

Appletree Nursery School

Long Term Curriculum



Our creative and inspiring curriculum is designed to make learning part of everything that the children do. Our curriculum is inspired around the needs of our children and the six Cs that we want to develop to ensure our children are ready for their next stages in learning.

CURIOSITY– Inquisitive minds

CONFIDENCE– Having a go at anything

CHARACTER– Knowing yourself and others

COMMUNICATION- Listening and responding

CARE- Taking care of themselves and others

CORE- Motor skills, maths, reading, writing and understanding of the world

The classroom and outdoor spaces are designed to be used in both adult directed activities and with activities and space for them to be independent; to follow their own thoughts and ideas and to work collaboratively. Adults respond to the children's needs and interests and these are built into the curriculum throughout the year in addition to the predictable learning experiences set out here. All children will be supported to learn and to make the highest progress possible through effective adult interventions, support and interactions. At Appletree Nursery, through the Early Years Foundation Stage, we can ensure that children have quality, bespoke and creative learning experiences that they need to develop all aspects of their learning in a fun and exciting way.







The EYFS seeks to provide:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.




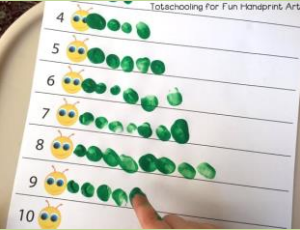
	Autumn 1 02/09/22 – 21/10/22	Autumn 2 31/10/22 – 16/12/22	Spring 1 03/01/23 – 10/02/23	Spring 2 20/02/23 – 31/03/23	Summer 1 17/04/23 – 24/05/23	Summer 2 06/06/23 – 21/07/23
	(6 weeks 2 days)	(7 weeks)	(5 weeks 4 days)	(6 weeks)	(6 weeks)	(6 weeks 4 days)
Value	Friendship	Respect	Courage	Resilience	Responsibility	Honesty
Key Themes	<i>Traditional Tales</i>	<i>Transport</i>	<i>People who help us</i>	<i>Amazing animals</i>	<i>Growing</i>	<i>Under the sea</i>
Predictable Interests	Diwali (Oct 24th)	Halloween (Oct 31 st) Recycling week (Nov 4 th) Bonfire Night (Nov 5th) Remembrance Day (Nov 11th) Road safety week (Nov 14 th) Children in need (Nov 18 th) World cup final (Dec 18 th) Christmas (Dec 25 th)	Chinese New Year (Jan 22 nd) Valentine's Day (Feb 14 th)	Pancake Day (Feb 21 st) World Book Day (Mar 2 nd) Mother's Day (March 19 th) Easter Sunday (Apr 9 th)	Eid (Apr 21 st) Earth Day (Apr 22 nd)	Father's Day (June 18 th) Wimbledon (July 3 rd)
Knowledge and concepts	Baseline Sense of belonging Routines and relationships Personal attributes Families Seasonal changes	Modes of transport Environmental sounds Cultural traditions	Occupations Concept of who does what in the emergency services Seasonal changes	Life cycles Healthy eating Animals on the farm	Planting Growing Caring for our local environment Seasonal changes	Seasonal change Summer Animals that live in water

<p>PSED- Focused Learning Interactions</p> 	<p>Discuss characters in the three stories that introduce characteristics of effective learning (COEL),</p> <p><i>Focused games linked to theme, e.g.: Farm Bingo Jigsaws- Nursery Rhyme characters Puppet play- linked to story Nursery rhyme snap Colour sorting and matching.</i></p> <p><i>Focused co-operation activities, e.g: Work in a team to make a house for the Three Little Pigs (construction) Who’s going to be the Wolf?</i></p> <p>Encourage independence throughout activities. Focus on the Goldilocks character for the characteristics of effective learning with ‘Going for it Goldilocks)</p> <p>Read the colour monster. Create a colour monter display and use for the children to identify and talk about their feelings.</p>	<p>Stores/scenarios showing good behaviour/bad behaviour e.g. helicopter stories technique, could use this as a prompt for discussion. Social story linked to common behaviours.</p> <p>Look at themes in books regarding helping others- Room on the Broom</p> <p>Firework safety focus – circle time discussions about being safe around fireworks and using sparklers safely.</p> <p>Focus on fire engines and fire fighters.</p> <p>Road safety- link to transport. Use stop/go signs. Practice crossing the road in the outdoor space.</p> <p>Conduct experiments e.g. cars down a ramp, have races. Transport on different surfaces. Children to use outside bikes on different floors.</p>	<p>Explore roles of people who help us Dentists, Firefighter, Police.</p> <p>Emergencies that the children have to solve.</p> <p>Sing ‘walking down the street’ during carpet times. During games and discussions children will be spoken to using their name.</p> <p>During story retelling when discussing a book, refer back to children’s answers and ask who also thought that? Who thought something different? Who wants to add a bit more? Help model children’s answers with sentence scaffold e.g. I also thought... I want to add... I think that...</p> <p>Look at what make a superhero. Children to create their own superheroes.</p> <p>Link to Valentines day- What is love? Who loves us? Who do we love? Make Valentines cards.</p> <p>Circle time – Talk about the people who help us every day – parents, grandparents, siblings, teachers etc.</p>	<p>Work together to look for Bear clues and solve the mystery. Letter from the big bad wolf saying sorry, how can he make it up to them?</p> <p>Tasting pancakes together.</p> <p>Look at how to look after our pets.</p> <p>Animal lifecycles.</p> <p>Farm visit.</p> <p>Discuss what mum’s do for us?</p> <p>Ask children to talk about how different animals feel. Talk about likes and dislikes and name and identify different feelings, such as happy, excited or worried. Talk about how to manage different feelings.</p>	<p>Look at vegetables and healthy eating.</p> <p>Discuss how we can keep ourselves healthy.</p> <p>Set children health heroes tasks.</p> <p>Supermarket shop roleplay – sharing resources and roles – I will be the shop keeper and you are the customer.</p> <p>Golden rules – share with the group how to follow the golden rules.</p> <p>Plant seeds as a group, with a focus on sharing tools and equipment. Provide opportunities for children to wait their turn and share tools. Praise children on their patience and sharing.</p>	<p>Discuss the friendship problems in sharing a shell. Act it out with the children.</p> <p>Yogabears – talking about ourselves, our feelings and how to be a good friend.</p> <p>Gym stars – why exercise is good for us and taking part in regular physical activities</p> <p>Sharing a shell – who would you like to share a shell with? What would be your special job in the house?</p> <p>Father’s Day – why is our dad special? What things do they do to help us? Who else helps us in our family?</p> <p>Talking about feelings – how can we make someone feel better when we have upset them?</p>
<p>PSED Provision</p>	<p><u>Use small world to act out stories and interactions between characters (small world of LRRH, three pigs, 3 billy goats), also use home corner for this, adults to model this during continuous provision.</u></p> <p>Dress up as Goldilocks and go exploring in wild life area. Talk about how we are being brave, and what it feels like. Continuous provision: Have an area set up as bears house, trolls bridge, bear’s cave (from We’re going on a bear hunt) for children to explore.</p>	<p>Halloween role play and dressing up.</p> <p>Use chairs to be an impromptu bus/plane/car/train.</p> <p>Act out unusual ways to travel such as magic carpet or hot air balloon.</p> <p>Quality interactions supported by adults throughout.</p>	<p>Jobs area- set up emergency room. Possible medical emergency- children practice bandaging and looking after each other.</p> <p>Dental surgery role play area</p> <p>Emergency telephone and hotline for role play.</p> <p>Superhero small world</p> <p>Superhero costume area.</p> <p>Make badges to wear for being helpful – ask children to pick who wears them</p>	<p>Creative area: Mum portraits. Animal drawings.</p> <p>Role play area: farm and animals.</p> <p>Cut out and laminate some triangle shapes from white card to look like shark’s teeth. Draw some marks onto the ‘teeth’ using a dry wipe pen. Provide children with toothbrushes to help the shark clean its teeth by removing the marks</p>	<p>Developing previous point of - encourage children to plan an idea they have with an adult and then complete it. The adult could draw it down, and question to develop their thinking. They could add things like a magic password that makes something happen to give an impetus for writing.</p> <p>·Set up a Florist Role-Play Shop outside and model imaginative play alongside the children. Introduce the idea that flowers are often given as gifts. They could be to celebrate something, like Mother’s Day or birthdays, or to make someone feel better. Role play buying flowers for someone and imagining the reason why. Encourage children to use a range of emotion words and think about how others may be feeling.</p> <p>Set up a friendship beanstalk and provide blank leaves with mark-making tools. Children can write the name of someone who is a good friend.</p>	<p>Have recycled material to make homes and dens out of for children to work together.</p> <p>Turn taking games – rainbow fish dominoes game, sharing a shell matching game</p> <p>Rainbow fish – make your own scale and give it to a friend.</p> <p>Bubble play – sharing the bubble resources. Blow a bubble for your friend to pop.</p> <p>New school clothes dressing up.</p>
<p>PSED Continuous Strands</p>	<p><i>Ongoing:</i> Continuous use of the behavior policy prompts to discuss feelings and reminding to follow the golden rules at all times. Rewarded for following the golden rules by putting a sticker on their star.</p> <p>Children will be reminded to follow the golden rules at all times. They will be rewarded for following the golden rules by putting a sticker on their star</p> <p>Adults to overtly model empathy, comfort and making amends to other children. E.g. when another child has upset another child, or when a child has missed a go or can’t have access to a toy.</p> <p>Make children aware of their feelings in everyday situations. “You cannot find your drink and I can see you are sad. "You are happy you have made a big tower”.</p> <p>Modelling positive play and interactions in the provision.</p> <p>Adults to make children aware of their abilities “you have made a lovely picture. You like to be in the creative area”.</p>					

<p>C & L Focused Learning Interactions</p> 	<p>Focus on key texts through children acting out story, puppets, story sacks and provision.</p> <p>Children to use musical instruments to make the sounds of the characters at the right time.</p>	<p>Focused reading for children- catch me with a book rewards. Discussion around the book.</p> <p>Story making – a magic carpet ride/a hot air balloon ride/ a ride on a broomstick</p> <p>Memory and list games – 'I packed my bag and in it I put...'</p> <p>Learn Christmas songs to perform.</p> <p>Listen to a variety of Christmas stories such as traditional Christmas stories, modern Christmas stories, the nativity story and cultural stories such as Christmas in Africa.</p> <p>Carpet time – Share what you are hoping for on Christmas day and listen to other children in the group.</p>	<p>Share experiences during circle time of visits and interaction with people who help us – doctors, dentist, lollipop people, police, vets.</p> <p>Listen to stories about different occupations and people who help us.</p> <p>Follow simple instructions during roleplay such as doctor “check my leg and wrap it in a bandage.”</p> <p>Chinese banquet- Make noodles and follow instructions.</p> <p>Dragon masks to perform.</p> 	<p>Focus on key texts- Learning walk for what they can hear.</p> <p>Bear hunt- leave clues and prints. Where has he been? How to they know?</p> <p>discussion books, behaviour, bug hunts, growing caterpillars, etc</p> <p>Share stories about the farm/animals on the farm</p> <p>Sing animal rhymes</p>	<p>Healthy Picnic and fruit kebabs. Sequencing and ordering activities.</p> <p>Local environment litter pick. Local walk- discuss features. Compare and contrast.</p> <p>Play an 'I'm thinking of' game, with some plants and growing themed objects. Display items, such as trowels, seed packets, a watering can and gardening gloves and ask the children to guess which one you are thinking of as you give clues, such as ‘they protect our hands’.</p>	<p>Directed learning: read Don’t put mustard in the custard, by Michael Rosen.</p> <p>Forest schools – Introducing new language – habitat, stem, petals, leaves, buds, minibeasts, forage.</p> <p>Group times – encouraging children to listen to others, wait their turn and ask appropriate questions.</p> <p>Share news from the weekend – use correct tense “yesterday” or “at the weekend”.</p>
<p>C &L Provision</p>	<p>Small world scenes and the roleplay area will be set up to encourage children to use the repeated refrains from the story.</p>	<p>Listening area- Sounds of transport and match.</p> <p>Encouraging sounds in small world. Children make Christmas activities together.</p> <p>Photographs of different types of transport</p> <p>Role play – travel agents/airport check in/ train station/ campsite/ garage</p> <p>Small world road and track layouts Collection of holiday postcards</p> <p>Audio resources of traffic sounds</p> <p>Books, fiction and non fiction Songs and rhymes</p> <p>Roleplay – Christmas house. Grotto.</p> <p>Christmas stories in the reading area.</p> <p>Christmas hand puppets.</p>	<p>Photos of different occupations.</p> <p>Listening area – Sounds from different environments such as ambulance, typing in the doctor’s office, animals in the vet surgery.</p> <p>Small world hospital with people, ambulance and helicopter.</p> <p>Chinese house celebrating chinese new year – dressing up, chopsticks, decorations.</p> <p>Small world Chinese objects.</p> 	<p>Farm scene in the small world and Farm roleplay area – encourage vocabulary used on the farm – harvest, vegetables, sow, hay.</p> <p>I spy farm games</p>	<p>Use props for retelling Jack and the Beanstalk. Children can retell the stories using some phrases from the books, ‘Fee, Fi, Fo, Fum,’.</p> <p>Put copies of familiar plant-themed books that we have read together in class in the reading area. Children to the story to each other.</p>	<p>Have problems for children to solve e.g with large construction, ropes, pulleys, guttering – make a pirate ship, how can we get coconuts, water, treasure, from our island to our ship, what if there was an added danger of crocodiles or sharks?</p>


C & L Continuous Strands	Stories and rhymes with repeated refrains will be shared during carpet times and in the reading area. Directed learning: use language of golden rules and characters in context e.g. oh look at how you are being resourceful/resilient/determined/brave/courageous etc. Lots of praise at Carpet time and golden stars. everyday quality interactions – reframing what the children said in a sentence, repeated correct modelling of language Adults to overtly model the new language that is key to the setting giving the children a scaffold for their sentences e.g. You are being _____. So they can repeat and rephrase, Yes I am being _____. Give children visual and verbal ongoing instructions to follow.					
Physical Focused Learning Interactions	Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers Encourage children to dress the characters of the books. Little Bears Picnic	Toileting programmes and working with parents- ongoing throughout the year. Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers: Follow my leader Stop/go games using traffic light colours Positional games Fast/slow games based on modes of transport	Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers: Firefighter obstacle course. Practice how to brush teeth correctly. Chinese New Year dragon dancing.	Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers: Letter formation using Lancashire scheme. Jack and the beanstalk game and children to do actions when they are shouted out – Jack-climb, giant-stomp, mum-walk, chicken-run.	Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers: Letter formation using Lancashire scheme.	Daily Virtual timetable. Dough Disco Jungle Gym Funky fingers: Letter formation using Lancashire scheme.
Physical Provision	 Independent rolling snack and support for independence at lunch. Children to create bridges and climb and balance linked to Billy Goats Gruff.	Firework movements. Use of cars for Road safety and crossings. Set up football area and encourage focus targeted kicking. Ball skills- throwing and catching. Team play Transport mimes - getting on a train/into a boat/in a car Movements based on vehicles  Prints Course to travel World Cup focus- football and target practice. Small world play. Finger football.	Superhero assault courses. Scissors and lines. A range of lines and patterns to follow in different areas. Hopscotch games. Hand wash show. Encourage handwashing throughout. Deliver post in large wheeled toys Lollipop lady follow my leader Fine motor control with buttons and zips on dressing up clothes Climbing ladders on climbing frames (like fire fighters) Large wheeled vehicles outside as emergency vehicles Cutting activities – encourage them to hold scissors correctly Playdough creation  	Animal movements- copy the shape. Animal dances. Tossing the pancake activities Farm roleplay area – dressing and undressing. Brushes for gross motor movements Funky fingers – hammer nails into potatoes Funky fingers – hole punch caterpillar bites into leaves 	Selection of pots, containers, scoops and tools in a large tray with compost. Children can explore filling and emptying by selecting the best tool for their pot. Draw chalk flowers and plants outside. Give children water spray bottles to 'water' the plants and wash away the chalk lines. Water plants using pipettes Enjoy mark making in mud using twigs, sticks or natural paintbrushes. Encourage children to draw flower representations or practise writing their names.	Tennis racket and balls. Earth movements and sounds. 

						
	Chopsticks fine motor practice					
Physical Education Continuous Strands	Outside provision- large play apparatus, climbing area, gross-motor equipment such as hoops, balls, balance beams, stepping stones, etc. Inside provision: Ongoing funky fingers area and range of different levels of items in sand, water and construction. These will be rotated to maintain interest. Independent rolling snack and support for independence at lunch.					
Literacy Focused Learning Interactions	Traditional Tales	Transport stories	Stories around people that help us	Animal Stories	Plant growth stories	Seaside stories
Core text 3 - 4	Goldilocks and the Three Bears The Billy Goats Gruff The Three Little Pigs	Dig Dig Digging	A superhero like you	The very hungry caterpillar	Jack and the Beanstalk	Rainbow fish
Text for 2 - 3	Goldilocks and the Three Bears The Billy Goats Gruff The Three Little Pigs	Dig Dig Digging The wheels on the bus Naughty bus	We are builders Spots fire engine Find Spot at the hospital	Dear Zoo We're going on a bear hunt That's not my chick/duck/piglet	Jack and the beanstalk Plant the tiny seed	10 Little Pirates That's not my pirate Commotion in the ocean Smiley shark
Other texts	Monkey puzzle Who's in my family? The colour monster My first day at Nursery	Magic train ride Room on the broom The Christmas Story Charlie the firefighter	Zog and the flying doctors Going to the dentist Busy people: firefighter Busy people: Police officer Busy people: Vet	Superworm Frog life-cycle (non-fiction) What the ladybird heard Mr Wolf's Pancakes	Supertato Titch Jasper's beanstalk Oliver's vegetables	Sharing a shell Pirates love underpants Barry the fish with fingers
Literacy Provision	Have a selection of typing devices e.g. old type writer, disused keyboard, labeling dynamo device etc for children explore. Move to developing some literacy skills with an appropriate app or technology in a more focused task. Small world scenes and the roleplay area will be set up to encourage children to use the repeated refrains from the story. 	In the home corner, have icons that the children might recognise. In area outside with cars have road signs or advertising that children might be familiar with. Around the classroom have children's names and photos for both purpose and display. Play writing opportunities - lists/letters/postcards Make tickets for train/plane/bus journeys Have pens on cars or figures on big paper and show how the object has to move across a landscape – develop to drawing maps of a story or a small world. Make marks with vehicle tracks	Have a dice with the different types of early mark making, zig zags, waves, circles, dots etc. Children to make the mark that the dice shows. Children to use IWB, big sheets to paint on to copy adults effective modelling. Get well soon cards Prescription templates Booking forms for the doctor's surgery Make marks using toothbrushes Copy Chinese writing Write name using Chinese letters template	Hungry caterpillar sequencing. Repeated refrains – encourage children to join in at story time and use in their play. “but he was still hungry!” Lady bird heard- sound hunt and phonics hunt. Name cards to write their initial letter/name. Use Lancashire patter for describing how to draw letters. have props and role play costumes available. Have settings pre-made to encourage children to play in them.	In the reading area, and when other relevant books are put out in the provision in other areas. Have large letters shapes for children to trace in sand/mud/messy play. Have brooms for children to use gross motor skills, large rolls of sheets for big writing movements. Have variety of letter shapes e.g. foam, squishy, silicone, etc for children to use to write their initial sound for their name. Have story sacks or story crates for children to re-enact the stories. Continuous provision: have cards for Eid, Fathers day, Pie Corbet story sequencing of Jack and the beanstalk. If exceeding: letters for writing. Look at book Dear Earth, The Jolly Postman, to encourage children to write letters Write lists or instructions for how to care for plants, shopping lists etc	Story sequencing of more complex stories. Use of keyboards and ipad to create name. Letters in different areas for children to find. Have pictures of children and their names that can move around the room so they have to find them. Everyday quality interactions
Literacy	Stories and rhymes with repeated refrains will be shared during carpet times and in the reading area. Children will be encouraged to join in.					

Continuous Strands	Everyday quality interactions, particularly when the continuous provision links to stories the children are looking at so they hear the sound repeatedly. Wellcomm assessments and NASEA interventions. Writing- follow Lancashire Use of 5 Ws questions throughout provision. 1 stage to 3 stage more complex instructions to be used depending on the age/ needs of child. Children encouraged to recognize name through registration and writing in writing area. children’s names visible around the room..					
Maths Focused Learning Interactions https://www.ncetm.org.uk/in-the-classroom/early-years/ 	<p>Set the table for the three bears and model counting out the things they need. They need a bowl 1,2,3. They need a spoon 1,2,3.</p> <p>Sort the bears bowls, chairs, beds according to size.</p> <p>Repeated patterns (big bear, small bear; big bear, small bear; big bear, small bear). This is to ensure the child can sustain the pattern</p> <p>Children make porridge using weighing equipment.</p> <p>Using various shapes try to make houses for the three little pigs.</p> <p>Counting sounds they can hear outside.</p> <p>I can experiment fitting myself into spaces.</p> <p>Use boxes of varying sizes for the children to sit in. Use the repeated refrains from the Goldilocks story “This box is too small”.</p> <p>Build a bridge for the Billy Goats Gruff to cross using blocks, Lego etc. Build a house for the three pigs using different resources. Is it strong enough?</p> <p>Collecting things in the outdoors environment: leaf, stick, leaf, stick... Linked to Autumn and patterns.</p> 	<p>Experiment with the weighing scales to see which items are heavier.</p> <p>Play blindfold games to follow instructions-</p> <p>Number make up with recycling material / Diwali link</p> <p>Theme linked number trays and matching.</p> <p>Encourage exploration of all the ways that ‘five’ can be and look. Children are encouraged to look closely at numbers to see what else they can see. This reinforces the concept of conservation.</p> <p>Christmas shape pictures.</p>  	<p>Teacher to encourage working collaboratively with a friend to take turns to create a pattern, e.g. one claps, one stamps, or one gets the red bear, one gets the yellow bear, etc.</p> <p>Challenging to continue or copy their pattern.</p> <p>Exploring songs; for example, ‘Five Currant Buns’ – show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns</p> <p>Playing skittles and looking at how many are standing. How many have fallen over? How many are there altogether?</p>	<p>Play hidden object games. How many were there?</p> <p>Play sharing games. Children to start to share food.</p> <p>Counting the food in The Hungry Caterpillar.</p> <p>Children to create Caterpillar sequences.</p>   <p>Spill the Beans: using double-sided counters or beans, where one side is coloured, throw the collection and note how many of each type can be seen and how many altogether.</p> <p>Insect hotel – selecting tube-like shapes from a collection of varied materials, some not fit for purpose</p>  	<p>Focus on language of amounts- more, lots, groups, etc/</p> <p>Shape hunt in class looking at different shapes in environment.</p> <p>Number hunt and numbers in environment.</p> <p>Language of time- morning, soon, later, after, before.</p> <p>Repeated refrain songs.</p> <p>Copy a shape with building equipment.</p> <p>Present patterns with deliberate errors, including extra, missing and swapped items, e.g. red cube, blue cube, red cube, blue cube, red cube, red cube, blue cube – identifying there is an extra item and fixing it by removing the extra red cube, putting in an extra blue cube, or swapping the final cubes</p> <p>Children to make a pattern with a deliberate mistake and challenging a friend to spot it</p> <p>Exploring and creating patterns on peg boards, with fruit (e.g. fruit kebabs), musical instruments, movements and dance sequences.</p>	<p>Focus on numbers 1-10. Language of weight.</p> <p>Look at the clock and measures of time- morning, afternoon, midday.</p> <p>Have more than two places to sort things into in any given context, e.g. arranging characters in small-world play in different locations</p> <p>Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc</p> <p>Covering objects in foil and inviting children to justify their guesses about what is inside.</p> <p>Forest schools – den building, counting flowers Who found the most woodlice? Can you make shapes with the resources? Can you see different shapes in the environment.</p>
Maths	Focus on a range of patterns.	Encourage use of longer, shorter,	Access to shape jigsaws.	‘Balancing station’ with interesting		Children to have access to clocks in provision.

Provision	<p>Encourage children to choose shapes for purpose.</p> <p>Children to have access to a range of shapes and sorting shape, including shape sorters and stencils.</p> <p>Extending patterns using a wide range of identical objects in different colours, e.g. beads; small plastic toys such as bears, dinosaurs, vehicles.</p>	<p>heavier, lighter in sand and playdough. Use of weighing equipment.</p> <p>I enjoy counting as far as I can go.</p>  <p>Positional words and games Maths trails - follow the tracks Sorting vehicles Songs and rhymes Making 3D models of vehicles Count down for a rocket launch Using money in role play - e.g. buying tickets Make paper aeroplanes</p> <p>Printing with shapes: Christmas Robins</p>	<p>Focus on prepositional language in provision (link to bear hunt). Informal language regarding shape. Collaging. Junk modelling</p> <p>Numerous opportunities to create patterns – e.g. in the outdoors, using natural materials such as sticks, leaves, stones, pine cones; in craft activities, using stamping, sticking, printing.</p> <p>Mirrors to look at teeth and count how many teeth they have.</p>	<p>things to weigh and to balance, indoors and outdoors</p> <p>Number matching games.</p> <p>Patterns with musical instruments, using sounds such as drums, shakers, triangles, etc</p> <p>Counting fruit</p> <p>Compare different lengths of caterpillars</p>	 <p>Shape and patterns.</p> <p>Build stalks using multi-link cubes. Count the cubes, compare and describe the stalks.</p> <p>Weighing vegetables – which heavier or lighter? Are they the same?</p>	<p>Objects and numbers to be available.</p> <p>Children to copy patterns in mark making.</p> <p>Bubble play – talk about how many bubbles they made – lots of bubbles, big bubbles.</p> <p>Ice cream stall – introduce language of money. “That is £1 please. Here is your change”.</p>
Maths-Continuous Strands	<p>Count children in the morning as part of the morning routine.</p> <p>Counting of stars on the behavior stars.</p> <p>Encouraging children to compare different attributes in everyday situations: ‘I wonder who has the longest snake?’ ‘I wonder whose pot will hold the most water?’ ‘I wonder which ball is the heaviest?’</p> <p>Focusing on asking for specific things according to their attributes. For example: 'Please can you pass me a ... that is ... than this one?'</p> <p>Opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number, e.g. , ,)</p>					
UTW Focused Learning Interactions	<p>Diwali</p> <p>Use of remote-controlled toys to look at control.</p> <p>Pictures of family and favourite objects.</p> <p>All about me.</p>	<p>Recycling focus for recycling week- children to take part in recycling all week.</p> <p>Children to make recycled paper. https://www.youclevermonkey.com/2014/07/making-recycled-paper.html</p> <p>Directions games and stop-go games</p> <p>Use of cars for friction and other mechanical wind-up toys in provision.</p> <p>Compare past and present transport</p>	<p>Family photographs.</p> <p>Walk round local area to look at buildings and features.</p> <p>Pictures of Lancaster and discussion.</p> <p>Explore different occupations – what is their role, how do they help others?</p>	 <p>Lifecycles of a caterpillar Life cycle of a frog Chicks hatching</p>	<p>Sewing Sunflower seeds</p> <p>Use the forest area to look for growing plants.</p> <p>Display a range of items linked to plants and growing for children to use their senses to explore and describe, such as scented plants, seed packets to shake.</p> <p>Grow their own beanstalk, watching it turn from a seed into a plant. Children to take them home and continue to grow at home.</p>	<p>Farm animal and creature visit. Farm set up in nursery.</p> <p>Focus on similarities and differences</p> <p>Language of explanation- what?why? how?</p> <p>Digibot- programming round a grid. Children to make different courses and move around.</p> <p>Forest schools – Exploring the natural environment, noticing seasonal changes. Exploring bugs and living things in the area.</p>
UTW Provision	<p>Home corner set up.</p> <p>Children have access to I pads for recording.</p> 	<p>Water area- wheels, funnels, tools.</p> <p>Sand- recycling sort.</p> <p>Collection of maps to investigate</p> <p>Collection of tickets from different modes of transport</p> <p>Outdoor play - homemade water ways with sections of plastic guttering</p>	<p>Environmental walk rounds.</p> <p>Tree and animal identification- pictures.</p> <p>Watch the rubbish being collected Recycle things in the nursery area</p> <p>Collection of small world emergency vehicles</p> <p>Doctor's and nurse's kits - learn the equipment used.</p>	<p>Wildlife walk- insects</p> <p>Minibeast hunt</p> <p>Make a bug hotel</p>	<p>Home Corner</p> <p>Bird spotting.</p> <p>Role play different occupations</p> <p>Printing using different vegetables – celery, potatoes</p> <p>Supertato – frozen peas – how can we make them melt?</p>	<p>Similarities and differences with other cultures.</p> <p>Use of cultural equipment in setting.</p>

		Outdoor play - old car tyres to roll around Wet sand tray - tracks Water tray - boats Road safety	Being helpful - doing the cleaning Real objects such as keyboards, phones etc. Join in with other traditions – Chinese new year roleplay area. 			
UTW Continuous Strands	Outside wildlife area. Planting area. Challenges in water areas, construction, small world.					
EAD Focused Learning Interactions	Singing a range of songs. Children have access to an instrument.	Play copycat games. Imitate vehicle sounds with musical instruments	Singing a range of songs- dancing and ring games. Dough Disco	Pancake making Caterpillar sequencing and patterns	Recap on 2D and 3D shapes. Encourage children to ‘act out’ small scenes.	Instruments- explore different ways to play with language- fast, slow, quiet, loud. Create colour wheels. Children to perform with instruments and singing- end of year show. Forest schools – mud pictures. Use natural pictures for their creations.
EAD Provision	Encourage sound effects in play. Music area outside for dance. Home corner role play. Role play areas.	Tyre prints/rubbings Painting with wheels 3D models of vehicles Floating music and hot air balloons Selection of large cardboard boxes for imaginative play Collection of audio resources - vehicle sounds Make paper aeroplanes	Morning dance. Encourage play on a theme. Colour representation of RED - Valentines day – love Chinese new year – luck Fire safety – Danger! Acting out caring scenarios, e.g. with baby dolls Dressing up in uniform and taking on a role Finger painting (or printing, like the police) Making thank you gifts or cards for people who help us Use of black and white for mixing shades of colours. Painting with chopsticks Make a Chinese lantern	Animal pictures- caterpillars, butterflies Make sheep using cotton wool Make pigs using paper plates Group activity to make a tractor using junk modelling Butterfly symmetry painting 	Den building- Go wild day. Real life flowers to draw still images.	Ice cream stall – roleplay selling ice cream. Model language for the children to use “what flavor would you like? Thank you”. Puppet show -

			 <p>Oriental music – play along with our own musical instruments.</p>			
EAD Continuous Strands	Morning Dance Songs outside and in Dough Disco Ring games					
Assessment	Baseline assessments 2 Year check	LJ assessments Gap reports Autumn tracker	LJ assessments Gap reports Baseline assessments 2 Year check	LJ assessments Gap reports Spring tracker	LJ assessments Gap reports Baseline assessments 2 Year check	LJ assessments Summer tracker Transition reports
Parental engagement	Weekly newsletter Library books Tapestry Stay and Play Phonics workshop?	Weekly newsletter Library books Tapestry Parent meetings	Weekly newsletter Library books Tapestry Stay and Play	Weekly newsletter Library books Tapestry Parent meetings	Weekly newsletter Library books Tapestry Stay and Play	Weekly newsletter Library books Tapestry Parent meetings Graduation ceremony
Enrichment / cultural capital	Bear hunt in the wildlife area	Visit from the bin men Walk to post box to post Santa's letters Christmas cards Christmas party Visit from Santa	Visit from different occupations Visit from chicks hatching. Visit from the library bus. Visit from Chinese teachers	Caterpillars in class Make pancakes Farm visit. Pond dipping. Mother's Day cards	Growing our own beans- Develop allotment area. Picking fruit from Willow Lane. Making soup.	Father's Day Cards End of year trip

At Appletree Nursery School, we recognise that all children come to us at different levels of development and age ranges. We provide a curriculum that allows for enrichment within each age range in order to enable progress. We carefully monitor each child's progress and next steps on an ongoing bases through weekly planning and assessment. Each child is assessed fully termly and key next steps for the child are set in order for all staff to be aware of their key targets. Below you can see the outline of expected development from On Entry to On Exit of each age band.

Communication and Language – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I watch someone's face as they talk.	I can copy what adults do, taking 'turns' in conversations (through babbling).	I point to things and use gestures to show things to adults and share interests.	I try to copy adult speech and lip movements.	I can use single words.
I recognise and am calmed by a familiar and friendly voice.	I can copy your gestures and words.	I can listen and respond to a simple instruction.	I enjoy singing, music and toys that make sounds.	I respond to songs and rhymes.
I understand single words in context – 'cup', 'milk', 'daddy'.	I understand frequently used words such as 'all gone', 'no' and 'bye-bye'.	I understand simple instructions like "give to nanny" or "stop".	I can recognise and point to objects if asked about them.	I can select a familiar object.
Communication and Language – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can use single words.	I am beginning to use two words phrases.	I am using two- and three-word phrases.	I am using three to four words.	I can use simple sentences.
I respond to songs and rhymes.	I listen to songs and rhymes.	I join in with the actions to songs and rhymes.	I can sing a favourite song or rhyme.	I can listen to a short story.
I can select a familiar object.	I can listen to others but I am easily	I can respond to a phrase of two or three	I can listen and respond to a simple	I can understand and respond to a question

	distracted.	words.	instruction.	e.g., where have you put the...?
Communication and Language – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can use simple sentences.	I can hold a conversation jumping from topic to topic.	I am developing my vocabulary but may use incorrect tenses such as ‘runned’.	I can hold a conversation for many turns.	I am building a wide range of vocabulary which reflects the breadth of my experiences.
I can listen to a short story.	I will join in with repeated refrains.	I can listen to a longer story.	I can listen to a story and remember much of what happens.	I can talk about familiar books and tell a long story.
I can listen to and respond to a simple instruction.	I can follow a two-part instruction.	I can follow a two-part instruction with added elements e.g. pick up the big ball and put it in the red bucket.	I can follow a three-part instruction with added elements.	I can understand how and why questions.
Communication and Language – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am building a wide range of vocabulary which reflects the breadth of my experiences.	I can talk extensively about things that are important to me.	I use language to recreate roles in play situations.	I can introduce a narrative into my play.	I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.
I can talk about familiar books and tell a long story.	I can anticipate key phrases in rhymes and stories.	I can listen to others in small groups if the conversation is of interest to me.	I can listen or do, but I can change my focus of attention.	I can listen and do for a short span of time.
I can understand how and why questions.	I am beginning to understand humour and nonsense rhymes.	I understand questions such as who, when and where.	I understand tense in conversation e.g., yesterday.	I understand complex structures such as negatives and plurals.

Personal, Social and Emotional Development – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I play with increasing confidence, by myself, knowing a trusted adult is nearby.	I play with increasing confidence by myself.	I start to notice other children.	I watch others whilst playing nearby.	I can play alongside others.
I look back as I crawl or walk away from my key person. I look for clues about how to respond to something interesting.	I am becoming more confident to explore my surroundings.	I am beginning to have more confidence when trying new things.	I can express my needs through gesture e.g., gesture towards a cup to say they want a drink.	I can find ways to calm myself using an object or my keyworker.
I may use a special toy as a security tool.	I will use my keyworker as a comfort to feel secure.	I can find ways to manage transitions.	I am growing in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	I am becoming more able to adapt my behaviour and anticipate routines.
I like to play with and look in mirrors.	I can respond to my name.	I am developing a sense of self.	I can point to body parts/facial features when asked.	I can say “me”, “you” and “I” when talking.
Personal, Social and Emotional Development – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can play alongside others.	I watch others play and will imitate what I see.	I can co-operate with others in play, sometimes with adult support.	I can play with others.	I will seek out children I have played with before.
I can find ways to calm myself using an object or my keyworker.	I can identify the feelings ‘happy’ and ‘sad’.	I show concern for others when they are upset.	I recognise that my actions can hurt or harm others.	I am beginning to stop myself from acting in a way that may hurt or harm others.
I am becoming more able to adapt my behaviour and anticipate routines.	I am exploring the boundaries of expected behaviour and I am becoming aware of the basic rules.	I may display frustration with complying to other’s agendas and boundaries.	I am starting to take turns in a game with support from an adult.	I am starting to cooperate in whole class routines such as tidy up time.
I can say “me”, “you” and “I” when talking.	I can assert my likes, dislikes and choices by saying “no”, “me do it” or “mine”.	I know my own name and interests.	I am interested in differences in gender and ethnicity.	I am starting to see similarities and differences between myself and others.
Personal, Social and Emotional Development – 36 months – 48 months				
<u>On Entry</u>	<u>On Entry</u>	<u>On Entry</u>	<u>On Entry</u>	<u>On Entry</u>
I will seek out children I have played with before.	I seek companionship with adults and other children, sharing experiences.	I will attempt to join others’ play.	I will invite other children to play e.g., do you want to play mummies and daddies with me	I can take turns in a game with my peers.
I am beginning to stop myself from acting in a way that may hurt or harm others.	I can talk about my feelings e.g. I am sad because..	I can talk about how other people may be feeling.	I can talk about a range of feelings such as angry, calm, scared.	I understand that my words and actions can hurt others.
I am starting to cooperate in whole class routines such as tidy up time.	I am starting to understand the need for rules and boundaries in Nursery.	I know that my actions have consequences and are not always the consequences I had hoped for.	I care about my peer’s opinion and will conform to social expectations.	I will follow the rules and boundaries in Nursery most of the time.
I am starting to see similarities and differences	I am starting to identify with social groups and	I enjoy daily tasks that create a sense of	I am becoming more confident around unfamiliar	I am beginning to take risks and try new things.

between myself and others.	peers.	belonging.	people when a familiar adult is nearby.	
Personal, Social and Emotional Development – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can take turns in a game with my peers.	I recreate what I have learnt about social interactions from my relationships with close adults, in my play.	I can listen to my peer’s point of view.	I have developed a strong friendship with another child.	I understand that my peers have different points of view which challenges my own thinking.
I understand that my words and actions can hurt others.	I understand the feelings of others and will offer empathy and comfort.	I will seek support ‘emotional refuelling’ when faced with new or challenging situations.	I will try to fix a situation where I have upset someone, and I understand how my actions affect other people.	I am able to manage my feelings and tolerate situations in which my wishes cannot be met.
I will follow the rules and boundaries in Nursery most of the time.	I understand my own and others’ behaviour and its consequences.	I can talk about things being ‘fair’.	I can manage conflict, for example through holding back.	I can resolve conflict, for example through sharing, negotiation and compromise.
I am beginning to take risks and try new things.	I am more confident in new situations and more outgoing towards new people.	I have a clear idea of what I want to do in my play and how I will do it.	I show confidence in choosing an activity and persevering to complete my task.	I can describe myself in positive terms, identifying what I can do well and what I am getting better at.
Physical Development – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can reach for objects	I can pass things from one hand to the other.	I can let go of things and hand them to another person or drop them.	I can explore sponges and cloths to hold, squash and throw, or wet and squeeze.	I can hold mark-making tools with a whole hand grasp (Palmar).
I can pull myself into a standing position and sit back down.	I can develop a range of movements such as waving, kicking, rolling, crawling and walking.	I can clap and stamp to music.	I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them.	I can walk considerable distance with purpose, stopping, starting and changing direction.
I am aware when an item of clothing has been put on me.	I can remove socks and gloves.	I can put on and remove my hat.	I show an increasing desire to be independent.	I can actively cooperate with nappy changing, dressing/undressing.
I lift objects to my mouth to suck.	I will try a range of foods with different textures.	I eat finger foods with support.	I am developing my likes and dislikes.	I can eat finger foods and drink from a sippy cup independently.
I can communicate discomfort or distress with wet or soiled nappy	I can actively cooperate with nappy changing.	I recognise my nappy is wet or soiled when asked if my nappy needs changing.	I realise I am wetting or soiling my nappy.	I can tell an adult if my nappy is wet or soiled.
Physical Development – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can hold mark-making tools with a whole hand grasp (Palmar).	When holding crayons, chalks etc, I can make connections between the movements and the marks I make.	I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.	I can thread large beads holding the bead and threading onto the string independently.	I can hold mark-making tools with thumb and all fingers.
I can walk considerable distance with purpose, stopping, starting and changing direction.	I can jump up into the air with both feet leaving the floor and can jump forward a small distance.	I can begin to walk, run and climb on different levels and surfaces.	I can climb up and down steps by placing both feet on each step while holding a handrail for support.	I can run safely on whole foot.
I can actively cooperate with nappy changing, dressing/undressing.	I can take off simple clothing items such as hats and unzipped jackets.	I can manipulate various fastening including poppers and zips on my clothing.	I can use tricks such as the flip method to put on my coat, sometimes with help.	I can independently put on my own coat and wellington boots.
I can eat finger foods and drink from a sippy cup independently.	I can hold a cup and drink without much spilling.	I feed myself with a spoon with increasing control.	I am beginning to recognise a daily pattern in relation to eating.	I can feed myself competently and drink without spilling.
I can tell an adult if my nappy is wet or soiled.	I will sit on the toilet with an adult supporting me.	I can tell an adult that I am about to go to the toilet.	I can use the toilet independently with some accidents in the day.	I am fully toilet trained in the day.
Physical Development – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I hold mark-making tools with thumb and all fingers.	I can make large gross motor movements using things such as scarves, ribbons, paintbrushes and brooms.	I can use scissors to cut along a line with accuracy.	I can use a pencil or paintbrush with control to draw lines and circles.	I can enclose lines and circles to begin to form recognisable letters (in my name).
I can run safely on whole foot.	I can walk and run and be aware of the obstacles around me.	I can run, jump, hop and skip with control.	I can climb steps and move across climbing equipment using alternate feet.	I run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.
I can independently put on my own coat and wellington boots.	I can undress independently.	I can pull up own trousers, put on my own shoes and zip up my own coat.	I can fasten buttons.	I can dress independently.
I am fully toilet trained in the day.	I can ask for help with my toileting needs e.g. wiping.	I can wash and dry my hands effectively and I know why this is important.	I am aware of my own needs e.g., “I need a tissue”.	I can attend to all bathroom routines independently and appropriately; wipe, flush, wash & dry hands.
Physical Development – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can enclose lines and circles to begin to form recognisable letters (in my name).	I show preference for a dominant hand.	I use anticlockwise movements and can retrace vertical lines.	I can form recognisable letters independently.	I hold my pencil effectively to form letters.
I run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.	I can jump off an object and land appropriately using my arms to balance.	I have increasing control over objects when pushing, throwing, catching or kicking it.	I experiment with different ways of moving and will adapt my movements to reduce risk.	I know how to transport and store equipment safely.

I can dress independently.	I can talk about different food and which are healthy for me.	I can talk about the physical changes in my body when I am unwell, tired or angry.	I have a consistent, daily pattern in relation to eating, toileting and sleeping routines and can say why this is important.	I am usually dry and clean during the day.
Literacy – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I enjoy songs and rhymes. I tune in and paying attention.	I show enjoyment when sharing a book with an adult.	I am beginning to copy finger and hand movements and other gestures.	I am beginning to join in with familiar songs and rhymes by clapping or bouncing to the rhythm.	I am interested in and anticipate books and rhymes.
I am beginning to explore sensory equipment.	I show enjoyment when exploring sensory equipment and realise I can control it ie paint on hands.	I can explore making marks using finger paint.	I can make marks on paper using brushes and pens.	I understand the cause and effect of my actions in mark making.
Literacy – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am interested in and anticipate books and rhymes.	I have some favourite stories, rhymes, songs, poems or jingles.	I can repeat and use actions, words and phrases from familiar stories.	I can fill in the missing word or phrase from a known rhyme, story or game, e.g. Humpty Dumpty sat on a	I am beginning to recognise familiar logos such as commercial print or icons for apps.
I understand the cause and effect of my actions in mark making.	I know that my marks are of value and may share them with an adult for praise.	I enjoy the sensory experience of making marks.	I am beginning to distinguish between the different marks I make.	I enjoy drawing with different media such as paper, paint, sand, playdough and touch screen technology.
Literacy – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am beginning to recognise familiar logos such as commercial print or icons for apps.	I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	I can recognise familiar words and signs such as my name, advertising logos and screen icons.	I look at and enjoys print and digital books independently. I handle them carefully and the correct way up.	I can talk about events and main characters in stories and suggest how the story might end.
I enjoy drawing with different media such as paper, paint, sand, playdough and touch screen technology.	I sometimes give meaning to my drawings and paintings.	I imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right.	I am beginning to make letter shapes to represent the initial sound of my name.	I am interested in the letters on a keyboard and can identify the first letter of my name.
Literacy – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can talk about events and main characters in stories and suggest how the story might end.	I can navigate apps and websites using a drop down menu and icons to select apps.	I know that information can be retrieved from books, computers and mobile digital devices.	I can re-enact stories that I have heard in my play.	I can recall and discuss stories or information that has been read to me or I have read myself.
I am interested in the letters on a keyboard and can identify the first letter of my name.	I give meaning to the marks I draw, write, paint and type on a keyboard.	I am beginning to hear and say the initial sound in words and may be able to blend and segment some sounds.	I am beginning use my drawing for purpose such as making greeting cards, tickets, lists and invitations.	I can use my phonic knowledge to write labels and captions.

Mathematics – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
Reacts to changes of amount when those amounts are significant (more than double)	I can take some items from a collection of toys.	I enjoys songs with numbers.	I will look for things that have moved out of sight.	I can respond to words such as ‘lots’ and ‘more’.
I anticipate something ie 1 step 2 step tickle you under there.	I make a sound when climbing stairs on each step.	I can point to each of my toes or fingers I turn.	I say numbers when joining in with number rhymes.	I can use number words like one and two.
I am aware of my own body parts and know where they are.	I can point to where I want to go.	I will observe an adult or peer fill and empty a container.	I can hold a container.	I enjoy filling and emptying containers.
I can explore shape sorters.	I can explore a simple inset tray.	I can knock down a tower.	I can stack a tower of 3 blocks.	I can push objects through different shaped holes.
I enjoy exploring patterned objects and images.	I show interest in patterned songs and rhymes, perhaps with repeated actions	I begin to join in with repeated actions in songs and stories	I begin to initiate and continues repeated actions.	I am becoming familiar with the pattern of the day.

I respond to size, reacting to very big or very small items that they see or try to pick up.	I can fit graded equipment inside each other.	I can stack graded equipment.	I can pour water from one container to another.	I can explore capacity by selecting, filling and emptying containers, e.g., fitting toys in a pram.
Mathematics – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can respond to words such as ‘lots’ and ‘more’.	I can say some counting words.	I can engage in counting behaviour such as pointing and saying numbers.	I can recognise a change in amount by saying ‘more’ and ‘lots’.	I am beginning to say some numbers in the correct order.
I can use number words like one and two.	I can sometimes give one or two objects when asked.	I can take or give two or three objects from a group.	I am beginning to notice numbers.	I am beginning to count on my fingers.
I enjoy filling and emptying containers.	I can experiment fitting myself into spaces.	I can remember my way around a familiar environment.	I can explore the way things look from different viewpoints.	I can respond to some simple positional language e.g., under, on top.
I can push objects through different shaped holes.	I can play with blocks to make a simple arrangement.	I choose puzzles and try to fit the shapes in correctly.	I can recognise when two objects are the same shape.	I can make simple constructions.
I am becoming familiar with the pattern of the day.	I can join in with a story or rhyme.	I can make my own arrangements such as lining up toys.	I can join in with and anticipate a repeated sound or action in a song.	I am interested in and will comment on my daily routine.
I can explore capacity by selecting, filling and emptying containers, e.g., fitting toys in a pram.	I can show an interest in items of different size and weight.	I am starting to anticipate routines such as dinnertime and home time.	I am starting to use some language of time e.g., morning, soon, later.	I am starting to talk about size, length, weight and capacity e.g. big, small, heavy.
Mathematics – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am beginning to say some numbers in the correct order.	I enjoy counting as far as I can go.	I can count 5 objects by pointing to each item and saying the numbers in order.	I can compare two groups of objects up to 5 and say when there is the same amount.	I can recognise numbers 1-10.
I am beginning to count on my fingers.	I can subitise 1, 2 and 3 objects.	I can count 5 objects and I know the last number I said is how many there are.	I am beginning to link numerals and amounts to 5.	I use marks and signs which I ascribe mathematical meaning.
I can respond to some simple positional language e.g., under, on top.	I can move and rotate objects to fit into a space.	I can respond to some more complex positional language e.g., next to, behind.	I can use positional language.	I am starting to use the language of direction.
I can make simple constructions.	I can choose shapes for a purpose e.g., a triangle for a roof.	I can respond to informal language about shapes e.g., pointy, twisty.	I can respond to formal language about shapes e.g., circle, square.	I can build arches and enclosures when building, using trial and error to select each block.
I am interested in and will comment on my daily routine.	I can recognise simple patterns in the environment such as stripy, spotty.	I can arrange objects in spatial patterns when building or collaging.	I can recognise a simple linear pattern (AB).	I can join in with simple patterns in sounds, objects, games and stories, predicting what comes next.
I can explore differences in size, length, weight and capacity.	I can find the longer or shorter, heavier or lighter and more/less full of two items	I can recall what will happen next in a story.	I can recall a sequence of events in everyday life or a story.	I am starting to talk about measures of time e.g., clock times, days of the week.
Mathematics – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can recognise numbers 1-10.	I can count beyond 10.	I can recite numbers back from 10-0	I can order numbers from 0-10	I can make a good estimation of how many things I can see.
I use marks and signs which I ascribe mathematical meaning.	I can count 10 objects when they are lined up, pointing to each one as I count.	I can count an irregular arrangement of 10 objects.	I can count out up to 10 objects from a larger group.	I can match the numeral with a group of items to show how many there are (up to 10).
I am starting to use the language of direction e.g., forwards, backwards.	I can follow simple direction correctly e.g., forwards, backwards.	I can talk about how objects look different from different viewpoints.	I will flip and rotate objects to create models by visualising how they will look.	I can make simple maps of familiar environments, with landmarks.
I can build arches and enclosures when building, using trial and error to select each block.	I use informal e.g., “heart-shaped” and mathematical e.g., “circle” language to describe shapes.	I can recognise shapes in the environment e.g., the clock is a circle.	I can create representations of shapes in drawing, painting and malleable.	I enjoy composing and decomposing shapes, learning which shapes combine to make other shapes.
I can join in with simple patterns in sounds, objects, games and stories, predicting what comes next.	I can represent pattern in other ways such as movement, using a twirl, jump.	I can add to a simple linear pattern (AB) or (ABC).	I can recognise a more complex pattern beyond AB e.g., ABB	I can create and recreate patterns beyond AB.
I am starting to talk about measures of time e.g., clock times, days of the week.	I will use prediction and discussion when comparing lengths, weight and capacity.	I have explored measuring tools in everyday experiences and play.	I have explored the use of timers to measure time e.g., for an obstacle course.	I am interested in visual timetables and noticing the hands on a clock.

Understanding the World – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I closely watch what animals, people and vehicles do.	I will anticipate what an animal, person or vehicles will do.	I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.	I watch toy being hidden and try to find it, watches intently where a spider has scuttled away under leaves.	I am curious about different aspects of nature such as grass, mud, puddles, plants, animal life
I am developing a sense of belonging to my family and my key carer	I recognise people special to me.	I can recognise myself in a mirror.	I am interested in photographs of myself.	I am curious about people, animals and objects.
I will observe an adult or peer using a book with buttons to press and make a noise.	I am interested in books with buttons to press and make a noise.	I can explore ‘Jack in a box’ toys which show cause and effect.	I am beginning to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.	I am interested in toys with buttons, flaps and simple mechanisms.

Understanding the World – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am curious about different aspects of nature such as grass, mud, puddles, plants, animal life	I can remember where objects belong.	I can notice detailed features of objects.	I can talk about plants, animals and natural objects.	I enjoy playing with small world reconstructions such as a farm or a garage.
I am curious about people, animals and objects.	I like to look at photographs of myself and other familiar people and objects.	I know my own immediate family and pets.	I can imitate my family’s everyday actions in my play e.g. making and drinking tea, being a cat.	I am starting to see similarities and differences between myself and others.
I am interested in toys with buttons, flaps and simple mechanisms.	I can turn on and operate some basic technological toys.	I can use mechanical toys by pulling back on a friction car.	I can play with water to wash and clean.	I can make water move using tools such as funnels and water wheels.

Understanding the World – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I enjoy playing with small world reconstructions such as a farm or a garage.	I am starting to talk about and ask questions about the natural world.	I can say why things happen and how things work.	I am starting to understand growth, decay and change of time.	I care about the environment.
I am starting to see similarities and differences between myself and others.	I enjoy joining in with family customs and routines.	I can remember and talk about significant events in my life.	I am interested in different occupations and ways of life.	I can talk about things that have happened and are happening in my life and the lives of my family.
I can make water move using tools such as funnels and water wheels.	I can use simple equipment such as a cd player.	I am interested in real objects such as cameras and tablets.	I know I can get information from different technology and the internet.	I can complete a simple program on an electronic device.

Understanding the World – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I care about the environment.	I am beginning to understand the effect my actions have on the environment.	I am interested in the environment and enjoy learning words to describe it e.g. town, village, temple, synagogue.	I can express my own opinion using words such as busy, quiet, pollution.	I can talk about how environments may vary and their features.
I can talk about things that have happened and are happening in my life and the lives of my family.	I can talk about the different ways that I am unique.	I can describe my similarities and differences with others.	I know that other children do not always enjoy the same things and I am sensitive to this.	I can talk about my similarities and differences with those from different cultures and communities.
I can complete a simple program on an electronic device.	I can create content such as a video recording.	I can understand and interact with a range of different technologies.	I can use hardware such as a mouse to interact with age-appropriate software.	I can use the internet with adult supervision to find information of interest to me.

Expressive Arts and Design – 12 months – 24 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I am beginning to explore movement through exploration and expression.	I am experimenting with sound and whole-body movement.	I copy and improvise actions I have observed, e.g., clapping or waving	I move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments	I can move when playing with instruments.
I will observe an adult or peer experiment with a range of media including paint, jelly, and mud.	I am beginning to experiment with a range of media including paint, jelly, and mud.	I am starting to notice the feeling of different textures.	I notice and am interested in the effect I produce e.g., paint marks.	I can explore marks on paper using paint.

I begin to respond to and show interest in my surroundings, e.g., sounds, movement, people, objects	I can express myself using actions and sounds.	I will observe an adult or peer taking part in pretend play, such as pretending to drink from a toy cup.	I am beginning to join in with pretend play, such as pretending to drink from a toy cup.	I can pretend that one objects represents another when they have characteristics in common.
Expressive Arts and Design – 24 months – 36 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can move when playing with instruments.	I can sing when playing with instruments.	I can join in when singing songs.	I am interested in the sounds of different instruments.	I can experiment with different ways to play instruments such as fast and slow.
I can explore marks on paper using paint.	I can use 2D and 3D shapes to build.	I can enclose a space and create shapes using different materials e.g., paint, blocks.	I am beginning to think of inventive ways to use 2D and 3D shapes.	I can play with colours in different ways such as combining colours.
I can pretend that one objects represents another when they have characteristics in common.	I can create sound effects in my play such as the sound of a car of an animal.	I can explore available props such as kitchen objects, pretend food, magazines.	I can observe other children who make believe in play.	I am beginning to make believe by pretending using sounds, movements, words, objects.
Expressive Arts and Design – 36 months – 48 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can experiment with different ways to play instruments such as fast and slow.	I can explore how sounds can be changed.	I can join in with dancing and ring games.	I can tap out a simple repeated pattern.	I can play instruments along to the beat of the song I am singing.
I can play with colours in different ways such as combining colours.	I can use lines to enclose a space and I am beginning to represent objects in my drawing.	I can explore colour and how they can be changed e.g., creating different shades.	I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.	I can use tools for a purpose.
I am beginning to make believe by pretending using sounds, movements, words, objects.	I can observe other children and adults and mirror what I have observed.	I can play alongside other children who are engaged in the same theme.	I can use available resources to create props to support play.	I can engage in imaginative play based on my own or peer experiences.
Expressive Arts and Design – 48 months – 60 months				
<u>On Entry</u>	Sequence 1	Sequence 2	Sequence 3	<u>On Exit</u>
I can play instruments along to the beat of the song I am singing.	I enjoy moving my body to music.	I am starting to build a collection of songs and dances.	I can combine art forms e.g., singing and moving, drawing and talking.	I can put on a performance using instruments and singing.
I can use tools for a purpose.	I am beginning to explore a more diverse range of joining materials e.g. stapler, treasury tags.	I can experiment with different techniques and talk about which I think is best.	I am starting to explore how materials and textures can be changed.	I will use understanding of different tools and materials to explore my interests and develop my thinking.
I can engage in imaginative play based on my own or peer experiences.	I can take on a role in my play e.g. I will be the Mummy.	I am starting to use vocabulary associated with my role in play.	I can introduce a narrative into my play.	I can play co-operatively with a group to create, develop and act out a narrative.