

Dunalley Nursery and Primary School



© Normanton Education

Not to be copied or reproduced without consent

Vision

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

- We value each individual and celebrate diversity
- We care about each other and the environment
- We persevere and grow together
- We are ready, respectful and safe

Our Nursery and Pre-School Vision:

To cultivate a vibrant and nurturing early years environment where every child flourishes as a happy, confident, and independent learner. We aspire to ignite their natural curiosity about the world, empowering them to embrace challenges, take risks, and develop a resilient "can-do" attitude. Through rich experiences and strong partnerships, we aim to lay firm foundations for lifelong learning, positive relationships, and a deep understanding of themselves, their community, and the wider world.

Our early years curriculum is designed to foster:

- **Happy and Confident Learners:** We prioritise children's emotional and physical wellbeing and sense of belonging, creating a safe and supportive space where they feel valued, secure, and empowered to express themselves.
- **Independent and Curious Minds:** We encourage children to explore their interests, ask questions, and take ownership of their learning through open-ended activities and child-initiated play.
- **A Fascination with the World:** We provide stimulating experiences that spark curiosity about their immediate surroundings, the wider community, and the natural world, fostering a sense of wonder and inquiry.
- **Resilience and a "Can-Do" Attitude:** We create opportunities for children to experiment, problem-solve, and learn from their experiences, building their confidence to "have a go" and embrace challenges as part of their learning journey.
- **Readiness for Future Learning:** We equip children with the foundational skills, knowledge, and attitudes necessary for a successful transition to Reception and beyond, nurturing a lifelong love of learning.

- **Understanding of Self, Community, and Environment:** We promote self-awareness, empathy, and respect for others, alongside an understanding of their local community and the importance of caring for their environment.
- **Wellbeing, Health, and Learning through Outdoor Experiences:** We actively utilise our outdoor space as an integral part of our curriculum, providing rich opportunities for physical development, exploration, and connection with nature, contributing to their overall wellbeing and learning.
- **Positive Relationships and Community Engagement:** We foster strong relationships between children, staff, parents, and the wider community, recognising the vital role of partnership in supporting children's development and creating positive early school experiences.
- **Active Involvement through Partnership:** We actively seek and value the contributions of parents and carers, working collaboratively to ensure a holistic and supportive approach to each child's learning and development.

This curriculum intent will be brought to life through a playful curriculum approach, child-led approach, underpinned by the Early Years Foundation Stage (EYFS) framework and tailored to the unique needs and interests of our children. We are committed to providing a stimulating and inclusive environment where every child can thrive and reach their full potential.

Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

Principles

Overarching principles of the EYFS

There are four guiding principles that shape our practice in early years.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of learning and development. Children develop and learn at different rates.

EYFS Framework (2023)

Our Curriculum Principles



Childhood

At Dunalley, providing a positive environment and education, which values and nurtures the whole child is pivotal to our pedagogical approach and is our driver principle. We champion a happy, safe and holistic approach to childhood. We value childhood as a progressive learning state, as well as preparation for our children's readiness for their next stage. Learning and environments are tailored to meet the ages, stages and needs for our learners to grow and thrive.

Expressive communication

Expressive communication is about empowering children to be able to develop and express their identity through confidently communicating. Expressive communicators have a voice to express their own thoughts, feelings, interests and ideas to make meaning. Adults support children to develop the vocabulary and language, as well as the confidence and willingness to communicate with others.

Relationships

Relationships are of central importance in a child's life and social interaction with peers and adults, modelling and learning from each other is fundamental.

Relationships with families and wider networks are valued as critical partners in children's development and learning.

Nature and outdoors

Championing the importance of spending time outdoors and interacting with the natural world is crucial for childhood development, health and wellbeing.

Power of play

Play is the foundation of learning and the most essential way for children to learn and develop. Through play, children explore, experiment, and make sense of the world around them. Through a 'playful continuum,' adults offer a stimulating and nurturing environment which allows children to explore, be curious and learn independently, whilst modelling and scaffolding learning to support developing knowledge.

Connection and unity

Children are encouraged to know and value the connections between different subjects, between themselves and others, and between themselves, nature and the wider world.

Independent and autonomous

Children learn best by doing things themselves, becoming aware of their learning and by reflecting. To be independent children grow in confidence, their ability to be resilient, critically think, emotionally regulate and apply a 'can do' attitude.

Knowledgeable and nurturing adults

Underpinning the principles are knowledgeable and nurturing adults. Adults provide a nurturing and stimulating environment but also allow children the freedom to explore and learn independently. The role of the educator is to observe, guide, and support children's learning. We value external adults who are specialists who contribute to our learning community to support our children, practitioners and families.

Our curriculum rationale

Dunalley is situated in Cheltenham and serves a mixed catchment area, reflecting a diverse range of socio-economic backgrounds and experiences. We are proud to welcome a significant number of children with English as an Additional Language

(EAL) (approx. 16%) and children eligible for Free School Meals (FSM) (approx. 16%). This rich diversity is a strength that we actively embrace and celebrate within our curriculum.

This diversity enriches our learning environment but also necessitates a curriculum that is inclusive, adaptable, and responsive to individual needs. Our curriculum pedagogy is underpinned by Frobelian and constructivist approaches.

We believe that a blend of Frobelian and Constructivist pedagogical principles provides the optimal framework for our nursery and pre-school for the following reasons:

- Our pedagogy views children as active constructors of their own knowledge. Frobel's 'children as seeds' approach highlights the importance of providing the right environment for natural growth and development. This aligns perfectly with our commitment to valuing each child's individual interests, learning styles, and pace.
- We foster and prioritise active involvement in the learning process. Children learn best when they are actively engaged in exploring, experimenting, and constructing their own meaning. Our curriculum is rich in practical activities, investigations, and opportunities for children to learn through first-hand experience. This fosters deeper understanding and greater engagement.
- We recognise the social nature of learning. Children learn from and with each other through collaboration, discussion, and sharing ideas. Our nursery and pre-school environments foster a sense of community and provides opportunities for children to learn collaboratively.
- We emphasise the value of outdoor learning and direct experience with the natural world. Connecting learning to real-world experiences and natural environments helps children to see the relevance of what they are learning and build deeper understanding. Our nursery utilises outdoor spaces and natural materials to facilitate this connection.

Addressing the Needs of Our Catchment:

- **For EAL Learners:** Our approaches are highly visual and experiential. Play-based learning, hands-on activities, and interaction with concrete materials provide accessible pathways to learning for children acquiring English. The emphasis on social interaction also supports language development through meaningful communication with peers and adults.
- **For Children Eligible for FSM:** Providing a rich and stimulating environment with high-quality resources and experiences is crucial for overcoming potential disadvantages. Our curriculum ensures that all children have equal opportunities to explore, discover, and develop their potential, regardless of

their socio-economic background. The focus on child-led learning empowers all children to engage with confidence and curiosity.

Building foundational knowledge through the curriculum

Our curriculum is planned towards building foundational knowledge needed to support strong early development and provide the blocks on which future experiences and learning can build. This progressive knowledge-rich approach, when applied across *all* areas of learning in the early years' curriculum, provides a holistic and robust foundation that significantly supports children's development and smooth transition into Reception and Year 1.

A well-designed and implemented progressive early years curriculum acts as a carefully constructed staircase, with each step building upon the last. This ensures that children develop a broad range of skills, knowledge, and positive learning dispositions that are essential for navigating the academic and social landscape of Reception and Year 1, setting them on a positive trajectory for their future learning journey.

We therefore identify in our curriculum:

BIG KNOWLEDGE: Substantive Knowledge (The 'What' and 'How' – Core content and Concepts)

This is the core knowledge children need to acquire including vocabulary and language, concepts and processes such as knowledge of how they do something for example, how to form a tripod grip, or where they live.

KNOWLEDGE 'TO BE LIKE'...Disciplinary Knowledge (The 'Skills' and Processes of being...an actor, a scientist, a mathematician):

For an early learner, disciplinary knowledge is about developing an *implicit* and then increasingly *explicit* understanding of:

- **When to engage in a particular way of thinking or acting:** Recognising the cues, contexts, and situations that call for specific approaches.
- **Why a particular way of thinking or acting is appropriate or effective in that discipline:** Understanding the underlying purpose, goals, and conventions of different areas of learning.

It's about building foundational awareness of how different "disciplines" (in their early years form) function that will support them to become authors, mathematicians, scientists, gardeners, historians, astronauts or even artists in the future.

For example,

Communication (Listening, Understanding, Speaking):

- **When:**

- A friend is sad and using quiet, whimpering sounds. (Cue for empathetic listening and gentle speaking).
- An adult is giving instructions for tidying up. (Cue for focused listening and following directions).
- They want a toy that another child has. (Cue for using polite requesting language).

Why:

- Speaking softly and offering comfort can help a sad friend feel better (understanding the purpose of empathetic communication).
- Listening carefully to instructions helps them know what to do and be part of the group (understanding the purpose of informative listening).
- Using "please" and "can I have a turn?" is more likely to get a positive response (understanding the social conventions of requesting).

Mathematics (Number, Shape, Space, Measure):

- **When:**

- They want to know how many cookies are left. (Cue for counting).
- They are trying to fit a large block into a small hole. (Cue for problem-solving related to shape and size).
- They are sharing out toys fairly with a friend. (Cue for understanding the concept of equal amounts).

- **Why:**

- Counting helps them find out the total amount (understanding the purpose of enumeration).
- Trying different orientations helps them understand how shapes fit together (understanding spatial reasoning).
- Sharing equally ensures everyone gets a fair share (understanding the social purpose of early division).

Expressive Arts and Design (Creating with Materials, Being Imaginative):

- **When:**

- They have different coloured paints and paper. (Cue for exploring colour mixing and mark-making).

- They are pretending a block is a phone. (Cue for imaginative play and symbolic representation).
- They hear music with a fast tempo. (Cue for moving their body in a lively way).
- **Why:**
 - Experimenting with materials allows them to see what they can do and express their ideas visually (understanding the exploratory nature of art).
 - Pretending helps them explore different roles and scenarios (understanding the purpose of imaginative play).
 - Music can evoke different feelings and inspire movement (understanding the connection between sound and expression).

4. Understanding the World (People, Culture, Communities; The Natural World; Past and Present):

- **When:**
 - They see someone wearing clothes that look different from their own. (Cue for observation and curiosity about diversity).
 - They plant a seed and see it grow. (Cue for observing changes over time and understanding cause and effect in nature).
 - They look at photographs of babies. (Cue for thinking about how things change).
- **Why:**
 - Observing different people helps them learn about the world around them (understanding the purpose of social observation).
 - Watching a seed grow helps them understand life cycles (understanding basic biological processes).
 - Looking at old pictures helps them understand that things were different in the past (developing a basic sense of time).

Key Characteristics of Disciplinary Knowledge in Early Years:

- **Implicit to Explicit:** Initially, this understanding is often intuitive and based on repeated experiences. As children develop, early years practitioners can help them articulate the "when" and "why."
- **Context-Dependent:** Children learn that the way they act, speak, or create changes depending on the situation and their goals.

- **Developing Over Time:** This is a gradual process that builds throughout the early years.
- **Facilitated by Play and Exploration:** Rich, open-ended experiences provide the context for children to encounter these "when" and "why" questions naturally.
- **Supported by Adult Guidance:** Practitioners play a crucial role in drawing children's attention to these connections and helping them make sense of their experiences.

In essence, disciplinary knowledge in early years is about fostering a child's developing awareness of *how things work* within different domains of learning and *why* certain approaches are effective or appropriate in those contexts. It's about building a foundational understanding of the implicit rules, purposes, and ways of engaging with the world around them.

Our curriculum

Our intent is to create an EYFS curriculum that captivates and engages every child from their very first day, providing a rich tapestry of learning woven into every moment of their school experience.

We aim to empower them with the essential skills and knowledge that will serve as a strong springboard for their future learning. In our positive, caring, and welcoming environment, nurtured by a dedicated team, children feel secure, valued, and inspired to achieve their best.

Inclusivity is paramount; we encourage all children to develop empathy and consider the needs of others. We deeply respect and value parents and carers as their children's primary educators, actively building strong partnerships and offering meaningful ways for them to participate in their child's learning journey, both at school and at home.

We are committed to providing unwavering support for the holistic well-being of each child, recognising that their physical and emotional needs are fundamental to their success.

Celebrating individuality, our curriculum acknowledges and responds to the unique learning requirements and developmental pace of every child. Our skilled practitioners deliver a wide array of stimulating, thought-provoking, and challenging experiences, fostering the development of skills and knowledge.

We intentionally weave British fundamental values and cultural capital into our diverse learning opportunities.

Initially, we prioritise the development of strong foundations in the prime areas of learning, enabling children to confidently build upon this base and explore more complex skills, processes and knowledge within the specific areas.

Areas of learning

The revised EYFS has seven areas of learning:

Three Prime Areas

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

These three areas are our main focus in our Under 3s room, as the knowledge and skills are fundamental for our children and the starting point for all other areas of learning.

Four Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning

Threaded through all the areas of learning, children will be using the Characteristics of Effective Learning.

- **Playing and Exploring** - children investigate and experience things, and 'have a go.'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These characteristics will underpin a child's learning and development and will help a child to remain an effective and motivated life-long learner.

We also pay attention to developing **early executive function**. This refers to a set of **cognitive skills** that are essential for goal-directed behaviour and self-control.

Executive functions are the **mental processes** that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

The core components of executive function are:

- **Working Memory:** Holding and manipulating information in mind.
- **Cognitive Flexibility:** Being able to switch between different thoughts or tasks.
- **Inhibitory Control:** The ability to resist impulses and distractions.

Developing strong executive function skills **underpins** a child's ability to demonstrate the Characteristics of Learning effectively. For example, a child with good, sustained attention (an aspect of EF) will be better able to engage in active learning.

Conversely, when children are encouraged to play and explore, actively learn, and think critically, they are **practicing and developing** their executive function skills. For instance, problem-solving during play helps to build cognitive flexibility.

In essence:

- The **Characteristics of Learning** describe the *outward behaviours* of a child who is learning effectively.
- **Executive Function** describes the *internal cognitive skills* that make those effective learning behaviours possible.

“The early years are prime time for growth because the brain’s frontal lobe, which handles much of executive function, is rapidly developing. This is the best time to gently exercise these mental “muscles”. It’s similar to how young children easily absorb language – they can also readily pick up habits of thinking that underpin self-regulation and problem-solving. Importantly, executive function skills emerge through practice and experiences.”

Schmalaker (2025)

Executive functioning in Early Years practice

“Executive function does not need to be implemented separately. Complex interactions that occur among executive functioning, social competence and academic skills in preschool classrooms underscore the likely blending of interventions designed to strengthen working memory, inhibition and attention control with curricula focused...” (Center on the developing child)

Safeguarding through the curriculum

Provision plan for safeguarding in the curriculum

Adherence to statutory guidance and frameworks - relevant legislation and guidance is followed within the nursery and preschool (e.g., Keeping Children Safe in Education, Working Together to Safeguard Children, EYFS Framework).

Policies and procedures – policies and procedures are reviewed annually/biannually and staff sign to say they follow and understand. These include child protection, safer recruitment, behaviour management etc.

DSLs – pictures and names in reception, on the safeguarding board and parents informed on induction.

Minimum fortnightly welfare meetings – all concerns discussed and followed up by DSL. All Health and safety, medical needs and accidents discussed, reviewed and monitored.

Roles and responsibilities – we have clear outline of the responsibilities of the DSL, Deputy DSLs, Headteacher/Manager, practitioners and TPs and all other staff and volunteers in relation to safeguarding.

Staff training: A rolling cycle of development so all staff are up to date with relevant safeguarding training.

Staff supervision: Staff receive regular supervision opportunities to support their professional practice as well as wellbeing.

Inductions: Personal care plans signed by parents, child protection statement signed by parents, Early Help screen. **Contextual**

Safeguarding: DSLs review concerns regularly and share contextual safeguarding concerns with staff to be aware of and highlight where needed – e.g. mental health, domestic abuse, safe sleeping, home safety, frozen water safety, food poverty.

Role of the key person: Every child is assigned a key person, someone who supports attachments and builds positive relationships with parents and family to support each child to feel safe and secure.

Focus area	Focus sessions (adult-led, small group)
Learning the concept of safety	<p>Feeling safe and being safe – discussions with children about what safety means.</p> <p>Feeling safe – emotional literacy, key person, attachments, friendships, to have a sense of belonging (key group, coat pegs)</p> <p>Being safe – ensuring children are physically safe in the environment and are encouraged to recognising risks.</p>
Online safety	<p>Group time discussions with children to highlight how to stay safe online.</p> <p>Safe use of ICT resources.</p> <p>Staff to know what sites are being accessed online. Inform parents around online safety.</p>
Safe touch, consent and relationships	<p>We empower children to understand and exercise their right to say "no" and feel safe in all interactions.</p> <p>Through play and stories, practitioners' model respectful communication and the importance of consent.</p> <p>We nurture healthy relationships and friendships by teaching kindness, turn-taking, and how to feel secure with others, both at nursery and at home. Staff actively guide children on how to seek support if they ever feel sad, scared, or unsafe in their relationships.</p>
Conflict resolution	<p>Supported through role play, puppet play and turn taking activities. Staff to model my turn, your turn and talk to children about how to ask for help when needed. Children are supported to make choices, given a voice and given safe spaces to reflect and retreat to when needed. We use circle time and stories as ways to introduce and discuss conflict resolution.</p>
Safe clothing and weather appropriateness	<p>Children learn about different seasons and weathers. Ensuring they are dressed appropriately and have what they need to stay safe in the weather – e.g. group time discussions on keeping safe in the sun, staff role modelling sun safety activities. All children to have access to hats and sun cream. Ensuring children are hydrated and have regular access to water or a warm / cool space (weather dependent).</p>
Risk taking and managing risks	<p>Children are encouraged to take risks, and they have access to risk taking in the daily activities. Adults teach children how to access their environment and resources safely and with support where needed. Children are taught how to use and handle resources in a safe way and how to identify risks. Risk assessments support health and safety.</p>
Welfare requirements	<p>2-year progress checks Key Person for all children</p> <p>Access to healthy snack and Lunch - All children encouraged to access a healthy snack. With access to water throughout the day.</p> <p>Self-care – supporting children to become independent in their self-care for example toilet training.</p> <p>Oral Health – Children to learn about oral health and the importance of keeping our teeth healthy.</p> <p>Risk assessments – Staff complete daily risk assessments and support children involved in identifying risks in their environment.</p> <p>Staff to complete daily in/out risk assessments</p> <p>Handwashing – Children supported to and encouraged to wash hands throughout the day</p>

SEND and Inclusion Statement

The implementation of the curriculum is adapted to suit the needs of all children. Adaptive teaching is crucial to ensure all children can access the right support and make progress. Planned activities aim to foster good social relationships, promote equal opportunities and support special educational needs and disabilities. Positive relationships and good communication play a vital part when planning for individual needs.

We are committed to ensuring ALL children have access to high quality teaching.

Children with special educational needs receive some or all of the following to support their access to the curriculum:

- access to sensory experiences and sensory spaces within the environment - access to low arousal spaces
- adapted learning environment activities within the main Nursery environment.
- significant opportunities for parent partnerships, ensuring parents and carers input to decisions around targets and support -Tapestry as a home communication platform -Individualised plans, including targets.
- Individual profiles / targets threaded through planning.
- Individualised baskets containing resources that support children's interest.
- Small group intervention and targeted 1:1 intervention.
- Access to an environment with rich early language opportunities.
- Signs and objects of reference used alongside communication.
- Specialist resources, including those recommended for specific children by external agencies.

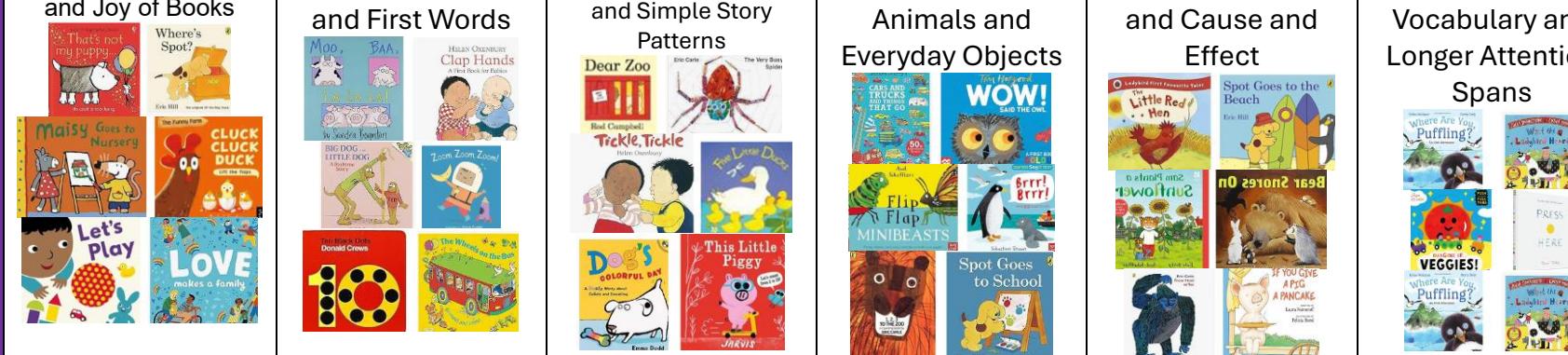
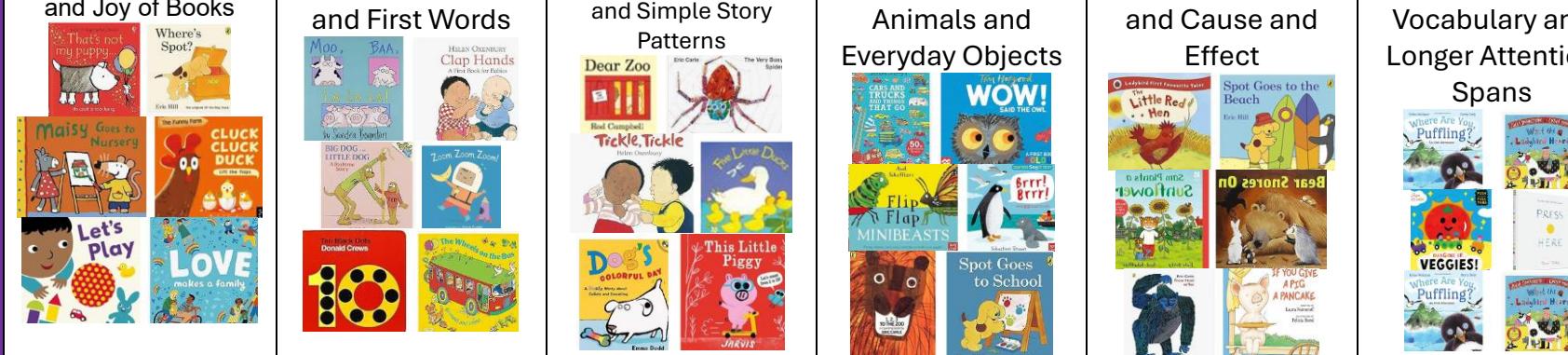
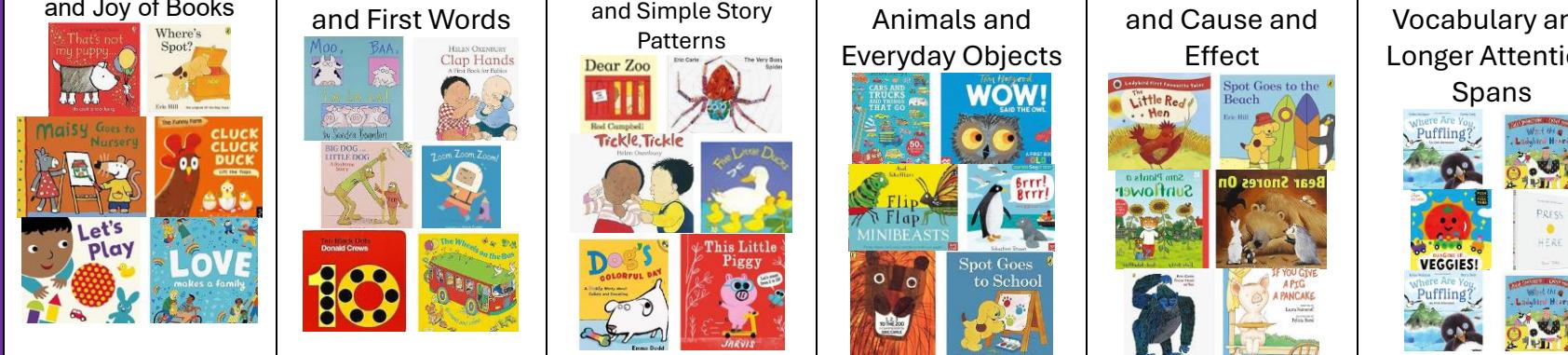
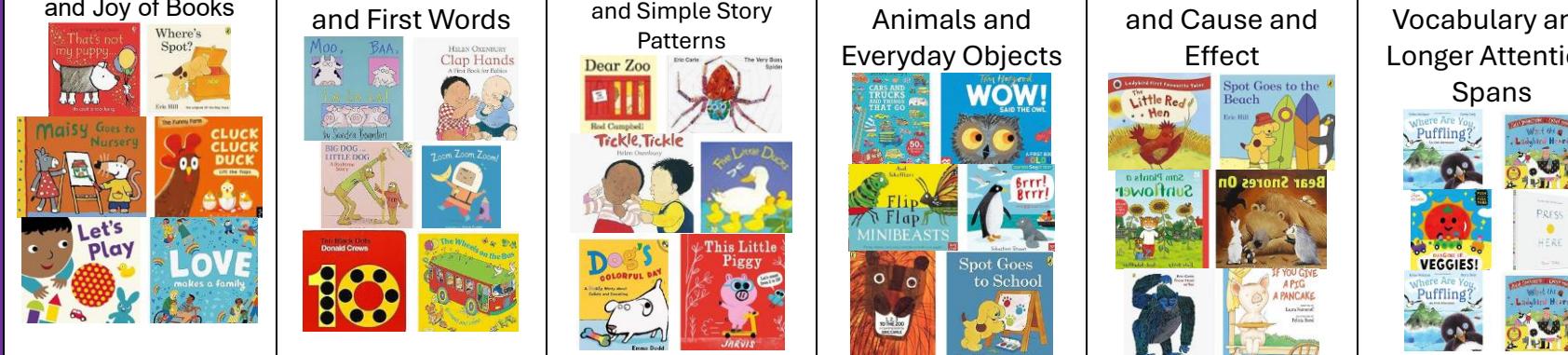
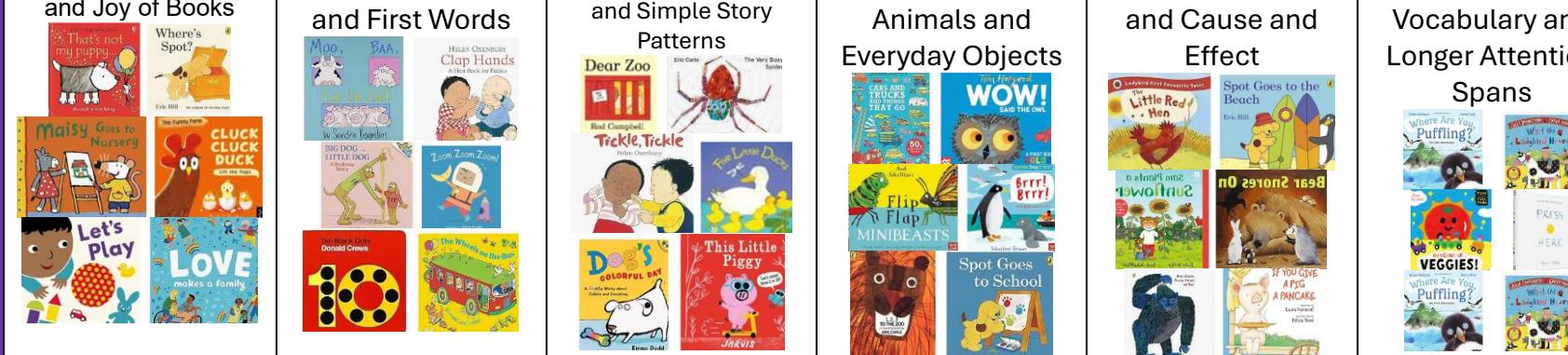
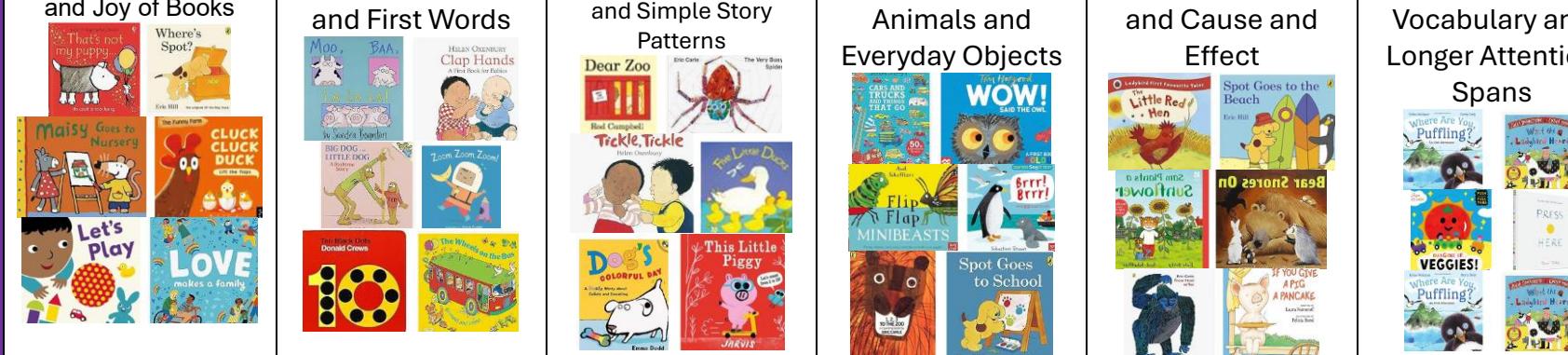
We work with a range of external professionals to ensure individualised plans are meeting the needs of our children with special educational needs.

As part of our '**Ordinarily Available Provision**,' all children have access to:

- **All staff are ambitious for all learners regardless of the learners' starting points:** Low expectations should be challenged.
- **Full participation:** All learners are championed to participate as fully as possible in the life of the school and wider school community. Enrichment is planned to fully include all.
- **Language is positive and strengths based:** Language should provide positive reinforcement, hope, positivity and promote engagement and ambition.
- **Visual resources:** timetables and visual resources
- **Multi-sensory approaches:** play-based learning is central to our curriculum, so children learn in multi-sensory ways.
- **Celebrate different cultures,** identities, and abilities, creating a sense of belonging and appreciation for everyone.

- **Accessibility:** Ensure accessibility of learning materials, tools, and activities for students with disabilities.
- **Individualised learning:** Implement and effectively monitor individualised learning plans for students with specific needs.
- **Scaffolding and adaptation:** Provide tiered support and adaptive instruction to ensure challenges are achievable yet stretch individuals beyond their comfort zones. This may include adapted activities, guided adult support and peer support.
- **Purpose and context:** Ensure all learning has a clear purpose, context and any learning objective is explicit and clear. Real-life:
- **Make links to real-life applications:** such as how knowledge and learning can be used in careers and employment or setting learning in a real-life context.
- **Promoting independence and confidence:** through completing a well-sequenced learning journey fosters a sense of accomplishment and builds confidence in learners' abilities.
- **High levels of language, oracy and vocabulary:** modelled & expect from learners. Emphasis on learning through active, talk-led approaches – repetition, repetition, repetition!
- **Progressive and systemic curriculum and lesson design and sequencing:** For learners with Special Educational Needs and Disabilities (SEND), systemic and progressive lesson sequencing holds immense value in optimising their learning and development

Our Nursery and Pre-School Overview

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Who We Are	Where we are	How do we express ourselves	Sharing our planet	How our world works	How do we organise ourselves
Core texts (nursery 2-3 yrs)	<p>Sensory Exploration and Joy of Books</p> 	<p>Sounds, Actions, and First Words</p> 	<p>Repetitive Language and Simple Story Patterns</p> 	<p>Introducing Animals and Everyday Objects</p> 	<p>Simple Sequences and Cause and Effect</p> 	<p>Expanding Vocabulary and Longer Attention Spans</p> 
Core texts (pre school 3-4yrs)	<p>Engaging with Sounds, Actions, and Simple Story Structure</p> 	<p>Building Memory and Vocabulary through Repetition</p> 	<p>Exploring Traditional Tales and Developing Story Language</p> 	<p>Introducing Problem-Solving, Prediction, and Sequencing</p> 	<p>Focusing on Phonics, Rhyme, and Summarising</p> 	<p>Extending Narrative, Introducing New Vocabulary, and Encouraging Critical Thinking</p> 

Enrichment opportunities	International Literacy Day International LEGO day International day of peace European Languages Day Roald Dahl Day	Autumn/Fireworks Healthy eating week Oral health week	NSPCC- PANTS NSPCC number day Children's mental health week	World book day	Walk to school week Road safety and safety awareness	Transition Sports Days
Celebrations / festivals	Harvest	Christmas Night Diwali	Pancake Day Chinese New Year	Mother's day Easter Ramadan	EID celebrations Fathers Day	
UNESCO Sustainable Development Goals	<ul style="list-style-type: none"> Play-Based Learning: Integrate SDG themes into imaginative play, construction, small world play, and outdoor activities. Storytelling and Books: Use diverse stories to introduce different cultures, perspectives, and global issues in an age-appropriate way. Circle Time Discussions: Facilitate discussions about fairness, kindness, and caring for the environment. Creative Arts: Encourage children to express their understanding through drawing, painting, music, and drama. Sensory Exploration: Use sensory materials to explore natural elements and different textures. Outdoor Learning: Connect children with nature and encourage exploration and observation. Role Modelling: Practitioners should model the values and behaviours associated with the SDGs. Family Involvement: Share information with parents about the SDGs and encourage related activities at home. 					

For detailed information about our curriculum, please ask for a copy of our full curriculum document.

Executive Functioning Planning

Executive functioning development is consciously planned within the curriculum and subsequent implementation, to allow these building blocks to be developed in context, real-life situations and opportunities for repeated application. Examples of what these can look like in everyday practice are below:

Key childhood developmental foci e.g. executive function, working memory	Consistently promote executive function through embedded practices and provision: Daily Routines and Classroom Structure, Outdoor Play and Problem-Solving Challenges, Turn-Taking and Group Games, Storytelling and Narrative Play, Self-Regulation and Mindfulness Practices, Encouraging Independence and Responsibility					
	Self-Regulation and Routine and Inhibition control Establishing classroom routines and simple rules to introduce inhibitory control. Implement basic turn-taking games to encourage patience and impulse control. Circle time to promote listening and attention. Movement and physical activity games such as 'red light, green light', 'freeze' game. Practise their fine motor skills in a maths game that involves them having to use tweezers to sort small manipulatives into categories.	Enhancing Working Memory through Play Developing the ability to hold and manipulate information. Actively promote engaging in storytelling sessions where children recall and sequence events e.g. continuous provision and collective prompts in story time. Oracy games such as "I went to the shops and I bought", memory matching games. Reminding of memory prompts. Adults using increasing complex instructions beyond one step.	Introducing Cognitive Flexibility Encouraging adaptability in thinking and behaviour. Use role-playing scenarios where children switch roles or rules. Introduce sorting games that require reclassification based on different attributes (e.g., colour, shape). Cognitively challenging physical activity such as obstacle courses, creating routes, pathways and water channels, street dancing or remember moves in martial arts such as Tai Chi	Integrating Executive Function Skills Organise "Follow the Leader" games with changing actions to promote adaptability and self-control. Engage in simple board games that require rule-following and strategy. Playing games within groups. Repetition of activities to allow for practise, repeat, application of strategies and techniques in different contexts. Reading stories and ask questions to support planning "What do you think will happen next?"	Strengthening planning and problem solving Applying executive function skills to plan and execute tasks. Collaborate on building projects with blocks, requiring planning and flexibility. Introduce puzzles that necessitate memory and strategy. Adults actively planning challenges as part of provision. Adults can make suggestions, reminders or ask questions to scaffold how children tackle the challenge e.g. "I wonder..." "Imagine if..."	Reflecting and self-monitoring Encouraging self-assessment and adjustment of strategies. Discuss feelings and outcomes after activities to promote reflection. Set simple goals and monitor progress, fostering self-regulation. Promoting 'thinking aloud' within the environment - "I am using the ... block because", "I will change..." "It would be better if I..." Create routines and visual schedules such as a morning chart.

Communication and Language

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG KNOWLEDGE <i>Substantive Knowledge:</i> <i>I know..</i> <i>..what</i> <i>...how</i> <i>...why</i>	Know routine for start and end of day Know a selection of familiar rhymes and songs Know names of key objects e.g. bed, cup Know how to get attention of an adult Knows rhymes and songs they enjoy Know names of familiar objects e.g. favourite toy Knows how to join in with predictable stories and rhymes Is attentive when feeling comfortable Follows simple commands Understand preposition – in, under Know some feeling words to communicate own feelings	Know a range of actions to familiar rhymes and songs Know the name of objects of relevance Know how to get attention of a child / peer Know instructions require an action Knows favourite books Uses both playful and early modelling speech sounds (may include gestalt) Is attentive for short periods Behave like a listener Understand prepositions in, on, under, next to			Join in with key actions or repetitive language in known rhymes, songs and stories. Shows attentiveness when another is speaking. Remember stories repetitively heard. Begin to use plurals Answers simple questions begin to use pronouns 'he' and 'she' Can use about 50 words but I understand lots more, (around 200 – 500) Follows simple instructions given Recall stories repetitively heard.	
Skills and processes <i>I can show / act like a/an...</i>	Listening and attention: Shows understanding of when to listen e.g. door rings, adult talking When an adult labels an object as they show it,	Listening and attention: Shows times when need to be attentive (with prompting) Know to take turns and listen to others when I say 'Jack's turn now, your turn next' Know why listening is important			Listening and attention: Presents a response to someone talking e.g. body language, facial expression, response, gesture Sustains attentive listening when presented with something that really interests Recognises that the an/other person wants their attention and has something to communicate.	
<i>Disciplinary Knowledge</i>	Understanding Understand simple commands linked to objects or visuals	Understanding Knows they can take on different roles e.g. role play			Understanding Begins to use what, where and who questions Understand concepts such as fast/slow, big /little	

	<p>when they hear a word associated with a familiar action (e.g., "up" when being lifted).</p>	<p>Knows how to use language to take on known roles e.g. mummy, daddy, spiderman</p> <p>Knows they can copy and imitate others actions</p> <p>Knows when a familiar phrase is used in a different situation (e.g., "all gone" after finishing food or when a toy is put away).</p> <p>When an adult points while saying a word, uses facial expressions or gestures to support their language.</p>	<p>begin to follow and understand stories</p> <p>Starts grasping that not paying attention can lead to missing information or not getting what they want.</p> <p>Know listening is building their vocabulary and make sense of their environment.</p> <p>Uses verbal cues to help them decipher meaning when their verbal understanding is still developing.</p>
	<p>Speaking</p> <p>Knows trusted adults to start conversations with (early influence of communication)</p> <p>Knows to make eye contact to develop attention</p> <p>Develops awareness of audience - when they are trying to get an adult's attention versus playing alongside another child.</p>	<p>Speaking</p> <p>Knows speech sounds can communicate</p> <p>Knows language to share experiences</p> <p>Shows awareness of the listener when they are down at child's level and making eye contact with you or using visuals to focus your attention</p> <p>Begins to use language to take on the roles of characters</p> <p>Knows speaking supports them to communicate their needs and wants, to share their experiences, to connect with others</p> <p>Understands impact of communicating as their request is met, when someone responds to their naming of an object.</p>	<p>Speaking</p> <p>Begins to start to develop a back and forth conversation (sustained shared)</p> <p>Using language in my play</p> <p>Uses learnt patterns, rhythms, gestalts and words in my play and communication</p> <p>Understands speaking as when they want something, when they see something interesting, when they want to interact with someone.</p> <p>Begin to understand that they might need to adjust their communication (e.g., using clearer words with an adult).</p> <p>Begins to develop understanding / learn that their words have power and can influence their environment and interactions.</p>

Pre-School

	Autumn	Spring	Summer
Substantive knowledge: BIG knowledge I know what, how and why....	<p>Listening and attention Recognising familiar sounds (e.g., doorbell, their name). Paying attention to single instructions. Enjoying listening to stories and rhymes. Beginning to focus on an activity for a short period.</p> <p>Understanding Understanding and uses simple 'who', 'what', and 'where' questions. Following one-step instructions (e.g., "Get your coat"). Understands simple positional language (e.g., in, on, under). Understands a small range of vocabulary related to familiar objects, people, and actions.</p> <p>Speaking Using single words and simple phrases (e.g., "More juice," "Mummy gone"). Naming familiar objects and people. Asking simple questions (often with rising intonation, e.g., "Ball?"). Beginning to talk about things they are doing or have seen. Making their needs known verbally. Know repeated phrases within familiar stories Know instructions require an action, they follow a sequence and know the purpose of instructions</p>	<p>Listening and Attention: Maintaining attention for slightly longer periods. Responding to two-part instructions (e.g., "Get your shoes and put them by the door"). Beginning to understand the concept of waiting their turn to speak. Showing interest in the meaning of words.</p> <p>Understanding: Understanding more complex 'who', 'what', 'where', and beginning to grasp 'why' questions. Following two-step instructions. Understanding a wider range of positional language (e.g., next to, behind). Developing understanding of descriptive words (e.g., big, small, happy, sad).</p> <p>Speaking: Using longer and more complex sentences (often with conjunctions like 'and'). Talking about past and future events (though time concepts may still be developing). Asking more varied questions (e.g., "What's that?"). Engaging in simple conversations with adults and other children. Beginning to use language for imaginative play. Know repeated phrases within familiar stories, with varied patterns and language. Know hello and goodbye in different languages relevant to cohort Know what response is required from key question words.</p>	<p>Listening and Attention: Understanding and following a sequence of instructions. Showing awareness of different ways people speak (e.g., tone of voice). Beginning to reflect on what has been said.</p> <p>Understanding: Understanding more abstract concepts (e.g., same, different). Following three-step instructions. Understanding a broad range of vocabulary, including some less familiar words. Making inferences based on what is said and shown.</p> <p>Speaking: Speaking clearly and audibly. Using a wide range of vocabulary including objects, places, emotions, positional, question etc. Constructing well-formed simple sentences. Narrating simple stories or events in a logical order. Expressing their own ideas and feelings. Asking relevant questions to extend their understanding.</p>

<p>Skills and processes</p> <p>I can show / act like a/an...</p> <p><i>Disciplinary Knowledge</i></p>	<p>Active Listening: Showing they are listening through body language (e.g., looking at the speaker). Responding verbally or non-verbally to what they hear.</p> <p>Communication Skills: Using gestures and sounds to communicate. Attempting to join in with songs and rhymes. Interacting verbally with familiar adults. Beginning to initiate conversations with adults and peers.</p> <p>Language Exploration: Experimenting with sounds and words. Enjoying books and stories. Asking for names of objects.</p>	<p>Active Listening: Asking clarifying questions. Showing understanding through actions or repeating phrases and phrases taken from modelling or stories / rhymes (Gestalts).</p> <p>Communication Skills: Taking turns in simple conversations (with prompts). Using language to express preferences and opinions. Participating in role-play using some related language and known settings.</p> <p>Language Exploration: Showing interest in print in the environment. Beginning to recognise their own name. Enjoying a wider range of books and stories and talking about them. Shows interest in new vocabulary and language.</p>	<p>Active Listening: Summarising or retelling simple information. Responding thoughtfully to questions Knows how to sustain attention during group activities.</p> <p>Communication Skills: Maintaining conversations on a topic. Adapting their language to different listeners (to some extent) e.g. adults, children, parents/carers. Using language creatively in play. Beginning to understand non-verbal cues e.g. wait, stop.</p> <p>Language Exploration: Showing an interest in writing and mark-making. Recognising some familiar words. Using books as a source of information and enjoyment.</p>
---	--	--	---

Physical Development

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge Substantive	Gross motor Walking, crawling, stepping over small objects Walks with increasing confidence, with a more coordinated gait. Can manage a simple obstacle course upwards, from two feet to two feet Lift big, heavy objects. begin to sit up from lying down.	Gross motor Knows names of equipment and resources regularly used Learn to jump forwards a short distance, from two feet to two feet. Sit on the carpet for short periods. Trike: sit astride-hold the handlebars and use to steer.	Gross motor Show control over gross motor skills Plays more independently in a safe way Take risks to test their physicality Knows how to use pedals to push trike forwards Knows how to move safely on a trike without crashing into anyone or anything Know running makes me out of breath Walks up and down stairs with alternating feet without support. Balances on one foot for a longer period (5-10 seconds). Can follow simple two-step rules in a physical game with occasional reminders (e.g., "First we run, then we stop").			
	Fine motor Can grasp, hold and explore a range of materials Know how to balance briefly on one foot with support. Manipulates glue sticks Knows what they can do with scissors	Fine motor Builds towers of 4-6 large blocks. Turns pages of a book, sometimes more than one at a time. Can combine materials in different ways Can make marks and print	Fine motor Knows names of some basic shapes e.g. circle and names when drawing. Is able to copy simple shapes in drawings Develops a dominant hand. Knows how to manipulate a safety knife			

	<p>Uses a fist grip Know that scissors are used to cut things Know that pencils are used to make marks</p> <p>Health and self-care Show interest in toilet / potty Knows who to seek when feel unsafe Knows when they feel cold / hot / tired/hungry Knows how to clean teeth Know how to keep ourselves safe when being physical Know our bodies move in different ways Jumps in place with both feet leaving the floor. Knows where objects live.</p>	<p>Manages holding large buttons Knows how to safely use scissors, glue, staplers etc Knows how to manipulates playdough, rolling, squeezing, and shaping.</p> <p>Health and self-care Knows names of body parts e.g. head, hand, toes, leg and responds in songs and rhymes. Awareness of when I need the toilet Knows likes and dislikes Knows how to put on coat (but not able to zip it up) Awareness of tidy away, with help Knows rules for using certain resources and equipment safely e.g. outdoor toys, gardening tools, scissors etc.</p>	<p>Begins to dress and undress themselves with some assistance (e.g., taking off socks, putting on large items) using vocabulary. Completes simple inset puzzles with large pieces.</p> <p>Health and self-care Shows awareness of good eating habits wash and dry your hands independently Tries new food Knows how to put items of pull on clothing on independently which do not include zips / buttons.</p>
<p>Skills and processes</p> <p>I can show / act like a/an...athlete, footballer, coach</p> <p>Disciplinary Knowledge</p>	<p>Talk / oracy Uses single words or simple two-word phrases to communicate basic needs and observations during physical activity to support their needs (e.g., "Ball!", "Up high!", "More swing?"). Knows when to respond to simple instructions related to movement (e.g., "Stop," "Go," "Clap hands").</p> <p>Resilience and perseverance Decides when to attempt a new physical task with encouragement and adult support but might give up quickly if it's challenging. Shows brief moments of persistence when motivated by interest or adult interaction (e.g., trying to push a large block).</p> <p>Collaborate Decides when to engage in parallel play with peers while using large equipment (e.g., two children on the same climbing frame, but not necessarily interacting directly).</p>	<p>Talk / oracy Knows when they want to use slightly longer phrases to ask simple questions about physical activities (e.g., "Where ball go?", "Can I jump?"). Attempts to answer simple questions about what they are doing physically (e.g., "Running!").</p> <p>Resilience and perseverance With consistent adult support and encouragement, may repeat a physical action several times to try and achieve a goal (e.g., trying to climb onto a small step). Shows increasing engagement and less immediate frustration with slightly more complex physical challenges.</p> <p>Collaborate Begins to engage in simple cooperative play involving large equipment with adult guidance (e.g., taking turns pushing a wagon). Shows emerging awareness of peers during physical activities and may imitate their actions.</p> <p>Integrity</p>	<p>Talk / oracy Uses longer sentences to ask questions and share observations about physical activities (e.g., "Why ball roll there?", "I (want to) go on the big slide!"). Knows when to follows multi-step instructions related to movement (e.g., "First, we hop like a bunny, then we stop and clap"). Knows why instructions help e.g. keep them safe.</p> <p>Resilience and perseverance Shows increased persistence in attempting new or slightly challenging physical tasks, even without immediate success. May try different strategies to overcome a physical obstacle (e.g., figuring out how to climb over a small cushion).</p> <p>Collaborate Shows when to sustain engagement in a physical activity for a slightly longer period, demonstrating growing concentration.</p> <p>Integrity Engages in more interactive play with peers while using large equipment, such as when to take turns or sharing space more intentionally.</p>

	<p>May briefly interact with a peer during a physical activity, such as handing a ball or bumping into each other.</p> <p>Integrity Is beginning to understand very simple boundaries related to safety during physical activity and when these are used (e.g., "Gentle hands").</p> <p>Knows when to follow a one-step direction related to a simple physical game with consistent adult prompting (e.g., "Put the ball in the basket").</p> <p>Self-worth and confidence Shows pleasure in their physical achievements through smiles and gestures.</p> <p>Seeks adult approval and praise for their physical efforts.</p>	<p>Can follow a very simple rule in a structured physical activity or game with ongoing adult reminders (e.g., "We wait our turn").</p> <p>Shows increasing awareness of the actions of others in relation to simple rules.</p> <p>Self-worth and confidence Begins to develop a sense of pride in accomplishing a new physical skill (expressing through gesture).</p> <p>Shows increasing willingness to try new physical challenges, especially with positive reinforcement.</p>	<p>Shows why cooperation is needed and demonstrates this through participating in simple cooperative games with a shared goal, requiring basic communication and understanding of roles (e.g., pushing a large ball together).</p> <p>Begins to understand the concept of fairness in simple physical activities, such as waiting for their turn on a piece of equipment.</p> <p>Integrity Shows developing awareness of the consequences of not following rules, though may still need adult guidance</p> <p>Self-worth and confidence Expresses a greater sense of accomplishment after mastering a new physical skill and may seek out opportunities to demonstrate it.</p> <p>Shows increased independence in attempting physical challenges and may be less reliant on constant adult reassurance.</p> <p>Begins to understand their own physical preferences and can articulate what activities they enjoy.</p>
--	--	--	---

Pre-School

	Autumn	Spring	Summer
BIG Knowledge Substantive	<p>Fine motor Can build a tower of 8-9 small blocks. Copies a circle. Imitates a cross. Manipulates playdough by rolling, squeezing, and making simple shapes (balls, snakes). Uses a non-dominant hand to stabilise objects while the dominant hand works. Snips paper with child-safe scissors. Strings large beads. Turns pages of a book one at a time. Begins to hold a crayon or pencil with a more mature grasp (fingers rather than fist).</p> <p>Gross motor Locomotion: Runs with more coordination, can start and stop with better control. Jumps forward 20 – 60cm. Walks up and down stairs using alternating feet (may still put both feet on one step). Balances on one foot for a few seconds (2-3 seconds). Pedals a tricycle. Kicks a large ball forward.</p> <p>Object Control: Throws a large ball underhand. Attempts to catch a large ball.</p> <p>Health and Self-care Feeds themselves with a spoon and fork with increasing accuracy.</p>	<p>Fine motor Builds a tower of 9-10 small blocks. Copies a cross and may attempt to imitate a square. Cuts across a piece of paper with scissors and may start to snip along a line. Draws a person with a head and possibly one or two other body parts. Threads smaller beads onto a string. Begins to copy some familiar letters. Can manage small lids (screwing and unscrewing).</p> <p>Gross motor Locomotion: Runs with ease, can start, stop, and change direction more smoothly. Hops on one foot for a short distance (up to 5 hops). Balances on one foot for a longer duration (up to 5 seconds). Walks on tiptoes. Climbs playground equipment with increasing confidence.</p> <p>Object Control: Throws a ball overhand with some coordination. Catches a bounced ball more consistently. Kicks a ball with more accuracy.</p> <p>Health and self-care Dresses and undresses themselves with less assistance, though may still need help with fasteners.</p>	<p>Fine motor Copies a square and may attempt a triangle. Cuts along a line with more control and may attempt simple curves. Draws a person with a head, trunk, arms, and legs. Begins to colour within the lines. May start to print some capital letters and their name. Uses child-safe tools for simple tasks (e.g., spreading with a knife)</p> <p>Gross motor Locomotion: Runs around obstacles with good control. Hops on one foot with better balance and for longer distances. Can briefly skip (may still be uneven). Walks backwards heel-toe. May attempt a forward roll with assistance.</p> <p>Object Control: Throws a ball overhand with improved aim and force. Catches a ball with their hands more often than their body. Kicks a ball with greater accuracy and can aim at a target.</p> <p>Health and self- care Dresses and undresses independently (except for tricky fasteners like shoelaces). Serves themselves food with some control. Washes and dries face and hands independently.</p>

	<p>Can put on some simple clothing items (e.g., trousers, socks) with minimal help.</p> <p>Attempts to manage large buttons and snaps.</p> <p>Can wash and dry hands with assistance.</p> <p>Understands the basic concept of washing hands, brushing teeth (with help), and using a tissue. Can follow simple instructions related to hygiene.</p> <p>Nutrition: Recognises and names some common healthy foods.</p> <p>Can help with simple food preparation tasks (e.g., washing fruit).</p> <p>Understands the concept of "hungry" and "full."</p> <p>Safety awareness:</p> <p>Understands simple safety rules (e.g., "hot," "don't touch").</p> <p>Can identify some common hazards with adult guidance.</p> <p>Body awareness:</p> <p>Can name basic body parts.</p> <p>Can communicate basic physical needs (e.g., "tired," "thirsty").</p>	<p>Pours liquids from a small pitcher with some control.</p> <p>Uses a napkin to wipe their face.</p> <p>Brushes teeth with adult supervision.</p> <p>Participates more actively in washing hands and brushing teeth, though still needs guidance. Can blow their nose with prompting.</p> <p>Nutrition: Can identify different food groups e.g. fruit, vegetable.</p> <p>Can assist with more food preparation (e.g., stirring, setting the table).</p> <p>Can express preferences for healthy foods.</p> <p>Safety awareness:</p> <p>Shows increasing awareness of potential dangers.</p> <p>Can follow more complex safety instructions.</p> <p>Knows their full name.</p> <p>Body awareness:</p> <p>Can describe how their body feels during different activities.</p> <p>Understands the importance of rest.</p>	<p>Brushes teeth more effectively, though still with supervision.</p> <p>Can wash and dry hands independently, brush teeth with less supervision, and use a tissue more independently.</p> <p>Nutrition: Understands that food provides energy for their bodies to work and move.</p> <p>Can help prepare simple snacks.</p> <p>Can make some basic healthy food choices.</p> <p>Safety awareness:</p> <p>Can identify more hazards in their environment.</p> <p>Understands the importance of telling a grown-up if they feel unwell or unsafe.</p> <p>May know some of their address.</p> <p>Body awareness:</p> <p>Can explain simple functions of some body parts.</p> <p>Begins to understand the link between physical activity and feeling good.</p>
Skills and processes	Talk / Oracy: Clearly articulates questions about physical activities and can explain what they are doing or have done using more detailed sentences (e.g., "I climbed all the way to the top! It was wobbly."). Follows a sequence of three or more related instructions during physical activities (e.g., "Run to the cone, touch it, and then jump back here."). Begins to use positional language (e.g., "under," "over," "next to") to describe movements and equipment.	Talk / Oracy: Asks more "why" and "how" questions related to physical activities and movement (e.g., "Why do we bend our knees when we jump high?"). Can retell simple sequences of physical activity they have participated in. Uses a wider vocabulary to describe different types of movements and physical sensations (e.g., "twisting," "stretching," "bouncy").	Talk / Oracy: Engages in conversations about physical activities, including predicting outcomes and reflecting on their experiences. Can provide clear instructions to others for simple physical tasks or games. Uses increasingly imaginative or descriptive language to describe movements and physical play scenarios.
I can show / act like a/an...			
Disciplinary Knowledge	Resilience and Perseverance:	Resilience and Perseverance: Shows considerable persistence in tackling challenging physical tasks and may problem-solve independently.	Resilience and Perseverance: Exhibits a high level of determination and can persevere through significant physical challenges, often without needing constant encouragement.

	<p>Demonstrates greater determination when faced with a physical challenge and may try multiple approaches to succeed.</p> <p>Can persist with a moderately difficult physical task for a noticeable period, showing increasing self-motivation.</p> <p>Begins to express frustration verbally when encountering difficulties but is generally willing to try again with encouragement.</p> <p>Collaborate: Engages in more sustained associative play, not just parallel with peers involving shared physical goals and simple negotiation (e.g., deciding together how to build a tower with soft blocks). Takes turns more consistently during physical games and activities, showing an understanding of sharing.</p> <p>Begins to offer simple suggestions or ideas during group physical tasks.</p> <p>Integrity: Understands and follows simple rules in group games with fewer reminders (e.g., "In tag, you have to run and not walk."). Shows a developing understanding of fair play and may comment if they perceive something as unfair. Begins to accept the outcome of simple games, even if they don't win (may need modelling and support).</p> <p>Self-worth and Confidence: Expresses pride in their physical accomplishments and can describe what they did well. Initiates attempts at new physical challenges with increasing confidence and enthusiasm. Recognises their own physical abilities and may compare them to those of their peers in a positive way ("I'm a fast runner!").</p>	<p>Can sustain engagement in more complex physical activities that require sustained effort and focus. Begins to develop strategies for overcoming physical difficulties (e.g., taking a break and then trying again).</p> <p>Collaborate: Participates in cooperative games with clear roles and shared objectives (e.g., a simple obstacle course where each child has a specific task). Negotiates and compromises with peers during physical play, demonstrating growing social skills. Shows an increasing awareness of the needs and abilities of others during group physical activities.</p> <p>Integrity: Understands and consistently follows the rules of more involved games with minimal adult intervention. Demonstrates a stronger sense of fairness and may actively encourage others to follow the rules. Can accept losing in a game with greater emotional maturity (may still require support and encouragement)</p> <p>Self-worth and Confidence: Displays a strong sense of competence in their physical abilities and seeks out opportunities to showcase them to familiar adults. Approaches new physical challenges with a positive attitude and a belief in their ability to succeed. Begins to offer encouragement and support to peers who are struggling with physical tasks e.g. holding hands, clapping, 'well done.'</p>	<p>Independently modifies strategies when faced with physical obstacles e.g. changing body position, speed etc.</p> <p>Demonstrates sustained focus and engagement in extended physical activities.</p> <p>Collaborate: Leads and participates effectively in cooperative games with rules and roles. Resolves conflicts and disagreements during physical play with increasing independence. Shows early empathy and consideration for the physical abilities of others, adapting their play accordingly.</p> <p>Integrity: Demonstrates an understanding of rules and fairness in a variety of physical activities and games and shows willingness to adhere to these. Promotes adherence to rules among peers and can explain the reasons behind them e.g. identifies when something is fair / unfair (may require support). Displays good sportsmanship, regardless of the outcome of a game (may require encouragement and modelling).</p> <p>Self-worth and Confidence: Possesses a clear sense of their physical capabilities and demonstrates self-assurance in a wide range of physical activities. Willingly takes on leadership roles in physical play and encourages others to participate. Shows an understanding of their own strengths and areas for development in physical skills.</p>
--	--	---	--

Personal, Social and Emotional Development

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge Substantive	Making relationships Play and interact with other children Know their name Know the name of their key adult Know names of basic clothing e.g. coat, shoe, sock. Knows how to get attention of adult e.g. pointing Explores the environment and new environments. Understanding that sometimes they need to pause an action. Learning that some actions are not allowed.	Making relationships Can be part of a shared experience Know how to initiate play Know how to show concern Watches what friends are doing and joins in with play appropriately Know names of key people e.g. sibling, mum, dad. Know some names of fruit and vegetables. Know names of body parts e.g. head, hand, leg, foot. Begins to assert independence or challenge boundaries Know humans must brush their teeth	Making relationships Know rules around friendships – kind, share Understand that people have different needs to mine Know how to show consideration for others e.g. sharing, waiting Know simple ways to resolve conflict Know simple ways of managing feelings with modelling and support Recognising the importance of listening to instructions. Beginning to understand the importance of asking before touching someone or taking something.			
	Sense of self Concepts: Understanding “me” and “mine.” Recognising their own image. Smile when you say hello	Sense of self Say hello to others e.g. children Know what I want to do and how to go about it Communicate about home	Sense of self Describe / demonstrate what I know I can do well or what I want to do Communicate my opinions			

	<p>Know how to join in a group for singing, snack etc Show excitement and energy Know they can get help if they need it Can choose what they want to play with Follows familiar routines e.g. entrance and exit</p>	<p>Know when I make a mistake Can wait for my turn Know that I am valued and belong Understanding that their body can do different things.</p>	<p>Know I can try again when I make a mistake Know that behaviours and actions have consequences Know children have rights Know they have options e.g. snack, toys and activities Starting to understand the idea of thinking before acting (though this is still developing). Understanding the difference between “my body” and “your body.”</p>
	<p>Understanding emotions Know feeling words – happy, sad Begin to adhere to routines Communicate my need for help Will separate from care giver calmly</p>	<p>Understanding emotions Recognising different feelings in themselves and others. Tolerate situations where needs are not met Adhere to routines and boundaries Ask for help Move from physical sensation to awareness Can express my feelings using words</p>	<p>Understanding emotions Beginning to understand that different things make them feel different ways. Recognising that they are unique individuals. Can talk about how I am feeling and why I am feeling this way Begin to self-regulate Know how to give comfort to others Begin to repair a relationship where there’s been upset Begin to use words, sign, action to describe your emotions such as feeling cross, happy, sad, tired, frustrated, proud</p>
<p>Skills and processes I can show / act like a/an... Disciplinary Knowledge</p>	<p>Self-awareness Body Awareness: Beginning to identify basic body parts (head, toes, nose) pointing to them and why they use them. May point to themselves when their name is said. Emotional Recognition (Basic): Starting to recognise very basic emotions in themselves and others (happy, sad, maybe a little bit of anger) through facial expressions and tone of voice. Self-Recognition: Can often identify themselves in a mirror or a photograph. Self-control</p>	<p>Self-awareness Body Awareness: Can name more body parts. Starting to understand simple actions their body can do (run, jump). Emotional Recognition (Expanding): Can identify a slightly wider range of emotions and may start to link them to simple situations (e.g., “I’m sad because my toy broke”). Preferences: Can express simple preferences (“I like this,” “I don’t like that”). Self-control Impulse Control: Can wait for slightly longer periods, especially if engaged in an activity.</p>	<p>Self-awareness Body Awareness: More precise in naming body parts and describing what their body can do. Emotional Recognition (Contextual): Beginning to understand that different situations can lead to different feelings. May start to verbalise their own feelings more clearly. Self-Description (Basic): May start to use simple words to describe themselves (e.g., “I’m a boy/girl,” “I’m strong”). Self-control Impulse Control: Can wait a little longer and may start to understand the concept of “later.”</p>

<p>Impulse Control (Emerging): Very limited. May be able to wait for very short periods with support.</p> <p>Following Simple Instructions: Can follow one-step instructions with visual cues and immediate reinforcement.</p> <p>Understanding “No”: Beginning to understand the meaning of “no,” though compliance is inconsistent.</p> <p>Consent</p> <p>Bodily Autonomy: Beginning to understand that their body belongs to them. May react negatively to unwanted touch.</p> <p>Expressing Preferences (Non-Verbal): Primarily communicate consent or lack thereof through actions (moving away, pushing away) and sounds.</p> <p>Respect</p> <p>Observing Interactions: Observing how adults and older children interact with each other and objects.</p> <p>Responding to Kindness: May respond positively to gentle touch and kind words.</p> <p>Taking Turns: Beginning to grasp the idea of taking turns with highly desired objects, often with adult support.</p> <p>Empathy</p> <p>Emotional Contagion: May mirror the emotions of those around them (e.g., cry when another child cries).</p> <p>Comforting: May offer simple comfort to someone who is upset (e.g., patting).</p> <p>Recognising Distress: Can recognise when someone is clearly upset.</p>	<p>Following Multi-Step Instructions (Simple): Can follow two-step instructions.</p> <p>Managing Frustration: Starting to show very basic strategies for managing frustration (e.g., moving away).</p> <p>Consent</p> <p>Bodily Autonomy (Developing): More clearly able to indicate when they do not want something (e.g., “No,” shaking head).</p> <p>Understanding Simple Choices: Can start to understand simple choices related to their body (e.g., “Do you want a hug?”).</p> <p>Respect</p> <p>Imitating Polite Language: May start to imitate simple polite words like “please” and “thank you.”</p> <p>Sharing (Beginning): Starting to share with prompting and support, though understanding is still developing.</p> <p>Caring for Objects (Simple): Can be encouraged to care for toys and books.</p> <p>Empathy</p> <p>Understanding Others’ Feelings: Starting to understand that others have feelings that might be different from their own.</p> <p>Offering Help: May offer simple help to someone in need (e.g., offering a toy).</p> <p>Perspective Taking: Beginning to understand that others might see things differently (e.g., wanting a different toy).</p> <p>Risk assessment</p> <p>Identifying Obvious Hazards: Starting to identify some obvious hazards with prompting (e.g., stairs, hot drinks).</p> <p>Understanding Consequences: Beginning to understand very simple cause-and-effect related to safety (e.g., “If you run too fast, you might fall”).</p>	<p>Following Rules (Simple): Can begin to understand and follow simple classroom rules with reminders.</p> <p>Problem-Solving: Starting to attempt simple problem-solving that requires some self-regulation (e.g., trying a different way to stack blocks).</p> <p>Consent</p> <p>Verbalising Consent (Simple): Starting to use simple verbalizations to express consent or refusal.</p> <p>Understanding Others’ “No”: Beginning to understand that others have the right to say “no.”</p> <p>Respect</p> <p>Using Polite Language: Using “please” and “thank you” more independently.</p> <p>Sharing: Becoming more willing to share for short periods.</p> <p>Respecting Boundaries: Beginning to understand the concept of personal space with guidance.</p> <p>Empathy</p> <p>Verbalising Empathy: May start to verbalize simple empathetic statements (e.g., “Are you sad?”).</p> <p>Considering Others’ Needs: Can briefly consider what might make someone else feel better.</p> <p>Understanding Causes of Feelings: Starting to link simple events to emotions (e.g., “She is crying because she fell down”).</p> <p>Risk assessment</p> <p>Predicting Risks: Starting to predict some simple risks based on past experiences.</p> <p>Understanding Rules for Safety: Can understand simple rules related to safety in different contexts (e.g., holding hands near the road).</p> <p>Asking for Help: May start to ask for help when unsure about something potentially risky.</p>
--	---	---

Pre-School

	Autumn	Spring	Summer
BIG Knowledge Substantive	<p>Self-awareness Understanding that different people have different feelings. Recognising that they are growing and changing and can say how e.g. taller, baby, child, talk.</p> <p>Self-control Understanding that waiting is sometimes necessary. Know strategies to calm down e.g. breathe</p> <p>Consent Understanding that they can say "no." Know to ask before doing something to someone else.</p> <p>Respect Understanding what polite words are. Know the importance of sharing and being careful.</p> <p>Empathy Understanding more different feelings. Learning ways to make someone feel better.</p> <p>Building bonds Understanding what it means to work as a team. Know to share ideas in play.</p> <p>Risk assessment Understanding what makes something dangerous. Know how to recognise warning signs</p> <p>Citizenship</p>	<p>Self-awareness Understanding that they have unique qualities. Beginning to understand that feelings can change.</p> <p>Self-control Understanding that what they do has results. Know that they can make choices about their behaviour.</p> <p>Consent Understanding the idea of personal space. Learning to identify feelings of comfort and discomfort.</p> <p>Respect Understanding the importance of listening. Know that people are different and that's okay.</p> <p>Empathy Starting to think about things from another person's point of view.</p> <p>Building bonds Understanding what makes a good friend. Know about different roles in play.</p> <p>Risk assessment Understanding how accidents can happen. Learning how to protect themselves and others.</p> <p>Citizenship Understanding that rules are important. Know about people who help in the community</p>	<p>Self-awareness Understanding that their actions have consequences for their feelings. Developing a stronger sense of who they are.</p> <p>Self-control Know different ways to manage their feelings e.g. take a break, breathe. Understanding that they are responsible for their actions.</p> <p>Consent Understanding that they need permission to interact with others' bodies and belongings. Know what it means to respect someone's boundaries.</p> <p>Respect Understanding what it means to be kind and considerate. Developing a better understanding of fairness. Show respect for others and their jobs.</p> <p>Empathy Developing a deeper understanding of what it means to comfort and support someone.</p> <p>Building bonds Beginning to learn how to find solutions that everyone can agree on. Understanding how to support their friends.</p> <p>Risk assessment</p>

	<p>Understanding what it means to be fair. Know how to share and help others in the group.</p> <p>Emotional literacy Understanding that there are different feelings. Expanding their vocabulary to include more emotions and understanding what might cause them.</p>	<p>Emotional literacy Learning that different things can make them feel different ways.</p>	<p>Starting to think about the good and bad things that might happen. Learning to take precautions.</p> <p>Citizenship Beginning to understand that everyone has rights. Know that they also have responsibilities within the group.</p> <p>Emotional literacy Developing an understanding of social emotions and the idea of feeling with someone else e.g. feeling upset if someone else is hurt.</p>
<p>Skills and processes</p> <p>I can show / act like a/an...</p> <p>Disciplinary Knowledge</p>	<p>Self-awareness Beginning to talk about how they are feeling and why in simple terms. Starting to understand that they are a separate individual with their own thoughts and feelings, different from others. Can identify some things they are good at or enjoy doing.</p> <p>Self-control Can wait for a short time for something they want with support and distraction. Able to follow familiar rules with fewer reminders. Starting to use simple strategies to manage their emotions (e.g., taking deep breaths, moving away).</p> <p>Consent More confidently using words to say “no” and express their boundaries. Beginning to understand and respect when others say “yes” or “no.”</p>	<p>Self-awareness Able to describe themselves using a few simple characteristics (e.g., “I have brown hair,” “I am kind”). Starting to predict how they or others might feel in familiar situations. More clearly articulating their abilities and limitations (“I can build a tall tower,” “I can’t tie my shoes”).</p> <p>Self-control Can attempt simple problem-solving that requires them to manage their impulses and persist. Beginning to understand the link between their actions and the immediate consequences. Starting to understand that different situations might require different behaviour.</p> <p>Consent Recognising that consent can be shown through words and body language.</p>	<p>Self-awareness Beginning to understand how their actions can affect their own feelings and the feelings of others. Showing a stronger sense of self and their place within the group. Starting to think about what they have learned / interests them and what they still want to learn / be interested in.</p> <p>Self-control Beginning to engage in simple planning before acting e.g. saying what they will paint or draw. Starting to recognise when they have managed their impulses well or struggled (with encouragement and support). Developing a wider range of strategies for managing frustration and anger (may need support and modelling).</p> <p>Consent Developing a stronger understanding of why it’s important to ask for permission.</p>

	<p>Starting to ask for permission before touching others or taking their belongings.</p> <p>Respect Regularly using “please,” “thank you,” and “excuse me.” Showing more willingness to take turns and share without constant prompting. Showing more care for their own and others’ possessions.</p> <p>Empathy Using more varied language to express empathy (e.g., “That must be sad”). More proactively (independently, without prompting) offering comfort or help to someone who is upset.</p> <p>Building bonds Participating in longer periods of cooperative play with. Beginning to use simple strategies to resolve conflicts with peers. More openly showing affection and care towards their friends.</p> <p>Risk assessment Recognising a wider range of potential dangers in different environments. Understanding more detailed cause-and-effect relationships related to safety. Showing better adherence to safety rules in various situations.</p> <p>Citizenship</p>	<p>Beginning to understand that they need to respect someone’s “no” even if it’s not what they wanted. Starting to communicate when they feel uncomfortable in a situation.</p> <p>Respect Beginning to listen when others are speaking. Starting to notice and acknowledge that people are different. Expressing thanks for help or kindness.</p> <p>Empathy Starting to consider how someone else might be feeling in a simple situation. Beginning to modify their behaviour in response to someone else’s emotions. Expressing concern when someone is hurt or upset e.g. cuddling them, getting them help.</p> <p>Building bonds Starting to articulate why friends are important. Beginning to take on different roles in play. Showing more awareness of including others in their play.</p> <p>Risk assessment More accurately predicting potential risks based on their understanding and experience. Starting to understand that some things are more dangerous than others. Beginning to make simple safe choices independently.</p> <p>Citizenship Beginning to understand that there are rules to help everyone get along.</p>	<p>Becoming more attuned to others’ body language that might indicate discomfort. Starting to speak up if they or someone else’s boundaries are not being respected.</p> <p>Respect Beginning to understand how their words and actions can make others feel. Showing a better understanding and adherence to classroom rules and routines. Starting to acknowledge that others might have different ideas or ways of doing things e.g. building or drawing something, way to do something.</p> <p>Empathy Starting to grasp that someone might feel more than one emotion at the same time. Actively thinking about ways to make someone feel better. More attuned to cues in others’ facial expressions and body language.</p> <p>Building bonds Starting to negotiate and compromise with peers during play. Offering support and encouragement to their friends. Beginning to understand how groups work and their place within the</p> <p>Risk assessment Starting to evaluate potential risks and benefits in simple situations. Asking questions about things they are unsure about in terms of safety.</p>
--	---	--	--

<p>Participating in simple group decision-making (e.g., choosing a story).</p> <p>Showing a stronger understanding of what is fair and unfair.</p> <p>Showing care for their classroom and immediate surroundings.</p> <p>Emotional literacy</p> <p>Recognising and naming emotions like surprise, fear.</p> <p>Beginning to understand why they and others might feel a certain way and how those feelings might lead to actions.</p> <p>Employing slightly more developed strategies to manage their feelings (e.g., talking about it, moving away).</p>	<p>Starting to identify different people who help in their community (e.g., teachers, firefighters).</p> <p>Expressing concern when someone in the group is excluded or needs help.</p> <p>Emotional literacy</p> <p>Beginning to grasp that someone might feel more than one emotion at the same time.</p> <p>Intentionally using a strategy (might be with support) to cope with their emotions.</p>	<p>Beginning to apply their understanding of safety rules to new and unfamiliar situations.</p> <p>Citizenship</p> <p>Beginning to grasp the idea that everyone has a right to be treated fairly.</p> <p>Contributing to finding solutions to simple problems within the classroom.</p> <p>Starting to recognise and respect differences in people within their community.</p> <p>Emotional literacy</p> <p>Starting to consider why someone else might be feeling a particular emotion, even if they don't feel the same way.</p> <p>Beginning to think about how they reacted to a situation and whether it was helpful.</p>
---	---	--

Literacy

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge Substantive	<p>Understanding Books: May hold a book upright, but not necessarily the correct way (but is developing). may turn one or two pages at a time. Recognises that books have pictures. May show a preference for certain books. Enjoy songs and rhymes, tuning in and paying attention, responds, smiling, making eye contact Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo and making gestures e.g. wave, clap Say some of the words in songs, rhymes and stories.</p> <p>Understanding Print (Emergent): May glance at print but doesn't yet understand its meaning. Might notice familiar visual cues like a bright logo.</p> <p>Understanding Mark-Making: Understands that they can make marks on surfaces. Marks are largely exploratory and not yet representational.</p>	<p>Understanding books: Understands that pages turn and that the story progresses through the pages. Can name some familiar objects or characters in pictures. May have a few favourite books they ask for repeatedly.</p> <p>Understanding Print (Emergent): Starting to understand that print is different from pictures. May point to pictures then text, showing an emerging awareness that the text is also important. May recognise their own name verbally and sometimes visually. Repeat words and phrases from familiar stories. Shows anticipation of a repeated refrain.</p> <p>Understanding Mark-Making: Begins to understand that their marks can represent something (though not always recognisable to others). May tell you what their drawing is. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p>Understanding Books: Understands that the words tell the story. May identify the front cover and title of a familiar book. Knows how to handle books: to open a book, to hold the book the right way up, to turn the pages, to close the book when you have finished. Uses knowledge to develop play around favourite stories, acting them out using props and remembering some key parts.</p> <p>Understanding Print (Emergent): Recognises their own name in print and may recognise other familiar words (e.g., "mummy," "daddy," "stop"). Understands that print has a direction (left to right, top to bottom). May start to associate some letters with their sounds (e.g., the first letter of their name). Know that print conveys meaning Know the purpose of a range of mark making tools (e.g. paint brush for painting pencil for drawing) Understanding and uses a growing vocabulary of familiar words.</p>			

	<p>Copy finger movements and other gestures.</p> <p>Know pencils are used to make marks</p> <p>Can grasp large objects and manipulate them.</p> <p>May make random marks with crayons or other tools.</p>	<p>Know print in the environment gives us information</p> <p>Starting to notice that there are marks (print) on the pages.</p> <p>Beginning to understand that these marks tell a story or have meaning (even if they can't read them).</p> <p>Know and remember some repeated phrases from favourite rhymes or stories.</p> <p>Can hold a crayon with a more controlled grip (e.g., palmar grasp).</p> <p>Makes more deliberate marks, may try to copy simple lines or circles.</p>	<p>Understanding Mark-Making:</p> <p>Frequently explains what their drawings represent.</p> <p>May attempt to write letters or numbers, often without correct formation.</p> <p>Uses a more developing pencil grip (quadropod).</p> <p>Can copy simple shapes like circles and lines more accurately (with encouragement)</p>
<p>Skills and processes</p> <p>I can show / act like a/an...</p> <p>Disciplinary Knowledge</p>	<p>Engagement and interest</p> <p>Shows brief interest in looking at pictures in books.</p> <p>Enjoys listening to short, simple stories and songs with repetitive phrases.</p> <p>Explores mark-making with large movements, using whole hands with crayons or paint.</p> <p>May notice bright colours and pictures on signs or labels.</p> <p>Developing Phonological Awareness (Pre-Literacy):</p> <p>Shows their own preferences.</p> <p>Knows when to listen to simple rhymes and songs.</p> <p>Knows they can show enjoyment for rhymes, stories etc.</p> <p>Responds appropriately to loud and distinct environmental sounds (e.g., a siren).</p> <p>Babbles and experiments with a range of sounds.</p> <p>Developing Fine Motor Skills (Pre-Writing):</p> <p>Developing hand-eye coordination through play (e.g., putting large pegs in holes).</p>	<p>Engagement and Interest:</p> <p>When they see adults writing lists, cards, or labels and understand that these marks carry a message.</p> <p>When they see their own drawings or scribbles being "read" or acknowledged by an adult as having meaning</p> <p>Shows more sustained interest in picture books, may point to familiar objects or characters.</p> <p>Enjoys being read to and may anticipate familiar parts of a story or song.</p> <p>Engages in more intentional mark-making, may start to make circular or linear strokes.</p> <p>Begins to notice print in their immediate environment, like their name on a coat peg.</p> <p>Early directionality: When they observe adults writing from left to right (though they won't necessarily replicate this yet).</p> <p>Developing Phonological Awareness (Pre-Literacy):</p> <p>Participates in simple rhyming activities, may try to fill in missing words in familiar rhymes.</p>	<p>Engagement and Interest:</p> <p>Listens attentively to longer stories and may ask simple questions about the text or pictures.</p> <p>Joins in with repeated refrains and actions in familiar stories and songs.</p> <p>Experiments with different mark-making tools and may try to draw recognisable shapes or objects.</p> <p>Shows increasing interest in print, may ask "What does that say?" about familiar words or signs.</p> <p>Begins to differentiate between various forms of symbolic representation</p> <p>Developing Phonological Awareness (Pre-Literacy):</p> <p>Shows interests in rhyming words e.g. in stories, poems and rhymes.</p> <p>Enjoys wordplay and making up silly sounds.</p> <p>Naming familiar objects, people, and actions.</p> <p>Asking simple questions (often starting with "What's that?").</p> <p>Talks about events and characters: 'the big bad wolf'.....'he blew the house down.'</p>

	<p>Knows when and what they can use to express themselves e.g. with mark making resources</p> <p>Begin to notice that writing involves specific kinds of shapes</p> <p>Idea of symbols: When they see the same letter repeatedly (even if they don't know what it is).</p>	<p>Can distinguish between some different environmental sounds.</p> <p>Repeats familiar words and enjoys playing with sounds.</p> <p>Developing Fine Motor Skills (Pre-Writing):</p> <p>When they experience how a crayon makes a different mark than a paintbrush in sand.</p> <p>Starts noticing that writing often moves in a particular direction.</p> <p>Demonstrates improved hand-eye coordination and why this is helpful/.</p> <p>Shows awareness of expressing their ideas, thoughts, selves in a nonverbal way i.e. mark making, pictures.</p> <p>begin to grasp that making marks can represent things, ideas, or messages, just like talking</p>	<p>Developing Fine Motor Skills (Pre-Writing):</p> <p>Understands writing as communication.</p> <p>When they see adults writing to communicate with each other (even if they don't understand the content). When they "write" a card or draw a picture for someone and see it being given and received.</p> <p>Knows print carries meaning and when to point print out to someone</p> <p>Shows increasing control in their mark-making, start understanding that writing is a way to share thoughts and connect with others.</p> <p>Understand that different tools produce different effects and are used for different purposes.</p>
--	--	--	---

Pre-School

	Autumn	Spring	Summer
BIG Knowledge Substantive	<p>Understanding Books: Know information can be found in a book Recognises different types of books (e.g., storybooks, picture books).</p> <p>Understanding Print: Know talk can be written down for people to read. Begins to recognise their own name. Understands that print carries a message. Begins to associate some letters with their sounds in their name (phoneme-grapheme correspondence). Know print is read left to right</p> <p>Understanding Mark-Making: Frequently attributes meaning to their drawings and early writing attempts. May try to write lists or labels, even if the letters are not conventional. Understands that writing is used for different purposes (e.g., making lists, telling stories).</p>	<p>Understanding Books: Knows title of favourite books Can retell known stories with increasing accuracy. Understands that stories have a beginning, middle, and end (in simple narratives). Can talk about the main characters in a story. Understands the role of an author and illustrator (in simple terms). May begin to understand the concept of different genres (e.g., stories, information books).</p> <p>Understanding Print: Recognises a growing number of familiar words and labels. Understands that words are made up of letters and that letters represent sounds.</p> <p>Understanding Mark-Making: Uses mark-making including writing to communicate ideas and information. May attempt to write simple words or sentences, using a mix of recognisable letters and letter-like forms. Understands that writing has a purpose and audience.</p>	<p>Understanding Books: Can discuss the characters, and key details of a story (in simple terms). Understands that books can provide information as well as entertainment. May begin to show an awareness of different text features (e.g. title)</p> <p>Understanding Print: Recognises a significant number of familiar words in different contexts in the environment (rote). Has a growing understanding of phoneme-grapheme correspondences and can use this knowledge to attempt to read and write simple words. Understands the basic conventions of print (e.g., reading from left to right, top to bottom).</p> <p>Understanding Mark-Making: Uses writing as a tool for communication and creative expression. Can write simple sentences with some phonetic spelling. Understands that their writing can be read by others.</p>
Skills and processes I can show / act like a/an...	<p>Engagement and Interest: Shows sustained interest in a wider range of books, including those with slightly more complex narratives. Actively participates in story time, asking questions and making comments.</p>	<p>Engagement and Interest: Selects books independently and can talk about their preferences. Participates enthusiastically in discussions about stories, making predictions and expressing opinions.</p>	<p>Engagement and Interest: Shows a genuine interest in reading and writing, initiating these activities independently. Can sustain attention during longer stories and follow more complex plot lines. Uses writing in their play, for example, making signs for a shop or writing notes.</p>

<p>Disciplinary Knowledge</p>	<p>Uses a variety of mark-making tools with increasing control and purpose. Begins to independently explore print in the environment, showing curiosity about words and letters.</p> <p>Developing Fine Motor Skills (Pre-Writing): Uses a developing pencil (pincer) grip, showing better control. Can copy simple shapes and may attempt to draw familiar objects with some detail. Begins to show an interest in writing letters, often starting with the letters in their name</p> <p>Developing Phonological Awareness (Phase 1): Environmental Sounds: Enjoys listening to and identifying a wide range of sounds in their environment (e.g., animals, vehicles, household items). Instrumental Sounds: Experiments with making sounds using different instruments and identifies them. Body Percussion: Participates in activities involving making sounds with their bodies (e.g., clapping, stamping, clicking). Rhythm and Rhyme: Confidently identifies rhyming words and can join in with the rhythm and beat of songs and rhymes. Alliteration: Begins to notice words that start with the same sound in rhymes and stories (e.g., "silly sausages"). Voice Sounds: Explores different ways of using their voice (e.g., whispering, shouting, singing).</p>	<p>Uses mark-making to represent ideas and experiences in more detail. Increasingly engages with print in the environment, trying to "read" familiar words and signs.</p> <p>Developing Fine Motor Skills (Pre-Writing): Demonstrates increasing control when using writing tools. Can copy a range of shapes and may begin to form some letters correctly. Enjoys drawing and may add labels or captions to their pictures (even if not conventionally written).</p> <p>Developing Phonological Awareness (Phase 1 Progression): Environmental Sounds: Can describe and categorize different environmental sounds (e.g., loud/quiet, near/far). Instrumental Sounds: Can identify and compare sounds made by different instruments (e.g., loud/soft, high/low). Body Percussion: Creates simple rhythmic patterns using body sounds. Rhythm and Rhyme: Can identify non-rhyming words and suggest rhyming alternatives. Alliteration: Can identify words that start with the same sound and may try to produce their own alliterative phrases. Voice Sounds: Experiments with and imitates a wider range of vocal sounds and intonations.</p>	<p>Actively seeks out print in the environment and tries to decode familiar words.</p> <p>Developing Fine Motor Skills (Pre-Writing): Has good control over writing tools Can copy simple words and may attempt to write short sentences (letter like formations) independently. Shows increasing fluency and legibility in their mark-making</p> <p>Developing phonological awareness (phase 1) Environmental Sounds: Can describe the characteristics of different environmental sounds and discuss their sources. Instrumental Sounds: Can identify and compare a wide range of instrumental sounds and discuss how they are made. Body Percussion: Creates and performs more complex rhythmic patterns. Rhythm and Rhyme: Can generate a range of rhyming words and identify patterns in rhymes. Alliteration: Can readily identify and produce alliterative phrases and sentences. Voice Sounds: Uses a wide range of vocal expressions to convey meaning and emotion. Oral Blending and Segmenting (Early): Begins to orally blend and segment the initial and final sounds in simple words (e.g., "c-at," "dog-g").</p>
--------------------------------------	--	--	---

Mathematics

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge Substantive	Know things are different sizes Begins to rote count 1 and 2 Show an interest in counting objects using fingers, songs, or actions Use words like "more," "big," "little," "same" Explore simple patterns (e.g., clap-clap-stamp) Begin to sort objects by colour, shape, or size Understand and use position language: in, on, under	Rote counts to 3 or 4 Know things can be weighed Know things can be of different amounts Know objects can be counted Know numbers mean how many Use and understand language of position (e.g., next to, behind) Matches shapes			Know numerals have meaning related to how many Know about changes in amounts e.g. pouring water Know time in relation to daily events e.g. before lunch, after snack Know some number names Know that the last number counted is how many altogether Talk about the shape of everyday objects	
Skills and processes	Engages in exploratory play with a range of objects.	Explores objects in more focused ways, comparing and sorting in simple ways.	Explores and experiments more systematically, testing out ideas.			
I can show / act like a/an...	Notices very obvious differences (e.g., a big ball and a small ball). Begins to connect actions with outcomes (e.g., putting a shape in a matching hole). May try simple solutions to physical problems (e.g., stacking blocks). Uses single words or gestures to communicate about quantity or position (e.g., "more," pointing "up").	Notices more subtle differences in size, shape, and colour. Connects mathematical ideas to familiar routines (e.g., one cup for each person). Solves simple problems through trial and error (e.g., fitting a lid on a container). Uses short phrases to describe quantity or position (e.g., "two blocks," "on top").	Notices details and can describe similarities and differences. Connects number and shape to their play and environment more readily. Solves problems with a little more planning and persistence. Uses more descriptive language to communicate their mathematical thinking.			
Disciplinary Knowledge						

Pre-School

	Autumn	Spring	Summer
BIG Knowledge Substantive	<p>Rotates counts to five with accurate number names, although the sequence might not always be accurate.</p> <p>Counts up to three objects.</p> <p>Begins to compare small quantities using terms like "more than," "fewer than," and "the same as."</p> <p>Can name and describe basic shapes (circle, square, triangle) and may recognise others like rectangles and ovals.</p> <p>Uses a wider range of positional language and can follow simple directions involving position.</p> <p>Compares objects based on size, weight, and length, sometimes using comparative language (e.g., "longer," "shorter").</p>	<p>Counts reliably to 7 and may attempt to count beyond.</p> <p>Beginning to understand one-to-one correspondence when counting.</p> <p>Can subitise up to two to three objects.</p> <p>Begins to understand the concept of number order, continuing to explore in rhymes, play and structured play</p> <p>Uses directional language (left, right, forwards, backwards) and understands simple maps or plans.</p> <p>Compares and orders objects based on length and height.</p> <p>Recognises and continues simple AB patterns.</p>	<p>Counts confidently to ten, understanding the stable order of numbers.</p> <p>Begin to recognise numerals to ten.</p> <p>Has an early understanding of cardinality and can answer "how many?" questions accurately.</p> <p>Can subitise to five quickly and accurately.</p> <p>Can describe the properties of shapes (in simple ways e.g. colour, size, round, straight)</p> <p>Uses a wide range of spatial language and can follow multi-step directions involving position.</p> <p>Begins to use non-standard units to measure length and height (e.g., blocks, hands).</p> <p>Recognises and creates their own patterns using AB or ABC</p>
Skills and processes	Engages in more focused exploration , beginning to make predictions and test ideas (e.g., "I wonder if all the long blocks will reach the top?").	Plans simple investigations and begins to record their findings in basic ways (e.g., drawing how many cars they counted).	Initiates their own mathematical enquiries and seeks out mathematical challenges in their environment.
I can show / act like a/an...	Notices finer details and can sort objects based on one criterion (e.g., all the red cars).	Notices patterns and relationships in numbers and shapes.	Notices and comments on mathematical features in their surroundings.
Disciplinary Knowledge	Connects mathematical concepts to their play narratives (e.g., "We need three teddy bears for the tea party").	Applies mathematical understanding to new situations in their play (e.g., sharing out snacks fairly).	Applies their growing mathematical knowledge to solve problems in imaginative play and real-life contexts.

	<p>Solves problems with increasing independence, sometimes explaining their thinking.</p> <p>Uses more complex language to communicate mathematical ideas, including some number names and shape descriptions.</p>	<p>Solves problems with more logical thinking and can explain their reasoning.</p> <p>Uses increasingly precise language to communicate mathematical ideas, including number vocabulary and shape properties.</p>	<p>Evaluates different strategies for solving problems and can explain why some are more effective than others.</p> <p>Uses a rich vocabulary to communicate mathematical ideas, ask questions, and explain their reasoning clearly.</p>
--	--	---	--

Knowledge and understanding of the world

Educational Programme: Past and Present (Foundational History): Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

People, Culture and Communities (Foundational RE and Geography): Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

The Natural World (Foundational Geography and Science): Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge Substantive	Geographical Awareness of Immediate Environment: Begins to notice familiar places within their immediate surroundings (e.g., the classroom, the garden, their home). Basic Positional Language: Starts to understand and use simple positional words like "in," "on," "under," "next to" in relation to themselves and objects.		Geographical Expanding Awareness: Recognises places beyond their immediate room or garden (e.g., the park, the shops if visited regularly). Know people can travel to different places by walking, car, train, plane, bus Developing Positional Language: Uses a wider range of positional language and starts to follow		Geographical Understanding Different Places: Begins to understand that there are different kinds of places (e.g., a house, a shop, a park) and that they have different features. Know they live in a house, flat etc Know their nursery is Dunalley	

	<p>Sensory Exploration of the Outdoors: Experiences different weather (rain, sun, wind) and natural elements (soil, leaves, grass) through their senses.</p> <p>Simple Journeys: Recognises familiar routes within the setting (e.g., from the play area to the snack table).</p> <p>P&C (RE e.g. belief, spiritual) Know who is part of their family (P&C) Experiences joy and pleasure in simple activities (e.g., playing with water, listening to music, being cuddled) Shows delight in sensory experiences (e.g., the feel of soft grass, the sound of a bell) Repeats actions they find enjoyable Experiences the routines and traditions of their family and setting. May show interest in familiar objects or symbols that hold significance within their immediate environment (e.g., a special toy, a picture). Begins to learn about celebrations and special times through participation.</p> <p>Scientific Exploring Materials: Begins to explore different materials through their senses (e.g., water, sand, playdough, fabric), noticing their basic properties (wet/dry, soft/hard). Simple Observations: Starts to notice simple changes in their environment (e.g., ice melting, a flower opening). Basic Needs of Living Things: Shows awareness of basic needs like eating and drinking (for themselves and perhaps pets or toy animals). Know they were once a baby</p>	<p>simple directions involving position ("Put the teddy on the shelf").</p> <p>Understanding Basic Weather: Can identify and name simple weather conditions (e.g., "It's raining," "The sun is shining").</p> <p>Representing Places: May begin to represent familiar places through play (e.g., building a "house" with blocks).</p> <p>Exploring Natural Materials: Shows interest in and explores different materials "hard," "soft" and explores e.g. floating and sinking. Simple categorisation by material or object e.g. all teddies, soft teddy.</p> <p>P&C Know they take part in celebrations Starts to understand that some things are special or important to others Begins to develop a sense of belonging within their family and setting</p> <p>Scientific Classifying and Comparing: Begins to sort objects based on simple characteristics (e.g., big/small, colour). Starts to make simple comparisons (e.g., "This is heavier than that").</p> <p>Understanding Change Over Time (Simple): Observes more changes (e.g., mixing paint, cooking).</p> <p>Identifying Living and Non-Living Things (Basic): With support, can begin to distinguish between living things (plants, animals) and non-living things (rocks, toys). Know that animals and plants need taking care of (food, water...)</p>	<p>Using Maps and Plans (Simple): Can follow very simple visual plans or maps of familiar areas (e.g., a picture map of the classroom showing where toys are).</p> <p>Talking About Weather and Seasons: Can talk about how the weather feels and may begin to link simple changes (e.g., "It's cold, it's snow").</p> <p>Exploring Natural Materials: Shows interest in and can talk about different natural materials they encounter (e.g., "This stone is hard," "The leaf is soft").</p> <p>P&C Know that there are people who help us (age appropriate through experience: doctors, dentists, teachers, police). Can talk a little about familiar celebrations or stories that are important to their family or community.</p> <p>Historical Know that experiences they have had happened in the past. Shows interest in stories about kings and queens</p> <p>Scientific Asking Questions and Investigating: Starts to ask simple "why" and "how" questions about the world around them. May engage in simple investigations (e.g., testing which objects float).</p> <p>Understanding Life Cycles (Simple): May be introduced to very basic life cycles through stories or observations (e.g., a seed growing into a plant).</p> <p>Exploring the Human Body (Basic): Can name some basic parts of their body and understand their function (e.g., "I use my legs to run").</p>
--	---	--	---

	<p>Know the names of facial features</p> <p>Movement and Forces (Simple): Experiences pushing, pulling, and dropping objects, noticing how they move</p> <p>Understanding Change Over Time (Simple): Explore simple time e.g. now and next, morning, lunchtime.</p> <p>Technological Awareness of Everyday Technology: Begins to notice and interact with simple everyday technologies (e.g., light switches, door handles, simple toys with buttons).</p> <p>Understanding Simple Functions: Starts to understand that some objects have a specific purpose or function (e.g., a spoon is for eating, a car moves).</p>	<p>Exploring Gravity: Continues to explore dropping objects and notices that they fall down.</p> <p>Light and Day Know what night and day is</p> <p>Technological Shows interest in and explores the functions of a wider range of simple technologies (e.g., turning taps on and off, using a remote control with an adult).</p> <p>Problem Solving with Technology: Begins to solve simple problems using technology (e.g., figuring out how to turn on a battery-operated toy together).</p> <p>Digital Media (Passive Engagement): May show interest in looking at pictures or short videos on a screen with an adult.</p>	<p>Seasons: Know the outdoors changes across the year and observe differences e.g. winter – cold, Summer – hot.</p> <p>Technological</p> <p>Understanding How Things Work (Simple Level): Starts to ask simple "how" and "why" questions about how things work (e.g., "How does the car go?").</p> <p>Using Tools for a Purpose: Begins to use simple tools for a specific purpose (e.g., using a chunky screwdriver with adult supervision, using scissors to snip paper).</p>
<p>Skills and processes</p> <p>I can show / act like a/an...</p>	<p>Questioning: tries to gain attention through communication about things that interest them</p> <p>Chronology: recognises the difference between past and present</p> <p>Predict (science) Shows interest in the world around them e.g. plants, animals, minibeasts</p> <p>Using sources / research shows interest in objects e.g. artefacts, books</p> <p>Digital Literacy: Shows interest in digital devices when used by adults e.g. iPad, videos on IWB, stories and rhymes e.g. CBeebies.</p> <p>Cause and Effect (Simple Technology): Experiences simple cause and effect with toys that involve technology (e.g., pressing a button makes a sound, winding a toy makes it move).</p> <p>Sensory Exploration: Engaging with the world through their senses – noticing different textures, sounds, smells, sights, and tastes.</p>	<p>Questioning: beginning to communicate simple questions. May ask simple questions about familiar celebrations or rituals (P &C).</p> <p>Chronology: recognises the difference between past and present</p> <p>Predict (science) Shows interest in the world around them e.g. plants, animals, minibeasts</p> <p>Using sources / research shows interest in objects e.g. artefacts, books</p> <p>Digital Literacy: Shows interest in digital devices when used by adults e.g. iPad, videos on IWB, stories and rhymes e.g. CBeebies.</p> <p>Reflection:</p>	<p>Questioning: Begins to ask simple 'what,' 'where' questions</p> <p>Chronology: shows awareness of time e.g. before lunch, after snack, home-time</p> <p>Predict (science) Shows curiosity about</p> <p>Using sources / research shows interest in finding out information e.g. about the past, from sources such as artefacts, stories, texts etc.</p> <p>Recording: shows interest in how events and changes are recorded e.g. visual stimulus such as weather chart</p> <p>Digital Literacy: with adult support, uses digital device as source of information e.g. visual stimuli</p>
<p>Disciplinary Knowledge</p>		<p>May begin to interact with simple, age-appropriate apps or programs on a tablet or computer with adult guidance, focusing on cause and effect (e.g., touching a picture makes it change).</p> <p>Reflection:</p>	

	<p>Observation: Beginning to notice and focus on aspects of their environment and the people around them.</p> <p>Expressive Arts: Using art, music, movement, and storytelling to express feelings and responses.</p> <p>Communication: Developing language to share their feelings and experiences.</p> <p>Reflection: Shows brief moments of quiet attention to objects or events. May look intently at something that captures their interest. Begins to notice changes in their environment.</p>		<p>Can reflect on simple past events with prompting ("Remember when we went to the park?"). May show curiosity about how things work through exploration. Begins to show awareness of their own actions and their immediate consequences.</p>
--	--	--	---

Pre-School

	Autumn	Spring	Summer
BIG Knowledge Substantive	<p>P&C Know about who is part of their family and jobs that people might have in the community and the importance of these. Shows increasing awareness of different cultures through stories, food, music, and celebrations. Can talk about similarities and differences between people and families. Develops curiosity associated with jobs. Understands the importance of sharing, taking turns, and being kind to everyone (mutual respect and tolerance). Follows simple rules (rule of law). Makes choices and expresses their opinions (individual liberty). Participates in group activities and respects others' ideas (democracy). Shows acceptance of different family structures.</p>	<p>P&C Asks more detailed questions about other cultures and ways of life. Begins to understand that different places have different customs and traditions. Shows a deeper understanding of treating others fairly and with consideration (mutual respect and tolerance). Shows understanding of why rules are important for safety and order (rule of law). Makes independent choices within boundaries (individual liberty). Contributes, shares their ideas, and listens to others (democracy). Asks questions about differences with increasing curiosity and sensitivity.</p> <p>Historical</p>	<p>P&C Understands that everyone is subject to the same laws (rule of law). Exercises their rights responsibly and respects the rights of others e.g. not taking toys from others, sharing, waiting turns (individual liberty). Participates in decision-making processes and understands the concept of majority rule e.g. class choice of story time book or activity (democracy). Begins to understand the concept of prejudice and discrimination in simple terms. Names different jobs including those in their local community and how they contribute (police officer, fire fighter, teacher)</p> <p>Historical</p>

	<p>Historical Compares some things that are different between the past and present. Shows understanding of passing of time e.g. sequencing events in the day. Names familiar artefacts. Begins to compare and categorise (at a simple level) how things were in the past with how they are now (e.g., old toys vs. new toys).</p> <p>Geographical Know they attend Dunalley Primary. Uses basic positional language accurately. Can describe in a manner of their choosing, familiar journeys, and places in more detail. Begins to understand the concept of maps as representations of places.</p> <p>Scientific Know the main parts of the body Know about growth and age Explores changing phenomena and makes early observations linked to senses e.g. seasonal and weather changes (Autumn / Winter) Is beginning to predict simple outcomes based on prior experiences.</p> <p>Technological Can operate simple technologies with increasing independence (e.g., CD player, simple remote controls). Begins to use digital devices for simple tasks (e.g., drawing apps) with guidance.</p>	<p>Know that our country is led by King Charles and know basic information about the British monarchy e.g. King, Queen, palace Understanding Time Concepts: Develops a better understanding of time-related words like "morning," "afternoon," "day," "week." Shows interest in and can talk about simple historical artefacts (e.g., old toys, clothes).</p> <p>Geographical Know some different geographical places (exposure through story) Knows they live in Cheltenham Knows there are different countries and are interested to explore these Can follow simple multi-step directions. Recognises and names different types of places (e.g., forest, beach). Begins to understand basic geographical features (e.g., hill, river).</p> <p>Scientific Know the different parts of plants and trees (trunk, stem, leaf, flower, petal, roots, branches) Know and compare animals and their habitats. Conducts simple experiments with support. Begins to explore basic scientific concepts (e.g., floating and sinking, melting) Begins to group and classify objects based on more than one criterion e.g. rough / hard, smooth/soft</p> <p>Technological Understands that technology is used for different purposes. Can talk about how different technologies work in simple terms.</p>	<p>To know differences between the past and present. Can talk about familiar events from the recent past e.g. birthdays, festivals, holidays. Can place events in recent history in chronological order e.g. events of day / week, growing and changing. May begin to understand the idea of grandparents and that they lived a long time ago. Can retell simple stories about the past in their own words.</p> <p>Geographical To know that simple symbols are used to identify features on a map. Can use simple maps and plans to find objects or routes. Compares and contrasts different places. Shows an interest in the wider world through stories and images e.g. forest, beach, garden, home, school. Knows why we need to respect and care for the natural environment and all living things. Identifies a different country or place.</p> <p>Scientific Can plan and carry out simple investigations. Records observations in different ways (e.g., drawing, talking). Begins to understand the life cycles of plants and animals in more detail. Shows an increasing awareness of the human body and how it works. Know the 4 seasons and some key features of them To know and compare habitats. To talk about growth – life cycles</p>
--	--	--	---

		<p>Begins to use tools for specific purposes with more control and precision.</p> <p>Shows increasing confidence in using digital devices for learning and play.</p>	<p>Knows and can name different animals which live in different places e.g. pets, farm, and other locations e.g. penguin, lion, tiger.</p> <p>Can predict simple outcomes based on observation.</p> <p>Is beginning to identify cause and effect, at a simple level.</p> <p>Technological</p> <p>Understands the importance of using technology safely and responsibly (with adult guidance).</p> <p>May begin to explore coding concepts through simple apps or toys.</p>
<p>Skills and processes</p> <p>I can show / act like a/an...</p> <p>Disciplinary Knowledge</p>	<p>Questioning: Begins to ask simple, short-phrase questions about what they have heard or their interest.</p> <p>Chronology: recognises the difference between past and present</p> <p>Predict (science) Shows curiosity about what might happen.</p> <p>Using sources / research shows interest in finding out information e.g. about the past, from sources such as artefacts, stories, texts etc.</p> <p>Digital Literacy: follows instructions to stay safe when using digital devices. Shows interest in digital devices.</p>	<p>Chronology: Can identify individual events from their past.</p> <p>Questioning: Asks and answers simple questions about what they have heard or interest.</p> <p>Using sources / research: Talks about what they know through using stories and pictures.</p> <p>Observation: Makes first hand observations. Using common words to talk about their observations.</p> <p>Recording: Shows an interest in recording e.g. mark-making, early measuring (non-standard) or comparing.</p> <p>Digital Literacy: Uses digital devices as a source of information with adult support e.g. for interest. Understands the difference between digital sources and print sources. Can perform simple digital functions e.g. taking a photo.</p>	<p>Chronology: identifies events from their past experiences and talks about events using simple / early chronological language e.g. yesterday, last week.</p> <p>Identifying themes: Can make simple comparisons or identify contrast e.g. in pictures or objects</p> <p>Using sources / research: Shows interest in finding out information from different sources e.g. computer / website / google, non-fiction / fiction book, artefacts.</p> <p>Observation: Asks and answers questions about their observations.</p> <p>Recording: Shows interest in first-hand observation using senses (e.g. qualitative comments – I like / do not like / tall / short / hot / hotter/ cold/ colder)</p> <p>Digital Literacy:</p> <p>Digital practical skills: with some independence navigates a program e.g. learning game on a device. With support creates a simple digital picture (paint).</p>

Expressive arts

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG Knowledge	<p>Basic colours (red, blue, yellow, green - through repeated exposure).</p> <p>Different types of marks they can make (lines, dots, smudges).</p> <p>Simple tools like chunky crayons, paintbrushes, their fingers.</p> <p>Different surfaces to mark on (paper, large cardboard boxes).</p> <p>Know that different sounds exist (loud/quiet, fast/slow).</p> <p>Know that some sounds come from instruments, and some from voices.</p> <p>Explore and enjoy simple songs and rhymes.</p> <p>That things are made of different materials (wood, fabric, paper).</p> <p>That things can be put together and taken apart (simple construction toys).</p>	<p>Expanding colour vocabulary (orange, maybe pink). That different tools create different marks.</p> <p>That paint can be wet and can change the colour of things.</p> <p>That they can create something that wasn't there before.</p> <p>Recognising familiar songs.</p> <p>Know that music can make them feel different ways (happy, calm).</p> <p>Know the names of some simple instruments (shaker, drum).</p> <p>That people can pretend to be other things.</p> <p>Simple actions and roles they see in their daily lives (e.g., eating, sleeping).</p> <p>That things have different purposes (a spoon is for eating; a block is for building).</p> <p>That they can join things together in simple ways (stacking blocks).</p>	<p>Naming more colours and starting to mix them (with guidance).</p> <p>Understanding that pictures can represent things (even if abstractly).</p> <p>That there are different ways to put materials together (sticking, layering).</p> <p>Understanding that songs have words and tunes.</p> <p>That they can make their own sounds and rhythms.</p> <p>Beginning to identify different types of music (e.g., a lullaby is soft).</p> <p>Pretend to be familiar characters from stories or rhymes.</p> <p>Know that they can use their bodies and voices to pretend.</p> <p>That things can be changed and adapted.</p> <p>That they can make things for a purpose (e.g., a tower for their toy animals).</p>			
Skills and processes	<p>Producing</p> <p>Experimenting and engagement</p> <p>Manipulating materials and equipment</p> <p>Making marks spontaneously and with increasing control.</p>	<p>Producing</p> <p>Developing Control and Coordination:</p> <p>Making more intentional marks and simple shapes.</p> <p>Using instruments with more coordination.</p> <p>Joining materials in basic ways (stacking higher, lining things up).</p>	<p>Producing</p> <p>Refining Techniques:</p> <p>Using brushes with more control, perhaps attempting different strokes.</p> <p>Combining different materials and techniques.</p>			
I can show / act like a/an...						

<p>Disciplinary Knowledge</p>	<p>Experimenting with cause and effect (e.g., pressing harder makes a darker mark). Enjoying the sensory experience of artmaking. Responding physically to music (clapping, swaying, dancing). Making sounds with their own bodies and simple instruments.</p> <p>Cause and Effect: that their actions lead to a result (e.g., pushing harder makes a darker mark, hitting a drum makes a sound).</p> <p>Sensory Engagement: They learn through their senses – the feel of paint, the sound of a shaker, the sight of colours mixing.</p> <p>Listening attentively to music and songs.</p> <p>Exploring the different sounds instruments can make.</p> <p>Planning</p> <p>Intentionality (Early Stages): Planning at this age is very in-the-moment. They might have a fleeting intention that guides their immediate actions (e.g., "I want to put this block on top").</p> <p>Trial and Error: They "plan" by trying things out and seeing what happens.</p> <p>Imitation: observe an adult or peer and then try to replicate their actions.</p>	<p>Developing hand-eye coordination through manipulating tools.</p> <p>Starting to talk about what they are doing.</p> <p>Repeating actions and exploring patterns.</p> <p>Joining in with familiar songs and rhymes (repeated refrains)</p> <p>Experimenting with rhythm and tempo.</p> <p>Playing simple instruments to music (not in time)</p> <p>Exploring different ways of moving their bodies.</p> <p>Beginning Representation: start to produce things that represent something else, even if abstractly (e.g., a scribble might be "a snake").</p> <p>Engaging in imaginative play (e.g., pretending a block is a phone).</p> <p>Expressing themselves through movement to music.</p> <p>Imitating simple actions and sounds.</p> <p>Planning</p> <p>Simple Goal Setting: They can hold a simple goal in mind for a short period (e.g., "I'm going to make a tall tower").</p> <p>Making Choices: They can make simple choices about materials or actions to achieve their goal (e.g., "I'll use the big blocks").</p> <p>Verbalising Intentions (Sometimes): They might start to verbalise / gesture what they are going to do.</p>	<p>Using language to describe their actions and creations during production.</p> <p>Combining materials in more complex ways.</p> <p>Developing Ideas: They are starting to have more specific ideas about what they want to produce.</p> <p>Creating their own simple rhythms and melodies.</p> <p>Experimenting with making movements with the beat of music (modelled and supported).</p> <p>Showing preferences for certain types of music.</p> <p>Making on simple roles in play (e.g., mummy, daddy, baby).</p> <p>Using props to support their pretend play.</p> <p>Acting out familiar routines or scenarios.</p> <p>Problem-Solving: They encounter simple challenges during production and begin to find solutions (e.g., how to make their tower stay up).</p> <p>Using a wider range of movements and techniques.</p> <p>Starting to represent familiar objects or people in their own way.</p> <p>Increased Focus: They can sustain their engagement in producing activities for slightly longer periods.</p> <p>Persist to singing simple songs / rhymes or parts of rhymes to familiar songs and rhymes with encouragement.</p> <p>Planning</p> <p>Developing Goal Setting: Show plan a slightly more complex sequence of actions (e.g., "First, I'll draw a circle, then I'll add eyes").</p> <p>Considering Materials: They might think about which materials would be best for their intended outcome.</p> <p>Seeking Resources: They might ask for specific materials or tools they need for their plan.</p>
--------------------------------------	--	--	--

Pre-School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BIG knowledge Substantive	<p>Know the names of primary colours</p> <p>Know materials change when combined (e.g. adding water to flour)</p> <p>Know how to transport tools safely</p> <p>Identifying and naming basic shapes (circle, square, triangle, rectangle).</p> <p>Knowing the names of more art materials (e.g., felt-tip pens, chalk, clay) and some of their basic properties (e.g., paint is wet, clay can be squished).</p> <p>Awareness of basic techniques like cutting (with safety scissors), sticking, rolling (clay).</p> <p>Know that drawings and paintings can represent real things, even if not perfectly.</p>	<p>Knows some familiar secondary colours e.g. white, black</p> <p>Understanding that mixing primary colours can create new colours (with guidance).</p> <p>Know that adding white makes a colour lighter / adding black makes a colour darker</p> <p>Know we can express ourselves in different ways (drawing, music, song, drama, role-play)</p> <p>Technology knowledge - know we can get information from lots of sources (including digitally)</p> <p>Awareness of different textures in art materials and in the world around them (e.g., smooth paper, rough fabric).</p> <p>Recognising and creating simple patterns (e.g., stripe, dot, repeat).</p> <p>Exposure to and understanding that there are different types of pictures (e.g., drawings, paintings, photographs).</p> <p>Beginning to understand that people make art.</p>	<p>Know that ingredients and methods are needed to make something (such as playdough, potions)</p> <p>Know how to navigate digital learning platforms</p> <p>Experimenting with mixing colours to achieve specific shades.</p> <p>Know that lines can be thick, thin, wavy, straight.</p> <p>Know different tools create different thickness e.g. pencil, paint, different brush sizes.</p> <p>Beginning to grasp that art can be for different purposes (e.g., to tell a story, to decorate).</p> <p>Knowing the names and basic uses of a wider range of art tools (e.g., different sized brushes, rollers).</p>			
Skills and processes I can show / act like a/an... Disciplinary Knowledge	<p>Producing</p> <p>Demonstrate greater dexterity and coordination in their production:</p> <p>Using a wider range of art tools with more precision (e.g., holding a pencil with a more developed grip, controlling paintbrushes to create lines and shapes).</p> <p>Playing musical instruments with more intentionality and rhythm.</p> <p>Constructing more elaborate structures with different joining methods.</p> <p>Their creations become more intentionally representational, although still often symbolic.</p> <p>They can often tell you what they have made.</p>	<p>Producing</p> <p>Further development in fine and gross motor skills allows for even more intricate production:</p> <p>Attempting more detailed drawings and paintings.</p> <p>Creating more complex rhythmic patterns and melodies.</p> <p>Engaging in sustained and imaginative role-play with narratives.</p> <p>Designing and building structures with a clearer purpose and stability in mind.</p> <p>They can identify and solve simple problems that arise during the creative process (e.g., how to make their drawing look more like a cat).</p>	<p>Producing</p> <p>They show increasing competence and confidence in using a variety of tools and techniques.</p> <p>They may start to include more details in their artwork (Austins butterfly), music, drama, and constructions.</p> <p>They are more likely to try out new ideas and approaches in their creative endeavours.</p> <p>They can focus on and persist with a production task for longer periods.</p>	<p>Planning</p> <p>Their plans can be more elaborate and include more specific details.</p>		

	<p>They experiment with putting different art materials together (e.g., sticking collage items onto a painted background).</p> <p>Planning (thinking ahead)</p> <p>Can articulate their plans before starting an activity (e.g., "I'm going to paint a flower," "We're playing doctors").</p> <p>Can plan and carry out a simple sequence of actions to achieve their goal.</p> <p>Can start to choose materials that they think will be suitable for their plan (e.g., "I need green paint for the leaves").</p> <p>Evaluating</p> <p>Can describe what they have made and sometimes explain why they made it that way.</p> <p>Show they can begin to compare their finished product to their initial plan (e.g., "It looks like a flower!").</p> <p>Beginning to articulate their likes and dislikes about their own and others' work.</p>	<p>They use their creations as a way to express their ideas, feelings, and experiences.</p> <p>Planning</p> <p>Can plan projects with multiple steps and consider different elements.</p> <p>Begin to anticipate potential difficulties and think about how to overcome them.</p> <p>Know they can start to contribute to and follow shared plans in group activities.</p> <p>Evaluating</p> <p>Beginning to identify things they are pleased with and things they might want to change in their work. With guidance, they can offer simple feedback to peers about their creations.</p> <p>Starting to talk about how they made something with wider vocabulary.</p>	<p>Show that they might think about different ways to achieve their goal.</p> <p>Are becoming more flexible and can adapt their plans if things don't go as expected.</p> <p>Evaluating</p> <p>Beginning to evaluate their work more critically, considering aspects like colour choice, shape, and effectiveness in representing their ideas.</p> <p>Are able to suggest ways to make their work better.</p> <p>Beginning to understand that others might have different opinions about their work.</p>
--	--	---	---

For a detailed look at the artists and musical genres we cover in our 2 – 4 year old curriculum, please ask for a copy of our full curriculum document.

Reading, writing and maths

Recognising that young children begin their learning journeys with diverse early literacy and numeracy skills, and that each child's needs are unique, a rigid, standardised medium-term plan for reading, writing, and mathematics would be ineffective. Instead, the following non-exhaustive list of skills serves as a guide for educators to pinpoint each child's current developmental stage and identify their next learning steps.

Crucially, fostering a genuine enthusiasm for reading and writing is paramount. Children should cultivate a love for books, stories, rhymes, and language, alongside understanding the practical importance of literacy. Our aim is for children to find joy in reading and develop a profound appreciation for narratives. Similarly, we want to nurture a love of writing that stems from exploring marks through varied activities and experiences. High-quality resources and stimulating experiences empower children to freely investigate and build their writing abilities and understanding. Ample opportunities for mark-making are essential, allowing children to develop the necessary hand muscles, strength, and dexterity before effectively using a pincer grip for pencil control.

In Early Years mathematics, teaching and learning should primarily involve practical, play-based, hands-on activities. Formal written maths should be minimal in adult-led sessions, while independent mathematical mark-making is actively encouraged. Children should apply their mathematical skills to solve authentic, real-world problems and be able to transfer these skills across different situations.

Our goal is for children to develop a strong foundational understanding and skill set in mathematical concepts and number, thereby nurturing a love for maths and building confidence for their future education. We promote maths mastery by ensuring deeper learning and retention, regularly revisiting concepts in varied contexts, and embedding 'sticky learning' through retrieval practice, diverse opportunities, questioning, addressing misconceptions, and using visual and verbal representations.

Our phonics instruction begins with Phase One of Letters and Sounds as a pre-cursor to the phonics system used from Reception and into year one. These activities focus on building children's speaking and listening skills, phonological awareness, and oral blending and segmenting. These activities are integrated into a rich language curriculum that prioritizes speaking and listening, is abundant with books and reading opportunities, and is set within a print-rich environment.

Nursery rhyme progression

	Autumn Term	Spring Term	Summer Term	
	Simple and repetitive rhymes	Short sentence rhymes	Action songs	
2 year olds	Baa baa black sheep Twinkle, twinkle, little star Humpty Dumpty Incy Wincy Spider Row, Row, Row Your Boat Pat-a-Cake, Pat-a-Cake Round and round the garden	Hickory Dickory Dock Mary Had a Little Lamb Old MacDonald Had a Farm 5 little ducks Teddy bear, teddy bear	Head, shoulders, knees, and toes If you're happy and you know it The wheels on the bus This little piggy	
Nursery focus / pedagogy	2/3-word sentences/ slower paced rhymes	Action songs	Rhymes containing longer sentences and increasing pace	Counting songs to 5
3 year olds	Rain, rain go away Humpy, dumpty Pat a cake Little Miss Muffet Star light star bright Jack and Jill Polly put the kettle on	Brush your teeth If you're happy and you know it. Sleeping bunnies Wind the bobbin up	The grand old duke of York This little piggy went to market The bear went over the mountain Down in the jungle I'm a little teapot The Old McDonald had a farm Miss Polly had a dolly.	5 little speckled frogs 5 little ducks 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive Two little dickie birds Three blind mice Five current buns 5 little pumpkins 5 little monkeys jumping on the bed One finger, one thumb

4 year olds (Reception)	Review and retain	Variation and application of nursery songs	Counting songs beyond 5	Complex language	Songs from other cultures / other meaning
	Recap Nursery rhymes from Nursery Spring/ Summer term	Twinkle, twinkle chocolate bar Incy, wincey spider climbed up a tree Baa, baa, blue sheep 5 little monkeys swinging from a tree	1,2, buckle my shoe Ten green bottles Ten in the bed 10 fat sausages This old man One potato, two potato Hickory, dickory, dock	Mary, Mary quite contrary. Goosey, Goosey Gander The big ship sails Dr Foster went to Gloucester The hokey cokey I know an old lady who swallowed a fly Here we go round the mulberry bush Old Mother Hubbard When Goldilocks went to the house of the bears.	Frere Jacques- French origin also known as brother john- sung in a round. Ring, a ring, of roses- relates to the plague. Hot cross buns- links to Easter Are you sleeping, Are you sleeping- Haiti Nursery rhyme. Two tigers- Tiwan Oranges and lemons- bells of churches around London London bridge is falling down The animals went in two by two- religious/ Noah's Ark

Being able to tell a story: 2 to 3 progression guide

End of step 1 milestone	End of step 2 milestone	End of step 3
<ul style="list-style-type: none"> Focuses attention on visual stimuli such as objects of reference. Shows interest in looking and reaching towards visual stimuli e.g. tactile books. Listens to, enjoys rhythmic patterns in rhymes and stories responds, smiling, making eye contact. Joins in with sounds, actions and noises adult makes. Shows interest in play with sounds, songs, and rhymes. Interested in and explores the sounds made by banging and tapping simple instruments. Waves, taps, claps, stamps etc to simple rhythms in stories, songs and rhymes. Chooses to engage with small world/ role play. 	<p>Joins in with repeated refrains, 'Trip, trap' and anticipates key events and phrases in rhymes and stories using a preferred mode of communication e.g. Big Mac, symbols or signing.</p> <ul style="list-style-type: none"> Develops play around favourite stories acting out using props. Remembers some key parts Aware of the way stories are structured. Talks about events and characters in stories using words, photographs, or picture symbols. Suggests how the story might end. Asks questions and make comments about the book/ story. Beginning to re-tell simple stories with beginning, middle and end. Is beginning to retell stories using the props provided. Using developing vocabulary to describe characters and settings. <p>Modelling of 'First 3' to precede Reception 'Fundamental 5'. Modelled language is repeatedly reinforced, and children are expected to orally rehearse using this: Once upon a time, one day, at last</p>	<ul style="list-style-type: none"> Knows that print carries meaning, and has different purposes, 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. Handles books carefully, turning pages and reading story to themselves or another. <p>Shows awareness of:</p> <ul style="list-style-type: none"> Rhyme and alliteration, hear words starting with the same sound Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Hears and says the initial sounds in words Uses vocabulary and forms of speech using their preferred mode of communication, which are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail using their preferred mode of communication.

	<p>First, next, last Children repeat as refrains.</p>	<ul style="list-style-type: none"> • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile devices. • Engages in extended conversations about stories, learning new vocabulary • Children independently use the First 3 when orally retelling stories and instructions to embed this key language.
--	---	---

Phonics progression

Our approach to the phonics component of early reading is teaching Phase 1 phonics through: focused teaching, enhanced/continuous provision and stories, rhyme and songs; all supported through a language rich environment. This foundation of phonics prepares children for transition to Reception, encouraging 'Reception readiness' with regards to beginning their statutory phonics programme journey. We use Letters and Sounds as a guide to our phonics approach.

Relevant terminology		
<p>Phoneme - The smallest unit of speech-sounds which make up a word. There are 44 phonemes (sounds) in English. Grapheme - The written representation of phonemes (sounds). May be 1 letter (e.g. 'f'), 2 letters (e.g. 'ir'), three letters (e.g. 'igh') or four letters in length (e.g. 'ough')</p> <p>Grapheme-phoneme correspondence Being able to hear a phoneme and know the grapheme that represents it. (for SPELLING) Being able to see a grapheme and know the phoneme that relates to it (for READING)</p>	<p>Syllable A unit of spoken language that usually has one vowel sound (including y), with or without surrounding consonant. dog (1 syllable in dog) di-ry (2 syllables in diary) a-pul (2 syllables in apple) war-ter (2 syllables in water) ba-na-na (3 syllables in banana) xy-lo-phone (3 syllables in xylophone – exception as 4 vowel sounds but 3 syllables)</p> <p>When teaching syllables, we use the word 'beat' or 'beats' in the word.</p> <p>Alliteration – the occurrence of the same sound at the start of words said together – (Practitioner language to use when teaching location of sounds in words: first sound – middle sound – last sound)</p> <p>Onset rhyme level – first sound in the word is different, the rest of the word rhymes/sounds the same</p>	<p>Blending - Involves merging the sounds in a word together in order to say it. This is important for READING because later on, if children know the sounds related to the graphemes in a word, they will be able to say it. (decodable words) The sounds j-a-m can be blended to say the word 'jam' to read it.</p> <p>Segmenting - Involves breaking up a word that you HEAR into its phonemes. This is important for SPELLING/WRITING. The word 'jam' can be segmented into the sounds j-a-m to write it. Auditory – relating to hearing.</p> <p>Auditory discrimination - tuning into sounds, hearing sounds, identifying sounds *Required later to hear the units of sounds in words for writing</p> <p>Auditory memory – remembering sounds</p> <p>Sequential auditory memory – remembering sequences of sounds/remembering sounds in order *Required later to remember sounds in sequence for writing words, and remember words in sequence for writing sentences</p>

Introducing phonics from two years old early builds a strong foundation for future reading skills. It aids in sound recognition, enhances vocabulary, and fosters a love for language and reading from a young age.

PHASE 1 Early phonics skills: intended to develop children's listening, vocabulary and speaking skills, to prepare them for reading and writing in the next phase. Children develop an awareness of sound, develop phonological awareness (speech sounds of language), and develop oral blending and segmenting skills. Phase 1 skills underpin phase 2+ and are the foundational skills of learning to read and write.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 year olds		Sound discrimination - Environmental sounds (aspect 1)	Sound discrimination - Body percussion (aspect 3)	Rhythm and steady beats (aspect 4)	Enhanced exposure to rhyme (aspect 4)	Voice sounds (aspect 6)
3 year olds	Sound discrimination - Environmental sounds and body percussion (aspects 1 and 3)	Rhythm and steady beats (aspect 4) Voice sounds (aspect 6)	Rhyme & rhyming words (aspect 4) Alliteration exposure (aspect 5)	Initial sounds & alliteration (aspect 5) Blending (aspect 7)	Blending and segmenting (aspect 7)	Embed aspects 1-7
3 year olds continuous provision support		Embed Aspects 1-3 in provision such as listening to sounds in the outdoor area or the sound of leaves on a walk.	Plan in opportunities from key texts to practise skills in aspects 1-6 such as rhyming words in a story.	Embed aspects 1-6	Embed aspects 1 - 7	Embed aspects 1 - 7
Links to school scheme: RWI	Planned talk. Role play and growing vocabulary through play.	Building sentences orally. Making up stories.	Name the pictures (daily session)	Fred games (modelling blending and segmenting) (daily)	For children who can orally blend and segment, begin teaching set 1 sounds. Progress to word time 1.1 (daily)	Continue to teach letter sounds and word time (daily).

	Aspect 1 General sound discrimination environmental sounds	Aspect 2 General sound discrimination instrumental sounds	Aspect 3 General sound discrimination body percussion	Aspect 4 Rhythm and rhyme	Aspect 5: Alliteration	Aspect 6 Voice sounds	Aspect 7
	<p>Raise children's awareness of the sounds around them and the associated vocabulary</p> <p>Develop children's listening skills</p>	<p>Develop children's awareness of sounds made by various instruments and noise makers</p>	<p>Develop awareness and explore sounds that can be made with our bodies</p> <p>Develop children's ability to remember patterns of sounds</p>	<p>Develop children's awareness and experiences of rhythm</p> <p>Develop children's awareness and experiences of rhyme in speech. (Onset rhyme level - first sound)</p>	<p>Explore how sounds are articulated</p> <p>Listen to sounds at the beginning of words and hear the differences between them</p> <p>Develop understanding of alliteration</p>	<p>Distinguish between different vocal sounds</p> <p>Explore different speech sounds</p>	<p>Develop oral blending and segmenting skills</p>
Links to end outcomes progression	<ul style="list-style-type: none"> -To listen attentively -To show understanding of concept vocabulary -To use vocabulary related to sounds they hear -Enjoys rhythmic and musical activity -To identify a specific sound -To distinguish between sounds -To identify sounds that are the same -To identify sounds that are different -To identify sounds that are nearly the same -To remember sounds in order (number per year of age) -To follow and repeat patterns of sound 		<p>RHYTHM</p> <ul style="list-style-type: none"> -To listen attentively -To show understanding of concept vocabulary -Enjoys rhythmic and musical activity -To clap, tap or move to a steady beat of familiar songs or rhymes 	<ul style="list-style-type: none"> -To show awareness of alliteration -To recognise when words have the same initial sound -To recognise the initial sound of their name and some of their peers' names -To hear and say the initial sound in some words 	<ul style="list-style-type: none"> -To distinguish between vocal sounds -To show awareness of vocal sounds that sound the same, different and nearly the same -To explore own speech sounds that can be made -To talk about different sounds, 	<ul style="list-style-type: none"> -To hear and say the final sound in words -To say the phonemes, I hear in order -To blend CVC words and recognise the whole word -To blend CVCC/CCVC words with image prompt -To identify a word from the sounds being sounded out -Begin to use sound 	

		<ul style="list-style-type: none"> -To join in with familiar rhymes and songs -To sing familiar rhymes and songs from memory RHYME -To hear when words sound the same (onset rhyme level) -To talk about words that rhyme -To identify rhyming word pairs -To continue a rhyming string BEATS (SYLLABLES) -To clap or tap out syllables in familiar words -To clap or tap out syllables in their name -To identify a word from the syllables said -To orally say a word in syllables (2/3 syllables) 	<p>we can make with our voices, using vocabulary such as low, high, long, loud, quiet</p>	<ul style="list-style-type: none"> -talk to segment words into phonemes -To segment CVC words into phonemes
--	--	--	---	---

Sound progression: listening only

During Phase One, we do not introduce children to letters (graphemes). Some children may bring knowledge of letters from home and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers respond to children's comments and queries about letters and words in print.

If children are confident in phase 1 and are showing interest in the correspondence between graphemes and phonemes, some phoneme grapheme correspondence may be taught.

Some children may be aware of the letter shapes that represent some sounds. While grapheme-phoneme correspondences are not introduced until phase 2, practitioners are observant of those children who can identify letter shapes and sounds and encourage their curiosity and interest.

	SATPIN	MDGCKE	RHBFLJ	V W Z Q U Ch	CK X Sh Th Ng Nk
	<p>S: s-o-ck, s-u-n, s-oa-p, s-a-ck A: a-n-t T: t-ee-th, t-i-n, t-a-p, t-o-p P: p-e-n, p-e-g, p-i-n, p-a-n N: n-e-t, n-oa-z (nose), n-e-ck, n-u-t</p>	<p>M: m-oo-n, m-ou-se, m-a-p, m-a-n D: d-o-g, d-u-ck, d-o-ll, d-e-n G: g-oa-t, g-ai-t (gate), g-oo-se, g-ir-l CK: c-a-t, c-u-p, c-a-p, c-oi-n, k-igh t (kite), k-i-d E: e-gg</p>	<p>R: r-a-t, r-e-d, r-oa-d, r-i-ng, H: h-a-t, h-ou-se, h-or-se, h-ea-d B: b-oo-k, b-u-s, b-ir-d, b-a-g F: f-i-sh, f-a-n, f-oo-t, f-ar-m L: l-ea-f, l-i-d, l-o-ck, l-o-g J: j-a-m, j-u-g, j-ee-p</p>	<p>V: v-a-n, v-e-t W: w-i-g, w-e-b, w-ai-v (wave) Y: y-a-p (dog) Z: z-i-p, z-oo Qu: qu-ee-n, qu-a-ck, qu-i-ck Ch: ch-i-p, ch-i-ck, ch-i-n, ch-o-p (action)</p>	<p>Ck: s-o-ck, d-u-ck, n-e-ck, r-o-ck X: f-o-x, b-o-x, s-i-x Sh: sh-e-ll, sh-ir-t, sh-e-d Th: th-u-mb, t-ee-th, m-o-th, th-i-gh Ng: r-i-ng, w-i-ng, k-i-ng Nk: p-i-nk, t-a-nk, w-i-nk, s-i-nk</p>

Half-Termly Curriculum Themes

Our curriculum themes have been chosen, as these provide broad areas for enquiry, but also scope for responding to children's interests. The themes are consistent across our 2- to 4-year-old curriculum, as this provides systematic progression of knowledge, which can be built upon, throughout children's time with us. The areas chosen, also provide our children with a broad underpinning of foundational knowledge, which is then built upon, in more specific themes, across Reception and Year 1.

Our themes are:

- Who We Are
- Where We Are
- How Do We Express Ourselves
- Sharing Our Planet
- How Our World Works
- How Do We Organise Ourselves

The themes are organised over a half-termly basis.

The themes support the curriculum intent and core curriculum principles, which are embedded throughout the themes:

- relationships (Who We Are, Where We Are, Sharing Our Planet, How Do We Organise Ourselves),
- nature and outdoors (Sharing Our Planet, How the World Works),
- connection and unity (Who We Are, Where We Are, Sharing our planet, How The World Works)
- independence and autonomy (How Do We Express Ourselves, How Do We Organise ourselves).

The themes also support executive function and effective characteristics of learning, by sequencing developmental knowledge and learning to support children progressively developing their understanding of themselves and their own self of identity before considering other relationships with people and the planet at a later stage. The themes also support developing self-regulation and supporting memory through the progressive themes. Executive function and effective characteristics of learning are also supported by the progression of topics, which build through to topics such as How The World Works, Sharing Our Planet and How do We Organise Ourselves, which provide opportunities to engage in real-world problem solving and critical thinking.

Broadening Horizons

UNESCO SDQs for global citizenship: what they look like in practice



We focus on age-appropriate activities and discussions that lay the foundation for understanding these global goals. Here are some teaching strategies linked to different SDG themes:

1. No Poverty (SDG 1) & Reduced Inequalities (SDG 10):

- Sharing and Caring: Encourage sharing of toys, resources, and snacks. Talk about how everyone deserves to have what they need.
- Empathy Building: Use stories and role-play to explore different family situations and feelings.
- Celebrating Differences: Value and respect each child's unique background and experiences.
- Simple Fundraising: Engage in small, child-led initiatives to help others (e.g., collecting items for a local charity).

2. Zero Hunger (SDG 2):

- Growing and Tasting: Plant simple seeds and talk about where food comes from. Involve children in preparing healthy snacks.
- Reducing Food Waste: Discuss not wasting food and composting scraps (if appropriate).
- Learning About Different Foods: Explore fruits, vegetables, and dishes from various cultures.

3. Good Health and Well-being (SDG 3):

- Promoting Healthy Habits: Focus on handwashing, healthy eating, and the importance of exercise through songs, games, and routines.
- Emotional Literacy: Help children identify and express their feelings in healthy ways. Introduce calming techniques.
- Safety Awareness: Teach basic safety rules in the nursery and at home.

4. Quality Education (SDG 4):

- Child-Led Learning: Foster curiosity and exploration through open-ended activities and play.
- Inclusive Practices: Ensure all children have equal opportunities to learn and participate, regardless of their abilities or backgrounds.

- Developing Communication Skills: Encourage talking, listening, and expressing ideas.
- Love of Books and Stories: Share diverse stories that broaden children's understanding of the world.

5. Gender Equality (SDG 5):

- Challenging Stereotypes: Provide a range of toys and activities that are not gender specific. Encourage all children to participate in all areas of play.
- Valuing All Voices: Ensure all children's opinions and ideas are heard and respected.
- Role Models: Introduce stories and examples of people of all genders in various roles.

6. Clean Water and Sanitation (SDG 6):

- **Water Exploration:** Engage in water play while discussing its importance and the need to conserve it.
- **Hygiene Practices:** Reinforce the importance of handwashing and clean environments.

7. Affordable and Clean Energy (SDG 7):

- Simple Experiments: Explore light and shadow and talk about where energy comes from in an age-appropriate way.
- Saving Energy: Encourage turning off lights when leaving a room.

8. Decent Work and Economic Growth (SDG 8):

- Understanding Different Jobs: Talk about the different jobs people do in the community.
- Value of Work: Emphasise the importance of helping and contributing.

9. Industry, Innovation and Infrastructure (SDG 9):

- Building and Creating: Provide opportunities for construction play and imaginative design.

- Exploring Technology (Safely and Age-Appropriately): Introduce simple technology like cameras or interactive screens in a guided way.

10. Reduced Inequalities (SDG 10): (Covered in SDG 1)

11. Sustainable Cities and Communities (SDG 11):

- Exploring the Local Environment: Take walks in the local area and talk about the buildings, parks, and people.
- Caring for Our Space: Encourage tidying up and respecting the nursery environment.

12. Responsible Consumption and Production (SDG 12):

- Recycling and Reusing: Set up simple recycling bins and talk about reducing waste.
- Making Choices: Discuss making thoughtful choices about what we use.

13. Climate Action (SDG 13):

- Observing Nature: Explore weather patterns, plants, and animals.
- Caring for Living Things: Encourage gentle interactions with nature.
- Simple Actions: Talk about turning off lights and saving water.

14. Life Below Water (SDG 14) & 15. Life on Land (SDG 15):

- Learning About Animals and Habitats: Use books, songs, and videos to introduce different animals and their environments.
- Nature Exploration: Explore the garden or local park, observing insects, plants, and trees.
- Caring for Animals and Plants: Encourage gentle handling and respect for living things.

16. Peace, Justice and Strong Institutions (SDG 16):

- Fairness and Sharing: Emphasize taking turns, sharing, and playing fairly.

- Problem-Solving: Help children learn to resolve conflicts peacefully.
- Rules and Responsibilities: Discuss simple rules and why they are important.

17. Partnerships for the Goals (SDG 17):

- Working Together: Encourage collaborative play and group activities.
- Community Connections: Invite visitors from the local community to share their experiences.

Key Teaching Strategies:

- Play-Based Learning: Integrate SDG themes into imaginative play, construction, small world play, and outdoor activities.
- Storytelling and Books: Use diverse stories to introduce different cultures, perspectives, and global issues in an age-appropriate way.
- Circle Time Discussions: Facilitate discussions about fairness, kindness, and caring for the environment.
- Creative Arts: Encourage children to express their understanding through drawing, painting, music, and drama.
- Sensory Exploration: Use sensory materials to explore natural elements and different textures.
- Outdoor Learning: Connect children with nature and encourage exploration and observation.
- Role Modelling: Practitioners should model the values and behaviours associated with the SDGs.
- Family Involvement: Share information with parents about the SDGs and encourage related activities at home.

