

## Early Years Curriculum Intent



Through language rich interactions and purposeful play, and taking into account their own interests and fascinations, children will be supported in developing positive relationships with themselves, their peers and the adults rooted in tolerance and respect, allowing them to fully engage with the curriculum that:

- challenges them to develop their spoken language so that they can share their thoughts, ideas and make comments about their own learning;

enables them to engage in purpose and imaginative play

- encourages a love of reading and the confidence to talk about stories, poems and songs that they love

- supports them in the early stages of writing by providing them with experiences and the language to formulate ideas that they can use in their own writing.

- provides them with the fundamental building blocks of mathematics

- helps them to make sense of the world around them.

**What we want  
for our  
children**

**Success for  
all**

Articulate children  
with a good  
vocabulary

Enthusiastic  
and excited to  
learn

To have secure  
phonic  
knowledge

Are physically  
active

To engage in  
imaginative  
play

To be able to create  
detailed representations and  
imaginative work linked  
to their fascinations

To develop  
positive  
relationships

Celebrate and  
respect  
cultural diversity

To be a part of  
the whole school  
community

Have self care  
and life skills inc  
good oral health

To have concrete  
opportunities  
through visitors  
and visits

To know songs,  
stories and  
rhymes by  
heart

Are self  
confident

To have  
secure number  
knowledge

**How will we do it?**

Herts Essentials Maths

High quality text at the centre of teaching

Regular trips and visitors

Strong transitions, into school and between year groups

Statutory framework for the Early Years Foundation Stage

RWInc

Development matters

Get Set PE

Enabling environments that encourage risk taking, large physical activity and independence

NELI

Smart moves

Participation in whole school events; assemblies, Christmas productions as well as establishing 'buddy links' with older children

To be a part of the whole school community

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Christmas lunch with Reception</p> <p>'This is my school' guided tours</p> <p>Nativity play</p>	<p>Joining World book day with reading buddy session (from phase 3)</p>	<p>Sports day- watched by Rec and phase 2</p>	<p>In the hall for lunch</p> <p>In the hall for PE sessions</p> <p>Christmas lunch with Nursery</p> <p>Joining with whole class Christmas tombola draw</p> <p>Nativity play</p> <p>School panto</p>	<p>World Book Day Assembly</p> <p>Joining Celebration assemblies every Friday</p> <p>Reading buddies with Phase 3</p>	<p>Joining in every Friday assembly</p> <p>Joining Jigsaw assemblies</p> <p>Sports day- watched by Rec and phase 2</p>

Articulate children with a good vocabulary

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Through high quality daily interactions with adults who are commenting on children's activity whilst adding new vocabulary</p> <p>Concrete opportunities develop new vocabulary and the use of role play to effectively apply new language and vocabulary</p> <p>Through the effective use of quality text; stories, rhymes and non-fiction</p> <p>To have language rich environments and include new words into everyday conversation</p>					
<p>Actively listen to stories and rhymes- adults to discretely pull out new/ unusual language and explain it- to use this within interactions with learners</p> <p>Use of core books read frequently to embed language development</p> <p>Understanding what questions</p>	<p>Investigating animals and habitats- using the correct scientific names</p> <p>Using what questions, and understanding why questions</p> <p>Understanding two part questions</p> <p>Starts conversations with adults and peers</p> <p>New vocabulary linked to concrete opportunities + trips</p>	<p>Developing simple positional language using text eg: We're Going on a Bear Hunt and Rosie's walk</p> <p>Using why questions</p> <p>Encourage longer sentences (up to 6 words)</p> <p>Correct use of regular past tense</p> <p>Use talk to organise their play</p> <p>Turn take in conversations with support</p> <p>Can use the future tense</p> <p>Joins sentences with because/ or/ and</p>	<p>Vocabulary word walls- topic related and interesting words from core/ shared text (updated regularly)</p> <p>Use concrete objects to learn new vocab eg; fruit and vegetables (linked to Harvest)</p> <p>Include categories of objects eg: vegetables/ fruit/ instruments/ transport etc..</p> <p>What is it games? Describing objects (real or pictures) to develop vocabulary</p>	<p>Investigating plants, animals and habitats- using the correct scientific names</p> <p>Developing positional mathematical language</p> <p>NELI assessments and programme</p> <p>New vocabulary linked to concrete opportunities + trips</p> <p>Understand a range of questions, what/where why include how and 'I wonder'</p> <p>Asking open ended questions to develop longer answers</p>	<p>Use a range of questions, what/ where why include how and 'I wonder'</p> <p>Actively listen to stories and use language from them in everyday speech</p> <p>Use a range of connectives to join thoughts and ideas together</p> <p>Sequence sentences in right order (link to story telling theme)</p> <p>To have articulate children who understand the conventions of conversation; active listening, turn taking, responding and who have the vocabulary to make their own thoughts, feelings, wishes and ideas known</p>

To engage in imaginative play

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Being imaginative topic</p> <p>Role play areas to be modelled carefully and revisited through adult led play and supported as part of child initiated play</p> <p>Role play areas to include: Kitchen Builders Library Shop Café</p> <p>To begin to move from spectator and parallel play to social play- taking</p>	<p>To be able to engage in social play; taking turns, sharing</p> <p>Imaginative play based upon concrete opportunities and non-fiction text Eg: Trip to the farm Trip to the library Living Eggs</p> <p>Role play areas to develop eg: farm/ vet...</p>	<p>To be able to engage in associate play</p> <p>Imaginative Play and role play areas to be based upon high quality text: We're going on a bear hunt Three Billy Goats Gruff The Three Little Pigs</p>	<p>Being imaginative topic- 'You Choose'</p> <p>Role play areas to be based upon children's own fascinations and so may include, but are not limited to:</p> <p>Kitchen Fairly tale land Post office Space station Library Café Range of shops</p>	<p>To be able to engage in cooperative play working with peers</p> <p>Imaginative play based upon concrete opportunities and non fiction text: Eg: Trip to the farm Trip to the library Trip to the museum Living Eggs</p> <p>Eg: dinosaur land from trip to NH museum Tring</p>	<p>To be able to engage in dramatic/ fantasy play</p> <p>Imaginative Play and role play area to be based upon high quality text To include: Jack and the Beanstalk The Gingerbread man The Gruffalo Pirates</p>

To be able to create detailed representations in their own way and linked to their fascinations—link to EAD

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Experiment with a range of drawing tools Draw in sand, chalk on the playground etc	Draw on a large and small scale and use different shapes and colours of paper	Draw from imagination	Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons  Draw upright and flat	Draw all kinds of objects	Draw and paint from observation, memory and imagination
Explore different types of paint – ready mixed, powder, finger, water colour etc.  name and recognise colours	Use a range of applicators to paint	Paint on large scale	Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture	Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)	Paint flat and upright paint on a small and large scale using appropriate tools paint on different sizes, shapes and colours of paper
	Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks	Print sequential patterns	Use stencils to create patterns		Print on paper and fabric (eg. make wall hangings)
Sort threads and fabric and talk about colour and texture		Identify and talk about textiles in the environment		Thread and weave into eg: railings, netting, garden netting, fencing, sequin mesh	
	Know how to use clay safely Draw into clay with a range of tools		Make thumb pots from clay	Make a collection of objects made from clay and talk about them	
		Use glues, masking tape and other fastenings	Use a range of junk, found and natural materials to make models and structures	Use rolled up paper and artstraws, piecleaners to create structures and objects Use natural objects to make patterns on the ground and look at the eg: work of Andy Goldsworthy	<b>To create their own 3D piece based upon own fascinations using any of the skills learned</b>
			Use a digital camera	Use a paint programme on the computer/ ipad	To manipulate imagines using paint programme on the computer/ ipad

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (link to stories and maths-shape)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>



Have self care and life skills inc good oral health

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
To be able to take off their coat and shoes with little support	To be able to put on their shoes and coat with minimal support	To be able to put on their shoes and coat	Use a knife and fork although they may need help cutting	Know and talk about the different factors that support their overall health and wellbeing:	To be able to go to the toilet by themselves
To be able to put on their shoes and coat with support	To know when they need to go to the toilet	Be increasingly independent using the toilet, washing and drying their hands thoroughly. Most, but not all, children are reliably dry during the day.	Understand that regular physical activity supports their health and wellbeing	Use a knife and fork independently	To understand what is a sensible amounts of 'screen time'
To be able to wash their hands before snack	Select and use activities and resources, with help when needed	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up buttons.	To be able to do up their coat zip	Understand which foods support their health and well being	To understand that having a good sleep routine supports their health and wellbeing
	To begin to understand what are healthy food and drink choices	To begin to understand the importance of brushing their teeth and how to do it- visit from the dentist			To understand how to cross the road safely and to be safe walking down the street- through road safety sessions
					Visit by the dentist- they understand how regular tooth brushing supports their health and well-being

To have concrete opportunities through visitors and visits

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Visit by firefighters and / or police (if possible)- end of term  Tour of the school  Parents in – Christmas craft	Visit to the farm (end of term)  Living Eggs  Parents in- world book day	Visit by dentist  Walk to local shops	Visit by firefighters and/or police (if possible) end of term  Walk to local church  Parents in – Christmas craft	Visit to the farm (end of term) Visit to Tring museum (tbc)  Living Eggs  Live butterflies  Parents in- world book day	Visit by dentist

Are physically active

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Skip and hop and stand on one leg (eg musical statues at Christmas)</p> <p>Gross motor movements; streamers, ribbons, large painting</p> <p>Three wheel scooters</p> <p>Seesaw</p>	<p>Parachute games</p> <p>Scooters and large trikes</p> <p>Balancing (rainbow balance steps)</p> <p>Spinners (red cones)</p> <p>Rope bridge outside</p> <p>Rolling a ball back and forward to each other</p>	<p>Sports Day</p> <p>Large trikes + passengers - pedalling</p> <p>Follow the leader patterns of movement (linked to We're going on a bear hunt)- repeating the patterns of movement</p> <p>Up and down bridge using alternate feet (link to Three Billy Goats Gruff)</p> <p>Obstacle courses to crawl/ slither/ walk inc tunnels outside</p> <p>Jumping off the balance bar outside</p> <p>Walking to local shops</p>	<p>PE sessions using Get Set PE</p> <p>Smart moves assessments to target learners needs</p> <p>Pedalling</p> <p>Kites</p> <p>Large block construction</p> <p>Creating obstacle courses- pulling, pushing and stacking</p> <p>Walking to the church</p> <p>Throwing and catching balloons</p>	<p>Bouncing a ball to and fro</p> <p>PE sessions- Football coaching- kicking a ball</p> <p>Balancing- on different points + on different objects (red circle/ two footed balance boards)</p> <p>Jumping higher, further and safer inc. off the tunnel outside</p> <p>Throwing and catching bean bags</p>	<p>PE sessions using Get Set PE</p> <p>Sports Day</p> <p>Balance bikes cont.</p> <p>Throwing and catching- balls</p> <p>Playing tennis</p> <p>Poddley- inc. role play ideas</p> <p>Dancing (as part of EAD)</p>

Fine motor skills

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Fine motor skills activities;					
squashing, squeezing, twisting Using playdough  Pincer movement through picking up beads, pegs, puzzle pieces, threading Wider chunky mark making equipment	Large circular movements Make Zig zag movements	Rolling balls	Dancing with scarves Kites  Throwing and catching  Using clay  Using wheeled toys	Can use a knife, fork and spoon effectively  Planting and digging	Ropes and pulling up on monkey bars (PE sessions )  Den making- Poddely
To be able to use a pencil in the correct grip and able to form letters correctly					
Whole grip	Use a comfortable grip with good control when holding pens and pencils. Modified tripod (palmer) Mark making names and letter shapes within own writing	Show a preference for a dominant hand. Tripod grip  Use some recognisable letters	Tripod smaller pencils and pens	Anticlockwise movements Letters of name Links to phonics	handwriting patterns
Use scissors effectively to cut around shapes Fine motor activities to develop strength					
Holding with two hands Modified scissors with adult support  Snips	Lines	Wavy lines	Lines and turning		
To be able to use a paint brush effectively Fine motor activities					
Short, thicker brushes		Longer thicker brushes		Thin brushes	

To know songs, stories and rhymes by heart

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>To establish a core set of teaching books- 6 per year group</p> <p>To establish a core set of story books- 12+ per year group to know by heart</p> <p>To establish a core set of rhymes/ poems – 6+ per year group to know by heart</p> <p>To create a welcoming reading area with core books on display</p> <p>High quality text at centre of learning</p> <p>Nursery- shared text + one whole class book and one song/ one rhyme every day</p> <p>Reception- shared text + one whole class book before lunch, one whole class book at the end of the day and one song / one rhyme every day + guided reading book as appropriate</p>					
<p>Counting songs learned by heart</p> <p>Introduce first 3 core books- read and re-read</p>	<p>Introduce second set of core books</p> <p>Ensuring to continue reading</p> <p>Linked to interests and theme introduce non-fiction books</p>	<p>Introduce third set of core books</p>	<p>Counting songs learned by heart</p> <p>Introduce first 3 core books- read and re-read</p>	<p>Introduce second set of core books</p> <p>Ensuring to continue reading</p> <p>Linked to interests and theme introduce non-fiction books</p>	<p>Introduce third set of books</p> <p>Using known stories as basis for own oral stories and writing</p> <p>To follow stories without pictures or props</p> <p>To create own stories using props</p>
<p>Owl Babies</p> <p>The Enormous turnip</p> <p>5 little ducks</p> <p>twinkle, twinkle</p> <p>5 little men in a flying saucer</p>	<p>Billy Goats Gruff</p> <p>Three Little Pigs</p> <p>Dear Zoo</p> <p>The Very Hungry Caterpillar</p> <p>Old MacDonald</p> <p>Incy windy spider, Anansi</p> <p>Sleepy bunnies</p>	<p>We're going on a bear hunt</p> <p>Goldilocks</p> <p>Where's my teddy?</p> <p>The Gingerbread man</p> <p>The wheels on the bus,</p> <p>5 currant buns</p>	<p>You choose</p> <p>Handa's surprise,</p> <p>The Little Red Hen,</p> <p>Whatever next?</p> <p>clap your hands and wiggle your fingers,</p> <p>wind the bobbin up</p> <p>dingle dangle scarecrow</p>	<p>The Tiger who came to tea,</p> <p>Rainbow fish</p> <p>The Great Pet Sale</p> <p>once i caught a fish alive</p> <p>The Tiny Seed</p>	<p>The Gruffalo,</p> <p>The Gingerbread man</p> <p>Jack and the Beanstalk,</p> <p>Jack and the Flum flum tree</p> <p>Little Red Riding Hood</p> <p>days of the week</p> <p>10 in the bed</p>
<p>Core teaching Books:</p> <p>Owl babies,</p> <p>Goldilocks &amp; the 3bears,</p> <p>The very hungry caterpillar,</p> <p>Dear Zoo</p> <p>The Three little pigs ,</p> <p>We're going on a bear hunt,</p> <p>The Three Billy Goats Gruff</p> <p>The Enormous turnip</p> <p>Where's my teddy?</p> <p>The Gingerbread man</p> <p>-</p> <p>-</p> <p>Non fiction:</p>	<p>Core rhymes:</p> <p>5 little ducks</p> <p>twinkle, twinkle little star</p> <p>The wheels on the bus,</p> <p>Incy windy spider,</p> <p>5 little men in a flying saucer</p> <p>Old MacDonald, row your boat</p> <p>sleepy bunnies</p> <p>5 currant buns</p> <p>Pete the cat and his white shoes</p> <p>Six dinner Sid</p>	<p>Core story books:</p> <p>Aargh spider,</p> <p>The train ride</p> <p>Farmer duck</p> <p>Duck in the truck,</p> <p>Goodnight gorilla,</p> <p>Goldilocks</p> <p>So much</p> <p>Not now Bernard</p> <p>Non fiction:</p> <p>The Truth About Bears</p>	<p>Core teaching Books:</p> <p>Handa's surprise,</p> <p>The Little Red Hen,</p> <p>The Tiger who came to tea,</p> <p>The Gruffalo,</p> <p>Jack and the Beanstalk,</p> <p>The Rainbow fish</p> <p>You choose</p> <p>Whatever next?</p> <p>Jack and the Flum flum tree</p> <p>Little Red Riding Hood</p> <p>The Great Pet Sale</p> <p>-</p> <p>Non fiction: The Tiny Seed</p>	<p>Core rhymes:</p> <p>10 in the bed</p> <p>days of the week</p> <p>5 little speckled frog, clap your hands and wiggle your fingers, wind the bobbin up</p> <p>dingle dangle scarecrow</p> <p>once i caught a fish alive</p>	<p>Core story books:</p> <p>Room on the broom (if appropriate)</p> <p>Elmer</p> <p>peace at last</p> <p>lost and found</p> <p>giraffes can't dance, penguin,</p> <p>aliens love underpants, rumble in the jungle, the rainbow fish</p> <p>ants in your pants</p> <p>what the ladybird heard</p> <p>Mr Big</p>

To have secure phonic knowledge

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Using RWInc					
<p>Listens with interest to stories, recalling events</p> <p>Oral discrimination of sounds eg. Matching musical instruments/ sorting instruments</p> <p>Listening walks</p> <p>Learns rhymes by heart Begins to change words in a learned rhyme to make a new one</p>	<p>Knows that in English print goes from left to right</p> <p>Writes in their own way with a purpose- eg. Shopping lists</p> <p>Writes own name</p> <p>Knows that print has meaning</p> <p>Enjoying rhyming books</p>	<p>Alliteration- understanding that some words start with the same sound</p> <p>Can count/ clap syllables in words</p> <p>Can spot and suggest rhymes</p> <p>Begins to use letter shapes within writing</p> <p>Uses some letter shapes in initial position of writing eg&gt; knows that it is m for Mum-my</p> <p>Introduction to set 1 sounds m,s,a,t,p, i, n</p>	<p>All children to begin to learn the set 1 sounds</p> <p>Lessons include teaching single letter sounds and assisting children to blend (eg. using magnetic letters) in order to read CVC words. They practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter.</p> <p>After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words</p> <p>Children to learn 2 to 3 sounds a week</p> <p>Set 1 Sounds</p> <p>The children know most single letter sounds and now need to learn to blend orally</p> <p>Lessons also focus on teaching gaps in single letter sounds and begin to teach 'special friends' (sh, ch, ng, nk, qu,th)</p> <p>Children to learn 2 to 3 sounds a week</p>	<p>Cont to review set 1 sounds and focus on gaps with the focus on the 'Special Friends' sh ch th qu ng nk qu They know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to 'Fred Talk' most cvc words.</p> <p>Lesson content involves continuing to teach and review Set 1 Sounds. In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day-( or a short caption pre-written by the teacher) . They also write a simple phrase or sentence related to the Ditty or caption pre-written</p> <p>They know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They should be able to read more words containing Special Friends and words that contain 4+ sounds. They are now reading the Red Ditty Books</p>	<p>Lessons review all of set 1 sounds</p> <p>Reading set 1 green words speedily</p> <p>Spelling set 1 green words</p> <p>The children are reading red ditty books</p> <p>To include teaching to read ss/ff/ck sounds</p> <p>Teach set 2 sounds</p> <p>Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily</p> <p>Spelling set 1 green words + alien words (cvc)</p> <p>The children are now reading the Green books over 4 days inc comprehension questions</p> <p>Are +</p> <p>As above using Purple books</p> <p>This is only for when children have read green books speedily and are not having to 'Fred talk' it</p>

Celebrate and respect cultural diversity

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Using Herts Agreed RE syllabus Using Jigsaw Programme of Study					
Harvest- RE agreed syllabus  Celebrate Christmas festival -RE agreed syllabus  Hannukah	Easter festival  Celebrating belonging inc Christening ceremonies; Christian and Muslim	Helping others inc Muslim stories of Muhammad caring for animals	How and why we prepare for and celebrate a joyous occasion- RE agreed syllabus  Celebrate Diwali  Celebrate Christmas festival	Celebrate Chinese New Year  Easter festival  Wedding ceremonies inc Christian, Hindu/ Muslim	Celebrate Eid  Treating the world fairly inc Buddhist stories  Helping others- inc Rama and Sita (Hindu)
Books and rhymes					
So much	Anansi	Puddles Lends a Paw  Muslim stories eg: The Crying Camel/ TheTiny Ants or Seven New Kittens	Handa's surprise	A wedding Day Wish for Puddles	Mr Big

To develop positive relationships and are self confident

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Using Jigsaw Programme of Study					
Being Me Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<p>To transition successfully to school; developing positive relationships with staff and beginning to have their own friends</p> <p>To know they belong to a school community</p> <p>To be independent within the room, choosing resources and developing own interests</p> <p>Confident to join Reception for Christmas Nativity in front of adults</p> <p>Using modelled role play sessions to find own interests</p>	<p>To know that they belong to a community beyond the school (links to RE syllabus)</p> <p>Understand and talk about their emotions; sad/ happy/ worried ...</p> <p>Developing friendships, initially playing alongside -&gt; playing with a friend (supported by team games eg. Parachute games)</p> <p>Understand and follow the rules and expectations of the class/ school</p>	<p>To be able to solve simple friendship problems (eg. What to do if they don't all want to pay the same game)</p> <p>To begin to empathise with others; to begin to know how others might be feeling</p> <p>Beginning to take turns</p> <p>Play with others</p> <p>To be ready for the transition to Reception</p>	<p>You choose? Being imaginative topic to express own views and thoughts Opportunities for imaginative play to develop own interests and know that others may have different interests</p> <p>Understand what makes them special (all about me- my likes/ dislikes/ what I am good at..)</p> <p>Develop friendships- understanding how we are a new class with new children; 'buddy old Nursery and new to school children'</p> <p>Confident to speak and sing ( Nativity) in front of adults</p>	<p>Understand their feelings inc what to do if feeling angry/ sad..</p> <p>Understanding others feelings from another's perspective (use The Rainbow fish to support this)</p> <p>Taking turns- understanding frustration and understanding how others may feel if they win or lose (eg. Board game sessions/ physical races)</p>	<p>Are confident with developing relationships and that these relationships change. To solve problems that may occur within friendships with growing independence</p> <p>To be ready for the transition to Year 1</p>



To have secure number knowledge

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
Use Herts Essentials Maths- Reception Using Foundations for Counting- Nursery					
<p>Oral number order through songs and rhymes</p> <p>Know the number order orally</p> <p>Know the numbers above 5</p> <p>Describe a familiar route- through tour of school</p> <p>Subitize up to 3 objects</p>	<p>Explore 2D shapes and describe them in a range of ways</p> <p>Count sets of objects to 5</p> <p>Represent sets of up to 5 using fingers</p> <p>Recognise numerals to 5</p> <p>Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc. (link to animals theme- patterns on animals)</p> <p>Extend and create simple abab repeating patterns and notice when there is an error</p>	<p>Understand position through words alone – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. (linked to stories Bear Hunt/ Rosie's walk)</p> <p>Explore 3D shapes and describe them</p> <p>Represent numbers using own marks- through role play settings and own interests</p> <p>Compare sets using language of more than and fewer than (inc less than)</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately when building (eg three little pigs house/ billy goats gruff bridge)</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..- linked to storytelling theme</p>	<p>Herts Essentials steps 1-6</p> <p>Counting</p> <p>Cardinality of number</p> <p>Pattern</p> <p>Comparison of measure</p>	<p>Herts Essentials steps 7-11</p> <p>Comparing</p> <p>Spatial awareness</p> <p>Magnitude and re-grouping</p>	<p>Herts Essentials steps 12-16</p> <p>Finding the whole and missing parts</p> <p>10 and some</p> <p>Doubling</p> <p>Halving</p> <p>Odds and evens</p> <p>Numbers beyond 10</p> <p>To be confident in using and manipulating numbers, representing their own thinking and being able to talk about what their mathematical understanding</p>

Understanding of the World

Autumn of Nursery	Spring of Nursery	Summer of Nursery	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Use all their senses in hands-on exploration of natural materials. (Link to Autumn)</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations.</p> <p>Explore how things work</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice. (Link to 3 Little Pigs) Explore collections of materials with similar and/or different properties.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community. (link to Jigsaw)</p> <p>Name and describe people who are familiar to them (link to Jigsaw)</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Follow a simple map (routes around eg. Farm)</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Draw information from a simple map. (link to story maps)</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p>