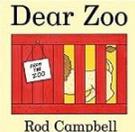
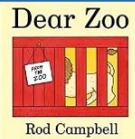
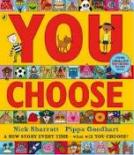
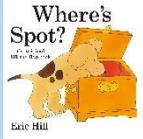
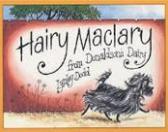
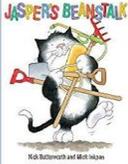
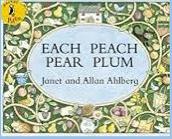
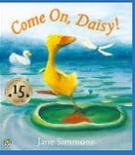
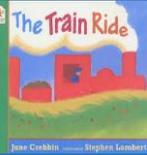
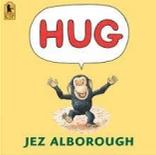




St Albert's Catholic Primary School
Foundation Stage One
Long Term Curriculum Overview
Pre N and Nursery



Reading Schedule

	Reading Schedule								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Themes	It's All About Me! When the leaves fall.	Christmas is coming!	It's Cold Outside I need a hero!	Changes in Spring	Around the World	We're All Going on a Summer Holiday			
Alby Tots Focus Shared Reading Pre N1			 Rod Campbell						
Talk 4 Writing (Focus Text) N1 & N2					 Rod Campbell				
Spine Book (Focus Shared Reading – small group) N2									 JEZ ALBOROUGH
Focus Shared Reading – whole group	The Gruffalo	Room on the Broom Jolly Christmas Postman	The Bear Who Goes Boo!	The Very Hungry Caterpillar	The Three Little Pigs	Mixed Up Chameleon			
Traditional Tale	The Three Bears	Elves and the Shoe Maker The Christmas Story	The Ginger Bread Man	Jack and The Bean Stalk	The Three Little Pigs	Little Red Riding Hood			
Role Play Areas	At home Shop	Winnie the Witch's house Santa's workshop Post Office	Arctic Explorers Chinese Restaurant Doctors Hairdressers	Giant's Castle Garden Centre Mini beast Lab Smoothie Cafe	Farm Shop Train Station Vets	Travel Agents Clothes shop Airport			
Themed Books	My family Who am I? Autumn	Diwali Christmas Toys How Things Work	Winter Arctic Animals Chinese New Year People Who Help Us	Spring Growing Changes Easter	Transport Summer Farm Land and Sea	Holidays At the Sea Side Safari Transitions			
Event/WOW	Bear Hunt Autumn Walk Pumpkin Picking	Story time in church Class Nativity	Pancake Making Let's go to China Town Visit from emergency service.	Healthy Eating Planting Den Making Easter Egg Hunt Easter Bonnet Parade	Visit Train Station Teddy Bears Picnic Visit from the Ducklings	Visit Airport Go to the Beach Sports Day			



Personal, Social, Emotional Development

Alby Tots		Nursery				
Autumn One	<p>Introduction to our Golden Rules Book Series</p> <p>We Listen We Don't Interrupt</p>	<p>Come and See: Myself/Welcome Why am I precious? Why is welcome important?</p>	<p>Jigsaw: Being Me in My World: This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within their school community and to contribute to shaping a welcoming, safe and fair learning environment for all.</p>	<p>Book links All about Families We all belong</p>	<p>Outcomes Become more outgoing with unfamiliar people. Show more confidence in new situations.</p>	<p style="text-align: center;">Introduction to our Golden Rules Book Series</p> <p>We Listen - We Don't Interrupt We Are Kind and Helpful – We Don't Hurt Anybody's Feelings We are Gentle – We Don't hurt others We are Honest – We Don't Cover up the Truth We Work Hard – We Don't Waste Time We Look After Property – We Don't Damage Things</p>
Autumn Two	<p>We Are Kind and Helpful We Don't Hurt Anybody's Feelings</p>	<p>Come and See: Birthdays/Nativity Why do we celebrate birthdays? What and why do people celebrate?</p>	<p>Jigsaw: Celebrating Difference: Children will have had opportunities to appreciate and celebrate differences, and to understand how it feels and how important it is to belong to a group. They will recognise common forms of unkindness Children will have had opportunities to appreciate how someone might feel when they are called names or are left out, and will have thought about this in terms of fairness. The importance of telling an adult will have been stressed and modelled.</p>	<p>What I like about me! It's ok to be different</p>	<p>Talk about their feelings using words like 'happy' 'sad' 'angry' 'worried.' Gradually understand how others might feel.</p>	
Spring One	<p>We are Gentle We Don't hurt others</p>	<p>Come and See: Gathering/Growing Why do people gather together? How and why do things grow?</p>	<p>Jigsaw: Healthy Me: This themes explores how to keep our body and mind healthy. Children will have the opportunity to explore and discuss healthy eating, keeping clean and looking after our teeth. We will also explore how to keep ourselves safe and stranger danger.</p>	<p>Which food will you choose? Supertato series This is how we get ready! This is how we stay safe.</p>	<p>Increasingly follow rules and understand why they are important. Remember rules without needing an adult to remind them.</p>	<p>Bucket Fillers What are bucket fillers? What are bucket dippers</p> <p>The Worry Monster A strategy used to support children with their anxieties and worries.</p> <p>To support emotional well-being when facing challenges</p> <p>To encourage talk when upset, hurt and worried.</p>
Spring Two	<p>We are Honest We Don't Cover up the Truth</p>	<p>Come and See: Good News What is good news?</p>	<p>Jigsaw: Dreams and Goals: We will support the children in developing feelings of self-worth and competence, decision-making, self-motivation, independence, prediction, perseverance and thinking logically and analytically. The activities support the children in learning about themselves and their own unique gifts and talents</p>	<p>Logan and the Jungle Mountain</p>	<p>Play with one or more children, extending and elaborating play ideas.</p>	
Summer One	<p>We Work Hard We Don't Waste Time</p>	<p>Come and See: Friends Is it good to have friends?</p>	<p>Jigsaw: Relationships: Children are introduced to the issues of cooperating with other children, and working in a group whilst exploring and celebrating similarities and differences. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend.</p>	<p>Monty the Manatee</p>	<p>Develop ways to be assertive. Talk with others to solve conflicts.</p>	
Summer Two	<p>We Look After Property We Don't Damage Things</p>	<p>Come and See: Our World/Cafod What makes our world so wonderful?</p>	<p>Jigsaw: Changing Me!: Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic coping strategies. They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They will have opportunities to develop empathy and support others.</p>	<p>How are you feeling today? Going to Big School</p>	<p>Finds solutions to conflicts i.e. accepting that not everyone can be Spider Man in the game or suggesting other ideas</p>	



Personal, Social and Emotional			
"Typical" Development Trajectory			
2 year old		3 year old	
4 year old			
Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Curious about the world around them	Starting to enjoy the company of other children	Engages in pretend play	Sees themselves as a valuable individual
Wants to explore the world	Plays alongside others	Plays with other children extending ideas	Builds constructive and respectful relationships
Want to be noticed by you	Sometimes shares or takes turns with others with adult guidance	Can generally resolve conflict in their play	Expresses their feelings and considers the feelings of others
Starting to see themselves as a separate person	Sometimes settles to activities for a while	Showing more confidence in social situations	Showing resilience in the face of challenge
	Begins to show "effortful control"	Selects and uses resources to help them achieve a goal which they have chosen (or suggested to them)	Identifies and moderates their own feelings socially and emotionally
Growing in independence (sometimes leading to frustration and possibly tantrums)	Can start to talk about their emotions and can explore these through play and stories	Developing their sense of responsibility and membership of their Crew	Thinks about the perspectives of others
			Manage their own needs



Language and Communication

Language and Communication						
Alby Tots		Nursery 1		Nursery 2		
Autumn One	Phase 1 Aspect 1 – General Sound Discrimination – environmental Raise children's awareness of the sounds around them and to develop their listening skills.	Phase 1 Aspect 1 – General Sound Discrimination – environmental	Phase 1 Aspect 1-5	Chatty Bats Intervention Focus book: Chatty Bat	Quality interactions We aim to do this by: <ul style="list-style-type: none"> • Responding to what children say. • Engaging in joint attention with children • Initiating conversations with children • Talking with children more • Using complex grammar and rich vocabulary • Providing children with more information about objects, emotions, or events • Providing opportunities to listen, talk and respond. 	Outcome Learns how to listen to a story and shows interest when an adult reads. (LAU) Learns how to listen to others when the conversation interests them. (LAU) Learns how to answer a question with support(LAU) Learns to listen to funny rhymes and stories. (LAU) Learns how to listen and watch a story when told with prompts and pictures (LAU) Learns to use vocabulary focused on people and objects important to them. (S) Learns to hold simple conversation about a past event. (S) Holds a simple conversation, jumping from topic to topic. (S) Learns to copy an adult's narrative in their play. (S)
	. This programme aims to support the development of speech, language and communication.	Phase 1 Aspect 2&3 – General Sound Discrimination – Instrumental & Body Percussion	Phase 1 Aspect 5-7	. This programme aims to support the development of speech, language and communication.		
Autumn Two	Phase 1 Aspect 2&3 – General Sound Discrimination – Instrumental & Body Percussion Develop children's awareness of sounds made by various instruments and noise makers later developing into awareness of sound and rhythms.	Phase 1 Aspect 4 - Rhyme and Rhythm	Monster Phonics P2 s,a,t,p / i,m,n,d g,o,c,k	Chatty Bats Intervention Focus book: Clip Clop's Picnic	. This programme aims to support the development of speech, language and communication.	Outcome Learns how to play and listen to their friends at the same time. (LAU) Learns to listen to their favourite books and say some key words when pictures are used as prompts. (LAU) Learns how to ask simple questions, with support. (LAU) Learns to follow a simple one-part instruction. (LAU) Learns to listen to funny rhymes and stories and understands why it is funny. (LAU) Learns to follow a story with pictures or prompts(LAU) Learns to use more complex sentences in everyday conversation. (S) Learns to hold simple conversation about a past event. (S) Learns new vocabulary that reflects the breadth of their experiences.(S) Learn to build simple stories around toys and objects, drawing on own past experiences. (S)
		Phase 1 Aspect 5 - Alliteration The focus is on initial sounds of words,	Monster Phonics P2 ck,e,u,r / h,b,f,l ff,ss,ll			
Spring One	Phase 1 Aspect 4 - Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Phase 1 Letters and Sounds Aspect 6: Voice Sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.	Monster Phonics P2 Consolidate Phase 2 awareness	Chatty Bats Intervention Focus book: Millie Makes a Mess	Information Station An opportunity for children to share news and experiences with their peers during circle time. Sharing topical news from around the world to support the children's interests and termly themes.	Learns to remember key phrases and joins in with rhymes and stories. (LAU) Learns how to talk about their favourite books. (LAU) Listens to stories with increasing interest and recall. (LAU) Learns how to answer why and how questions, with support. (LAU) Learns to follow instructions involving prepositions. (LAU) Learns what simple humour is and begins to develop a sense of it i.e. laughing at a funny part in a story. (LAU)
		Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish		
Spring Two	Phase 1 Aspect 4 - Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish	Information Station An opportunity for children to share news and experiences with their peers during circle time. Sharing topical news from around the world to support the children's interests and termly themes.	Learns to remember some key points from a story when told with props (LAU) Learns to engage in conversations about what is happening and anticipate what might be needed next (S) Learns to hold a conversation and respond to others with support. (S) Learns how to use a range of tenses. (S) Learns to recall simple narratives(S)
		Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish		
Summer One	Phase 1 Aspect 4 - Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish	Information Station An opportunity for children to share news and experiences with their peers during circle time. Sharing topical news from around the world to support the children's interests and termly themes.	Learns to remember some key points from a story when told with props (LAU) Learns to engage in conversations about what is happening and anticipate what might be needed next (S) Learns to hold a conversation and respond to others with support. (S) Learns how to use a range of tenses. (S) Learns to recall simple narratives(S)
		Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish		
Summer Two	Phase 1 Aspect 4 - Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish	Information Station An opportunity for children to share news and experiences with their peers during circle time. Sharing topical news from around the world to support the children's interests and termly themes.	Learns to remember some key points from a story when told with props (LAU) Learns to engage in conversations about what is happening and anticipate what might be needed next (S) Learns to hold a conversation and respond to others with support. (S) Learns how to use a range of tenses. (S) Learns to recall simple narratives(S)
		Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Continue to consolidate / to begin segmenting & blending	Chatty Bats Intervention Focus book: Trish the Fish		

Baseline: We use the Wellcom and Chatty Words to assess the children's development in Language and Communication. From this screening a discussion will take place with you if there are any concerns with your child's progress in this area and with your consent a plan will be put in place to support your child moving forward. **No referrals will be made without parent's consent.**



Language and Communication "Typical" Development Trajectory

2 year old

3 year old

4 year old

Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Shows an interest in what other children are doing	Can shift their attention from one task to another with support	Enjoys listening to longer stories and can remember much of what happens	Understands how to listen carefully and why this is important
Understands lots of different phrases such as "shoes on"	Using around 300 words (including descriptive language / time / space / function words)	Can pay attention to more than one thing at a time	Learning new vocabulary and using this through the day and in different contexts
Generally focus on own interests and finds it difficult to be directed by an adult	Linking up to 5 words together	Using a wider range of vocabulary	Asks questions to find out more and to check they understand what has been said to them
Can make themselves understood		Understands a question with 2 parts	Articulates their sentences in well-formed sentences
Starts to say how they are feeling using words	Uses pronouns (me, him, she) and plurals and prepositions (may not be correct all the time to start with)	Understands questions with "why"	Uses a range of connectives in speech
		Knows many rhymes and songs and can tell a long story	Describes some events in detail
Is using some multi syllabic words	Can follow up to 3 word instructions (e.g. Can you wash dolly's face?)	Is developing their pronunciation but still may have problems with some sounds	Uses talk to help work out problems and organise thinking and activities
		Uses longer sentences of around 6 words	Developing use of social phrases (Good Morning)
Using more than 50 words	Listen to simple stories and understand what is happening with the help of pictures	Can engage in conversation with an adult or a friend and can take turns	Enjoys story time and talks about stories
		Uses talk to organise their play	Retells stories showing deep familiarity with the text
Can put 2 or 3 words together	Understand simple questions (not why)	Learning about rhyme	Learns some poems
			Engages with non-fiction books and uses these to develop knowledge and vocabulary



Physical Development

		AT	N1	N2	AT	N1	N2		
Autumn	Autumn One	Squiggle While You Wiggle Squiggle While You Wiggle is a kinaesthetic approach to stimulate early writing. Children use movement with music to develop their motor skills in preparation for writing.			Cosmic Kids Cosmic Kids is a mindfulness programme taught through story-telling. Physically, it enhances the children's flexibility, strength, coordination, and body awareness. In addition, their concentration and sense of calmness and relaxation improves				Outcomes Learns how to hold scissors, with support. Learns to use tri-pod grip to hold crayons, pens and pencils. Balance: Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot. Strength building: use various equipment that transfer weight through arms with control such as rollers, different sized paintbrushes and chalk on vertical walls. Moving left to right/ Bilateral integration: Uses control to pour from jugs Combining static and dynamic balance: Learns to kick a ball
	Autumn Two	iltuy	iltuy	iltuy coad					
Spring	Spring One	Dough Disco The overall aim is to support children's hand writing skills. 'Dough Disco' helps warm up those important muscles in our hands, arms and shoulders in preparation for a busy day at nursery! Each child is given a ball of play dough then sits in a circle while music is played			Dough Disco The overall aim is to support children's hand writing skills. 'Dough Disco' helps warm up those important muscles in our hands, arms and shoulders in preparation for a busy day at nursery! Each child is given a ball of play dough then sits in a circle while music is played				Uses scissors to snip things such as playdough and wool Holds pencil between thumb and two fingers. Learns to use different one handed tools. Balance: leg extension/arm extension/ standing on one leg. Moves in different ways and at different speeds i.e. run, walk, jumps. Strength building: Pull self up/along equipment such as a bench/ swinging from a tree branch – taking weight through arms. Moving left to right/Bilateral integration: Able to stack large blocks. Combining static and dynamic balance: Learns to hop.
	Spring Two	coad	rbkp	mnr u					
Summer	Summer One	Funky Finger activities and challenges in areas.			Funky Finger activities and challenges in areas.				Can hold a pencil near the point with their first two fingers and thumb and can copy some letters in their name. Balance: walking along balancing beam/walks from one to another balancing blocks (different height and different directions.) Strength building: Starting to use ball and racquet skills. Moving left to right/ Bilateral integration: Able to catch a large ball using whole body. Combining static and dynamic balance: Able to move from lying down, to sitting to standing with control.
	Summer Two	rbkp	ghqe	jfs					



Physical Development

"Typical" Development Trajectory

2 year old

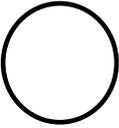
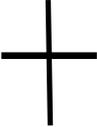
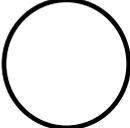
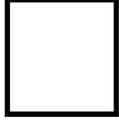
3 year old

4 year old

Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Can run well, kick a ball and jump with both feet off the ground at the same time	Goes up stairs or appropriate climbing equipment using alternate feet	Chooses the right resources to carry out a plan (tools etc)	Refining movement skills they have already acquired
Starting to use the toilet independently		Collaborates with others to manage large items (e.g. planks/hollow blocks)	Developing overall body strength and agility
Can climb confidently	Uses large muscle movements to wave flags , streamers, brushes , paint and make mark	Uses one handed tools	Developing small motor skills to use a range of tools competently and safely
		Developing a comfortable grip when holding pens/ pencils	Has good posture when sitting on the floor or at a table
Can catch a large ball and pedal a tricycle	Skips, hops and holds a pose	Starting to use knife and fork when eating	Combines different movements with ease and fluency
		Showing a preference for a dominant hand	Confidently uses a range of apparatus indoors and outside and in a group
Shows an increasing desire to be independent in dressing etc	Starts to enjoy some group games	Shows increasing independence when getting dressed	Developing a range of ball skills (kicking, throwing, catching, aiming and batting)
			Developing the foundations of a handwriting style which is fast, accurate and efficient
Starting to use the toilet independently	Can remember a small sequence of movements	Making healthy choices about food, drink, activity and tooth brushing	Knows and can talk about the factors which affect overall health and well being
			Has the skills to be able to manage the school day successfully (lining up / mealtimes/ personal hygiene)



Literacy

		AT	N1	N2	N1 & N2	AT	N1	N2	
Autumn One	Phase 1 Aspect 1 – General Sound Discrimination – environmental Raise children's awareness of the sounds around them and to develop their listening skills.	Shared Reading Owl Babies	Phase 1 Aspect 1 – General Sound Discrimination – environmental	Phase 1 Aspect 1-5	Shared Reading <ul style="list-style-type: none"> You Choose The Gruffalo The Three Bears 	Talk 4 Writing We're going on a Bear Hunt			
			Phase 1 Aspect 2&3 – General Sound Discrimination – Instrumental & Body Percussion	Phase 1 Aspect 5-7	Shared Reading <ul style="list-style-type: none"> Where's Spot? Room on the Broom The Jolly Christmas Postman Elves and the Shoemaker The Nativity 				
Spring One	Phase 1 Aspect 2&3 – General Sound Discrimination – Instrumental & Body Percussion Develop children's awareness of sounds made by various instruments and noise makers later developing into awareness of sound and rhythms.	Shared Reading Dear Zoo	Phase 1 Aspect 4 - Rhyme and Rhythm	Monster Phonics P2 s,a,t,p / i,m,n,d g,o,c,k	Shared Reading <ul style="list-style-type: none"> Brown Bear, Brown Bear Hairy Maclary The Bear Who Goes Boo! The Gingerbread Man 	Talk 4 Writing The Runaway Pancake			
			Phase 1 Aspect 5 - Alliteration The focus is on initial sounds of words, Phase 2 Letters and Sounds: Introduce Jolly Phonics rhymes group 1.	Monster Phonics P2 ck,e,u,r / h,b,f,l ff,ss,ll	Shared Reading <ul style="list-style-type: none"> Jasper's Beanstalk Each Peach, Pear Plum The Very Hungry Caterpillar Jack and the Bean Stalk 				
Summer One	Phase 1 Aspect 4 - Rhyme and Rhythm This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.	Shared Reading We're Going on a Bear Hunt	Phase 1 Letters and Sounds Aspect 6: Voice Sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Phase 2: Continue to explore Group 1 Jolly Phonics rhymes.	Monster Phonics P2 Consolidate Phase 2 awareness	Shared Reading <ul style="list-style-type: none"> Come on Daisy The Train Ride The Three Little Pigs 	Talk 4 Writing Dear Zoo			
			Aspect 7: Oral blending & segmenting The aim is to develop blending and segmenting skills. Phase 2: Recap Jolly Phonics	Continue to consolidate / to begin segmenting & blending	Shared Reading <ul style="list-style-type: none"> Hug Mixed Up Chameleon Little Red Riding Hood 				
Summer Two									



Literacy

"Typical" Development Trajectory

2 year old

3 year old

4 year old



Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Enjoys songs and rhymes, tuning in and paying attention	Beginning to show understanding of the 5 key concepts of print	Understands the 5 key concepts of print	Reads individual letters by saying the sounds they make
Joins in with rhymes and songs copying sounds , rhythms, tunes and tempo	Print has meaning	Print has meaning	Blends sounds into words
	Print can have different purposes	Print can have different purposes	Can read some letter groups (digraphs)
Enjoys sharing books with an adult	English is read from left to right / top to bottom	English is read from left to right / top to bottom	Reads some common exception words
	The names for different parts of the book	The names for different parts of the book	Can read some simple phrases made up from known GPC and known CE words
Has favourite books and seeks them out to share with an adult, a child or to look at alone	Page sequencing	Page sequencing	Rereads books to build up confidence, enjoyment and fluency
	Has developing phonological awareness and can tune into rhymes	Has continued phonological awareness and can generate a rhyming string (onset/rime)	Forms lower and upper case letters correctly CE words known.
Notifies print such as the first letter of their name, a bus number or familiar logo	Can clap syllables in a word	Recognises and sorts words/objects which begin with the same sound	Segment phonetically plausible words to spell them out.
		Knows the alphabet and can recognise letters in the environment	Hold a short sentence in their heads and be able to write it out using their phonic knowledge and CE words known.
Enjoys drawing freely	Makes marks on their drawing to represent their name	Uses some of their print or letter knowledge in early writing for a range of purposes	Understand about and use capital letters and full stops in sentences.
Adds some marks to their drawing	Uses mark making to represent experiences or recall information	Writes all or some of their name and some letters accurate	Be able to read their sentence back
		Follows some handwriting patterns from left to right	



Mathematics Overview

Cardinality & Counting	Measure	Shape and Space	Pattern	Composition	Comparison
<p style="text-align: center;">Aim</p> <p>To begin to understand the value of a numeral and quantity it represents. To use counting to establish how many objects are in a set.</p> <p style="text-align: center;">Activities and Opportunities:</p> <ul style="list-style-type: none"> • Counting forwards and backwards in sequence. • Counting objects that cannot be seen or moved. • Playing dice and domino games • Show me using fingers • Tidy up labels in the provision • Helping to set up for snack • Numbers on different sized objects in the provision. • How many children are in our class today song • Number rhymes • Counting jumps and steps • Number jigsaws • Explore numicon 	<p style="text-align: center;">Aim</p> <p>To begin to understand the different attributes of length and capacity. To make comparisons by exploring equivalence of length, volume, capacity and weight in different ways and to begin to sequence events using time.</p> <p style="text-align: center;">Activities and Opportunities</p> <ul style="list-style-type: none"> • Adults modelling language and asking 'I wonder...' • Play-dough construction • Water and sand play • Odd one out games • Balancing scales • Measuring objects and finding things the same size • Finding boxes big enough for different toys / finding objects to fit into boxes • Dressing the baby • Filling containers in the quickest time races. • Days of the Week songs • Nursery routines of the day 	<p style="text-align: center;">Aim:</p> <p>To begin to develop mathematical thinking and visualisation skills by actively exploring spatial relations and properties.</p> <p style="text-align: center;">Activities and Opportunities:</p> <ul style="list-style-type: none"> • Riding bikes around the outdoor area path. • Printing and making pictures with shapes • Construction activities using 2D and 3D shapes. • Jigsaws • Building train tracks • Den making • Developing positional language through story. • Talking about small world scenarios. • Hunting for hidden objects • Drawing treasure maps • Creating representations through story. • Creating channels for waters to flow. 	<p style="text-align: center;">Aim:</p> <p>To begin to develop the skills to observe and verbalise generalisations by using concrete resources and found objects. To develop creative and critical thinking by making links to music, dance and phonics.</p> <p style="text-align: center;">Activities and Opportunities:</p> <ul style="list-style-type: none"> • Building towers using different colour cubes • Repeated printing patterns using shape and/or colour • Using counting objects (beads, teddy bears) to make lines of pattern • Copy given patterns using objects in the provision. • Threading beads • Collect things in the garden • Copy a pattern of sounds • Take turns to create patterns (objects, sounds, movements) • Make patterns using numicon • Create patterns on magnetic board • Continue the pattern on IWB • Explore patterns in material and fabric. 	<p style="text-align: center;">Aim:</p> <p>To begin to understand and explore that numbers are made up of two parts.</p> <p style="text-align: center;">Activities and Opportunities:</p> <ul style="list-style-type: none"> • Singing nursery rhymes eg. five Current Buns, Five Little Ducks, Five Cheeky Monkeys • Using 5 / 10 frames • Play skittles • Make a number with two different kinds games eg teddy bears & cubes • Adult modelling addition and subtraction language • Give me 1, give me 2 from a set of 5. • Explore numicon 	<p style="text-align: center;">Aim:</p> <p>To begin to understand if a number is more or less than a given number.</p> <p style="text-align: center;">Activities and Opportunities</p> <ul style="list-style-type: none"> • Compare and sort objects in size and kind • Sharing objects out • Adult modelling language • Labelling groups of objects with correct numeral • Making predictions and checking answers • More or less games • Comparing numicon



Mathematics

		Alby Tots	N1	N2	
Autumn	Autumn One	Reciting number 1-3 Match the shapes Building	Numerals 1 2D shape: circle Positional Language Days of the Week Reciting number to 10	Recap 2D shapes Properties of a circle Reciting numbers 1-10 Counting objects to 3 Days of the Week	Number through Stories: 1: The Gingerbread Man 2. Little Red Riding Hood 3. Goldilocks/Three Little Pigs 4. Wizard of Oz 5. Hungry Caterpillar 6. Jack and the Beanstalk 7. Snow White 8. The Enormous Turnip 9. The Train Ride 10. Ten Little Series
	Autumn Two	Reciting number 1-3 Match the shapes Sorting	Numerals 2 2D shape: triangle Size Days of the Week Reciting number to 10	Reciting numbers beyond 10 Properties of a triangle Compare objects: size Days of the Week	
Spring	Spring One	Reciting number 1-5 Size Capacity	Numerals 3 2D shape: square & rectangle Counting objects Days of the Week Reciting number to 10	Counting objects to 5 Properties of a square & triangle Matching numerals to quantity 1-3 Days of the Week	
	Spring Two	Reciting number 1-5 Weight Measure	Numerals 4 Recap circle, triangle, square Comparing size Days of the Week Reciting number to 10	2D shape: pentagon & hexagon Counting objects up to 5 Pattern Days of the Week	
Summer	Summer One	Reciting number 1-10 Number recognition 1 Pattern	Numerals 5 Pattern Days of the Week Reciting number to 10	3D shapes Counting objects up to Matching numerals to quantity 1-5 Days of the Week	
	Summer Two	Reciting number 1-10 Number recognition 2	Recap numerals to 5 Subitising up to 3 Days of the Week Reciting number to 10	3D shapes Begin to count objects up to 10 Compare objects: size and weight Subitising to 5	
					Outcome: Place Value & Number <ul style="list-style-type: none"> Says number names to count objects, not necessarily in the right order Begin to develop one to one correspondence and say one number name for each object. Move or touch objects to count them (1-5) Knows that the last number reached when counting tells you how many there is in total. Count out specific number of objects from larger group (1-10) Knows number names initially to 5 then 10. Subitise small amounts arranged in regular pattern Uses language 'more than' 'fewer than' in real world situations. Recognises amounts that have been rearranged, if nothing has been added or taken away, then the amount is the same. Show 'finger numbers' up to 5 Experiment with their own symbols and marks as well as numerals.
					Outcome + & - <ul style="list-style-type: none"> Explore ways that numbers 0-5 can be represented i.e. 4 and 1. Solve real world mathematical problems with numbers 0-5.
					Outcome: Properties of shape <ul style="list-style-type: none"> Explore 2D and 3D shape and their attributes through play such as construction, puzzles, shape sorters. Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round'
					Outcome: Position, Direction and Pattern <ul style="list-style-type: none"> Understands and describes position 'in' 'on' 'under' Understands and uses direction words 'up' 'down' 'across' Recognise and talk about an AB pattern i.e. red block, blue block, red block, blue block. Copy an AB pattern with range of features such as varying objects, size and orientation. Notice and correct an error in a repeating AB pattern



Mathematics

"Typical" Development Trajectory

2 year old

3 year old

4 year old

Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Counts in everyday contexts (may sometimes skip numbers)	Takes part in finger rhymes with numbers	Says 1 number for each item in order and knows that the last number said represent the amount in the set (cardinality)	Counts objects, actions and sounds
Completes inset puzzles		Recites numbers beyond 5	Can subitise in a range of contexts
Builds with a range of resources	Compares amounts, saying lots, more or same	Matches numerals and amounts	Links the number symbol to its cardinal value
		Compares quantities using language (more than/ fewer than)	Count beyond 10
Compares sizes, weights - using gestures and language	Develop counting behaviours (pointing / moving objects and saying numbers in sequence)	Solves real world mathematical practical problems	Compare numbers (using more than / less than etc)
		Talks about and explores 2D and 3D shapes and uses informal mathematical language (corner / straight/ flat etc)	Understands the one more / one less relationship between consecutive numbers
Notices patterns and arranges things in patterns	Has a fast recognition of up to 3 objects without having to count them	Selects shapes appropriately for building	Starting to understand the composition of 10 (begin with 2,3,4,5 then 10)
		Understands position / direction using words alone	Recalls number bonds from 0-10
Climbs and squeezes themselves into different spaces		Compares objects according to size, length, weight and capacity	Uses shapes in different ways to develop spatial reasoning skills
		Talks about, identifies and creates simple patterns	Copy, continue and create repeating patterns
			Compare length, weight and capacity



Understanding The World

Understanding The World						
Autumn One	All about me! (PP, PCC) Who am I? Who lives in my house? Basic family trees What do I like? What do I dislike? Explore differences and similarities eg culture and what we look like.	Senses (PP,PCC) I use my eyes to see... I use my nose to smell... I use my ears to hear... I use my tongue to taste... I use my hands to touch... Explore differences and similarities eg disabilities.	When the leaves fall (UTW) The colours of autumn Autumn treasures Changes in weather Halloween: spooky characters, funny bones, making a slimy swamp. Explore differences and similarities of found objects.		Book Links Me now and then My body parts What makes me special Let's make faces Wide Awake HedgeHog We're Going on a Leaf Hunt	Outcomes Past and Present <ul style="list-style-type: none"> Begins to make sense of their own life-story and family's history
	Children In Need (PCC) Who is Pudsey? Be kind to others Look after each other	Remembrance Day (PP) The Poppy Story	Lights & Diwali (PCC,UTW) I can make shadows Rockets go bang and sparklers hiss The story of Rama & Sita	Christmas Around the World (PP, PCC) How do we celebrate? Why do we receive presents? Toys (PP, PCC) My favourite toy How toys have changed Different toys and how they work	Listening with my Heart Ava's Poppy The story of Rama and Sita The Nativity The Jolly Christmas Postman	
Spring One	It's Cold Outside Polar animals and their habitat Changes In weather Keeping warm in winter	I Need a Hero (PP, PCC) Who can help me? Explore different occupations	Chinese New Year (PCC) Sampling Chinese food Visit the Chinese Arch Who will win the race?		The Bear Who Went Boo! People Who Help Us series Lanterns and Fire Crackers	Understanding the World <ul style="list-style-type: none"> Talk about the difference between materials and changes they notice Understands key features of the life cycle of a plant and an animal Explores how things work Explore and talk about different forces they can feel Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and living things.
	Spring (UTW) Changes and new beginnings Baby animals and their mothers	Growing (UTW) Life-cycles (frog and butterfly)	Farm (UTW) Animals that live on the farm Jobs of a farmer	Mini-beasts (UTW) Different types of mini-beasts	Come on Daisy What the Lady Bird Heard The Very Busy Spider	
Summer One	Around the World (UTW) Our planet Animals in the jungle, sea and air	Transport (PP, UTW) Compare transport (past and present) How do I get there? Eg I need to go to the shops; I need to go to space.		10 things I can do to help my world Dinosaur Roar Rumble in the Jungle		
	Summer (UTW) The colours of summer What can we see in summer? How do we stay safe in the sun	Holidays (PCC, UTW) Where can we go on our holidays? What do we do on our holidays? How do we keep safe on our holidays?	Transitions (PP) I have met my new teacher What I like about my new class My worries about going to my new class		What the Lady Bird Heard at the Seaside First Day in School	
Possible Lines of Development						
When a new theme has been introduced children often take the learning in a new direction demonstrating their own personal interests of the theme or topic. In our provision we facilitate the learning and support the children with their journey of interests. It is through sustained shared thinking and planning in the moment that we endeavour to facilitate these interests in order to keep interest and make learning memorable and fun.						



Understanding the World "Typical" Development Trajectory

2 year old

3 year old

4 year old



Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Makes connections with the features of their families and other families	Explores collections of materials with similar or different properties	Understands the need to respect and care for the environment	Talks about members of their immediate family and community
	Talks about what they see with a growing vocabulary	Plants seeds and cares for plants	Names and describe people who are familiar to them
Notices differences between people	Begins to make sense of their own life story and their family history	Understands the key features of plant and animal life cycles	Comments on images and familiar situations from the past.
			Compare and contrast characters from stories (inc figures from the past)
	Explore and talk about different forces they can feel	Draw information from a simple map	
Uses their senses to explore the natural world	Shows an interest in how things work	Explore and talk about different forces they can feel	Understand that some places are special for members of the community
			Recognise that people have different beliefs and celebrate special times in different ways
	Talk about the differences between materials and changes they notice	Recognise some differences and similarities between life in this country and other	
	Continues to develop positive attitudes to the differences between people	Explore the natural world around them	
Is interested in different occupations		Knows there are different countries in the world	Describe what they see, hear and feel while outside
			Understand the effect of the changing seasons on the world around them



Expressive Arts and Design

		Music	Dance and Drama	Art and Design
		Singing	Nursery 2	
Autumn One		Twinkle, Twinkle Dingle, Dangle, Scarecrow Autumn Leaves Head, Shoulders, Knees & Toes If you're happy and you know it!	Charanga: 'Everyone' Explore: family, friends and people <ul style="list-style-type: none"> Listen and Respond Explore and Create Singing Share and Perform 	Art and Design opportunities are provided in the provision and as adult-led activities. Aim: <ul style="list-style-type: none"> To begin to understand the process of creating art To develop creativity and imagination To create art in response to story To increase memory and concentration To work collaboratively To respond to art they see and create To develop creative and critical thinking skills <p style="text-align: center;">Elements of Arts – activities and Opportunities</p> <p style="text-align: center;">Line</p> <ul style="list-style-type: none"> Mark making using car and tractors Rolling conkers and marbles Use pipettes to squirt paint on paper <p style="text-align: center;">Colour</p> <ul style="list-style-type: none"> Primary and secondary colours Colours of the rainbow Light and dark colours (value) <p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> Printing using different shapes Construct 3D models <p style="text-align: center;">Form</p> <ul style="list-style-type: none"> Create 3D models <p style="text-align: center;">Space</p> <ul style="list-style-type: none"> Printing and painting using specific size paper and templates <p style="text-align: center;">Texture</p> <ul style="list-style-type: none"> Printing and painting using different objects Painting and printing on different surfaces.
Autumn Two		Nativity songs Learn and rehearse our nativity performance songs.		
Spring One		I'm a little Snowman Here We Go Round The Mulberry Bush Snowflake, Snowflake	Charanga: Freestyle theme songs and children's choice <ul style="list-style-type: none"> Create a sequence of movements Respond to different genres of music through movement Negotiate space Dance with a partner or group of friends Keeping safe when exercising 	
Spring Two		Five Little Frogs I like the Flowers / Planting Flowers Incy Wincy Wiggly Woo The Ants Go Marching Old MacDonald Sleeping Bunnies Chick, Chick, Chicken BaBa Blacksheep	Charanga: 'ME' Explore: Growing, home and how I look <ul style="list-style-type: none"> Listen and Respond Explore and Create Singing Share and Perform 	
Summer One		Wheels on the Bus Five Little Men in a Flying Saucer Down at the Station Sailor went to Sea Down in the Jungle This Way, That Way	Charanga: Our World Explore: animals, sea, land, seaside, weather, space	
Summer Two		Jack and Jill Teddy Bear's Picnic Row Your Boat Mr Golden Sun The Sun has got his hat on You are my Sunshine I can Sing a Rainbow	Charanga: Freestyle theme songs and children's choice	



Expressive Arts and Design "Typical" Development Trajectory

2 year old

3 year old

4 year old



Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4
Joins in with songs and rhymes	Takes part in pretend play	Makes own imaginative and complex small worlds using different materials (blocks/ construction etc)	Explores and refines a variety of artistic effects to express their ideas and feelings -
	Developing small world play using animal sets / dolls houses etc	Joins different materials and explores different textures	Creates collaboratively, sharing ideas, resources and skills
Explores a range of sound makers and instruments	Explores different materials, developing ideas about how to use them	Uses drawn shapes to begin to represent objects	Listens attentively, move to and talk about music, expressing their feelings and responses
	Creates closed shapes and continuous lines	Draws with increasing complexity and detail and represents emotion in drawing	Watches and talks about dance and performance art
Starting to develop some pretend play / representational play	Explores colour and colour mixing	Remembers and sings entire songs	Sings – matching pitch and following the melody
Starts to make marks intentionally, giving a meaning to them	Listens and responds to what they have heard	Can sing the melodic shape (up / down)	Engages in music making and dance performing solo or in a group
Creates simple models / representations using their imagination	Explores the sounds instruments make	Plays instruments with increasing control	Develops storylines in their pretend play