

EYFS Cradley Nursery Curriculum Plan 24 – 25

We have new starters every half-term so our planning allows for individualised, not group, progression. Our weekly and in-the-moment planning is responsive to the interests and needs of individual children so, while we may incorporate seasonal or festival imagery, and themed stories and songs into our provision, our core focus is on supporting development in the Prime Areas of the EYFS for 2 – 3 year olds and on encouraging children to develop their own fascinations through their self-chosen play. We then develop children’s understanding of the wider world through broad themes structuring our planning once they move into their pre-school year.

	<u>Autumn 1 2024</u>	<u>Autumn 2 2024</u>	<u>Spring 1 2025</u>	<u>Spring 2 2025</u>	<u>Summer 1 2025</u>	<u>Summer 2 2025</u>
Topic These will be adapted and added to at various points to allow for children’s interests	All About Me	On the Farm	People Who Help Us	Dinosaurs	Space & Planets	Around the World
Seasons, Festivals, Trips and Events	<ul style="list-style-type: none"> • Autumn • Harvest • Harvest Church Festival 	<ul style="list-style-type: none"> • Autumn/Winter • Bonfire Night • Diwali • Christmas • Nativity • Santa’s Safari • Toddlers Christmas Party • Children in Need 	<ul style="list-style-type: none"> • Winter • Chinese New Year • Avenue Veterinary Centre visit • Police Visit • Trip to Ledbury • Valentine’s Day • GP visits 	<ul style="list-style-type: none"> • Winter/Spring • Pancake Day • Mother’s Day • Easter • Toddlers Easter Egg Hunt • World Book Day • St David’s Day • Easter Church Service 	<ul style="list-style-type: none"> • Spring • VE Day breakfast • Sports Day 	<ul style="list-style-type: none"> • Summer • Father’s Day • Bennett’s Farm trip • Three Counties Trip • FK’s Mum visiting us
Core Texts	<ul style="list-style-type: none"> • Monkey Puzzle • Elmer • The Gruffalo • What Makes me a me? • Together We Can • The Hugasaurus • A Super Power Like Mine • Amazing Me, Amazing You 	<ul style="list-style-type: none"> • A Squash and a Squeeze • Farmyard Hullabaloo • What the Ladybird Heard • The Scarecrows Wedding • Stick Man • The Nativity Story • The Gruffalo’s Child 	<ul style="list-style-type: none"> • Dr Potts, My Pets have Spots • The Hospital Dog • Alan’s Big Scary Teeth • Busy People - Firefighter • The Jolly Postman • Clean Up 	<ul style="list-style-type: none"> • Dinosaur Roar • Ten Minutes to Bed Little Dinosaur • Excuse Me, Are you a T-Rex • The Worrysaurus • Dinosaurs Love Underpants • The Easter Story 	<ul style="list-style-type: none"> • The Smeds and The Smoos • Whatever Next • How to Catch a Star • Goodnight Spaceman 	<ul style="list-style-type: none"> • Handa’s Surprise • Elmer • Paddington at The Palace • Walk this World • Miffy in The Netherlands • The Koala Who Could • Starting School
Core Nursery Rhymes	<ul style="list-style-type: none"> • Head, Shoulders, Knees and Toes • If You’re Happy and You Know It • Rock a Bye Baby • Miss Polly Had a Dolly • Incy Wincy Spider • Dingle, Dongle Scarecrow 	<ul style="list-style-type: none"> • Old McDonalds • Five Little Ducks • Baa Baa Black Sheep • Twinkle Twinkle Little Star • Jingle Bells • When Santa Got Stuck 	<ul style="list-style-type: none"> • The Wheels on the Bus • Miss Polly Had a Dolly • Humpty Dumpty • Five Little Monkeys • I’m a Little Snowman • Here we go round the Mulberry Bush 	<ul style="list-style-type: none"> • Little Peter Rabbits • Hop Little Bunnies • Hot Cross Buns 	<ul style="list-style-type: none"> • Twinkle Twinkle Little Star • Zoom, Zoom, Zoom • Five Little Men in a Flying Saucer 	<ul style="list-style-type: none"> • London Bridge is Falling Down • Frere Jacques • Kookaburra Sits in the Old Gum Tree
Core Vocabulary	<ul style="list-style-type: none"> • Friends • Siblings • Pets • Feelings • Emotions 	<ul style="list-style-type: none"> • Barn • Farmhouse • Tactor • Haystack • Grass 	<ul style="list-style-type: none"> • Nurse • Mechanic • Builder • Paramedic • Lunchtime supervisor 	<ul style="list-style-type: none"> • Fossil • Scales • Reptile • Bones • Eggs 	<ul style="list-style-type: none"> • Sun • Moon • Stars • Galaxy • Space shuttle 	<ul style="list-style-type: none"> • Big Ben • Palace • Royal Family • Fish & chips • Tea

	<ul style="list-style-type: none"> • Similarities • Differences 	<ul style="list-style-type: none"> • Field • Combine harvester • Egg • Straw bale • Farmer • Farm animal names 	<ul style="list-style-type: none"> • Postal worker • Bus driver • Doctor • Teacher • Vet • Police officer • Mountain rescuer • Lifeguard • Firefighter • Dentist 	<ul style="list-style-type: none"> • Huge • Extinct • Large • Carnivore • Dinosaur names 	<ul style="list-style-type: none"> • Rocket • Asteroids • Comet • Satellite • Planet names 	<ul style="list-style-type: none"> • London • Kangaroo • Barbecue • Flag • Plane • Boat • Travel • Weather
<p>Read, Write, Inc</p> <p>2 -3 Year Olds – For this age group it is appropriate to focus on developing listening skills and sound differentiation through the repetition by practitioners and through stories, songs and instrument exploration.</p> <p>3 – 4 Year Olds – To provide the building blocks for Phase 2 phonics at school; introduction Read Write Inc ‘pure sounds’.</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Environmental Sounds <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Environmental Sounds <p>RWI Sounds: m, a, s, d, t, i, n & p</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Instrumental Sounds <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Instrumental Sounds <p>RWI Sounds: g, o, c, k, u, b & f</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Body Percussion <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Body Percussion <p>RWI Sounds: e, l, h, r, j & v</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Environmental Sounds <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Rhythm and Rhyme <p>RWI Sounds: y, w, z, x, m, a & s</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Instrumental Sounds <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Alliteration <p>RWI Sounds: d, t, i & n</p>	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Body Percussion • Voice Sounds • Segmenting and Blending <p>RWI Sounds: p, g, o, c, k, u & b</p>
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Making Relationships • Sense of Self • Understanding Emotions 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Explore the Nursery environment • Interact with confidence while their Key Person is close by • Shows empathy for others • Aware of physical characteristics. • Can point to bodily features e.g. nose or eyes • Expresses positive and negative feelings through actions, behaviours and a few words • Expresses positive feelings such as joy and negative feeling such as anger through actions, behaviours and a few words 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Enjoys playing alone and alongside others • Will often watch, follow and imitate others in their play • Experiments what their bodies can do • Begins to use me, you and I in their talk • Experiences a wide range of feelings with great intensity which can be overwhelming • Experiences a wide range of feelings with great intensity • Is aware of others’ feelings and is beginning to show empathy 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Asserts their own ideas and preferences • On occasions withdraw from social engagement and become frustrated • Shows a growing sense of self through their likes and dislikes • Is aware of others feelings and beginning to show empathy • Asserts their own agenda strongly and displays frustration at times • Asserts their own agenda strongly and displays frustration at having to comply with others agendas 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Builds relationships with special people • Show anxiety towards strangers • Separates from carers and explores new environments • Knows their own name, preferences and interests • Develops an understanding of differences • Expresses emotions of pride and embarrassment • Can feel overwhelmed by intense emotions resulting in an emotional collapse • Expresses the self-aware emotions of pride and embarrassment • Can feel overwhelmed by intense emotions resulting in an emotional collapse 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Shows some understanding that others have different ideas and needs • Shows care and concern for others • Shows a sense of autonomy through asserting ideas and making choices • Experiments with their own views through play • Is becoming able to think about their feelings and manage their emotions • Seeks comfort from familiar adult when needs and distract themselves when upset • Is becoming able to think about their feelings. • Seeks comfort from familiar adults when needed 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Begins to be able to cooperate in favourable situations • Seeks out others to share experiences with • Slowly learns that actions have consequences • Responds to the feelings of others, showing concern and comfort • Begins to recognise some actions can hurt others and begins to stop themselves from doing it. • Participates more in collective cooperation as their experiences of routines and boundaries grows • Responds to the feelings of others • May recognise that some actions can hurt or harm others

	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children • Uses past experiences to guide their social interactions • Shows awareness of similarities and differences • Sensitive to others criticism • Expresses a wide range of feelings in their interactions with others • May exhibit increased fearfulness of things 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Shows more consideration of others needs • Shows gradually more impulse control in favourable conditions • Enjoys being involved in daily tasks • Is aware of being evaluated by others • Talks about how others might be feeling and responds according to their understanding • Is more able to recognise the impact of their choices and behaviours/actions on others 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Practices skills of assertion, negotiation and compromise. • Enjoys playing alone, alongside and with others. • Shows confidence by becoming more outgoing towards new people and in new social situations • Takes risks and able to express their needs and ask adults for help • Understands that expectations vary depending on different events, social situations and changes in routine 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Represents and recreates what they've learnt from social interactions • Develops particular friendships with others • Recognises that they belong to different communities and social groups • Is aware of their relationships to particular social groups • Understands their own and other people's feelings • Talks about their own and others feelings and behaviour and its consequences 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Becomes more flexible and cooperative • Returns to the secure base of a familiar adult to recharge when needed • Shows confidence in speaking to others about their own needs and wants in a group situation • Can describe what they can do well and what they are getting better at • Attempts to repair a relationship or situation • Is more able to manage their feelings and tolerate situations where their wishes cannot be met 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Proactively seeks adult support when needed • Articulates their wants and needs • Has a clear idea about what they want to do in their play • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Seeks support and practical help in new or challenging situations • Is aware of behaviour expectations • Seeks ways to manage conflict
<p>Communication and Language</p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Listens to and enjoys rhymes and stories. • Tries to join in with actions or vocalisations • Understands different situations – able to follow routine events and activities • Copies familiar expressions • Uses different types of everyday words <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Listens to others in one to one or small groups when conversation interests them • Listens to familiar stories with increasing attention and recall • Understands use of objects • Beginning to use more complex sentences to link thoughts • Able to use language in recalling past experiences • Can retell a simple past event in correct order 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions • Selects familiar objects by name • Will find objects when asked • Beginning to put two words together • Beginning to ask simple questions <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do but can change their own focus of attention • Shows understanding of prepositions • Questions why things happen and gives explanations • Beginning to use a range of tenses 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Pays attention to own choice of activity. May move quickly from activity to activity • Understands simple sentences • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Is able to follow directions • Responds to instructions with more elements • Beginning to understand why and how questions • Uses intonations, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are on importance to them • Builds up vocabulary that reflects their experiences 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to familiar sounds • Identifies action words by following simple instructions • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening • Understands a range of complex sentence structures • Extends vocabulary, especially by grouping and naming new words 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Shows interest in playing with sounds, songs and rhymes • Beginning to understand more complex sentences • Understands who, what, where in simple questions • Learns new words very rapidly and is able to use them in communicated • Uses a variety of questions <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • May indicate two-channelled attention • Beginning to understand humour • Able to follow a story without pictures or props • Uses language to imagine and recreate roles and experiences in play situations • Links statement and sticks to a main theme or intention 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Single channelled attention; can shift to a different task if attention full obtained • Developing understanding of simple concepts • Uses longer sentences • Beginning to use word endings <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others • Understands questions such as who, why, when, where and how • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play

	<ul style="list-style-type: none"> • Uses talk to explain what is happening and anticipate what happens next 	<ul style="list-style-type: none"> • Continues to make some errors in language and will absorb and use language they hear around them 	<ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play 			
<p>Physical Development</p> <ul style="list-style-type: none"> • Moving and Handling • Health and Self-care 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Develops security in walking upright • Walks upstairs facing forwards holding rail or hand of adult • Changed position from standing to squatting • Sleeps 12-14 hours a day • Highly active in short bursts • Enjoys hugs and cuddles • Generally has up to 16 teeth <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moved across climbing equipment. • Maintains balance using hands and body • Walks down steps or slopes whilst carrying a small object • Can tell adults when hungry, full up or tired • Observes and can describe in words or actions the effects of physical activity on their bodies • Can name and identify body parts • Takes practical action to reduce risk • Can wash and dry hands and understands why this is important 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Participates in finger and action rhymes, songs and games • Hands start to operate independently during a task that uses both • Shows interest, dances and sings to music rhymes and song • Intentionally makes sounds with objects • Develops own likes and dislikes in food and drink • Shows interest in indoor and outdoor clothing <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Runs with spatial awareness • Negotiates space successfully • Can balance on one foot or in a squat momentarily • Can grasp and release with two hands to throw and catch a large ball • Willing to try a range of different textures and tastes • Observes and controls breath • Can mirror the playful actions or movements of another adult or child 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Can walk considerable distance with purpose • Looks closely at small items and creatures • Makes connections between their movement and the marks they make • Uses gesture and body language to convey needs • Clearly communicates wet or soiled nappy or pants • Helps with dressing/undressing and care routines • Feeds self with increasing need to be in control • Holds cup with both hands <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulating a range of tools and equipment in one hand including paint brushes, scissors etc • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping • Gains more bowel and bladder control • Dresses with help 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness • Sits comfortably on a chair • Runs safely on whole foot • Moves in response to music or instruments • Jumps up in the air with both feet leaving the floor • Very energetic in short bursts and needs time for rest and calm • Needs to sleep for 10-13 hours a day • Feeds self competently • Can hold a cup with two hands <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence • Experiments with different ways of moving • Jumps off an object and lands appropriately • Negotiates space successfully when playing chasing games • Eats a healthy range of foodstuff • Describes a range of different food textures and tastes when cooking • Describes physical changes to the body that occurs 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Begins to walk, run and climb on different surfaces • Begins to choose different ways of moving • Kicks a stationary ball with either foot • Throws and catches a large ball • Climbs up and down stairs • Develops some independence in self-care • Develops increasing understanding of and control of the bowel and bladder urges • Able to help with putting on and taking off simple clothing items <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under and over • Shows increasing control over an object in pushing, patting, throwing and kicking • Uses simple tools to effect change on materials • Handles tools and objects with increasing control • Can initiate and describe playful actions or movements • Has established a consistent, daily pattern in relation to eating, toilet and sleeping 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Uses wheeled toys with increasing skill • Beginning to show preference for dominant hand • Turns pages in a book • Increasing control in holding, using and manipulating tools and objects • Holds mark making tools with thumb and all fingers • Begins to recognise danger. • Can increasingly express their thoughts and emotions through words and facial expressions <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand • Begins to use anticlockwise movements • Begins to form recognisable letters • Uses a pencil and holds it effectively • Shows understanding of the need for safety • Shows understanding of how to transport and store equipment • Practices some safety measures without direct supervision
<p>Literacy</p> <ul style="list-style-type: none"> • Reading • Writing 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Begins to join in with actions and sounds in familiar songs and books 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs and poems 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Repeats and uses actions, words or phrases from familiar stories 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Begins to recognise familiar logos • Enjoys drawing and writing on paper, on screen and on 	<p>2-3 Year Olds –</p> <ul style="list-style-type: none"> • Enjoys rhythmic and musical activities with instruments, actions rhymes and songs

	<ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems • Joins in with repeated refrains and anticipates key events and phrases • Begins to be aware of the way stories are structured • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places • Includes mark making and early writing in their play 	<ul style="list-style-type: none"> • Knows that the marks they make are of value <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms • Imitates adults' writing by making continuous lines of shapes and symbols • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<ul style="list-style-type: none"> • Enjoys the sensory experience of making marks <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes • Claps or taps the syllables in words during sound play • Hears and says the initial sound in words • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Fills in the missing word or phrase in a known rhyme or story • Distinguishes between the different marks they make <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists etc • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology 	<p>different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them • Begins to recognise some written names of familiar others • Begins to develop phonological and phonemic awareness • Continues a rhyming string and identifies alliteration • Hears and says the initial sound in words • Begins to segment the sounds in simple words and blend them • Starts to link sounds to letters, naming and sounding the letters of the alphabet • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions
Mathematics	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Responds to words like lots or more • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Becoming familiar with patterns in daily routines 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Says some counting words • Enjoys filling and emptying containers • Beginning to select a shape for a specific space • Joins in with and predicts what comes next in a story or rhyme • Explores capacity by selecting, filling and emptying containers 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence • Investigates fitting themselves inside and moving through spaces • Enjoys using blocks to create their own simple structures and arrangements • Beginning to arrange items in their own patterns 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' • Beginning to notice numerals • Begins to remember their way around familiar environments • Chooses puzzle pieces and tries to fit them in • Joins in and anticipates repeated sound and action patterns 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order • Beginning to count on their fingers. • Responds to some spatial and positional language • Recognises that two objects have the same shape • Is interested in what happens next using the pattern of everyday routines 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Moves their bodies and toys around objects and explores fitting into spaces • Explores how things look from different viewpoints including things that are near or far away • Makes simple constructions • Explores differences in size, length, weight and capacity

	<ul style="list-style-type: none"> Shows an interest in size and weight <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group Uses some number names and number language within play, and may show fascination with large numbers Counts up to five items, recognising that the last number said represents the total counted so far Through play and exploration, beginning to learn that numbers are made up of smaller numbers Responds to and uses language of position and direction Shows awareness of shape similarities and differences between objects Creates their own spatial patterns showing some organisation or regularity In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go Begin to recognise numerals 0 to 10 Links numerals with amounts up to 5 and maybe beyond Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Predicts, moves and rotates objects to fit the space or create the shape they would like Chooses items based on their shape which are appropriate for the child's purpose Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Explores and adds to simple linear patterns of two or three repeating items Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> Beginning to understand that things might happen now or at another time, in routines <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5. Subitises one, two and three objects Explores using a range of their own marks and signs to which they ascribe mathematical meanings Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Responds to both informal language and common shape names Attempts to create arches and enclosures when building, using trial and improvement to select blocks Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Increasingly confident at putting numerals in order 0 to 10 Matches the numeral with a group of items to show how many there are In practical activities, adds one and subtracts one with numbers to 10 Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Beginning to experience measuring time with timers and calendars 	<ul style="list-style-type: none"> Beginning to anticipate times of the day such as mealtimes or home time <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Estimates of numbers of things, showing understanding of relative size Engages in subitising numbers to four and maybe five Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and “+” or “-“ May enjoy making simple maps of familiar and imaginative environments, with landmarks Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Becomes familiar with measuring tools in everyday experiences and play 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 and back from 10 to 0 Counts out up to 10 objects from a larger group Begins to conceptually subitise larger numbers by subitising smaller groups within the number Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Uses informal language and analogies as well as mathematical terms to describe shapes Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat Is increasingly able to order and sequence events using everyday language related to time
<p>Understanding the World</p> <ul style="list-style-type: none"> People and Communities The World Technology 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about people, animals or objects Is curious and interested to explore new and familiar experiences Anticipates repeated sounds, sights and actions 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Is interested in photographs of themselves and other familiar people and objects Explores objects by linking together different approaches Shows interest in toys with buttons, flaps and simple mechanisms 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Enjoys stories about people and nature Remembers where objects belong Matches parts of objects that fit together Seeks to acquire basic skills in turning on and operating some digital equipment 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Has a sense of own immediate family Notices details features of objects in their environment Operates mechanical toys 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background Can talk about some of the things they have observed Plays with the water to investigate low technology 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Beginning to have their own friends Learns that they have similarities and differences Enjoys playing with small world reconstructions Uses pipes, funnels and other tools to transport water

	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Comments and asks questions about aspects of their familiar world Talks about why things happen and how things work Knows how to operate simple equipment Shows an interest in technological toys with knobs or pulleys 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences Recognises and describes special times or events Developing an understanding of growth, decay and changes over time Shows skill in making toys work by pressing parts or lifting flaps Knows that information can be retrieved from the internet 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of time Knows some of the things that make them unique Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Plays with a range of materials to learn cause and effect 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life Looks closely at similarities, differences, patterns and change in nature Completes a simple program on a device 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Knows that other children to not always enjoy the same things Knows about similarities and differences in relation to places, objects, materials and living things Uses ICT hardware to interact with age appropriate computer software Can create contact such as a video recording 	<p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Knows about similarities and differences between themselves and others Talks about the features of their own immediate environment Makes observations of animals and plants Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Continues to explore and experiment with a range of media and movement Moves while singing, whilst listening to music and while playing with sounds <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways Enjoys joining in with moving, dancing and ring games Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music and stories Sings to self and makes up songs 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Mirrors and improves actions they've observed Sings whilst listening to music Expresses self through physical actions and sound <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Sings familiar songs Taps out simple repeated rhythms Develops an understanding of how to create and use sounds Continues to explore colour and how colours can be changed Creates sounds, movements, drawings to accompany stories Notices what other children and adults to 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Notices and becomes interested in the effect of their actions Pretends that one object represents another Creates sound effects and movements <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space Uses various construction materials Uses tools for a purpose Engages in imaginative play based on own ideas or first-hand experiences Uses available resources to create props or creates imaginary ones Plays alongside other children 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Uses everyday materials to explore, understand and represent their world <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Begins to build a collection of songs and dances Makes music in a range of ways Create representations of both imaginary and real life ideas, events, people and objects Initiates new combinations of movements and gestures 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Shows an interest in the way instruments sound Experiments with ways to enclose a space, create shapes, sounds and objects Begins to make believe by pretending using sounds, movements, words and objects <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests Develops their own ideas through experimentation with diverse materials Chooses particular movements, instruments, sounds, colours and materials for their own purposes 	<p>2 -3 Year Olds –</p> <ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways Uses 3D and 2D structures to explore materials Creates rhythmic sounds and movements <p>3 – 4 Year Olds –</p> <ul style="list-style-type: none"> Expresses and communicates working theories, feels and understands using a range of art forms Uses combination of art forms Responds imaginatively to art work and objects Introduces a storyline or narrative into their play Plays cooperatively as part of a group