll be the driver." To help establish and co-create class rules and	Enjoy listening to longer stories and can remember some of what happens. Begin to pay attention to more than one thing at a time. To follow class rules and be aware of and begin to follow school rules.	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Establish listening to others to organise their play: "Let's go on a bus… you sit there… I'll be the driver." To remember rules without needing an adult to remind them.	Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?". Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Understand 'why' questions – link to self regulation – why are you feeling that way today?

	begin to understand why they are important.					
Speaking	Be able to answer the register – in a way in which children are comfortable. Be able to order their lunch. Be able to express their preference for dessert in the dinner hall. Begin to build a large repertoire of songs. Begin to know many rhymes (those from Spr and Sum term for those children who turned 3 then) Develop their communication – work on problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'. Can start a conversation with an adult or a friend. Begin to talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."	Be able to answer the register – focussing on singing good morning songs. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for some turns. Establish using talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Be able to talk about familiar books To know many rhymes (All rhymes from Early phonics in Aut 1 – revisit and new) To explore and learn a shared story linked with our focus topic then begin to recite it as a class. **Foundations for Phonics Progression of Sounds:** s, a, t, p, i, n	Be able to answer the register – adapting known songs and making them our own. Begin to be able to express a point of view Can start a conversation with an adult or a friend and continue it for many turns. Begin to be able to tell a long story. (National Storytelling Week) Sing a large repertoire of songs (those from Autumn Term) **Foundations for Phonics Progression of Sounds:** m, d, g, o, k, e	Be able to tell a long story, with the support of props. **Foundations for Phonics Progression of Sounds:** u, r, h, b, f, i	Be able to answer the register – learning a different language for 'good morning'. Be able to express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions. Sing a large repertoire of songs (those from Autumn and Spring Terms) **Foundations for Phonics Progression of Sounds:** j, v, w, y, z, qu	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Sing a large repertoire of songs (those from the full year) **Foundations for Phonics Progression of Sounds:** ch, ck, x, sh, th, ng, nk

***On this plan, throughout the Nursery (pre-school) year all learning in the prime areas will be built upon from the previous half term with only the new focus progressive, developmental steps listed**
***Skilled staff understand what has gone before during the 0-3 year old band within pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**

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.						
Self Regulation	Select and use activities with help when needed – use the indoor and outdoor choosing boards appropriately, selecting where and what they would like to explore. Introduce tidying areas before moving to another area. Develop their sense of responsibility and membership of community – contribute to, understand and follow class rules.	Select and use activities and resources, with help when needed – continuation of correct use of indoor and outdoor choosing boards and correct use of areas. Introduce adding their own resources choices to help them to achieve a goal they have chosen, or one which is suggested to them – children understand how to replace resources into correct areas once finished with them. Develop their sense of responsibility and membership of community – continue to follow class rules. Be aware of and begin to follow school rules.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them – use indoor and outdoor choosing boards, areas and resources correctly and respectfully. Help new nursery intake children with using the choosing boards and areas. Develop their sense of responsibility and membership of community – be a good friend and help new nursery intake	Be increasingly able to talk about and manage their emotions – introduce through 'How do you feel?' by Lizzie Rockwell Have as focus text over the half term introducing an emotion each week –when have you experienced it?	Help new nursery intake children with using the choosing boards and areas. Develop their sense of responsibility and membership of community – be a good friend and help new nursery intake Be increasingly able to talk about and manage their emotions – self reflection of emotion as they come in to class each morning	Be increasingly able to talk about and manage their emotions – self reflection of emotion as they come in to class each morning – including why they are feeling that way.
Managing Self	Become more outgoing with unfamiliar people, in the safe context of their setting – getting to know new friends and adults Increasingly follow rules, understanding why they are important - contribute to, understand and follow class rules.	Show more confidence in new social situations – Autumn walk, Christmas party day Increasingly follow rules, understanding why they are important - continue to follow class rules. Be aware of and begin to follow school rules.	Become more outgoing with unfamiliar people, in the safe context of their setting – getting to know new friends in new nursery intake. Show more confidence in new social situations – Chinese New Year Celebration Party. National Storytelling Day	Show more confidence in new social situations – World Book Day, Travel and Transport Train Trip. Find solutions to conflicts and rivalries (with adult support). Develop appropriate ways of being assertive (with adult support).	Become more outgoing with unfamiliar people, in the safe context of their setting – getting to know new friends in new nursery intake. Find solutions to conflicts and rivalries during independent exploring time.	Show more confidence in new social situations – Seaside Aquarium Trip, Summer Fun Soft Play Trip

	Do not always need an adult to remind them of a rule – class rules Develop appropriate ways of being assertive – adult model Find ways to calm themselves, through being calmed and comforted by key person. Find ways of managing transitions, for example from their parent to their key person. Be able to find their own locker and put their things away independently. Be able to gather their things from their locker independently ready for home time Learn to be able to put their coat on – using the magic way! Learn to put on and take off their wellies independently Be able to put on the outdoor suits with support Learn to use the toilet and wash their independently	Do not always need an adult to remind them of a rule – class rules and school rules Be able to put their coat on independently – using the magic way! Begin to learn to fasten their coat. Be able to put on and take off their wellies independently Be able to put on the outdoor suits with increasing independence Be able to use the toilet and wash their hands independently Learn to take their shoes off and on independently. Learn to put their pumps on fro P.E. independently.	Be able to fasten their coat independently. Be able to put on the outdoor suits independently. Be able to take their shoes off and on independently. Be able to to put their pumps on for P.E. independently		Develop appropriate ways of being assertive during independent exploring time.	
Building Relationships	Begin to play with one or more other children, extending and elaborating play ideas – adult support	Play with one or more other children, extending and elaborating play ideas	Play with one or more other children, extending and elaborating play ideas – with independence	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' – Linked through 'How are	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - self reflection of emotion	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - self reflection of emotion

	and model over the half term Begin to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas - adult support and model over the half term Talk with others to solve conflicts – adult support and model and sharing of good examples over the course of the year to build up. Build and maintain positive relationships with key person in setting.	– reduced adult support, increasingly independent Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas - reduced adult support, increasingly independent	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas – with independence	you feeling?' by Lizzie Rockwood over the half term	as they come in to class each morning Begin to understand how others might be feeling – register discussion about feelings selected.	as they come in to class each morning - including why they are feeling that way.

***On this plan, throughout the Nursery (pre-school) year all learning in the prime areas will be built upon from the previous half term with only the new focus progressive, developmental steps listed *Skilled staff understand what has gone before during the 0-3 year old band within pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Gross Motor	Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills –	Go up steps and stairs, or climb up apparatus, using alternate feet – Begin P.E. sessions. Go to P.E.	Skip, hop, stand on one leg and hold and pose for a game like musical statues – P.E. session warm up	Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills –		

	outdoor provision scooter and balance bike focus Go up steps and stairs, or climb up apparatus, using alternate feet – outdoor provision Skip, hop, stand on one leg and hold and pose for a game like musical statues – outdoor provision Use large-muscle movements to wave flags and streamers, paint and make marks – outdoor provision Start taking part in some group activities which they make up for themselves – adult scaffolded by adult to promote ideas to begin with. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width – Outdoor provision Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they	through school – 2 sets of stairs Skip, hop, stand on one leg and hold and pose for a game like musical statues – P.E. session focus Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks – increasingly independent	Go up steps and stairs, or climb up apparatus, using alternate feet – P.E. session focus Use large-muscle movements to wave flags and streamers – CNY theme link Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm – Dinosaur theme link Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width – P.E. session focus.	outdoor provision introduce pedal trikes and then pedal 2 wheelers Start taking part in some group activities which they make up for themselves or in teams – P.E. session focus		

	dug with a trowel – continuous provision Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks – outdoor provision, adult support and modelling to begin with.					
Fine Motor	Use a comfortable grip with good control when holding pens and pencils – assess dominant hand and current grip and provide support as necessary Use one handed tools and equipment – mark making equipment, digging equipment, chunky pipettes Start to eat independently and learn how to use a knife and fork. Be increasingly independent as they get dressed and undressed - Learn to be able to put their coat on – using the magic way! -Learn to put on and take off their wellies independently -Be able to put on the outdoor suits with support Be increasingly independent in meeting their own care needs	Use a comfortable grip with good control when holding pens and pencils – finger time development over the rest of the year, promoting dominant hand development Use one handed tools and equipment – tweezers, scissor grabbers, different sized jugs Be increasingly independent as they get dressed and undressed - Be able to put their coat on independently – using the magic way! -Begin to learn to fasten their coat. -Be able to put on and take off their wellies independently -Learn to take their shoes off and on independently. -Learn to put their pumps on for P.E. independently. Make healthy choices about food and drink – special snack introduction	Use one handed tools and equipment – scissors (snipping) Eat independently and use a knife and fork correctly and independently Be increasingly independent as they get dressed and undressed -Be able to fasten their coat independently. -Be able to put on the outdoor suits independently. -Be able to take their shoes off and on independently. -Be able to put their pumps on for P.E. independently	Be increasingly independent in meeting their own care needs – teeth brushing Make healthy choices about tooth brushing.	Use a comfortable grip with good control when holding pens and pencils – introduce name writing as part of finger time Use one handed tools and equipment – scissors (cutting along)	Use one handed tools and equipment – scissors (cutting around)

	- using the toilet, washing and drying their hands thoroughly. -Be able to find their own locker and put their things away independently. -Be able to gather their things from their locker independently ready for home time Make healthy choices about food and drink – lunch choices, snack choices	Make healthy choices about activity- effect of activity on the body (P.E. link) – encourage selection of activities that make them feel this way in exploring				

***On this plan, throughout the Nursery year all learning in the specific area of Literacy will be built upon from the previous half term with only the new focus progressive, developmental steps listed *Skilled staff understand what has gone before during the 0-3 year old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
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).						
Comprehension	Understand the five key concepts about print: - The names of the different parts of a book Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: - Print has meaning	Understand the five key concepts about print: - We read English text from left to right and from top to bottom. - Page sequencing **<u>Little Wandle Phonics Progression in Reading:</u>** 'Dinosaurs' Focus book for half term = Stomp! Dinosaur Stomp! By Margaret Mayo and Alex Ayliffe. • Children connect to the book and learn a related nursery rhyme/action song – '10 Little Dinosaurs'.	Understand the five key concepts about print: - Print can have different purposes **<u>Little Wandle Phonics Progression in Reading:</u>** 'Travel and Transport' Focus book for half term = 'Mr Gumpy's Motor Car' by John Burningham. • Connect to the story by teaching children a related song – 'We're driving in our Car'. • Create actions for verbs in the story e.g drove, jumped, looked, push.	**<u>Little Wandle Phonics Progression in Reading:</u>** 'Minibeasts' topic - Focus book for half term = 'Rex The Rhinoceros Beetle!' by M.G Leonard • Language development: introduce vocabulary of size to compare beetle size and to describe minibeast appearance. • Create actions for verbs in the story. • Using images to introduce nouns from the book.	**<u>Little Wandle Phonics Progression in Reading:</u>** 'Summer and Seaside' Focus book for half term = 'The Wild Wild Sea' – Anna Wilson • Language development: Talk to the children about some of the things we might find at the seaside (with the use of images) e.g driftwood, limpets, periwinkles and whelks. • Connect to the book: Teach the children a

			• Create actions for verbs in the story e.g glide, flap, chomp, stroll, whack. • Using images to introduce nouns from the book. Focus book for 'Chinese New Year topic = The Great Race by Dawn Casey & Anne Wilson. • Children connect to the book and learn a related nursery rhyme/action song – learn a dragon dance. • Create actions for verbs in the story e.g swam, sneaked, chattered/ • Using images to introduce nouns from the book. • Recreate the story by holding a 'Great Race' in outdoor provision using animal masks.	• Using images to introduce nouns from the book.		related Nursery Rhyme/ song – 'A Sailor Went to Sea Sea Sea'. • Create actions for verbs in the story e.g kick, swim, hunt, search, roll, dance. • Find nouns in the book – show the children matching photographs.
Word Reading	• Develop their phonological awareness so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother.	Foundation for Phonics Phonemic Awareness Focus: Teach children to hear the same initial sound for words and names of objects. .Foundations for Phonics Progression in sounds Pronunciation of Sound Phrases: • S – *'Show your teeth and let the s hiss out sssss ssss'* • A – '*Open your mouth wide and make the a sound at the back of your mouth a a a'*	Foundation for Phonics Phonemic Awareness Focus: - Teach children to identify initial sounds of words and names of objects. - Teach children to distinguish different sounds. Foundations for Phonics Progression in sounds Pronunciation of Sound Phrases: • M – '*Put your lips together and make the mmmmm sound* • *Mmmmm'*	Foundation for Phonics Phonemic Awareness Focus: - Teach children to identify initial sounds of words and names of objects. - Teach children to articulate sounds correctly – including playing with voice sounds. Foundations for Phonics Progression in sounds Pronunciation of Sound Phrases: • *E – 'Open your mouth wide and say e e e'*	Foundation for Phonics Phonemic Awareness Focus: - Teach children to identify initial sounds of words and objects. Foundations for Phonics Progression in sounds Pronunciation of Sound Phrases: • *U - Open your mouth wide and say u u u'* • *V – 'buzzing sound vvvvv vvvvv'* • *W – 'Pucker your lips and keep them small as you say w w w'*	Foundation for Phonics Phonemic Awareness Focus: - Teach children to identify initial sounds of words and objects. Foundations for Phonics Progression in sounds Pronunciation of Sound Phrases: • *CH - Pucker your lips and show your teeth; use your tongue as you say ch ch ch'* • *X – 'Mouth open, then push the cs/x sound through as you*

		• T – *'Open your lips; put the tip of your tongue behind your teeth and press t t t'* • P – *'Bring your lips together, push them open and say p p p'* • I – *'Pull your lips back and make the i sound at the back of your mouth i i I'* • N – *'Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn'* Oral Blending focus: Teach children to blend CVC words using oral blending and objects. During teacher-child interactions, model orally blending words children should know based on the progression of sounds: s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t t: t-ee-th t-i-n t-a-p t-o-p p: p-e-n p-e-g p-i-n p-a-n n: n-e-t n-oa-z (nose) n-e-ck n-u-t	• *D – 'Put your tongue to the top and front of your mouth and* • *make a quick d sound d d d'* • *G – 'Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g'* • *O – 'Make your mouth into a round shape and say o o o'* • *C – 'open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c'* • *K – 'Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k* Oral Blending focus: Teach children to blend a wider range of CVC words using oral blending. During teacher-child interactions, model orally blending words children should know based on the progression of sounds: m: m-oo-n m-ou-se m-a-p m-a-n d: d-o-g d-u-ck d-o-ll d-e-n	• *R – 'Show me your teeth to make a rrrrr sound rrrrr'* • *H – 'Open your mouth and breathe out sharply h h h'* • *B – 'Put your lips together and say b as you open them b b b'* • *F – 'Open your lips a little; put your teeth on your bottom lip* • *and push the air out to make the sound fffff fffff'* • *I - 'Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llllll llllll'* Oral Blending focus: Teach children to blend a wider range of words using oral blending. During teacher-child interactions, model orally blending words children should know based on the progression of sounds: e: e-gg r: r-a-t r-e-d r-oa-d r-i-ng h: h-a-t h-ou-se h-or-se h-ea-d b: b-oo-k b-u-s b-ir-d b-a-g f: f-i-sh f-a-n f-oo-t f-ar-m l: l-ea-f l-i-d l-o-ck l-o-g j: j-a-m j-u-g j-e-t j-ee-p	• *Y – 'Smile, tongue to the top of your mouth; say y without* • *opening your mouth y y y'* • *Z – 'Show me your teeth and buzz the z sound zzzzz zzzzz'* • *QU – 'Pucker your mouth, then open it as you say qu qu qu* Oral Blending focus: Teach children to blend a wider range of words using oral blending. During teacher-child interactions, model orally blending words children should know based on the progression of sounds: v: v-a-n v-e-t w: w-i-g w-e-b w-ai-v (wave) y: y-a-p [dog] z: z-i-p z-oo qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action]	• *close your mouth cs cs cs (x x x)'* • *SH – 'Show me your teeth and push the air out shshshshsh'* • *TH – 'Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th'.* Oral Blending focus: Teach children to blend a wide range of words using oral blending when playing: During teacher-child interactions, model orally blending words children should know based on the progression of sounds: ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action] ck: s-o-ck d-u-ck n-e-ck r-o-ck x: f-o-x b-o-x w-a-x s-i-x sh: sh-e-ll sh-ir-t sh-o-p sh-e-d th: th-u-mb t-ee-th m-o-th, th-i-gh

			g: g-oa-t g-ai-t (gate) g-oo-se / g-ir-l c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t			
Writing	**See fine motor section Children to recognise their name alongside their picture.	**See fine motor section Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list – encourage link to sounds from word reading section	**See fine motor section	**See fine motor section Teach children to recognise the capital letter that starts their name. Write the initial letter of their name	**See fine motor section Teach children to match their name to their picture Children to recognise their name without a picture Write some or all of their name.	**See fine motor section

***On this plan, throughout the Nursery year all learning in the specific area of Mathematics will all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 0-3 year old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**			
Mathematics 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.			
Number	Fast recognition of up to 3 objects, without having to count them individually (subitising). Number 1 subitising. Number 2, dice pattern, random pattern, random size subitising Say one number for each item in order: 1,2,3,4,5. Number 1 and 2 counting Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Number 1 and 2 numeral/counting Show 'finger numbers' up to 5. Number 1 and 2 finger numbers Link numerals and amounts.	Fast recognition of up to 3 objects, without having to count them individually (subitising). Number 3, 4 and 5, dice pattern, random pattern, random size subitising Recite numbers past 5. Number 6 – introduction of 10 frame Say one number for each item in order: 1,2,3,4,5. Counting to 3, 4 and 5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Number 3 numeral/counting – 3 Little Pigs. Number 4 and 5 numeral/counting	Fast recognition of up to 3 objects, without having to count them individually (subitising). Number to 5 dice pattern, random pattern, random size subitising Recite numbers past 5. Counting to 10 (and beyond) Say one number for each item in order: 1,2,3,4,5. Counting to 5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Numbers to 5 numeral/counting Show 'finger numbers' up to 5. Numbers to 5 finger numbers

	Number 1 and 2 numeral/counting Experiment with their own symbols and marks as well as numerals. Marks for numbers 1 and 2	Show 'finger numbers' up to 5. Number 3, 4, 5 finger numbers Link numerals and amounts. Number 3, 4, 5, numeral/counting. Composition of 4 and 5 Experiment with their own symbols and marks as well as numerals. Marks for number 3, 4, 5 Number 6 – introduction of 10 frame Solve real world mathematical problems with numbers up to 5. 3 Little Pigs	Link numerals and amounts. Number composition to 5 review Experiment with their own symbols and marks as well as numerals. With numbers to 5 Solve real world mathematical problems with numbers up to 5.
Numerical Patterns	Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round Matching - Match number shapes • Match shapes Talk about and identify the patterns around them. For example, stripes on clothes. - Use informal language like 'pointy', 'spotty', and 'blobs'. Colours – red, blue, yellow, green, purple, mix of colours Matching - buttons and colours, matching towers, matching shoes, match number shapes, match shapes match handprints – big and small Sorting – colour, size, shape, guess the rule Pattern - Extend AB Colour patterns, extend AB outdoor patterns, AB movement patterns, fix my pattern, extend ABC colour patterns, extend ABC outdoor patterns	Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round Number 3 – Triangles, Number 4 – squares and rectangles, Number 5 - pentagon Make comparisons between objects relating to size, length, weight and capacity. Height - tall and short, Length - long and short, Mass – heavy and light, Capacity – full and empty	Compare quantities using language 'more than' 'fewer than'. More than, fewer than, one more, one less Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round Revisit pattern from Autumn Term – triangle, circle, square, rectangle, pentagon, sphere, cube, cuboid, pyramid Understand position through words alone with no pointing. On, under, in, out, in front, behind Describe a familiar route. What comes after/before/then/ next in our route to the hall/to school/to home Discuss routes and locations, using words like in front of and behind.On, under, in, out, in front, behind Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) Combine shapes to make new ones. Begin to describe a sequence of events, real or fictional, using words such as first, then. Sequence our day, sequence a story, sequence our trip

***On this plan, throughout the Nursery year all learning in the specific area of Understand the World all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 0-3 year old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
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 museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
Past and Present	Begin to make sense of their own life-story and their families' history.	Begin to make sense of their own life-story and their families' history.				Begin to make sense of their own life-story and their families' history.
People, Culture and Communities	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. Make connections between the features of their family and other families.	Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.	Show interest in different occupations.	Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
The Natural World	Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and respond to different natural phenomena in their setting and on trips.	Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Talk about the differences between materials and changes they notice.	Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel.	Use all their senses when exploring natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural	Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.

		environment and all living things. Talk about the differences between materials and changes they notice.			environment and all living things.	Talk about the differences between materials and changes they notice.
***On this plan, throughout the Nursery year all learning in the specific area of Expressive Arts and Design all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 0-3 year old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here**						
Expressive Arts and Design						
Creating with Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Create closed shapes with continuous lines and begin to use these shapes to represent others – across the year, see fingertime progression Start to make marks intentionally.	Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Join different materials and explore different textures – collage textures	Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Join different materials and explore different textures – sellotape	Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Join different materials and explore different textures – collage, painting and printing textures - Ostaples	Explore different materials freely, in order to develop their ideas about how to use them and what to make - continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Join different materials and explore different textures – seaside textures
Being Imaginative and Expressive	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.

	Begin to develop complex stories using small world equipment – dolls house Draw with increasing complexity and detail, such as representing a face with a circle and including details – initial assessment Explore colour and colour mixing – portraits Listen with increased attention to sounds – Bear Hunt Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.	Begin to develop complex stories using small world equipment – Nativity set Explore colour and colour mixing – Autumn Colours Listen with increased attention to sounds – Christmas Sounds/Music Respond to what they have heard, expressing their thoughts and feelings.	Begin to develop complex stories using small world equipment – Dinosaur small world, Great Race Animals Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing – Dragons Listen with increased attention to sounds – Dinosaur Stomp, Dragon Dancing Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know.	Begin to develop complex stories using small world equipment – garage and train set Make imaginative and complex 'small worlds' with blocks and construction kits - city with different buildings and a park and transport system Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. – Link to How do you feel? By Lizzie Rockwell Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Begin to develop complex stories using small world equipment - farm Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. – Link to How do you feel? By Lizzie Rockwell	Begin to develop complex stories using small world equipment – At the beach Make imaginative and complex 'small worlds' with blocks and construction kits – Make a seaside resort Draw with increasing complexity and detail, such as representing a face with a circle and including details – end assessment Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. – Link to How do you feel? By Lizzie Rockwell Explore colour and colour mixing – Summer Colours