

Crich Carr CofE Primary and Nursery School

EYFS Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Literacy	Nursery Skills	<p>I can join in with singing nursery rhymes.</p> <p>I can look at books independently.</p> <p>I can find and point to writing in books.</p> <p>I can name and talk about the different parts of a book, e.g. front cover, pages, spine, back cover.</p> <p>I can experiment making different sounds with my voice such as 'whee' or 'choo-choo'.</p>	<p>I can notice when words rhyme.</p> <p>I can sit and listen to a story.</p> <p>I can turn the pages in a book in the correct direction and one at a time.</p> <p>I can confidently make marks on paper.</p> <p>I can talk about a story that I have listened to.</p> <p>I can blend orally blend sounds that I heard to say CVC words.</p>	<p>I can identify a rhyming pair of words.</p> <p>I can point and trace the text in books.</p> <p>I can point to and say familiar letters, for example in my own name.</p> <p>I am beginning to try to write some of the letters in my own name.</p> <p>I can clap out syllables in different words.</p> <p>I can hear initial sounds in words and find the matching Little Wandle card to represent the sound.</p>	<p>I can hear and identify when two words begin with the same initial sound.</p> <p>I can write some letters accurately with support and modelling from an adult.</p> <p>I can write some of the letters in my name without support.</p> <p>I can talk about a range of familiar stories I have heard.</p> <p>I can talk about a character from a book and what they are like. I can put two letter sounds together to make CV words, e.g. at with support from an adult</p>	<p>I can predict what might happen next in a story.</p> <p>I can talk about a familiar book and retell the story in the correct order.</p> <p>I can write my name so that others can recognise it.</p> <p>I can say the names of characters.</p>	<p>I can use lots of different words when talking and I know what they mean.</p> <p>I can talk about my 3 favourite books, describing what happens in them and why I like them.</p> <p>I can write independently, using some letter shapes in my play.</p> <p>I can use letters for a purpose, e.g. to write lists and labels.</p> <p>I can join in with phonics games, segmenting sounds in words.</p> <p>I can blend and segment some CVC word and some longer words which contain digraphs such as car or duck.</p>	

	<p>Nursery Knowledge</p>	<p>I know a variety of nursery rhymes.</p> <p>I know when a word has been missed out of a nursery rhyme.</p> <p>I know that books are for reading.</p> <p>I know that text has meaning.</p> <p>I know that text is read from left to right and top to bottom, in English.</p> <p>I know what parts of a book are called.</p> <p>I know what writing looks like.</p>	<p>I know that rhyming words sound the same.</p> <p>I know that when we sit to share a story, we are reading.</p> <p>I know that some stories start with Once upon a time and finish with happily ever after.</p> <p>I know that stories have a sequence, beginning, middle and end.</p> <p>I know 5 nursery rhymes.</p> <p>I know that putting sounds together makes words (blending).</p>	<p>I know where to find the text in books.</p> <p>I know that letters make up words.</p> <p>I know that I have letters in my name.</p> <p>I know that syllables help us to break up a word into sounds.</p> <p>I know that letters make sounds.</p>	<p>I know what the marks mean that I have made.</p> <p>I know that letters are different shapes.</p> <p>I know what a character is.</p> <p>I know that letters are put together to make words.</p> <p>I know 10 nursery rhymes.</p>	<p>I know what the core book is for the term.</p> <p>I know that all words have sounds in them.</p> <p>I know that I need to listen carefully to hear different sounds in words.</p> <p>I know that words need to be stretched to hear sounds.</p>	<p>I know a wide range of vocabulary.</p> <p>I know the names of my favourite books.</p> <p>I know that writing is used to communicate with other people.</p> <p>I know 15 nursery rhymes.</p>	
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	Reception Skills	<p>I can answer questions about stories I have heard.</p> <p>I can say the sounds of most the letters of the alphabet.</p> <p>I can write some letters accurately.</p> <p>I can hear and write the initial sound in words.</p>	<p>I can answer questions about stories I have heard.</p> <p>I can use blending to read CVC words.</p> <p>I can read some tricky words by sight, e.g. and, has, his, her</p>	<p>I can predict what might happen next in a story by using the correct vocabulary.</p> <p>I can say the sounds for all the letters of the alphabet.</p> <p>I can recall all phase 2 digraphs and some phase 3 digraphs and trigraphs.</p> <p>I can read CVCC and CCVC words.</p> <p>I can read some longer words containing one or more digraphs.</p> <p>I can write some tricky words by sight, eg are sure pure.</p> <p>I can write phase 2 digraphs and some phase 3 digraphs.</p>	<p>I can make up and tell my own stories.</p> <p>I can recall some phase 3 digraphs.</p> <p>I can read some nonsense words.</p> <p>I can read most tricky words taught so far.</p> <p>I can write a caption.</p> <p>I can confidently write CVCC and CCVC words.</p> <p>I can write longer words using my phonic knowledge.</p>	<p>I can talk about the vocabulary of a story.</p> <p>I can read short vowel words with the following structures: CCVCC, CCCVC, CCCVCC.</p> <p>I can read a simple sentence.</p> <p>I can read a range of tricky words including were, here, little, says</p> <p>I can write a sentence.</p> <p>I can write a word with Phase 3 digraphs.</p> <p>I can write a range of tricky words.</p> <p>I can correctly form all letters of the alphabet.</p>	<p>I can answer inference questions about stories.</p> <p>I can apply the sounds that I have been taught during the year.</p> <p>I can read a simple sentence.</p> <p>I can read all phase 2 & phased 3 digraphs and trigraphs.</p> <p>I can read a wide range of tricky words.</p> <p>I can write a sentence that can be read by others, using capital letters, full stops, and finger spaces.</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p> <p>*Anticipate – appropriate – stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role.</p> <p>Word Reading</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p>

	Reception Knowledge	<p>I know key facts about stories and know how to recall facts.</p> <p>I know that letters make sounds.</p> <p>I know what letters look like and how to form letters correctly. (Debbie Hepplewhite guidance)</p>	<p>I know key facts about stories and know how to recall facts.</p> <p>I know how to blend sounds to hear the word.</p> <p>I know that tricky words need to be learnt not sounded out.</p> <p>I know what a digraph is and how to say the sound it makes.</p> <p>I know how to use my phonic skills to write words.</p> <p>I know all phase 2 graphemes and digraphs.</p>		<p>I know story telling language.</p> <p>I know all phase 3 graphemes and digraphs.</p> <p>I know how to form all letters of the alphabet.</p>	<p>I know a wide range of vocabulary.</p> <p>I can write phase 3 digraphs.</p> <p>I know the key elements of a sentence.</p> <p>I know how to structure a sentence.</p>	<p>I know how to infer simple information from a book.</p> <p>I know how to structure a sentence.</p> <p>I know the key elements of a sentence.</p>	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing</p> <p>* Write recognisable letters, most of which are correctly formed.</p> <p>* Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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Mathematics

Nursery Skills

<p>I can join in with number songs and begin to solve the problems in them.</p> <p>I can count out and give you a small amount of objects when asked.</p> <p>I can recognise small amounts of objects without counting them, up to 3 (subitising).</p> <p>I can show numbers using my fingers.</p> <p>I can count in the correct order to 5 independently.</p> <p>I can count beyond 5 sometimes with support.</p> <p>I can count out 5 objects, using the correct 1:1 correspondence.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p>I can tell you how many objects I have when counting a small group independently.</p> <p>I can show you an amount up to 5 on my fingers.</p> <p>I can say the name of the number when you show it to me, 1,2,3,4,5.</p> <p>I can match the quantity of objects to a given number.</p> <p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>I can count beyond 5 to 10.</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>I can use a tally system to record an amount.</p> <p>I can follow instructions involving positional language to find an object.</p> <p>I can use positional language to describe where something is hiding.</p> <p>I can follow instructions to move into the correct position, e.g. move forward.</p> <p>I can make marks on paper to represent numbers.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>I can tell when a group of objects has fewer or more.</p> <p>I can use the words more and less to describe objects.</p> <p>I can tell you the instructions for a simple route, using the correct positional vocabulary, e.g. how to find the nursery toilets.</p> <p>I can solve simple mathematical problems during nursery sessions, e.g. how many more cartons of milk do I need?</p> <p>I can understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>I can name simple 2D shapes correctly.</p> <p>I can use a good range of vocabulary to describe 2D shapes, e.g. sides, faces, corners, edges etc.</p> <p>I can choose the correct shape to complete a task, e.g. choosing a triangle for the roof of my house.</p> <p>I can build complex structures using different 2D and 3D shapes.</p> <p>I can combine shapes to create new ones.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can begin to describe a sequence of events, using words such as 'first', 'then...'</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p>	<p>I can name simple 2D and 3D shapes correctly.</p> <p>I can use the words big and small to describe and compare objects.</p> <p>I can use the words long and short to describe and compare objects.</p> <p>I can identify when something is heavy or light and use these words to describe objects.</p> <p>I can explore capacity and say when something is empty or full.</p> <p>I can solve practical maths problems, using the correct vocabulary.</p> <p>I can spot simple patterns in my nursery setting and use words to describe them e.g. spotty, stripy.</p> <p>I can complete a simple ABAB pattern.</p> <p>I can find a mistake in a ABAB pattern and correct it confidently.</p>	<p>N/A</p>
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	<p>Nursery Knowledge</p>	<p>I know the words to several number songs.</p> <p>I know how to count in the correct order up to 5.</p> <p>I know that one object should be given one number, when counting with the correct correspondence.</p> <p>I know that the last number I say when counting tells me how many I have (cardinal principle)</p>	<p>I know how to count using 1:1 correspondence.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I know how to represent numbers using my fingers.</p> <p>I know what numbers look like.</p> <p>I know that numbers represent an amount.</p>	<p>I know the meaning of positional words, e.g. on top, behind, under etc.</p> <p>I know that positional words describe where something is.</p>	<p>I know how to use the words fewer and more to describe a countable group of objects, e.g. fewer children, more children.</p> <p>I know how to use the words less and more to describe a non-countable amount, e.g. more milk, less milk.</p> <p>I know how to get to places in and around nursery, using a route.</p>	<p>I know that different shapes have different names.</p> <p>I know that different shapes can be used for different things.</p> <p>I know that some shapes have flat sides and some have curved sides.</p> <p>I know that some shapes are better for building models than others.</p> <p>I know that I can place shapes together to make new shapes.</p>	<p>I know the difference between a 2D and a 3D shape.</p> <p>I know the difference between something that is big and something that is small.</p> <p>I know the difference between long and short.</p> <p>I know the difference between weights.</p> <p>I know what a repeating pattern looks like.</p>	
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	Reception Skills	I can represent 1, 2, 3 in different ways.	I can identify one more than a given number up to 10.	I can recognise zero.	I can match to make a pair.	I can build and identify numbers to 20.	I can problem solve.	
		I can recognise circles and triangles.	I can recognise shapes with 4 sides.	I can compare numbers up to 5.	I can make direct comparisons between length and height.	I can change a quantity by adding more.	I can investigate the relationship between number and shape.	
		I can compare 1, 2, 3	I can identify one less than a given number up to 10.	I can compose 4 and 5 in different ways.	I can order and sequence important events within my day.	I can change a quantity by taking away.	I can double.	
		I can compose 1, 2, 3	I can talk about time including seasons.	I can compare the weight of 2 objects.	I can recognise and name 3D shapes.	I can recognise number patterns beyond 10.	I can share and group.	
		I can match and sort objects.	I can copy, continue and create a simple repeating patten.	I can compare capacity.	Continue, copy and create repeating patterns.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	I can use spatial reasoning to solve problems.	
		I can compare and order sets.	Count objects, actions and sounds.	I have a good understanding of positional language and can use it in my everyday speech.	I can create a simple repeating pattern.	I can rotate a shape to fill a space.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
		I can order by size.	Link the number symbol (numeral) with its cardinal number value.	Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10.	I know some number bonds to 10.	I can investigate space.	Compare length, weight and capacity.	
					I can create a map.	I can build a shape from smaller shapes in different ways.		

	Reception Knowledge	<p>I can represent 1, 2, 3 in different ways.</p> <p>I can recognise circles and triangles.</p> <p>I can compare 1, 2, 3</p> <p>I can compose 1, 2, 3</p> <p>I can match and sort objects.</p> <p>I can compare and order sets.</p> <p>I can order by size. I know the value of 1,2,3.</p> <p>I know how to form numbers 1,2,3.</p> <p>I know when a set of objects are the same.</p> <p>I know the difference between big and small.</p>	<p>I can identify one more than a given number up to 10.</p> <p>I can recognise shapes with 4 sides.</p> <p>I can identify one less than a given number up to 10.</p> <p>I can talk about time including seasons.</p> <p>I can copy, continue and create a simple repeating patten.</p> <p>I know how to use a number line to find one more or one less.</p> <p>I know about the days of the week, months of the year and the seasons.</p>	<p>I can recognise zero.</p> <p>I can compare numbers up to 5.</p> <p>I can compose 4 and 5 in different ways.</p> <p>I can compare the weight of 2 objects.</p> <p>I can compare capacity.</p> <p>I know that zero represents none.</p> <p>I know the value of 4 and 5.</p> <p>I know the difference between something that is heavy and something that is light.</p> <p>I know that capacity is for measuring liquids.</p> <p>I know how to use language to describe the position of an object.</p> <p>I have a good understanding of positional language and can use it in my everyday speech.</p>	<p>I can match to make a pair.</p> <p>I can make direct comparisons between length and height.</p> <p>I can order and sequence important events within my day.</p> <p>I can recognise and name 3D shapes.</p> <p>I can create a simple repeating pattern.</p> <p>I know some number bonds to 10.</p> <p>I know the concept of length and height and can recognise the difference.</p> <p>I know which numbers are "friends" and make 10.</p> <p>I can create a map.</p> <p>I know how to get from one place to another.</p>	<p>I can build and identify numbers to 20.</p> <p>I can change a quantity by adding more.</p> <p>I can change a quantity by taking away.</p> <p>I can recognise number patterns beyond 10.</p> <p>I can rotate a shape to fill a space.</p> <p>I can investigate space.</p> <p>I can build a shape from smaller shapes in different ways.</p> <p>I know that numbers get bigger when you add.</p> <p>I know that numbers get smaller when you take away.</p> <p>I know that small shapes can be fitted together to make a larger, complex shape.</p>	<p>I can problem solve.</p> <p>I can investigate the relationship between number and shape.</p> <p>I can double.</p> <p>I can share and group.</p> <p>I can use spatial reasoning to solve problems.</p> <p>I know some even and odd numbers.</p>	<p>Number</p> <p>*Have a deep understanding of number to 10, including composition of each</p> <p>* Subitise (recognise quantities without counting)</p> <p>*Automatically recall without reference to rhymes, counting or other aids) number bonds up to 5 including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other</p> <p>*Explore and represent within numbers up to 10, including evens and odds, double facts and how</p>
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Communication & Language

<p>Nursery Skills</p>	<p>I can listen to a story and remember what happens in it.</p> <p>I can stop doing what I am doing to listen to an adult when asked.</p> <p>I can look at a book with a friend and talk about what I can see with them.</p> <p>I can use lots of different words when speaking with other people.</p> <p>I can use new words when encouraged by my adults (sticky words).</p> <p>I can follow an instruction that has 2 parts to it e.g. put your book away and sit on the carpet.</p>	<p>I can answer “why” questions and explain why something happened.</p> <p>I will use the question “why” to find things out during my play.</p> <p>I can remember and sing at least three different songs from memory.</p> <p>I can use a good range of vocabulary to tell you about my favourite book.</p> <p>I can talk to other children and adults using clear words and sentences.</p> <p>I can speak in full sentences adding detail to what I am saying.</p>	<p>I can speak in full sentences, using more words and a wider range of vocabulary to make what I’m saying more interesting.</p> <p>I can talk about different elements of stories with other people, e.g. characters, settings events.</p> <p>I can explain my needs and interests to another child to help them understand what I want to do.</p> <p>I can initiate a conversation with a familiar adult at nursery.</p> <p>I can initiate a conversation with a friend, taking turns to speak and listening and responding to their reply.</p> <p>I can express my point of view and I am able to disagree respectfully to my peers.</p>
<p>Nursery Knowledge</p>	<p>I know that listening to adults is really important.</p> <p>I know what some new words are and what they mean</p> <p>I know how to listen to others when they are talking.</p> <p>I know I must follow instructions given by an adult.</p>	<p>I know the words to at least three different songs.</p> <p>I know how to take turns in conversation, speaking and waiting for a response.</p>	<p>I speak clearly.</p> <p>I know how to put words in the correct order to speak in sentences.</p> <p>I know about the elements of a story e.g. characters, settings, events etc.</p> <p>I know I need to speak clearly and at an appropriate volume to be understood by others.</p> <p>I know that is good to have my own opinion and I can be different to other children.</p>

	Reception Skills	<p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can talk to one person about my life and ideas.</p> <p>I can use full sentences.</p> <p>I can learn and use new vocabulary.</p>	<p>I can make comments about what I have heard and ask questions to clarify understanding.</p> <p>I can talk to a small group about my ideas.</p> <p>I can use past, present and future tenses and conjunctions.</p> <p>I can learn and use new vocabulary.</p>	<p>I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>I can talk to the class about my ideas.</p> <p>I can talk about why things happen and use new vocabulary from stories.</p> <p>I can learn and use new vocabulary.</p>	<p>Understanding</p> <p>*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.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back exchanges with their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>*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.</p>
	Reception Knowledge	<p>I know how to wait for my turn to speak.</p> <p>I know how to listen to others and to respond to them appropriately.</p> <p>I know how to take turns in conversation.</p> <p>I know how to include detail in my conversation and use appropriate ambitious word choices.</p> <p>I know lots of new words.</p>	<p>I know how to show interest in a conversation by asking questions or making comments.</p> <p>I know how to share my ideas effectively.</p> <p>I know how to use different tenses correctly.</p> <p>I know lots of new words.</p>	<p>I know how to keep a conversation going for several minutes.</p> <p>I can share my ideas confidently in front of a class of peers.</p> <p>I know lots of new words.</p>	

Personal, Social and Emotional Development

Nursery Skills

I can separate from my parent at the beginning of nursery with only a little support from the Nursery Team.

I can settle quickly at nursery.

I can choose what I would like to play with and can play independently.

I can use toys and equipment correctly.

I can tidy up when I have finished playing.

I can demonstrate friendly behaviour to my friends and adults.

I can be friendly towards visitors in my nursery.

I can tell you what the rules are in my game.

I can play with a friend and respond to their wishes.

I make good choices most of the time during my play, following the nursery rules and routine.

I can solve a problem with a friend, without hurting them, e.g. sharing and turn taking.

I can calm myself down when I am upset by something.

I can tell an adult when I am feeling happy or sad.

I can tell an adult if I am feeling worried about something.

I am getting good at managing my emotions and reacting appropriately to different situations.

I can recognise how other people might be feeling.

I can describe how a character from a book might feel.

I can be assertive in my work and play.

N/A

Nursery Knowledge

I know my parent will be back at the end of the nursery day.

I know how to play with toys.

I know I must be careful with equipment and look after it.

I know that I can go to an adult if I need any help.

I know that my friend might want to do something different to me.

I know why following rules and routines is important.

I know I must be kind and not hurt others.

I know ways to calm myself down if I am upset.

I know a range of emotions.

I know I can speak to an adult if I am feeling sad or angry.

I know how to behave and respond in different situations.

I know how to help someone if they are feeling sad.

I know that other children may feel differently than me about an event.

N/A

	<p>Reception Skills</p>	<p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I can form positive attachments with adults and peers.</p> <p>I can work and play cooperatively and take turns with others.</p> <p>I am sensitive to my own needs and those of others.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p>	<p>Self-Regulation</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
	<p>Reception Knowledge</p>	<p>I know what is right and wrong.</p> <p>I know why it is important to have rules.</p> <p>I know how to behave appropriately in different situations.</p> <p>I know how to use the toilet and how to wash my hands with soap.</p> <p>I know why it is important to wash our hands and what might happen if we don't.</p> <p>I know why it is important to have a healthy diet.</p> <p>I know what will happen if I don't eat healthily.</p> <p>I know to be respectful and kind to others.</p>	<p>Managing Self.</p> <p>*Be confident to try new activities and show independent perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>

Physical Development	Nursery Skills	<p>I can run confidently.</p> <p>I can climb safely on climbing frames and nets, using limbs to support my body.</p> <p>I can jump off an object at a small height confidently.</p> <p>I can ride a bike, trike or scooter with good control and confidence.</p> <p>I can climb stairs standing up.</p> <p>I can stand on one leg.</p> <p>I can hop.</p> <p>I can stand still and freeze my position when dancing.</p> <p>I can use gross motor movement to wave flags and ribbons.</p> <p>I can make marks using mark-making tools, e.g. pens, paint brushes etc.</p>	<p>I can play circle games by myself, e.g. ring a ring of roses.</p> <p>I can ask to join a game with other children.</p> <p>I can use and play with the parachute appropriately, following instructions given by an adult.</p> <p>I can join in with the actions to an action rhyme.</p> <p>I can move to the rhythm of music and dance to a variety of songs, e.g. Baby shark.</p> <p>I can move in a variety of different ways, e.g. running, jumping, rolling, crawling etc.</p> <p>I can run faster confidently.</p> <p>I can follow clear guidance from the adults and can explain how I am using tools.</p> <p>I can use scissors carefully and safely to make snips in paper.</p> <p>I can use a variety of different tools including different size brushes, twigs, pipettes, sponges and fingers.</p>	<p>I can grip my pencils and crayons securely to make marks on paper.</p> <p>I can use a knife and fork to eat my dinner.</p> <p>I can use my dominant hand to write letters and numbers.</p> <p>I can take off items of clothing independently, e.g. jumper and coat.</p> <p>I can put on an apron correctly without support.</p> <p>I can use the toilet independently and don't have any toileting accidents.</p> <p>I can wash and dry my hands without support.</p>	N/A -
	Nursery Knowledge	<p>I am using the toilet with support from adults.</p> <p>I can wash my hands with support from adults.</p> <p>I know how to run safely, avoiding obstacles.</p> <p>I know how to ride and steer a bike, trike or scooter.</p> <p>I know I must hold tightly to climbing equipment to make sure I don't fall.</p> <p>I know I use both feet when climbing stairs.</p>	<p>I know a variety of circle games from memory.</p> <p>I know the movements to several action rhymes.</p> <p>I know what the parachute rules are.</p> <p>I know different way to move my body.</p> <p>I know how to ask for help to solve a physical challenge, e.g. moving a heavy box.</p>	<p>I can make healthy choices with my food and routines, e.g. teeth brushing.</p> <p>I know why we have to be careful using scissors and other equipment.</p> <p>I know how to use the toilet and how to flush it when I have finished.</p> <p>I know why it is important to wash our hands.</p> <p>I know that germs are invisible and can make you poorly.</p> <p>I know why we have to brush our teeth and what will happen if we don't.</p>	

	<p>Reception Skills</p>	<p>I can confidently and accurately roll, crawl, walk, jump, run, hop, skip and climb.</p> <p>I can move fluently, with control and grace.</p> <p>I can be still.</p> <p>I am active.</p> <p>I can use my dominant hand to write.</p>	<p>I am able to sit at a table with good posture and core strength, without being supported.</p> <p>I can hold my pencil with a tripod grip.</p>	<p>I can use a range of tools competently to complete a task, e.g. pencils, scissors, knives, forks, spoons. hole punch etc.</p> <p>I can combine different movements fluently to make a sequence.</p> <p>I can complete an obstacle course easily.</p> <p>I can change my speed quickly and carefully.</p> <p>I can accurately cut circles out with scissors.</p>	<p>I can use apparatus sensibly.</p> <p>I can balance along a narrow plank without falling off.</p> <p>I can climb up and over an A-frame.</p> <p>I can climb a ladder using alternate feet.</p>	<p>I can combine different movements with ease and fluency</p> <p>I have good overall strength.</p> <p>I have good balancing skills.</p> <p>I have good coordination.</p>	<p>I can throw and catch a ball.</p> <p>I can kick a ball and make a pass to a friend.</p> <p>I can join in with ball games.</p> <p>I can write fluently and quickly, forming letters with good, neat handwriting.</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p>Reception Knowledge</p>	<p>I know lots of different ways I can move my body.</p> <p>I know why exercise is important.</p> <p>I know why I breathe faster when I am exercising.</p> <p>I know which is my dominant hand and that I use it to write with.</p>	<p>I know how to use tools safely and effectively.</p> <p>I know where to place my fingers on my pencil.</p> <p>I know the importance of being safe with tools.</p>	<p>I know how to make a sequence of movements.</p> <p>I know why it is important to avoid obstacles when I am running fast.</p>	<p>I know the safety rules when climbing equipment.</p>	<p>I know how to combine movements.</p>	<p>I know the rules when playing ball games.</p> <p>I know how to be a good team mate.</p> <p>I know how to share the equipment.</p> <p>I know how to form letters.</p>	<p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>

Understanding the World

Nursery Skills

I can use my sense of taste to explore different foods.

I can explore using my ears and can say what I can hear.

I can talk about my family.

I can tell you who lives with me and about family members who don't.

I can tell you if I have any pets.

I can attempt to draw a person.

I can recognise my family member at home time.

I can bake and notice changes as food cooks.

I can find someone to help me at nursery.

I can talk about different celebrations that take place through the Autumn and Winter, e.g. Christmas, Diwali, etc.

I can comment on images of familiar situations in the past.

I can talk about things that happened when I was little.

I can explain how I have changed since I was born.

I can spot old and new things in a picture.

I can begin to make sense of my own life-story and family's history.

I can talk about people who can help me in the wider community, e.g. doctors, police, fire fighters etc.

I can talk about different jobs, e.g. farmers.

I can talk about the lives of people around me and their roles in society.

I can explore outcomes when individual buttons are pressed on a programmable device.

I can explore different materials and investigate their properties, e.g. soft, hard, bumpy, smooth.

I can explore different materials.

I can explore using my sense of touch e.g. handling different materials.

I can use magnets in my play to pick up metal objects.

I can point to the sea and the land on a globe.

I can look at countries on a globe and name some other countries with support from my adult.

I can use elastic bands and stretchy fabrics to explore forces.

I can say what I like about **my local area**.

I can sort things I like and don't like.

I can describe a locality using **simple** words and pictures.

I can use marks to create a simple map/plan.

I can grow and take care of a plant.

I can talk about what a plant needs to be able to grow healthily.

I can tell you what happens to a caterpillar as it grows.

I can sequence the stages of a frog's life cycle.

I can use a wide range of vocabulary to describe what I can see in the world around me.

I can explore how toys and equipment work.

I can use jugs and other equipment to make water move.

I can play with objects that float and sink.

I can tell you what it is like at the seaside.

I can look after and be kind to animals (forest school)

N/A

	Nursery Knowledge	<p>I know how to explore the nursery environment in different ways.</p> <p>I know who my immediate family are.</p> <p>I know who lives in my house.</p> <p>I know if I have any pets.</p> <p>I know the names of people who will help me at nursery.</p> <p>I know who will help me in an emergency.</p> <p>I know that things can change when ingredients are mixed together.</p>	<p>I know some words to describe the properties of materials.</p> <p>I know how people celebrate in different ways around the world.</p> <p>I know we celebrate certain events because of what happened many years ago.</p>	<p>I know what some people do in their job, e.g. farmers.</p> <p>I know how some equipment works e.g. water pumps.</p> <p>I know which materials can be bent by force and which cannot.</p> <p>I know that magnets attract other metal objects.</p>	<p>I know that I live in England.</p> <p>I know that people live in other countries.</p> <p>I know some differences between England and another country.</p> <p>I know that elastic can be stretched.</p>	<p>I know that a plant needs soil, sun and water to grow healthily.</p> <p>I know about life cycles and how animals change as they grow.</p> <p>I know why we should be kind to all living creatures.</p>	<p>I know which objects float and sink in the water tray.</p>	
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	Reception skills	<p>I can talk about autumn.</p> <p>I can describe what I can see, hear and feel outside.</p> <p>I can talk about my immediate family.</p> <p>I can describe people in my family.</p> <p>I can talk about things that happened in the past.</p> <p>I can put up to three objects in chronological order.</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can identify the main differences between old and new objects.</p> <p>I can identify objects from the past, such as old toys.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p>	<p>I can talk about winter and the different seasons.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can recognise that a story read to me may have happened a long time ago.</p> <p>I can answer questions using an artefact/ photograph provided.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can sort artefacts into 'then' and 'now.'</p> <p>I can talk about different characters from the past.</p> <p>I can retell the Nativity story.</p> <p>I know how people celebrate Christmas around the World.</p>	<p>I can talk about winter and the different seasons.</p> <p>I can investigate ice.</p> <p>I can talk about my immediate family and the wider community.</p> <p>I can talk about places that are special to me and to others, including churches, Mosques etc.</p> <p>I can think of a few good questions to ask about a locality.</p> <p>I can answer questions about the weather and keep a weather chart.</p> <p>I can use words like 'weather' and 'season.'</p> <p>I can explain how weather changes with each season.</p> <p>I can begin to explain why I would wear different clothes at different times of the year.</p> <p>I can explore a range of control toys and devices such as sound recording devices,</p>	<p>I can talk about Spring and compare it to Winter.</p> <p>I recognise some similarities and differences between life in this country and life in others.</p> <p>I can draw information from a map.</p> <p>I can draw a simple map of my school and Crich Carr.</p> <p>I can answer questions using different resources, such as books, the internet and atlases.</p> <p>I can explain the main features of a hot and cold place.</p> <p>I know that Australia has hot weather.</p> <p>I can say something about the people who live in hot and cold places.</p>	<p>I can explore the natural world and make observations and pictures of it.</p> <p>I can care for fruit and vegetables.</p> <p>I can plant fruit and vegetables.</p> <p>I can make close observations of animals.</p> <p>I can recognise that some environments are different from the ones I live in.</p> <p>I recognise some similarities and differences between life in this country and life in others.</p> <p>I can begin to explain why choices have been made.</p> <p>I can use a paint package to create a picture using a variety of tools to communicate my ideas</p> <p>I can explore shape, line and</p>	<p>I can talk about Summer and compare it to the other seasons.</p> <p>I can pull fruit and vegetables and return the garden to a digging area.</p> <p>I can talk about how to communicate safely and respectfully using different technologies and tools</p> <p>I can talk about my use of ICT and other methods to find information</p> <p>I can select the appropriate buttons to navigate given web sites</p> <p>I can begin to understand I have to abide by school rules on Internet safety e.g. only navigate to given pages</p> <p>I begin to understand where my work is being stored</p> <p>I can use keyboard spacebar,</p>	<p><u>Past and Present</u></p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u></p> <p>* Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>*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.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
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			<p>I know how Diwali is celebrated by Hindus.</p> <p>I can talk about our world, the Moon and other planets.</p>	<p>music players, digital recording devices.</p> <p>I can explore an on-screen character (e.g. BeeBot) and navigate it around a course or grid.</p> <p>While navigating around a course on a computer, I can predict what will happen once the next command is entered</p> <p>I can solve simple problems by following instructions to move objects on screen or devices in the classroom (E.g. Beebot)</p>	<p>I can explain what I might wear if I lived in a very hot or a very cold place.</p> <p>I can use directional language like near, far, left and right.</p> <p>I can create a series of instructions to move their peers/toys around a course using simple planning aids e.g. a series of cards used to remember and recall the order of instructions (code)</p> <p>I can talk about how devices need instructions to work and talk about common devices in school and in the home Beebot (Screen and Floor) J2e - Turtle</p>	<p>colour to communicate a specific idea</p> <p>I can talk about and learn the school's e-safety rules</p> <p>I can select or create appropriate images to illustrate cross-curricular work</p> <p>I can use pre-defined layouts or templates for presentations or published work (e.g. comic books, information texts)</p> <p>I can use a device to take a picture or record work</p> <p>I can talk about the images or film I have taken and the tools used</p> <p><i>I can chop and prepare cold foods</i></p>	<p>backspace, shift, enter, to provide text on screen that is clear and error free</p> <p>I can begin to select or record a sound to add to my work.</p> <p>I can add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences</p> <p>I can talk about how images can be shared and who might see them on iPads</p> <p>I can explore a range of electronic music and sound devices including software and different peripherals</p> <p>I can talk about the sound when I share recordings with the rest of the class</p>	<p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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	Reception Knowledge	<p>I know some features of Autumn.</p> <p>I know the names of familiar people.</p> <p>I know who my family are.</p>	<p>I know that different people have different beliefs and celebrate special times in different ways.</p> <p>I know that I live on planet earth.</p> <p>I know that there are other planets on my solar system.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I know some objects belonged to the past.</p> <p>I understand we have a king who rules us and that Britain has had a king or queen for many years.</p>	<p>I know some features of Winter and how it is different to Autumn.</p> <p>I know how ice is formed</p> <p>I know which town I live in.</p> <p>I know which country I live in.</p> <p>I can name key features associated with a town or village, e.g. church, farm, shop, house.</p> <p>I know the four countries making up the United Kingdom.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p>	<p>I know the features of Spring.</p> <p>I know how to make fruit and vegetables grow.</p> <p>I know that different countries have different environments.</p> <p>I know what different buildings there are in my village.</p> <p>I know what a continent is.</p> <p>I can identify and name a continent on a world map.</p> <p>I can point out where the equator, north pole and south pole are on a globe or atlas.</p>	<p>I know that plants need soil, water and light to grow.</p> <p>I know what happens when plants don't get enough light.</p>	<p>I know the differences between the seasons.</p> <p>I know that we grow plants for food to eat.</p>	
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Expressive Arts & Design

Nursery Skills

I can play in the role play corner with other children, using the equipment correctly.

I can use my imagination in the mud kitchen to make mud pies and to use tools effectively.

I can use small world resources by moving around figures.

I can draw a person and add features, e.g. eyes, nose, mouth.

I can use small world figures to act out a story.

I can build with a purpose in the construction corner and builder's shed.

Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, chalk, pens and pencils.

I can build a den.

Investigate different lines: Straight, curved, wavy, dashed, and different patterns.

I can listen to music when asked to by an adult.

I can sing a simple song from memory.

I can experiment with different ways of producing sounds with voice.

I can sing songs and speak chants and rhymes.

I can think about what to create.

I can use different colours on my pictures to express how I am feeling.

I can choose different junk modelling materials to make a structure.

I can use glue and sticky tape to join materials together to make a picture / model.

I can look at and describe what I have produced describing simple techniques.

I can change and adapt my work to make it even better.

I can talk about what I like about my work and if there is anything I don't like.

I can draw a recognisable picture.

I can draw shapes to represent different objects.

I can sing in different ways, changing the sound of my song, e.g. adjusting the volume.

I can make shakers to create sound and rhythm.

I can mix two primary colours together to make a new one.

I can draw different objects, e.g. animals.

I can explore working with paint on different surfaces and in different ways.

I can create simple repeated patterns in art.

I can change words in a song to make new songs.

I can create sound using different untuned instruments.

I can use items from the classroom to make noise.

I can play my instrument quietly.

I can make high and low sounds.

I can begin to identify a strong beat in a song and clap along with it.

I can add details to my drawings.

I can print using everyday objects such as: Lego, sponges, plastic shapes to create a landscape.

I can use fruit and vegetables to print a repeat pattern. Each print is precise and clear.

	<p style="text-align: center;">Nursery Knowledge</p>	<p>I know how to use the equipment in the home corner to play realistically, e.g. to make a cup of tea.</p> <p>I know how to join construction pieces together to make models and structures.</p> <p>I know what features to include on my picture of a person.</p> <p>Recognise and name primary colours.</p>	<p>I know why it is important to have rules and to stick to them.</p>	<p>I know how to attach items together.</p>	<p>I know what happens when I mix two colours together and can predict what new colour I will make.</p> <p>I know what details to include on my pictures.</p> <p>I know that some colours make you feel happy and some make you feel sad or angry.</p>	<p>I know the words to many songs.</p> <p>I know that the word volume means loud or quiet.</p> <p>I know how to improve my work.</p> <p>I can begin to understand where food comes from.</p>	<p>I know how to make my own song.</p> <p>I know how to play instruments in different ways.</p> <p>I know that the word pitch means high or low.</p>	
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	Reception Skills	<p>I can act out scenarios based on my own life experiences.</p> <p>I can role play alongside others.</p> <p>I can listen, move to and talk about music and how it makes me feel.</p> <p>I can talk about different dances and join in with dancing.</p> <p>I enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations from observation and imagination with hands, marbles, brushes, nature and finds.</p> <p>I can cut shapes using simple tools such as tile cutters, clay tools, cocktail stick and scissors.</p>	<p>I can act out scenarios based on recent exposure to stories, e.g. the Nativity.</p> <p>I can use props to extend my play.</p> <p>I can use my knowledge of things in the past to act out scenarios.</p> <p>I can comment on and respond appropriately to a variety of live and recorded music.</p> <p>I can answer questions about a piece of music. e.g does the music begin quickly or slowly?</p> <p>I can give their own opinions of how the music makes them feel.</p>	<p>I can share my ideas for role play scenarios.</p> <p>I can role play with other children.</p> <p>I can make music with a group of friends.</p> <p>I can explore and evaluate a small range of simple existing products.</p> <p>I can develop my own ideas (designs) and then decide which materials to use to express them.</p> <p>I can explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>I can attach and join materials using score and slip method, glue, paste or tape.</p> <p>I can build a construction/ structure using a variety of recyclable objects, exploring how they can be made stronger, stiffer and more stable.</p>	<p>I can confidently use new vocabulary I have learnt.</p> <p>I can return to and build on previous learning, refining ideas and developing my ability to represent them.</p> <p>I can evaluate my ideas and products against whole class simple design criteria.</p>	<p>I can consider the ideas of others in role play scenarios.</p> <p>I can confidently use new vocabulary learnt.</p> <p>I can create props to extend my play.</p> <p>I can perform my music to others.</p> <p>I can sing a song on my own and can match the pitch and melody.</p> <p>I know how to play instruments and take turns with different ones.</p> <p>I can begin to clap along with the beat whilst singing a song.</p> <p>I can attempt to move in time to a beat.</p>	<p>I can ask questions of others to keep the playing going and to extend scenarios.</p> <p>I can confidently use new vocabulary learnt .</p> <p>What did they enjoy and struggle with the most?</p> <p>I can describe some of the differences between art I have produced.</p> <p>I can explain what is special about the art I have created and how it is different to other art.</p> <p>I can play an instrument in time to music or singing.</p>	<p><u>Creating with Materials.</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs</p>
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	Reception Knowledge	<p>I know that music can make you feel happy or sad.</p> <p>I know there are different styles of dance.</p>	<p>I know the meaning of pitch and melody.</p>	<p>I know how to use my imagination to make up a game with my friends.</p>	<p>I know lots of new words that I can use in my play.</p>	<p>I know how to keep the attention of an audience with my musical performance.</p> <p>I can explain how noise is just a vibration.</p>	<p>I know how to share ideas with friends and how to respond to their ideas.</p>
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