



Nursery long term plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Themes	Marvellous Me Key question: can you name your body parts?	Let's celebrate Key question: why do we celebrate Christmas?	People who help us Key question: What jobs can people do?	New life Key question: What do plants need to grow?	Amazing animals Key question: Which animals live on a farm?	A wonderful world Key question: Where do I live?
Possible Celebrations & Experiences	Starting Nursery Autumn trail Favourite songs Visit from dental nurse	Harvest time Bonfire Night Christmas time Nativity, Diwali Nursery Rhyme week	Lunar New Year / Chinese New Year Visit from fire engine Visit from dentist	Planting seeds outside Gardening Nature scavenger hunt Caterpillar experience Mother's day Easter egg hunt	Visit to the farm	Lighthouse keepers lunch Picnic outside (with families) Treasure hunt Sports Day
Suggested Texts – Fiction and Non-Fiction						
Favourite Five	Where's Spot? Spot Loves Nursery Spot's Birthday Party Spot's baby Sister Spot's Nature Fun	The Very Hungry Caterpillar Brown Bear, Brown Bear, What do You See? The Mixed up Chameleon The Very Hungry Caterpillar's Birthday Party Polar Bear, Polar Bear, What do you Hear?	The Billy Goat's Gruff The Gingerbread Man Jack and the Beanstalk The Tortoise and the hare The Enormous Turnip	The Tiger Who Came to Tea Mog the Forgetful Cat One Night in the Zoo The Crocodile under the Bed Mog in the Garden	Dear Zoo It's Mine Noisy Farm Oh Dea! Look After us	Jasper's Beanstalk Albert Le Blanc My Mum is Fantastic Tiger in the Snow Sports Day
Nursery Rhymes	Twinkle Twinkle Little Star - Wind the Bobbin Up - Incy Wincy Spider	Baa Baa Black Sheep - Rain, Rain, Go Away - Row, Row, Row Your Boat	The Wheels on the Bus - The Grand Old Duke of York - Sleeping Bunnies	Mary, Mary Quite Contrary - Five Little Speckled Frogs - I Hear Thunder	Old MacDonalD Had a Farm - Five Little Monkeys - 1, 2, 3, 4, 5 Once I Caught a Fish Alive	Recap favourites: children choose! - Performance: simple rhyme presentation

Key questions	<ul style="list-style-type: none">- What's your name?- Can you find your peg?- Where do we sit for snack?- Who is this? (pointing to adult/peer)	<ul style="list-style-type: none">- What sound does this make?- What colour is it?- Can you show me big/small?- What do you see in the picture?	<ul style="list-style-type: none">- What do you like best?- What's happening in this picture?- Can you tell me about your picture?- What animals do you know?	<ul style="list-style-type: none">- What happened next?- Why is the dog sad?- Can you show me how to do it?- How did you make that?	<ul style="list-style-type: none">- How did you feel?- Can you tell me a story?- What will happen next?	<ul style="list-style-type: none">- What do you like to do in Nursery?- What are you excited about in Reception?- what do you like about your friends?
----------------------	---	--	--	--	---	--

RE

	<u>Myself</u>	<u>Welcome</u>	<u>Birthday's</u>	<u>Celebrating</u>	<u>Growing</u>	<u>Friendships</u>	<u>Our World</u>
<p style="text-align: center;">Intent</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Implementation</p>	<p>Children talk about their families. Children talking about what the word family means to them. Children to compare and find similarities and differences between families.</p> <p>God, Love, care, family, God's children</p> <p>Children to participate in prayerful circle time where they will reflect on what family means to them.</p>	<p>Children talk about what it means to be welcomed. Children to discuss how we welcome others.</p> <p>welcome, welcomed, school, class</p> <p>Children discuss how to make someone feel welcomed including facial expressions and create a welcome sign for the classroom.</p>	<p>Children will explore reasons why they receive presents on Christmas Day and why they receive presents on their own birthday.</p> <p>Birthday, waiting, celebrate</p> <p>Children will take part in a role play birthday party. Children will be able to describe how they felt whilst waiting for something.</p>	<p>Children will explore what a celebration is and why we celebrate. They will also talk about times they have celebrated as a group and individually.</p> <p>family, community, celebration, celebrating party, memory</p> <p>Children will discover that everyone celebrates different occasions. They will be able to discuss similarities and differences.</p>	<p>Children will talk about what things need in order for them to grow. They will explore how they can grow as a person.</p> <p>Grow, spring, different, Lent, Good Friday, cross, Easter Sunday</p> <p>Children will go on nature walks and discuss what they see growing in different areas. Children will plant bulbs. They will also discuss how they can grow as a person.</p>	<p>Children will talk about who their friends are in the class. They will be able to say why they are their friends.</p> <p>friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change</p> <p>Children will begin to recognise Jesus' rule for friends and his words 'love one another'.</p>	<p>Children will discuss who created the world. They will talk about ways they can look after our world.</p> <p>world, wonder, wonderful, care, love, share, work/play together</p> <p>Children will be able to talk about their own experiences of the world and that they love about our world.</p> <p>Children will be able to wonder about what makes people friends.</p> <p>Children will be able to say what fills them with wonder about the world.</p>

Understanding the World

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Development of Past and Present</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children using words ‘now’ and ‘next’.</p> <p>Children talking about their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p> <p>Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas.</p> <p>Children using the words ‘then’ ‘now’ ‘next’ ‘before’.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children’s words so they are too using them correctly.</p> <p>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p>	<p>Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photos</p> <p>New, old, now, different, same, rusty, black and white, modern.</p> <p>Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past.</p>	<p>Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children discussing how they have celebrated Easter in the past.</p> <p>Children looking at photos and objects or books from the past.</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past.</p>	<p>Children beginning to understand how to sequence two events.</p> <p>Children sequencing family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Children being taught how to ‘sequence’ using two familiar events – either in the present day or from across the year.</p> <p>Children continuing with their work around families and family trees.</p>
<p>Development of People, Culture and Communities</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children talking about their families.</p> <p>Children talking about who is special to them and why. Children naming their family members.</p> <p>Family, family names, special.</p> <p>Adults prompting children to talk about their families and homes. Adults asking children at drop off and</p>	<p>Children talking about how we look after our friends and families.</p> <p>Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living</p>	<p>Children speaking positively about differences between people and ways of life.</p> <p>Children showing an interest in people with a range of occupations.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p> <p>Children having visits from a range of</p>	<p>I can talk about the similarities and differences between celebrations I know and celebrations in other countries.</p> <p>Shop, stop sign, traffic light, transport, community, local areas, same, different, celebrate.</p> <p>Adults promoting the celebration of a range of festivals around the</p>	<p>Children developing an idea of ‘belonging’.</p> <p>Children beginning to understand what the ‘wider world’ is and how we all play a part and get along with one another.</p> <p>Belonging, groups, own ideas, the world, other countries, other people.</p> <p>Getting along, patience, tolerance.</p>	<p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.</p> <p>Names of the features in the environment, countries, same, different, hot, cold.</p>

	pick up times who it was/will be today.	room, bathroom, Christmas. Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas.	occupations and reading stories on a range of occupations too, children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too.	world, children exploring the local environment and looking at familiar shops/signs etc.	Adults introducing the idea of British Values through activities, discussions and stories. Children discussing patience and tolerance and adults supporting children to be tolerant and patient.	Children exploring the local environment, drawing maps, creating small worlds versions of their local area, children learning about other countries around the world and comparing them to the country we live in.
Development of the Natural world Intent Vocabulary Implementation	Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses. Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste. Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore. Children will have access to forest school and will have the opportunity to	Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore. Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children's interests. Children will have access to forest school and explore seasonal changes.	Children exploring the changing weather and seasons (winter), Children learning about what happens in water Weather, raining, snowing, ice, autumn, winter, summer, spring, Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, winter based stories, one snowy night and activities. Children will have access to forest school and explore seasonal changes.	Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time. Seeds, soil, water, care, look after, grow, Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown. Children will have access to forest school and explore growing plants.	Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects. Respect, care, look after, materials, man-made, natural, nature. Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions. Children will have access to forest school and explore the animals and bugs that live there.	Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why Stories, discussions and activities based on the weather and seasons, Adults setting up activities where 'changes' and 'processes' are involves such as ice melting or colour changing experiments. Children will have access to forest school and explore seasonal changes.

	grow fruit and vegetables.					
--	-------------------------------	--	--	--	--	--

Mathematics

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Number and Numerical Patterns</p> <p>Intent Vocabulary Implementation</p>	<p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>Count, number, one, colour, colour names, number songs.</p> <p>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p>	<p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Count, number, one, two, number songs.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this.</p>	<p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Count, number, one, two, three, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>Count, number, one, two, three, four, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p> <p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p>
<p>Shape, Space and Measure</p> <p>Intent Vocabulary Implementation</p>	<p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p> <p>Shape, shape names, together, new shape, pictures and images,</p>	<p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Compare, big, small, tall, short, different.</p> <p>Adults modelling the use of vocabulary,</p>	<p>To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.</p> <p>In, out, on, shape, shape names, 3d shape, shape names, build,</p>	<p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p>	<p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.</p>	<p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.</p> <p>Heavy, light, weight, heavier, lighter, pattern,</p>

	<p>jigsaw, missing, turn, tessellate.</p> <p>Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.</p>	<p>children completing activities based on height and size comparison.</p>	<p>model, flat surface, smooth surface, curved surface.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes.</p>	<p>Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p>	<p>Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p>	<p>colour, repeat, up, down, under, on top, near, next to, across</p> <p>Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too.</p>
--	--	--	--	--	--	--

Literacy

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Reading Comprehension</p> <p>Intent Vocabulary Implementation</p>	<p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words.</p> <p>Sing nursery rhymes, songs and read poems. Children having access to a variety of texts. (link to themes and books suggested above)</p>	<p>To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. Texts, books, story, careful, print, words, says, pictures, happening.</p> <p>Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures.</p>	<p>To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Rhymes, songs, listen, join in, actions, story, repeat.</p> <p>Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used.</p>	<p>To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Story, words, direction, top, bottom, front, cover, title, author. Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class.</p>	<p>To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.</p> <p>Story, discuss, talk, questions, predict, guess, happen next.</p> <p>Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently</p>	<p>To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>Discuss, questions, why, end, guess, predict, tell, retell, words.</p> <p>Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery.</p>

<p>Word Reading Development</p> <p>Intent Vocabulary Implementation</p>	<p>Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos. Hearing, listening, sound, recognise, logo.</p>	<p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme</p>	<p>To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables. Name, rhythm, clapping, syllables.</p>	<p>To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes. Meaning, sign, symbol, logo, rhyme, rhyming words.</p>	<p>To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support Sound, letters, meaning.</p>	<p>To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk.</p>
--	--	---	---	---	--	--

	<p>Support and modelling of listening to environmental sounds. Logos in the environment and in role play areas for children to discuss.</p>	<p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in. Children listening to instruments as we as having access to using instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.</p>	<p>Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'.</p>	<p>Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games verbally.</p>	<p>Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about.</p>	<p>Orally blend a simple word. Name, letters, words, same. Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words.</p>
--	---	---	--	--	---	--

Literacy

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Phonics Development</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Phase 1 Hear environmental sounds (Aspect 1) Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees. Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds.</p>	<p>Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Instrument, sound, listen, loud, quiet, different, same Playing with instruments, listening to the different sounds that can be made using them, exploring loud and quiet sounds, discussing the sounds that have been made.</p>	<p>Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3) Listen, sound, rhythm, pattern, clap, slap, hit, and stomp. In guided groups – clapping, copying different sounds using the body like stomping, tapping, hitting legs gently and prompting children to discuss the sounds they've made.</p>	<p>Phase 1: Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7) Speech, voice, sound, vocal, loud, quiet, same, different. Discussing the difference in vocal sounds we can make, listening to adults model different vocal sounds and repeating these, listening to oral segmenting and blending being modelled.</p>	<p>Phase 1: Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5) Rhyme, rhythm, listen, sound, same, similar. Listening to stories and rhymes with alliteration and rhyme in, children playing rhyme games, children finishing off words in a known rhyme or suggesting words that can rhyme.</p>	<p>Phase 1/2: Revise Aspects 4 – 7. Possible introduction to Phase 2 if children are ready for the first set of sounds. Sound, listen, grapheme, phoneme, letter. Emphasis on orally segmenting and blending and rhyme. Children introduced to the first Phase 2 sounds – s,a,t,p if ready.</p>

<p>Emergent Writing Development / Mark Making</p> <p>Intent Vocabulary Implementation</p>	<p>Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.</p> <p>Marks, pencils, pens, paper, drawing, writing.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Draws marks that are not always distinguishable. Follows large pattern templates available. Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Adds some marks to drawings. Adds marks that to them symbolises their name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Beginning to give meaning to the marks I make. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>
---	--	--	---	--	---	---

<p>Handwriting development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.</p> <p>Balance, comfortable, straight, pencil, marks, sand, glitter.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Activities set up for children to write in a range of materials e.g. glitter, sand, mud.</p>	<p>Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.</p> <p>Writing, mark making, pencils, pens, copy, trace. Tracing materials available to children, writing materials always available to children.</p>	<p>Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip.</p> <p>Tracing materials available to children, writing materials always available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p>	<p>Holds a pencil or tool with a preferred hand.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand.</p> <p>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p>	<p>Uses a two finger and a thumb grip when appropriate.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand</p> <p>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p>	<p>Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.</p> <p>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Writing provision available at all times for the children to access.</p>
--	---	---	--	--	--	---

Physical Development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Gross Motor Development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music.</p> <p>Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.</p> <p>Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time. Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence.</p> <p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.</p> <p>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use.</p> <p>Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper flappers which promote their gross and fine motor skills.</p>	<p>Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.</p> <p>Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.</p> <p>Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.</p> <p>Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper flappers which promote their gross and fine motor skills.</p>	<p>Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.</p> <p>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.</p> <p>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.</p> <p>Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper flappers which promote</p>	<p>To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.</p> <p>Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.</p> <p>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.</p> <p>Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper flappers which promote</p>	<p>To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely.</p> <p>Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p> <p>Children will have opportunities to participate in sessions such as dough disco, squiggle whilst you wiggle and flipper flappers which promote</p>

	flappers which promote their gross and fine motor skills.			their gross and fine motor skills.	their gross and fine motor skills.	their gross and fine motor skills.
<p>Fine Motor development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.</p> <p>Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves.</p>	<p>Children mark making by scribbling and colouring. Children exploring a range of mine motor activities and implements, Children using a spoon and a fork to feed themselves.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks.</p>	<p>Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use.</p>	<p>Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.</p> <p>Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.</p> <p>Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill.</p>	<p>Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.</p> <p>Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely.</p>	<p>Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>

Communication and Language

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Listening skills Intent Vocabulary Implementation	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Children will be wellcomed on entry.	Listens to simple stories. Listens to other people speaking to me. Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking. Children will be wellcomed every 8 weeks.	Listens to others speaking and continues the conversation following on from what has been said. Listen, looking, wait, turn, story, caret time, join in, question. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking. Children will be wellcomed every 8 weeks.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Listen, wait, turn, story. Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures. Children will be wellcomed every 8 weeks.	Listens more carefully. Knows why we should listen. Listen, wait, turn, instruction, patient, patience, join in, why, safe. Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times. Children will be wellcomed every 8 weeks.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions. Children will be wellcomed every 8 weeks.
Attention skills Intent Vocabulary Implementation	Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting. Choosing, playing, area, want, my turn, your turn, listening. A range of activities for the children to choose	Focusing more attention on stories being told to them. Give attention to others who are speaking to me. Listening, story, looking, friends, turn taking, my turn, your turn. Daily story time and text sharing time.	Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Carpet, sitting, listening, joining in, stories, group.	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work,	Knows they sometimes have to wait their turn when speaking. Sitting, listening, and joining in, turn taking, my turn, your turn. Adults reminding children to take turns and supporting them to do this. Group activities	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Carpet, sitting, listening, joining in, hand up, group.

	from, adults conversing with children.	Adults modelling turn taking, adults supporting children to converse.	Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.	playing in provision, visual and verbal reminders to sit and listen.	set up for children to access.	Carpet time, assembly time, visual and verbal reminders to sit and listen.
Responding skills Intent Vocabulary Implementation	<p>Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.</p> <p>Listen, join in, come, instruction, sit, drink, Story time, discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>Responds to adults and children that are trying to converse with me.</p> <p>Chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.</p> <p>Questions, who, what, where, chat, discuss, my turn, your turn, turn taking.</p> <p>Discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>I am responding during conversations and reasoning using the word 'because'.</p> <p>Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking.</p> <p>Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Responds to simple questions.</p> <p>Why, when, where, because, tell me, questions.</p> <p>Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>
Understanding skills Intent Vocabulary Implementation	<p>Recognises and points to objects that are spoken to me.</p> <p>Understands 1 key word instructions e.g. stop, drink.</p> <p>Instruction, telling, listen, follow, question, explain, because.</p> <p>Asking and encouraging children to answer questions either verbally or physically, giving children simple clear</p>	<p>Shows an understanding of text being read to them using the pictures.</p> <p>Understands simple concepts such as 'big/small'.</p> <p>Pictures, stories, listening, book, big, small, dark, light, open, shut.</p> <p>Asking and encouraging children to answer why questions, giving</p>	<p>Recalling what happens in a story I have read.</p> <p>Understanding a three key word sentence.</p> <p>Pictures, stories, listening, book, listening, understanding.</p> <p>Modelling conversations with children and staff, giving children</p>	<p>Beginning to understand one step instructions and questions.</p> <p>Instructions, listening, questions, get, move.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations.</p>	<p>Understanding prepositional language e.g. on, under. Asking why things are happening.</p> <p>On, under, in, inside, outside, forwards, backwards, why, explain, questions.</p> <p>Modelling the use of prepositional language, activities based around prepositional language, encouraging children to</p>	<p>Follow 1 step instructions</p> <p>Understand 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>

	instructions, conversations with children.	children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	opportunities to talk about stories that have been read and shared together.		ask questions and answering the questions children have.	
Speaking skills Intent Vocabulary Implementation	Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs. Sentence, songs, joining in, rhymes, Good morning, right, now, pass me, lets get, want, needs. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.	Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'. Conversation, turn taking, why, because, and, what, me, him, her. Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'.	Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'. Who, what, where, rhymes, speak, talk, sentence, and. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes.	I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions. Birthday, weekend, holidays, where, when. Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too.	Using a wider range of vocabulary in my play. Singing some songs independently. Vocabulary related to topics children have learnt throughout the year, sing, songs. Adults planning in topic specific vocabulary across the year, children learning a range of songs.	Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.

Expressive Arts and Design

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Creating with Materials</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.</p> <p>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up</p> <p>Children painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available.</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.</p> <p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.</p> <p>Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card.</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <p>Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.</p> <p>Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access.</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.</p> <p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.</p> <p>Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the provision for children to use themselves.</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.</p> <p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p> <p>Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools.</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.</p> <p>Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.</p> <p>Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range</p>

						of materials – not just one 'kit'.
<p>Being Imaginative and Expressive</p> <p>Intent Vocabulary Implementation</p>	<p>Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</p> <p>Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play</p> <p>Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials.</p>	<p>Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily. Children to participate in the Nativity by joining in with songs.</p>	<p>Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p> <p>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.</p> <p>Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it.</p>	<p>Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p> <p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.</p> <p>Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials.</p>	<p>Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</p> <p>Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.</p> <p>Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in.</p>	<p>Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,</p> <p>Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.</p> <p>Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on.</p>

Personal, Social and Emotional Development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Self-Regulation</p> <p>-Expressing feelings - Managing behaviour</p> <p style="text-align: center;">Intent Vocabulary Implementation</p>	<p>I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions.</p> <p style="color: green;">Feelings, emotions, happy, sad, angry, tired, upset, scared,</p> <p style="color: orange;">Books read focusing on feelings and emotions. Group discussions on emotions – particularly relating to starting nursery. Adults asking children to express how they're feeling- adults modelling too.</p>	<p>I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting.</p> <p style="color: green;">Sit, smart sitting, listening ears, careful, look after, tidy up.</p> <p style="color: orange;">Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up.</p>	<p>I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery.</p> <p style="color: green;">Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.</p> <p style="color: orange;">Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidied up, children reminded of the behaviour expectations and supported to follow them.</p>	<p>I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.</p> <p style="color: green;">Right, good choice, bad choice, feelings, why.</p> <p style="color: orange;">Adults prompting children to explain the choices they have made. Children talking about their feelings with adults at their setting and exploring together why they feel this way – discussions, stories etc.</p>	<p>I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.</p> <p style="color: green;">Calm, breathe, quiet space, feel, friends.</p> <p style="color: orange;">Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently.</p>	<p>I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.</p> <p style="color: green;">Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change</p> <p style="color: orange;">Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school.</p>
<p>Managing Self</p> <p>-Self-awareness -Keeping healthy -Independence -Collaboration</p>	<p>I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.</p>	<p>I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.</p> <p style="color: green;">Try, have a go, washing hands, soap, water, dry.</p>	<p>I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know</p>	<p>I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.</p> <p style="color: green;">Toilet, wipe, flush, wash hands, focus, attention,</p>	<p>I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.</p>	<p>I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.</p>

<p>Intent Vocabulary Implementation</p>	<p>Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands. Adults supporting children to turn take, children encouraged to explore their setting and the available resources, children supported to use the toilet in their setting.</p>	<p>Children encouraged to try new things in their setting and regular activities available for children to choose from, children encouraged verbally to use the toilet.</p>	<p>what is happening in my day. On my own, by myself, independently, confident, explore, have a go, try, timetable, next. Children encouraged to independently do things by the staff, children having access to the visual timetable that is changed daily.</p>	<p>listen, healthy, treat food, fruit and vegetables. Children encouraged to use the toilet independently, children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is.</p>	<p>Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in. Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children.</p>	<p>Proud, pride, positive, happy, independent, on my own, by myself, school. Discussions about the year and the progress the children have made, children encouraged to be independence in their care and learning and linking this to discussions around school readiness.</p>
<p>Building Relationships -Social Skills -Communication Intent Vocabulary Implementation</p>	<p>I can take turns with other children with support from the adults in my school. I can separate from my parent/caregiver with adult support. Turn taking, sharing, friends, help, listening, later, worry, parent names. Children supported to separate from care giver – transition settling in sessions to take place before full time nursery is possible, children supported to turn take in a guided group session.</p>	<p>I will play alongside other children at school and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children’s play. Play, nicely, share, turn take, adult, help, nicely, join in, friends. Adults modelling play and verbally supporting play, children playing turn taking games in the adults.</p>	<p>I can come into school with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers. Happy, proud, come in, family, family names, friends, friendly. Children praised for coming into their setting well, adults prompting children to discuss their families and who lives with them – guided and independent tasks based around this, children encouraged to be friendly to the other children in their setting.</p>	<p>I am forming friendships with some children in my setting. I am becoming more confident in the social situations. Friends, special friend, best friend, confident, talking. Adults modelling social situations and back and forth conversation, children having time to play with who they want in the area of their choosing.</p>	<p>I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking. Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving tissues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy.</p>	<p>I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked. Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names. Children encouraged to ask questions to people, children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year.</p>

Computing

Computing is incorporated within the Early Years Foundation Stage Curriculum predominately through the use of the learning environment and classroom provision. The children are given a wealth of opportunities and resources to engage in activities, both children initiated and adult directed, which enable them to recognise technology, use it to enhance their learning. During children's time at St Chads, the essential building blocks of Computing are established. iPads are available for the children to take photographs of their activities and work. The interactive whiteboard is used cross-curricular, allowing children to complete maths activities and sorting and selection as well as drawing and music making.