

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



LONG TERM PLAN – NURSERY 2/RECEPTION PROGRESSION OF KNOWLEDGE AND SKILLS 2026 update

NURSERY 2/ RECEPTION – AUTUMN 1 - ME AND YOU (N) / DOWN OUR STREET (R)

Curr Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Comm. and Lang	Steps of Progress	Listening, Attention and Understanding - To be able to show an interest in playing with sounds, songs and rhymes. - To be able to show single channelled attention. Shifting to a different task if attention fully obtained – using child’s name helps focus. To be able to respond to simple instructions, e.g. to get or put away an object. - To be able to understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/ What’s that? Where is.?) <i>To be able to listens with enjoyment to stories and rhymes (N1)</i> Speaking To begin to use sentences with four to six words. - To be able to use vocabulary focused on objects and people that are of particular importance to them. <i>To be able to talks about people and things that are not present (N1)</i>	Listening, Attention and Understanding - To understand why listening is important. - Know that they need to be quiet and concentrate when listening. - To be able to listen to stories with increased attention and recall. - To be able to ask and respond to ‘why, what, where, who’ questions. - To be able to show interest during class discussions. - To be able to listen to one another in one-to-one or small groups and respond appropriately. Speaking - To be able to expand their vocabulary to include new words related to topic or theme. - To be able to use complete sentences and begin to link simple sentences. - To be able to retell a simple past event in the correct order. To be able to talk in pretending that objects stand for something else in play, e.g. this ruler is my sword
Physical Devt	Steps of Progress	Gross Motor To be able to experiment with different ways of balancing and moving, e.g. running, rolling, jumping, hopping, galloping. - Is able to use large muscle movements to wave flags or streamers, paint and make marks. Is able to move to music and express themselves. <i>To Increasingly know how to follow rules, understanding why they are important. (PE)</i> <i>To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE)</i> <i>To be able to go up steps and stairs, or climb up apparatus, using alternate feet. (PE)</i> <i>To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE)</i> <i>To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE)</i> Fine Motor To know how to hold a pencil with a four-finger grip. - To be able to pick up tiny objects with a pincer grip. <i>To be able to begin to show a dominant hand preference (N1)</i>	Gross Motor To Know that it is good to be active and sometimes getting out of breath. To be able to mount stairs, steps or climbing equipment using alternative steps. To be able to walk downstairs two feet to each step. To be able to stand momentarily on one foot. <i>To know that exercise is important to stay healthy. (PE)</i> <i>To be able to move safely around the space and equipment. (PE)</i> <i>To be able to describe how the body feels when still and when exercising. (PE)</i> <i>To know the importance of setting routines and expectations (PE)</i> <i>To know that exercise is important to stay healthy.</i> <i>To be able to control my body when performing a sequence of movements.</i> <i>To know that there are ways to move confidently and safely in their own and general space. (under, round, over equipment and obstacles)</i> <i>To know that simple games have rules and skills.</i> <i>To know that bodies can make large and small movements.</i> <i>To know that we can control our body and move freely using suitable speed or direction to avoid obstacles.</i> <i>To be able to move safely around the space and equipment.</i> <i>To be able to travel in different ways, including sideways and backwards.</i> Fine Motor - To be able to show a preference for a dominant hand. To be able to draw lines and circles using gross motor movements. - To be able to use one handed tools and equipment, e.g. child scissors.

			- To be able to hold pencils between thumb and two fingers instead of whole hand. - To begin to hold pencil correctly and showing good control. - To be able to copy some letters, especially letters from own name.
Personal, Social and Emotional Development	Steps of Progress	Self Regulation - To be able to select and use a range of resources in the setting. - To be able to show gaining confidence talking to peers while playing. - To be happy to ask a familiar adult for help. - To begin to engage with others to achieve a goal (N1) Managing self - To be able to demonstrate the ability to inhibit own actions or behaviours e.g. stop doing something they know they shouldn't. - To be developing independence (N1) Building Relationships - To be able to seek out peers and adults to share ideas and experiences. - To engages cooperatively with keyworker (N1)	Self-Regulation - Is able to tolerates delay when their needs are not immediately met. - Is confident to speak to others about needs, wants, interests and opinions. - Is aware of own feelings and consider the feelings of others. - Is able to choose their own equipment that is necessary to complete a task. - Is able to take turns and share resources, sometimes with support Managing Self - Is willing to have a go at challenging tasks. - Is able to select and use activities and resources with help. - Is able to enjoy the responsibility of carrying out small tasks. - Is able to welcome praise for what they have done Building Relationships - To know how to listen to one another and show respect when doing so. - To be able to initiate conversations, taking account of what others say. - SEE SCARF 'ME AND MY RELATIONSHIPS'
Literacy	Steps of Progress	Word Reading - To be able to hold a book, turn the pages and indicate an understanding of pictures and print. - To be able to recognise their name. - To enjoy sharing a book with an adult Comprehension - To be able to make connections between the actions taken and the marks being made. Writing - To be able to make connections between the actions taken and the marks being made. - To be able to draw lines and circles in the air, or on the ground. - To begin to create shapes and identifiable letters - To be able to hold a pencil with a four-finger grip. - To begin to draw lines and circles in the air and on the ground (N1)	Word reading - To be able to identify Set 1 sounds in words, in particular, initial sounds. - To begin to blend simple words. - To be able to link sounds to letters in the alphabet. Comprehension - To be able to talk about events and characters in books. - To be able to talk about their favourite book. Writing - To be able to sit on a chair with a straight back and my feet on the floor. - To be able to give meaning to my marks as I write. - To show more confidence in writing identifiable shapes and letters using a pincer grip.
Mathematics	Steps of Progress	Number: - Recite some number names in sequence. - Knows that the last number said is the total. - Knows that numbers identify how many objects are in a set. - Selects a small number of objects from a group when asked (up to 3). - Reacts to changes in an amount up to 3 (N1) Numerical pattern: - Uses some number names and mathematical language spontaneously. - Uses some informal language of quantities such as 'I've got more than you'.	- Week 1 – Getting to know you - Week 1- Number Songs and Rhymes Zero - Week 3- One – find 1, subitise, record, 1 more, 1 less, represent on: a five frame, fingers, numicon, objects. - Week 4 Two – find 2, subitise, record, 1 more, 1 less, composition, represent on: a five frame, fingers, numicon, objects. - Week 5 – Three – find 3, subitise, record, 1 more, 1 less, composition, represent on: a five frame, fingers, numicon, objects.

		• Confidently attempts fitting shapes into spaces on inset boards or jigsaw puzzles. • Demonstrates an awareness and enjoyment of daily activities. • Talks about the routine of the day and using language such as 'before' and 'after'. • Organises blocks to create simple structures and arrangements. • Demonstrates some awareness of positional language with the help of gesture. • Beginning to use the language of size. • Beginning to talk about the shape of objects – round, tall, flat.	• Week 6- Four- find 4 subitise, record, 1 more, 1 less, composition, represent on: a five frame, fingers, numicon, objects. Pattern
	Vocab	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after.	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, match, sort, same, different, record, represent, subitise, five frame, numicon,
Understanding the World	Steps of Progress	Natural World • To be able to talk about the things they have observed such as plants, animals, natural or found objects. • To be able to ask questions about their familiar world, such as the place they live or the natural world. • To know the factors of keeping healthy (Science) • <i>Explores natural materials indoors and outside. (N1)</i> Past and Present • To be able to demonstrate a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new. • To be able to demonstrate an awareness that they can do more for themselves now than when they were babies. • To be able to demonstrate an understanding that parents and grandparents are older than they are. • To be able to demonstrate some understanding of yesterday and tomorrow. • To know they are members of a family. (History) • To know family members grow and change. (History) • To know adults are older than children. (History) People, Culture and Communities • To be able to remember and talk about significant events in their own experience. • To begin to make sense of their own life-story and family history. • To be able to notice that new friends have similarities and differences that connect them and distinguish them from others. • <i>To be able to imitate familiar actions and events from home life (N1)</i> • <i>To know that devices have controls which make them work. (Wind-up toys, Pulleys, Sets of cogs with pegs and boards. Remote controlled toys, Bee bots, Making and playing games, Sock puppets, Everyday technology) (Computing)</i> • <i>To know a digital device can simulate things which happen in real life.</i> • To know not to give out any information about themselves. • To know that care need is needed when using technology. • Progressing into Unit F2 Which people are special and why? (RE)	Natural World • To be able to describe what they see, hear and feel whilst outside. • To be able to explore the natural world around them. • To show care and concern for living things and the environment. • To be able to ask questions about some of the things they have observed such as plants, animals, natural objects. (Science) Past and Present • To know and understand that their grandparents are older than their parents. • To begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'. • To know they are part of a family made up of people of different ages. (History) • To know about special events in their own experience (History) People, Culture and Communities • To be able to show an increased interest in the lives of people who are familiar to them. • To know that their community is part of the physical world. (Geography) • Introduction to Purple Mash • To know how to access purple mash programs • To know how to use 2 paint a picture • Know not to give out any information about themselves. • Know that care need is needed when using technology. • EDUCATION FOR A CONNECTED WORLD FOCUS - Self image and identity • RE unit Which people are special and why? (RE)
	Vocab	Stapleford, home, house, live, community Old, new. Yesterday, tomorrow, time. Bee-bot, technology, computer, tablet, white board, click search	Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, younger, older. Question, answer, observe, identify, sort, group, compare, differences,

			similarities, describe Summer, Spring, Autumn, and Winter, Screen, mouse, image, keyboard, paint, words, word banks. Paint a picture, Purple Mash Religion, Prayer, Jesus, Allah, Prophet Muhammad, Non-religion, Special places, Christmas, Church, Synagogue, Mosque, St Andrew, Remembrance Sunday, Hannukah, Divali
Expressive Arts and Design	Steps of Progress	Creating and Materials - To know how to explore colour and colour mixing. - To be able to create closed shapes with continuous lines, and begin to use these shapes to represent objects. To be able to use different materials to express their ideas. Joins materials together in various ways e.g. glue, tape, staples or block pieces together (DT) To know that colours of paint can be experimented with. (Art) To know that materials can be joined using tools and techniques. (DT) <i>Start to make marks intentionally. (N1)</i> <i>Manipulates different materials. (N1)</i> Being Imaginative and Expressive - To be able to sing a variety of nursery rhymes and number songs. To be able to engage in imaginative role-play based on their own experiences. - To be able to begin to develop stories using small world resources. To know ten nursery rhymes. (Music) To know that instruments can be played with increasing control to express their feelings and ideas (Music) <i>Pretends that one thing represents another, especially when the object has characteristics in common. (N1)</i>	Creating and Materials - To realise that tools can be used for a purpose. To be able to select appropriate brush for a given purpose. - To be able to explore what happens when they mix colours. To be able to experiment with different textures. To know how to construct with a purpose in mind. - To be able to use simple tools and techniques competently and appropriately. (DT) - To know there are primary colours and their names (Art) - To know how to create an image using the computer (Art) - To know how to sit with a good posture and why it is important. (DT) Being Imaginative and Expressive To enjoy joining in with dancing and singing games. - To be able to imitate movement in response to music. - To be able to use available resources to create props to support role play. - To egin to move rhythmically. - See Charanga for Reception music specific knowledge and skills.
	Vocab	mark making tools, sponges, different brushes, Stick, glue, tape, make, idea, build, Song, music, nursery rhyme, singing	Model, tape, glue, scissors, safety, experiment, tools, materials, use, make, build, join, shape, respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination, Paint program, create

NURSERY 2/ RECEPTION – AUTUMN 2 - LETS CELEBRATE (N) / CULTURAL EXPLORERS: WE ARE THE SAME, WE ARE DIFFERENT (R)

Curriculum Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Comm. and Language	Steps of Progress	Listening and Understanding - To show an interest in playing with sounds, songs and rhymes. - To be able to understands 'who', 'what', 'where' in simple questions (e.g. Who's that/ What's that? Where is.?) - To be able to respond to longer sentences Speaking - To be able to use vocabulary focused on objects and people that are of particular importance to them. - To be able to use intonation, rhythm and phrasing to make the meaning clear to others - To being to ask simple questions	Listening and Understanding - To be able to listen to and follow two part instructions. - To be able to listen to stories with increased attention and recall. - To be able to ask and respond to 'why, what, where, who' questions. - To be able to show interest during class discussions. - To be able to listen to one another in one-to-one or small groups and respond appropriately. Speaking - To be able to expand their vocabulary to include new words related to topic or theme. - To be able to use complete sentences and begin to link simple sentences. - To be able to ask questions to gain understanding. - To be able to use talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences;
Physical Development	Steps of Progress	Gross Motor - To be able to to kick a ball. - To know and increasingly follow rules, understanding why they are important. (PE) - To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE) - To be able to go up steps and stairs, or climb up apparatus, using alternate feet. (PE) - To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE) - To be able to run safely on whole foot to balance (N1) Fine Motor - To be able to pick up tiny objects with a pincer grip. - To begin to use a Palm grip (N1)	Gross Motor - To be able to show increasing control when linking movements together. - To be able to move freely with confidence in a range of ways. - SEE TLG-PE – 'JULIA DONALDSON' (PE) - To know that exercise is important to stay healthy. (PE) - To move safely around the space and equipment. (PE) - To be able to describe how the body feels when still and when exercising. (PE) - To know the importance of setting routines and expectations (PE) - To know that exercise is important to stay healthy. - To be able to control my body when performing a sequence of movements. - To know that there are ways to move confidently and safely in their own and general space. (under, round, over equipment and obstacles) - To know that simple games have rules and skills. - To know that bodies can make large and small movements. - To know that we can control our body and move freely using suitable speed or direction to avoid obstacles. - To be able to move safely around the space and equipment. - To be able to travel in different ways, including sideways and backwards. Fine Motor - To be able to show a preference for a dominant hand. - To be able to use one handed tools and equipment, e.g. child scissors. - To begin to hold pencil correctly and showing good control. - To be able to copy some letters, especially letters from own name.
Personal, Social and	Steps of Progress	Self-regulation To be able to express their own preferences and interests.	Self-Regulation

Emotional Development		Managing Self - To be aware of the feelings of others and gives comfort when others are distressed. - To be able to find ways to calm themselves (N1) Building Relationships - To be able to demonstrates an interest in others play and starts to join in. - To begin to play alongside others (N1)	- Is able to show enthusiasm and excitement when anticipating and engaging in certain activities. - Is able to describe themselves in positive terms and talk about their own abilities. - Is able to take turns and share resources, sometimes with support - Know when they are upset about a situation and can explain why. Managing Self - Is confident to talk to other children when playing, communicating freely about their home and community. - Is confident in new social situations and to meet unfamiliar people. - Is able to show confidence in asking adults for help. Building Relationships - To be able to explain own knowledge and understanding and asking appropriate questions of others. - To be able to form positive relationships with adults and other children. - SEE SCARF 'RIGHTS AND RESPECT'
Literacy	Steps of Progress	Word Reading - To be able to recognise their name. Comprehension - To be able to make connections between the actions taken and the marks being made. - To know how to copy finger rhyme movements and other gestures (N1) Writing - To begin to know how to create shapes and identifiable letters - To show some awareness of the marks they've made linked to the action taken (N1)	Word reading - To be able to Identify Set 1 sounds in words, in particular, initial sounds. - To begin to blend simple words. Comprehension - To be able to talk about events and characters in books. - To be able to talk about their favourite book. - To be able to make suggestions about what might happen in a story Writing - To begin to segment and blend the sounds in simple words and naming sounds. - To be able to talk about sentences and starting to write simple phrases and captions. - To be able to make suggestions about what might happen next in a story.
Mathematics	Steps of Progress	Number - Knows that numbers identify how many objects are in a set. - Knows that the last number said is the total. - Selects a small number of objects from a group when asked (up to 3). Numerical Pattern - Recite some number names in sequence. - Organises blocks to create simple structures and arrangements. - Demonstrates some awareness of positional language with the help of gesture. - Beginning to use the language of size. - Beginning to talk about the shape of objects – round, tall, flat. - Talks about the routine of the day and using language such as 'before' and 'after'. - Demonstrate counting behaviours such as pointing or saying some number names (N1)	- Week 7 – Four – find 4, subitise, record, 1 more, 1 less, composition, represent on: a five frame, fingers, numicon, objects. - Week 8 – Five – find 5, subitise, record, 1 more, 1 less, composition, represent on: a five frame, fingers, numicon, objects. - Week 9 and 10 – Addition counting 6 and 7 - Week 11 – Subtraction 8 and 9 - Week 12 – 2d shapes Circles and Triangles, Shapes with 4 sides.

	Vocab	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after.	One, two, three, four, five, six, seven, eight, nine, ten, more, less, one more, one less, same, altogether, total, equal, group, match, sort, same, different, record, represent, subitise, five frame, ten frame, numicon, length, height, short, tall, bigger, pattern, repeating pattern, circle, triangle, square, rectangle
Understanding the World	Steps of Progress	Natural World - To be able to talk about the things they have observed such as plants, animals, natural or found objects. - To be able to ask questions about their familiar world, such as the place they live or the natural world. - To know that observation is a key skill of a scientist. (Science) - To know the names of some weather types and seasons. (Science) Past and Present - To be able to demonstrate some understanding of yesterday and tomorrow. - To know our homes are part of a community (History) - To know there are days in the future and days we have had (past). (History) People, Culture and Communities - To be able to remember and talks about significant events in their own experience. - To notice that new friends have similarities and differences that connect them and distinguish them from others. - To begin to notice similarities and differences with peers. (N1) - To know that Stapleford is where we live. (Geography) - To know that devices have controls which make them work. (Computing) - To know a digital device can simulate things which happen in real life. - To know not to give out any information about themselves. - To know that care need is needed when using technology. - To know that devices have controls which make them work. (Wind-up toys, Pulleys, Sets of cogs with pegs and boards. Remote controlled toys, Bee bots, Making and playing games, Sock puppets, Everyday technology) (Computing) - Progressing into Unit F2 Which people are special and why? (RE)	Natural World - To have an awareness of seasonal change. - To be able to describe what they see, hear and feel whilst outside. - To know some features of different seasons. (science) Past and Present - To begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'. - To begin to understand that some familiar stories were set in a time before they were born. (History) - To know some events have happened before they were born. (History) - To knows about special celebrations that have happened in the past. (History) People, Culture and Communities - To begin to understand that not all people celebrate the same things as them. - To have a greater understanding about why certain events are being celebrated. - To be able to recognise that people have different beliefs and celebrate special times in different ways. - To be able to recognise and describe special times or events for family or friends, e.g. Eid, christening, Christmas. (History) - To knows about special events in their own experience. (History) - To know there are different countries around the world (Geography) - To know there are different countries around the world (Geography) - Purple Mash login - To know how to login - To know how to find out information from 2 Simple city - To know that digital devices can present information in a variety of forms. - EDUCATION FOR A CONNECTED WORLD FOCUS - Online relationships - RE F3 What places are special and why?
	Vocabulary	World, different, town, countryside, seaside, Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, Tablet, click, open, save, store, Job, help, bricklayer, cook, shoemaker, Old and new. Days of the week, yesterday, tomorrow, last week, last term, Tablet, click, open, save, store	community, country, same, different, religion, culture, hot, cold, Celebration names, phrases like before, after, a long time ago, last year, 2 simple, login, click, tray, Special places, Christmas, Church, Synagogue, Mosque, St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali
Expressive Arts and Design	Steps of Progress	Creating and Materials - To be able to explore colour and colour mixing. - To be able to create closed shapes with continuous lines, and begin to use these shapes to represent objects. - To be able to sing a variety of nursery rhymes and number songs. - To be able to sing the pitch of a tone sung by another person ('pitch match') - To be able to taps out a simple repeated rhythm. - To know that there is a range of drawing media. (Art)	Creating and Materials - To be able to realise that tools can be used for a purpose. - To be able to use simple tools and techniques competently and appropriately. - To be able to explore what happens when they mix colours. - To know what printing is (Art) - To know how to use a variety of artistic effects. (Art) Being Imaginative and Expressive - To be able to select appropriate brush for a given purpose.

		• To know that modelling materials can be shaped. (Art) • To know that you can model art using playdough and clay (Art) • <i>Enjoys and take part in finger rhymes, such as Twinkle Little Star. (N1)</i> • <i>Shows attention to sounds and music. (N1)</i> Being Imaginative and Expressive • To be able to respond to what they have heard, expressing their thoughts and feelings. • To be able to engage in imaginative role-play based on their own experiences. • To be able to begin to develop stories using small world resources. • To be able to use different materials to express their ideas. Joins materials together in various ways e.g. glue, tape, staples or block pieces together. • To know that appropriate resources can be selected when designing. (DT) • To know ten nursery rhymes. (Music) • To know that instruments can be played with increasing control to express their feelings and ideas (Music)	• To be able to experiment with different textures. • To be able to construct with a purpose in mind. • To be able to sing a few familiar songs. • To begin to move rhythmically. • To be able to imitate movement in response to music. • To explore how sound can be changed. • To be able to use available resources to create props to support role play. • To know the importance of making improvements to their ideas or models. (DT) • See Charanga for Reception music specific knowledge and skills.
	Vocabulary	pencil, stick, chalk, pastel, felt tip, explore, mark making, effects, material, observe, imagination, tools, control, fine motor experiment, clay, plasticine, dough, model, Scissors, snip, cut, safety, Song, music, nursery rhyme, singing	Print, stamp, press, roll, Picture, drawing, use, plan, ideas, draw, artistic, paint, effect, change, improve,

NURSERY 2/ RECEPTION – SPRING 1 – NURSERY RHYMES (N) / REAL LIFE SUPERHEROES (R)

Curriculum Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Communication and Language	Steps of Progress	Listening and Understanding To be able to listen to others one to one or in small groups, when conversation interests them. - To be able to focusing attention – still listen or do, but can shift own attention. - To be able to follow directions (if not intently focused on own choice of activity). - To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting the correct picture. - To be able to understand use of objects (e.g. “What do we use to cut things?”). - To begin to understand ‘why’ and ‘how’ questions <i>To be able to show enjoyment in rhymes and demonstrates listening by joining in with actions, sounds and some words (N1)</i> Speaking - To begin to use more complex sentences to link thoughts e.g. using and, because. To build up vocabulary that reflects the breadth of their experiences. To develop their communication but may struggle with using tenses	Listening and Understanding - To know how to maintain attention, concentrating and sitting quietly during appropriate activities. - To be able to respond to instructions involving a more complex sequence. To be able to remember key points from a story without needing prompts. To know how specific interest in a non-fiction book linked to a topic or theme. Speaking To be able to ask questions to learn more about an event or a task. To be able to link statements and sticking to a main theme or intention; - To use talk to organise, sequence and clarify thinking, feelings and ideas. To uses prepositions when following instructions.
Physical Development	Steps of Progress	Gross Motor To be able to move freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, running, jumping, skipping and hopping. To be able to catch a large ball. - To be able to remember some sequences and patterns of movements which are related to music and rhythm. To be able to use large-muscle movements to wave flags and streamers. (PE) To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE) To be able to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PE) To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE) To be able to respond to what they have heard, expressing their thoughts and feelings. (PE) <i>To be able to walk upstairs (N1)</i> <i>To be able to make simple joins with construction materials (N1)</i> Fine Motor - To know how to hold a pencil near the point between first two fingers and thumb. To be able to use construction materials, joining pieces to make models.	Gross Motor To be able to start to experiment with different types of movements; To be able to jumping off objects safely and carefully. To be able to negotiating space carefully. SEE TLG-PE – ‘CELEBRATION’ (PE) Fine Motor Handling tools, objects, construction and malleable materials safely and with increasing control. Beginning to show anticlockwise movements and retrace vertical lines. - Beginning to form recognisable letters. - Using a pencil and holding it effectively to form recognisable letters.

Personal, Social and Emotional Development	Steps of Progress	Self-Regulation - To be able to welcome and value praise for what they have done. - To be able to demonstrate a sense of responsibility and membership of their school community. - To be able to show a growing sense of self (N1) Managing self - To be able to demonstrate a growing ability to follow the rules and understands why they are important. - To be able to seek comfort from an adult when needed Building Relationships - To be able to help to find solutions to conflicts or rivalries in play with peers and/or key workers. - To be able to show interest in the activities of others and respond differently to adults and peers (N1)	Self-regulation - Is able to recognise themselves as a valuable individual. - Is willing to express their feelings and knows when they have been kind and considerate. - Is able to begin to regulate their feelings when they are upset. - Is confident to try new activities. - Aware of the boundaries set and behavioural expectations. Managing Self - Is able to show they can stick with an activity, even if it is challenging. - Is able to participate in a wide range of activities. - Is able to show enthusiasm and excitement when engaging in certain activities. - Knows how to keep teeth clean and how to look after them. Building Relationships - To be able to build constructive and respectful relationships. - To be able to play in a group and take account of other children's ideas. - To be able to show sensitivity to others' feelings - SEE SCARF 'VALUING DIFFERENCE'
Literacy	Steps of Progress	Word Reading - To be able to talk about the key events and characters in a book. - To show an interest in books and may have favourites (N1) Comprehension - To know how to retell a story to peers or a familiar adult. Writing - To be able to use print and letter knowledge in their early writing e.g. shopping lists, card writing etc. - To be able to add some marks to their drawing which they give meaning to (N1)	Word reading - To be able to read individual letters by saying the sounds for them. - To be able to read simple words and simple sentences. - To be able to identify rhyming words. - To confidently blend sounds to read simple words. - To be able to read a few common exception words. Comprehension - To know and use vocabulary and events from stories in their play. Writing - To be able to use their phonic knowledge to write words in ways which match their spoken sounds. - To know how to spell simple, familiar words correctly and making phonetically plausible attempts at more complex words.
Mathematics	Steps of Progress	Number - Recites numbers to 10 in order. - Knows that a group of things change in quantity when something is added or taken away. - Recognises numerals of significance. - Beginning to represent numbers using fingers. - Realising that not only objects but anything can be counted. - Beginning to make comparisons between quantities. Numerical Pattern - Uses some number names accurately in play. - Shows curiosity about number by offering comments or asking questions. - Uses some language of quantities such as 'more' and 'a lot'.	- Week 1 – Alive in 5 – Introducing 0, part/part/whole, 1 more, less, composition, subitising to 5 - Week 2 Estimating - Week 3 – data handling - Week 4 – Numbers to 20 and beyond - Week 5- sorting and classifying - Week 6 – Length, height and capacity – combine 2 lessons on time.

		- Creates and experiments with symbols and marks representing the idea of number. - Uses positional language. - Shows an interest in shape by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Uses comparative language such as 'taller', 'shorter' and 'the same'.	
	Vocabulary	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, represent, write, draw, add, take away, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after.	Zero, one, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, match, sort, same, different, record, represent, subitise, five frame, ten frame, numicon, part, part, whole, double, add, take away, combine, odd, even, number bond, mass, heavy, weight, light, capacity, volume, ml, l, g, Kg, length, height, tall, short, cm, m,
Understanding the World	Steps of Progress	Natural World - To be able to explore materials with different properties, talking about textures and other features. - To be able to begin to understand the need to respect and care for the natural environment and all living things. - To know that questions can be asked to find answers (science) - To know that we can investigate different areas of science practically. (science) - To know that there are similarities and differences in relation to materials and objects. (Science) - To know that some things feel warm and others feel cold (science) - To know that there are other places in the world that may be different to where we live. (Geography) - To know that there is land and sea and this can be shown on a map. (Geography) Past and Present - To be able to show some understanding of terms like new and old. - To notice that there are children that are older than them and others that are younger. - To be able to demonstrate some awareness that their parents were children a long time ago. - To be able to demonstrate some understanding of yesterday, last week and last term. - To know they are members of a family. (History) - To know family members grow and change. (History) - To know adults were children a long time ago. (History) People, Culture and Communities - To be able to show an interest in different people and their occupations. - To begin to form own friendships. (N1) - To know that ICT may be used to communicate information electronically. (Computing) - To know Digital devices can present information in a variety of forms. Computing (Focus on Tablets, V tech resources)	Natural World - To be able to talk about why things happen and how things work. - To be able to show an increased understanding of growth, decay and changes over time. - To be able to recognise some environments that are different to the one in which they live. - To know we live in England, UK. (Geography) - To know that there are different types of weather and it is linked to the seasons. (Geography) - To know that information can be drawn from a simple map. (Geography) Past and Present - To begin to compare and contrast characters in stories about the past. - To be able to understand that people celebrated events like Eid and Christmas before they were born. - To know stories can be old or set in the present. (History) People, Culture and Communities - To be able to draw information from a simple map. - To recognise some similarities and differences between life in this country and life in other countries. - To begin to show an interest in different occupations and ways of life. - Gathering information from computer (Computing) - People who help us topic pins - To know that the internet may be used to find things out. - To know that Information may be stored on digital devices. - EDUCATION FOR A CONNECTED WORLD FOCUS - Copyright and ownership Health wellbeing and lifestyle - F4 What times are special and why? (RE)

		Progressing into F4 What times are special and why? (RE)	
	Vocabulary	World, different, town, countryside, seaside, Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, Tablet, click, open, save, store Job, help, bricklayer, cook, shoemaker,	Stapleford, Nottingham. Street, house, bungalow, school, church, zebra crossing, traffic light bridge, left, right, forwards, Backwards, above, under, tunnel, roundabout, weather, hot, cold, rain, sun, cloud, Uses phrases like 'in the past', days of the week, yesterday, tomorrow, last week, last term. Names of months, Choices, internet, website, safe, share,
Expressive Arts and Design	Steps of Progress	Creating and Materials - To be able to show an interest in and describes the textures of different materials. - To know that you can make art with a range of different materials. (Art) - To know that products need to be strong. (DT) - To know that some products move (DT) - Express ideas and feelings through making marks, and sometimes gives meaning to the marks they make. (N1) - Moves spontaneously to music. (N1) Being Imaginative and Expressive - To notice what adults do, then imitate what is done when adult is not there. - To be able to create imaginative small worlds using blocks, animals and small resources. - To be able to imitates movements and sounds in response to music. Begins to move rhythmically. - To be able to play instruments with increasing control to express their feelings and ideas (Music) - To know the words to an entire song (Music) - To know that you can listen attentively, move to and talk about music, expressing their feelings and responses (Music) - Starts to develop pretend-play with familiar adults or peers (N1)	Creating and Materials - To be able to select tools and use techniques needed to shape, assemble and join materials they are using. - To be able to understand that different media can be combined to create new effects. - To know there are primary colours and their names (Art) - To begin to use and explore a variety of materials, tools and techniques. (DT) Being Imaginative and Expressive - To be able to sing songs, make music and experiment with ways of changing them. - To know a few songs and simple dances. - To be able to explore the different sounds of instruments. - To be able to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. - To be able to confidently explore with colour and texture. (DT)
	Vocabulary	experiment, printing, media, understand, techniques, PVA glue, construct, build, idea, fast, slow, loud, quiet,	respond, line, colour, texture, shape, 2D, observation, scale, size, fine motor skills imagination, Careful, safety, colour, tone, light, dark, shade,

NURSERY 2/RECEPTION – SPRING 2 - ONCE UPON A TIME (N AND R)

Curriculum Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Communication and Language	Steps of Progress	Listening and Understanding - To be able to focusing attention – still listen or do, but can shift own attention. - To be able to follow directions (if not intently focused on own choice of activity). - To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting the correct picture. - To be able to select familiar objects by name and will go and find objects when asked or identify objects in a group (N1) Speaking - To begin to use more complex sentences to link thoughts e.g. using and, because. - To use language as a means to widening contacts and sharing (N1)	Listening and Understanding - To know how to maintain attention, concentrating and sitting quietly during appropriate activities. - To be able to respond to instructions involving a more complex sequence. - To be able to listen and respond to ideas expressed by others in conversation and discussion. Speaking - To be able to continue to use new vocabulary when the topic or theme has ended and in different contexts. - To be able to use language to explore imaginary events, storylines and themes. - To use talk to organise, sequence and clarify thinking, feelings and ideas.
Physical Development	Steps of Progress	Gross Motor - To be able to move freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, running, jumping, skipping and hopping. - To be able to catch a large ball. - To be able to remember some sequences and patterns of movements which are related to music and rhythm. - To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE) - To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PE) - To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE) - To be able to respond to what they have heard, expressing their thoughts and feelings. (PE) - To be able to start taking part in some group activities which they make up for themselves, or in teams. (PE) - To begin to move freely and with confidence (N1) Fine Motor - To be able to hold a pencil near the point between first two fingers and thumb. - To be able to join construction materials using some fine motor skills (N1)	Gross Motor - To be able to recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc - To be able to travel with confidence and skill when moving around, under, over and through various equipment. - To be able to show increasing control when throwing, catching and kicking a ball. - To be able to combine different movements with ease and fluency. - SEE TLG-PE – ‘FAIRY TALES’ (PE) Fine Motor - To begin to form recognisable letters. - To be able to use a pencil and holding it effectively to form recognisable letters.
Personal, Social and Emotional Development	Steps of Progress	Self-Regulation - To be able to demonstrate growing confidence when interacting with unfamiliar people in the setting. Managing Self - To be able to talk about feelings using words like happy, sad, angry or worried. - To be able to demonstrates a growing sense of will and determination (N1) Building Relationships	Self-regulation - Is able to say why they like some activities more than others. - Is happy to talk about their ideas and opinions. - Is able to say when they do and do not need help. - Is aware of the boundaries set and behavioural expectations. Managing Self - Is confident to speak to others about wants, interests and opinions.

		- To be able to initiate play, offering cues for others to join in. - To be able to respond to what others are saying or doing to continue the play. - To be able to begin to develop a friendship with peers (N1)	- Is confident to speak in front of a small group. - Is able to describe themselves in positive terms and talk about their own abilities. Building Relationships - Play in a group and take account of other children's ideas. - Show sensitivity to others' feelings - SEE SCARF 'BEING MY BEST'
Literacy	Steps of Progress	Word Reading - To be able to recognise words with the same initial sound. - To show enjoyment of songs and rhymes and tunes in paying attention (N1) Comprehension - To identify signs and symbols in the environment and recalls what they mean. - To show awareness of rhyming words. - To be able to clap syllables in words. Writing - To be able to provide a description of the marks created. - To know how to write some letters accurately. - To be able to use two fingers and a thumb to grip a pencil. - To be able to add more detailed description for marks they have made (N1)	Word Reading - Identifies some 'special friends' (digraphs) when reading simple words. Comprehension - To be able to re-read books to build up their confidence, their fluency and their understanding and enjoyment in word reading. Writing - To be able to write some irregular common words. - To know how to write simple sentences which can be read by themselves and sometimes by others. - To know how to re-read what they written to make sure it makes sense. - To know and use awareness of full stops and capital letters.
Mathematics	Steps of Progress	Number - Recites numbers to 10 in order. - Recognises numerals of significance. - Knows that a group of things change in quantity when something is added or taken away. - Realising that not only objects but anything can be counted. - Beginning to make comparisons between quantities. - Creates and experiments with symbols and marks representing the idea of number. Numerical Pattern - Uses some language of quantities such as 'more' and 'a lot'. - Shows curiosity about number by offering comments or asking questions. - Uses positional language. - Uses comparative language such as 'taller', 'shorter' and 'the same'. - Beginning to make comparisons between two groups (N1)	- Week 7, Growing 6,7,8 - Week 8 – addition counting on - Week 9 – subtraction counting back - Week 10 measuring capacity - Week 11- Building 9 and 10 – odds and evens, number bonds to 10, three numbers to 10. - Week 12 – Explore 3D shape
	Vocab	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, represent, write, draw, add, take away, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after.	Zero, one, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, match, sort, same, different, record, represent, subitise, five frame, ten frame, numicon, part, part, whole, double, add, take away, combine, odd, even, number bond, sphere, cube, cuboid, cone, pyramid, cylinder, data handling – table, tally, chart, graph, data
Understanding the World	Steps of Progress	Natural World - To be able to begin to understand the need to respect and care for the natural environment and all living things. - To begin to understand and choose to care for the world around them. (N1)	Natural World - To be able to identify features of living animals, such as animals with legs or those with wings. - To be able to ask questions about the natural world.

		Past and Present - To show some understanding of terms like new and old. - To know equipment people use can be new or old. (History) - To know there are days of the week, yesterday, tomorrow and last week. (History) People, Culture and Communities - To be able to continue to develop positive attitudes towards differences between people. - To know that people do different jobs (Geography) - To know that ICT may be used to communicate information electronically. (Computing) - To know Digital devices can present information in a variety of forms. Computing (Focus on Tablets, V tech resources) Computing - Progressing into Unit F1 Which stories are special and why? (RE)	- To know that objects, materials and living things can be explored scientifically. (Science) - To know that solids melt when heated. (Science) - To know that liquids freeze. (Science) Past and Present - To be able to use appropriate language to describe the past, such as, 'in the past'. - To know people celebrate events at different times in the year. (History) People, Culture and Communities - To be able to talk about members of their immediate family and community, naming and describing people who are familiar to them. - To know that people do different jobs which make the community (Geography) - To know people have work roles as well as family roles in society. (Geography) - Computing - Saving work and music - Cultural celebrations paint projects (Computing) - To know how to use 2 beat - To know that a digital device can simulate things which happen in real life. - To know that Information may be stored and sorted using a computer. - EDUCATION FOR A CONNECTED WORLD FOCUS - Online reputation, Privacy and security - Unit F1 Which stories are special and why? (RE)
	Vocabulary	Old and new. Days of the week, yesterday, tomorrow, last week, last term, Tablet, click, open, save, store	Question, answer, observe, equipment, identify, sort, group, compare, differences, similarities, describe, test, results, chart, Metal, plastic, wood, paper, glass, clay, rock, fabric, sand, hard, soft, rough, smooth, shiny, dull, bendy, waterproof, strong, weak, stretchy, magnetic, not magnetic, lets light through, Community, dentist, teacher, firefighter, nurse, doctor, policeman, Celebration names, phrases like before, after, a long time ago, last year, 2 beat, saving, store, tray St David, St Patrick., Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach), Special books, Special stories, Bible, Moses, Torah, Qur'an
Expressive Arts and Design	Steps of Progress	Creating and Materials - To be able to create imaginative small worlds using blocks, animals and small resources. - To be able to play instruments with increasing control to express their feelings and ideas. (Music) - To know that different drawing media have different mark making potentials. (Art) - To know that different textiles can be combined to make artwork (Art) - Explores a range of instruments and plays them in different ways (N1). - Explores different materials, using all their senses to investigate them. (N1) Being Imaginative and Expressive - To use movement to respond to music, expressing emotions and ideas. - To be able to explore melodic shape of familiar songs. - To know how to create their own songs or improvise a known song.	Creating and Materials - To be able to sing songs, make music and experiment with ways of changing them. Beginning to use and explore a variety of materials, tools and techniques. - To confidently explore with colour and texture. - To be able to select tools and use techniques needed to shape, assemble and join materials they are using. - To understand that different media can be combined to create new effects. - To know how to print with a range of materials (Art) - To know that different textiles can be combined to make artwork (Art) - To know what a healthy food choice is. (DT) - To know the importance of working as a team. (DT) - To know the importance of working safely. (DT) Being Imaginative and Expressive - To know a few songs and simple dances.

		• To be able to express ideas with increasing use of colour and complexity including emotions, sounds or movement. • To be able to Imitate movements and sounds in response to music. Begins to move rhythmically. • To be able to show an interest in and describes the textures of different materials. • To know that work can be adapted or improved if necessary. (DT) • To now the words to an entire song (Music) • To know that you can listen attentively, move to and talk about music, expressing their feelings and responses (Music) • Explores materials to represent their ideas in different ways. (N1)	• To be able to xplore the different sounds of instruments. • To be able to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • To develop stories and narratives in their own play. • To know how to talk about something that you like about art (Art)
	Vocabulary	thick, thin, wavy, straight, Image, draw, paint, material, join, practise, threading, stitches, understand, decorate, Adapt, improve, plan, design, fast, slow, loud, quiet,	Print, stamp, press, roll, Like, opinion, discuss, join, practise, threading, stitches, understand, decorate, Fruit, vegetable, healthy, unhealthy, vitamin, ingredient, weigh, change, mix, cut, cutlery

NURSERY 2/ RECEPTION – SUMMER 1 – CIRCLE OF LIFE (N) / SQUEAK, CLUCK, ROAR (R)

Curriculum Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Communication and Language	Steps of Progress	Listening and Understanding To be able to listening and following directions and looking at someone when they are speaking. To be able to follow stories read to them and talks about the pictures in the book. - To be able to ask and respond to 'why' questions. <i>To demonstrates enthusiasm when engaging in sound, songs and rhyming activities</i> Speaking To begin to start a conversation with an adult or a friend and continuing it in turns. - To use a range of tenses e.g. play, playing, will play, played; <i>To be able to hold a conversation jumping from topic to topic</i>	Listening and Understanding - To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To be able to hold conversation when engaged in back-and forth exchanges with their teacher and peers. Speaking - To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	Steps of Progress	Gross Motor To be abke to run skilfully negotiating space successfully, adjusting speed or direction to avoid obstacles. To be able to demonstrate balance and control on climbing apparatus and outdoor equipment. To be able to go up steps and stairs, or climb on apparatus using alternate feet. <i>To know rules and not always need an adult to remind them of a rule. (PE)</i> To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE) <i>To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE)</i> <i>To be able to be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PE)</i> <i>To be able to complete quats with steadiness can rise to feet without hands (N1)</i> Fine Motor - To know how to holds a pencil near the point between first two fingers and thumb, demonstrating good control. TO be able to use one-handed tools and equipment with growing confidence.	Gross Motor To be able to negotiate space and obstacles safely, with consideration for themselves and others. - To be able to demonstrate strength, balance and coordination when playing. - To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>SEE TLG-PE – 'DOWN ON THE FARM' (PE)</i> Fine Motor - To be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To be able to use a range of small tools, including scissors, paint brushes and cutlery. To begin to show accuracy and care when drawing.
Personal, Social and Emotional Development	Steps of Progress	Self-Regulation To be able to show enjoyment of the responsibility of carrying out tasks. To be able to express their ideas confidently to peers whilst playing and communicates freely about their school, home and community. <i>To be able to seek out small responsibility (N1)</i> Managing Self	Self-Regulation Is able to show an understanding of their own feelings and those of others. Is able to regulate their feelings accordingly. Is able to wait for what they want and can control their immediate impulses. Managing self Is confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

		- To be able to adapt behaviour to different events, social situations and changes in routine. - To be able to respond to a few appropriate boundaries (N1) Building Relationships - To be able to demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - To be able to demonstrates affection and concern for those who are special to them (N1)	- Is able to manage their own basic hygiene and personal needs, including dressing and going to the toilet. Building Relationships - To be able to form positive attachments to adults and friendships with other children. - To be able to show sensitivity to their own and to others' needs. - SEE SCARF 'KEEPING SAFE'
Literacy	Steps of Progress	Word Reading - To know that print has meaning, print can have different purposes Comprehension - To be able to engage in extended conversations about stories, learning new vocabulary. - To be able to join in with the rhythm of well-known songs and rhymes. - Joins with songs and rhymes copying sounds rhythm and tempo (Nq) Writing - To know how to write some or all of their name. - To be able to use two fingers and a thumb close to the point to grip a pencil. - To be able to use mark-making tools and other equipment with increasing control and confidence. - Distinguishes between marks that are made (N1)	Word Reading - Read words consistent with their phonic knowledge by sound blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Comprehension - To know how to anticipate – where appropriate – key events in stories. Writing - To know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.
Mathematics	Steps of Progress	Number - Sometimes matching quantities and numerals correctly. - Beginning to represent numbers using fingers, marks on paper or digits. - Separates a group of 3 or 4 in different ways beginning to recognise that the total is always the same. - Compare two sets of objects, saying when they have the same amount. - Representing numbers on 10s frames. - Matching numicon to numerals and amounts. - Collect a small number of objects from a group when asked (N1) Numerical pattern - Recognises numerals in the environment. - Sometimes counting accurately. - Starting to identify shapes in the environment. - Asks questions about their observations of similarities and differences. - Starting to make more meaningful pictures, patterns, and arrangements with shapes.	- Week 1 – number bonds to 10 - Week 2- odds and evens - Week 3- doubling and halving - Week 4 – time - Week 5- addition and subtraction - Week6 – number patterns and repeating patterns.
	Vocabulary	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, represent, write, draw, add, take away, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after five frames, ten fames, matching, circle, triangle, square, rectangle, pattern, repeating pattern, separate, combine.	Zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, more, less, same, altogether, total, equal, how many now? group, match, sort, same, different, record, represent, ten frame, numicon, part, part, whole, double, add, take away, combine, odd, even, number bond,

Understanding the World	Steps of Progress	Natural World - To be able to talk about why things happen and how things work. - To be able to show care and concern for living things and the environment. - To be able to talk about key features of a life cycle of a plant and animal. - To be able to remember where objects belong (N1) - To know that questions can be asked to find answers. (Science) - To know that observation is a key skill of a scientist. (Science) - To know that we can investigate different areas of science practically. (Science) - To know that changes occur when animals grow. Know that plants change as they grow. (Science) - To know that living things have similarities and differences. (Science) Past and Present - To be able to show some understanding that grandparents and great grandparents were children a very, very long time ago. - To begin to have an understanding for terms like, yesterday, last week and last year. - To know they are members of a family which usually has siblings. (History) - Knows family members grow and change and even grandparents were children once. (History) People, Culture and Communities - Recognises and describes special times or events for family or friends. - Computing – To know that the internet may be used to find things out. - To know that information may be stored and sorted using a computer. - To know that information may be stored on digital devices. (Tablets, V tech resources, Interactive white boards) - Progressing into F6 Our wonderful world: how can we care for living things and the earth? (RE) - Demonstrates curiosity towards others and shows an interest in stories about themselves and their family. (N1)	Natural World - To be able to explore the natural world around them, making observations and drawing pictures of animals and plants. - To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - To know that comparisons can be made through observation. (Science) - To know that objects, materials and living things can be explored scientifically. (Science) - To know that living and non-living things can be classified. (Science) - To know that plants grow and are usually green. (Science) - To know that we use plants for food. (Science) - To know that living things have similarities and differences. (Science) - To know about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian (Science) Past and Present - To be able to understand the past through settings, characters and events encountered in books read in class and storytelling. - To know people and animals grow and change as time passes. (History) People, Culture and Communities - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Computing - Creating a story - To know how to use a computer to create a simple story - To know how to use Mashcams - To know ICT may be used to communicate information electronically. - EDUCATION FOR A CONNECTED WORLD FOCUS - Online bullying - Unit F6 Our wonderful world: how can we care for living things and the earth?
	Vocabulary	Brothers, sisters, siblings, parents, grandparents, adult, children, babies. Young, old, growing and changing. Internet, safe, search, store, digital	Tree, trunk, leaves, flowers, petals, fruit, roots, bulb, Human, animal, fish, birds, head, face, hair, leg, elbow, back, toes, hands, fingers Young, old, younger, older, growing and changing, Webcam, photos, insert, image, text, program, St George
Expressive Arts and Design	Steps of Progress	Creating and Materials - To be able to explore colours and how colours can be changed. - To be able to use lines to create shapes to represent people and everyday objects and events. - To be able to explore and learns how sounds can be changed. - To be able to use various construction materials, stacking blocks vertically and horizontally to make enclosures - To know the names of colours. (Art) - To know that you can make art with a range of different materials. (Art)	Creating and Materials - To be able to safely use and explore a variety of materials, tools and techniques. - To be able to explore with colour, design, texture, form and function. - To be able to share their creations, explaining the process they have used. - To know that different media form different marks (Art) - To know the importance of making improvements (DT) Being Imaginative and Expressive - To be able to make use of props and materials when role playing characters in narratives and stories.

		• To know that fabrics can be joined using tools and techniques. (DT) • Know to sing the same pitch of a tone sung by another person ('pitch match'). (Music) • To know the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Music) • Joins in singing favourite songs. (N1) • Shows an interest in the way musical instruments sound. (N1) Being Imaginative and Expressive • To be able to sing a repertoire of songs, joining with dancing and ring games. • To be able to develop preferences for forms of expression. • To be able to use available resources to create props to support role-play. • To begin to move rhythmically. • Joins in pretend-play with peers. (N1) • Joins in with singing some familiar songs and rhymes. (N1)	• To be able to sing a range of well-known nursery rhymes and songs. • To be able to perform songs, rhymes, poems and stories with others. • See Charanga for Reception music specific knowledge and skills.
	Vocabulary	mark making tools, sponges, different brushes, fabric, cotton wool, paper, cut, Material, hole punch, stapler, high, low	Materials, use, idea, improve, final, complete, like, change, dislike, next time, better, worse, different, instead, marks, lines, thick, thin

NURSERY 2/ RECEPTION – SUMMER 2 – SUMMERTIME (N) / BEFORE I WAS BORN, WE'RE OFF ON A JOURNEY (R)

Curriculum Area		Nursery 3 - 4 Year olds	Reception 4 – 5 Year olds
Communication and Language	Steps of Progress	Listening and Understanding - To be able to ask and respond to 'why' questions. - To use prepositions when following instructions. - To be able to understand more complex sentences e.g. 'Put your toys away and then we'll read a book'. Speaking - To be able to use to connect ideas, explain what is happening and anticipating what might happen next, recall and reliving past experiences (including rhymes and stories). - To be able to use a range of tenses e.g. play, playing, will play, played; - To demonstrates some use of different of word endings	Listening and Understanding - To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - To be able to make comments about what they have heard and ask questions to clarify their understanding. Speaking - To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - To be able to offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Physical Development	Steps of Progress	Gross Motor - To be able to run skilfully negotiating space successfully, adjusting speed or direction to avoid obstacles. - To be able to demonstrates balance and control on climbing apparatus and outdoor equipment. - To be able to up steps and stairs, or climb on apparatus using alternate feet. - To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. (PE) - To be able to start taking part in some group activities which they make up for themselves, or in teams. (PE) - To show they are ncreasingly able to use and remember sequences and patterns of music that are related to music and rhythm. (PE) - To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PE) - To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PE) - To be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PE) Fine Motor - To know how to hold a pencil near the point between first two fingers and thumb, demonstrating good control. - To be able to use one-handed tools and equipment with growing confidence. - To begin to show an increased interest in one handed tools and how to use them.	Gross Motor - To be able to demonstrate strength, balance and coordination when playing. - To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - SEE TLG-PE – 'COUNTRIES' (PE) Fine Motor - To be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - To be able to form letters correctly.
Personal, Social and Emotional Development	Steps of Progress	Self-regulation To be able to show a positive attitude towards involvement in new social situations.	Self-regulation Is able to set and work towards simple goals.

		- To be able to explore environment checking in occasionally (N1) Managing self - To be able to demonstrate awareness of the needs and feelings of others, can take turns and share resources as well as tolerating delay. - To begin to show effortful control (N1) Building Relationships - To be able to plays in a group, extending and elaborating play ideas. - To be able to start to form a special friendship with a peer (N1)	- Is able to give focused attention to what the teacher says, responding appropriately even when engaged in an activity. - Is able to show an ability to follow instructions involving several ideas or actions. Managing self - Is able explains the reason for rules, know right from wrong and tries to behave accordingly. - Is able to understands the importance of healthy food choices. Building Relationships - To be able to work and play co-operatively and take turns with others. SEE SCARF 'GROWING AND CHANGING'
Literacy	Steps of Progress	Word Reading - To know English is read from left to right, page sequencing, names of different parts of a book. - Makes comments or asks questions or shares ideas linked to a book (N1) Comprehension - To be able to to predict or suggest what might happen in a story. Writing - To understands the key concepts of print: - To be able to describe in detail what they have expressed on paper. - To be able to copy shapes, letters and pictures. - To begin to copy some simple shapes and letters linked to the marks made (N1)	Word Reading - To be able to say a sound for each letter in the alphabet and at least 10 'special friends.' (digraphs) Comprehension - To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - To be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. Writing - To be able to write recognisable letters, most of which are correctly formed. - To be able to write simple phrases and sentences that can be read by others.
Mathematics	Steps of Progress	Number - To begin to represent numbers using fingers, marks on paper or digits. - To be able to separate a group of 3 or 4 in different ways beginning to recognise that the total is always the same. - To be able to represent numbers on 10s frames. - To be able to match numicon to numerals and amounts. Numerical pattern - To be able to compare two sets of objects, saying when they have the same amount. - To ometimes counting accurately. - To be able to start to find appropriate shapes for a task. - To be able to start to make more meaningful pictures, patterns, and arrangements with shapes. - To recognise numerals in the environment.	- Week 7 Numbers up to 20 and beyond! - Week 8- Sharing - Week 9- addition problems - Week 10- subtraction problems - Week 11- money - Week 12- measuring weight
	Vocab	One, two, three, four, five, six, seven, eight, nine, ten, more, less, same, altogether, total, equal, group, represent, write, draw, add, take away, group, on top, underneath, in between, next to, behind, in front, timetable, big, bigger, biggest, small, smaller, smallest, round, tall, flat, before, after five frames, ten fames, matching, circle, triangle, square, rectangle, pattern, repeating pattern, separate, combine.	Zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, more, less, same, altogether, total, equal, how many now? group, match, sort, same, different, record, represent, ten frame, numicon, part, part, whole, double, add, take away, combine, odd, even, number bond, sharing, groups of, mass, heavy, weight, light, capacity, volume, ml, l, g, Kg, length, height, tall, short, cm, m, sphere, cube, cuboid, cone, pyramid, cylinder, circle, square, triangle, rectangle, on top, underneath, in between, next to, behind, in front, left, right, data handling – table, tally, chart, graph, data

Understanding the World	Steps of Progress	Natural World - To know that there are other places in the world, which may be different to where we live. - To know that there is a place next to the sea called the seaside (Geography) - To know that there are different types of weather. (Geography) - To know that there is land and sea and this can be shown on a map. (Geography) - To begin to know that there are other places around the world. (N1) Past and Present - To appreciate that certain artefacts and resources are old and have been used before. - To be able to recognise that they may have siblings that are older than them and that they may be older than a younger sibling. - To know we have new items and old items at school. (History) - To know we have days and weeks and months and can talk about them. (History) People, Culture and Communities - To be able to show an interest in people and in different ways of living. - To know that the internet may be used to find things out. (computing) - To know that information may be stored and sorted using a computer. - To know that information may be stored on digital devices.(Tablets, V tech resources, Interactive white boards) - Progressing into Unit F5 Belonging: who are we and how do we belong? - To be able to talk about own family and cultures. (N1)	Natural World - To be able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - To know that comparisons can be made through observation (Science) - To know that the features of their own immediate environment might vary from one another. (Science) Past and Present - To be able to talk about the lives of the people around them and their roles in society. - To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - To know some things are old and people did different things in the past. (History) People, Culture and Communities - To be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - To be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps - To know that there is land and sea (Geography) - To know that there are different countries in the UK and we live in England. (Geography) - Know that information can be drawn from a simple map. (Geography) - To have had an introduction to coding (Computing) - To know that devices have controls which make them work. - EDUCATION FOR A CONNECTED WORLD FOCUS - Managing online information - Unit F5 Belonging: who are we and how do we belong? (RE)
	Vocabulary	Seaside, Skegness, beach, sea, coast, weather, snow, rain, sun, Old and new items. Days of the week, yesterday, tomorrow, last week, last term, Internet, safe, search, store, digital	Question, answer, observe, observing, equipment, identify, sort, group, compare, differences, similarities, describe, Garden, forest, wood, water, Sea, land, Seaside, England, Wales, Scotland, Ireland, map, journey, Equipment, program, buttons, movement, instructions, robots, Bee-bop, patterns.
Expressive Arts and Design	Steps of Progress	Creating and Materials - To be able to use lines to create shapes to represent people and everyday objects and events. - To be able to use various construction materials, stacking blocks vertically and horizontally to make enclosures. - To know that you can make art with a range of different materials. (Art) - To know that art exists all around us (Art) - Explores different materials freely. (N1) Being Imaginative and Expressive - To be able to explore and learns how sounds can be changed. - To be able to develop preferences for forms of expression. - To be able to use available resources to create props to support role-play. - To be able to create complex stories involving toys and immediate surroundings.	Creating and Materials - To know how to safely use and explore a variety of materials, tools and techniques. - To be able to explore with colour, design, texture, form and function. - To be able to share their creations, explaining the process they have used. - To know how to select media to form different marks (Art) - To know that you can model art using playdough and clay (Art) - To know that fabric can be joined in different ways. (DT) Being Imaginative and Expressive - To know how to make use of props and materials when role playing characters in narratives and stories. - To be able to invent, adapt and recount narratives and stories with peers and their teacher.

		• To be able to remember and sings entire songs • To know that eating well contributes to good health. (DT) • To know that ingredients can be stirred, mixed and poured (DT) • To know to sing the same pitch of a tone sung by another person ('pitch match'. (Music) • To know the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Music) • <i>Begins to use representation to communicate ideas. (N1)</i>	• To be able to sing a range of well-known nursery rhymes and songs. • To be able to perform songs, rhymes, poems and stories with others. • See Charanga for Reception music specific knowledge and skills.
	Vocabulary	experiment, media, understand, glue, sticking, paper, fabric, materials, effects, observe, imagination, art, Design, drawing, Fruit, vegetable, flour, sugar, butter, margarine, weigh, spoon, mix, cut, knife	Marks, lines, thick, thin, experiment, clay, plasticine, dough, model, Fabric, join, sew, needle, thread, glue