



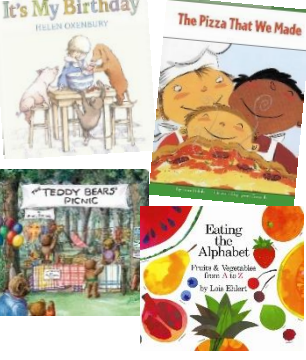


# Nursery 2-3s

Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	<p><b>BIG WORLD, LITTLE ME</b></p> 	<p><b>MOVE TO THE BEAT</b></p> 	<p><b>FACES, FAMILIES AND FEELINGS</b></p> 	<p><b>PLANT A TINY SEED</b></p> 	<p><b>READY, STEADY, COOK!</b></p> 	<p><b>TIME FOR SUNSHINE</b></p> 
Key Question	Who is in your family?	What's that sound?	How do you feel?	Is it growing?	Is it ready to eat?	What happens in Summer?
Breadth of Project	Settling in, Key Person, adults at Nursery, immediate family	Singing, dancing, listening, environmental sounds and instrumental sounds	Facial features, differences, family members and feelings	Seasonal changes, planting and growing	Preparing food, baking and cooking	Seasonal changes, sunny weather, minibests
Core Texts	 <p>Who? – Robie Harris</p>	 <p>Plinka Plinka Shake Shake – Emma Garcia</p>	 <p>Families – Pat-a-Cake</p>	 <p>Plant the Tiny Seed – Christie Matheson</p>	 <p>Dumpling Day – Meera Sriram</p>	 <p>Summer Days and Nights – Wong Herbert Lee</p>



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<p><b>Auxiliary Texts</b></p>	 <p>All of Us – Alice Melvin Love Makes a Family – Sophie Beer</p>	 <p>The Drum – Ken Wilson-Max Plinka Plinka Shake Shake – Emma Garcia So Many Sounds – Tim McCanna Dancing Feet – Lindsay Craig Music is Everything – Ziggy Marley Say Zoop – Herve Tullet</p>	 <p>All of Us – Alice Melvin Love Makes a Family – Sophie Beer How Do You Feel? – Lizzy Rockwell My Body – Jill McDonald</p>	 <p>One Whole Bunch – Mary Meyer Let's Grow – Jane Foster Planting a Rainbow – Lois Ehlert</p>	 <p>The Pizza that we Made – Joan Holub It's My Birthday – Helen Oxenbury Teddy Bear Picnic – Jimmy Kennedy Eating the Alphabet – Lois Ehlert</p>	 <p>Summer – Ailie Busby I See Summer – Charles Ghigna Flip-Flap Minibeasts – Axel Scheffler</p>
<p><b>Project Hook</b></p>	<p>Family Photo Books</p>	<p>Drumming sessions with The Music Lead</p>	<p>Family Photo Books</p>	<p>Planting cress and beans</p>	<p>Teddy Bear Picnic</p>	<p>Trip to the field</p>
<p><b>Literacy</b></p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Listen to stories read by an adult and look at a range of books together. Enjoy snuggling up with a book in a comfortable space. Point out words or pictures from books. <b>Mark Making</b> <i>Children will:</i></p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Listen to stories read by an adult and look at a range of books together. Enjoy snuggling up with a book in a comfortable space. Point out words or pictures from books. <b>Mark Making</b> <i>Children will:</i></p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Develop a favourite book or enjoy looking at familiar books repetitively. Look at books in a solitary situation. Enjoy looking at books with peers. Repeat some words from stories they have heard lots of times.</p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Develop a favourite book or enjoy looking at familiar books repetitively. Look at books in a solitary situation. Enjoy looking at books with peers. Repeat some words from stories they have heard lots of times.</p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Talk about their favourite stories or stories shared a lot at home or in Nursery. Enjoy props such as puppets and story spoons to engage with stories, such as talking about the characters or simple events.</p>	<p><u>INTAKE ONE:</u> <b>Reading</b> <i>Children will:</i> Talk about their favourite stories or stories shared a lot at home or in Nursery. Enjoy props such as puppets and story spoons to engage with stories, such as talking about the characters or simple events.</p>



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	<p>Engage in a range of large-scale sensory mark making opportunities, such as shaving foam, cornflour gloop, coloured sand, flour, etc.</p> <p>Observe the marks they make in malleable materials.</p> <p>Explore, grasp and hold a range of malleable items and tools.</p> <p>Make marks freely using a hand, implements and materials.</p> <p><b>Developing Phonological Awareness</b></p> <p><i>Children will:</i></p> <p>Enjoy listening to songs and rhymes and tune in when they are sung in Nursery.</p> <p>Join in with the songs and rhymes by copying sounds and rhythms.</p> <p>Enjoy songs and rhymes in small groups.</p> <p>Use musical instruments and explore the sounds they make alongside music.</p>	<p>Engage in a range of large-scale sensory mark making opportunities, such as shaving foam, cornflour gloop, coloured sand, flour, etc.</p> <p>Observe the marks they make in malleable materials.</p> <p>Explore, grasp and hold a range of malleable items and tools.</p> <p>Make marks freely using a 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snuggling up with a book in a comfortable space.</p> <p>Point out words or pictures from books.</p> <p><b>Mark Making</b></p> <p><i>Children will:</i></p> <p>Engage in a range of large-scale sensory mark making opportunities, such as shaving foam, cornflour gloop, coloured sand, flour, etc.</p> <p>Observe the marks they make in malleable materials.</p> <p>Explore, grasp and hold a range of malleable items and tools.</p> <p>Make marks freely using a hand, implements and materials.</p> <p><b>Developing Phonological Awareness</b></p>	<p><b>Mark Making</b></p> <p><i>Children will:</i></p> <p>Take expanding interest in making marks on paper using a range of implements.</p> <p>'Play-draw' on paper, sometimes ascribing meaning.</p> <p><b>Developing Phonological Awareness</b></p> <p><i>Children will:</i></p> <p>Join in with nursery rhymes and songs when they are heard in provision or in small group.</p> <p>Join in with actions or movement to rhythm and rhyme.</p> <p><u>INTAKE TWO:</u></p> 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to make marks.</p> <p>Make marks on paper to represent their name, e.g. self-registration.</p> <p>Recognise their own photo name card ready for Pre-School Nursery.</p> <p><b>Developing Phonological Awareness</b></p> <p><i>Children will:</i></p> <p>Sing familiar songs and rhymes while playing.</p> <p>Sing songs and rhymes in a group.</p> <p>Sing songs and rhymes to another person.</p> <p><u>INTAKE TWO:</u></p> <p><b>Reading</b></p> <p><i>Children will:</i></p> <p>Develop a favourite book or enjoy looking at familiar books repetitively.</p> <p>Look at books in a solitary situation.</p> <p>Enjoy looking at books with peers.</p> <p>Repeat some words from stories they have heard lots of times.</p> <p><b>Mark Making</b></p>	<p>Engage in basic pretend play which is influenced by books read in Nursery.</p> <p>Notice and point out to others when they see familiar print in the environment.</p> <p><b>Mark Making</b></p> <p><i>Children will:</i></p> <p>'Play-draw' regularly and ascribe meaning to 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# Nursery 2-3s

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<b>Maths</b>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Exploring objects of different colours. Identifying a colour in a group. E.g. 'find the red one'. Using the correct name for familiar and favourite colours. Developing the ability to say whether something is or isn't a named colour (e.g. blue/not blue). Beginning to match objects of the same colour together. Enjoying number rhymes and songs.</p>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Matching two of the same items based on object and colour. Beginning to categorise and sort objects based on object and colour. Beginning to match objects of the same colour together. Enjoying number rhymes and songs.</p>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Exploring objects of different sizes. Beginning to categorise items according to their size. Beginning to use mathematical terms to describe size. Sort objects by size (big and little/large and small).  <u>INTAKE TWO:</u> <i>Children will be:</i> Exploring objects of different colours. Identifying a colour in a group. E.g. 'find the red one'. Using the correct name for familiar and favourite colours. Developing the ability to say whether something is or isn't a named colour (e.g. blue/not blue). Beginning to match objects of the same colour together.</p>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Exploring shape and space through a variety of resources. Negotiating space to stack, build and in-set.  <u>INTAKE TWO:</u> <i>Children will be:</i> Matching two of the same items based on object and colour. Beginning to categorise and sort objects based on object and colour. Beginning to match objects of the same colour together. Enjoying number rhymes and songs.</p>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Exploring items with different lengths and heights. Exploring items of different capacity. Exploring time by thinking about the sequence of the day (in simple terms). Joining in with number rhymes and songs. Joining in with counting noises and actions. Joining in with counting aloud Engaging with counting during routines – e.g. tidying the pencils away, counting how many bananas at snack time, counting the number of children at group time.  <u>INTAKE TWO:</u> <i>Children will be:</i> Exploring objects of different sizes.</p>	<p><u>INTAKE ONE:</u> <i>Children will be:</i> Exploring everyday and natural objects, finding matching pairs. Sorting objects by a range of characteristics, such as object, colour, size, shape and pattern. Subitising small groups of objects and making early comparisons about quantity. Joining in with number rhymes and songs. Joining in with counting noises and actions. Joining in with counting aloud Engaging with counting during routines – e.g. tidying the pencils away, counting how many bananas at snack time, counting the number of children at group time.  <u>INTAKE ONE:</u> <i>Children will be:</i> Exploring shape and space through a variety of resources.</p>



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<b>Communication and Language</b>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Begin to understand and respond to BLANK Language Level 1 and 2. Point to named objects. Understand a simple instruction such as 'stop'. Enjoy and stay focused on a task they are interested in. Get distracted when listening to people talk. Enjoy listening to simple stories, such as board books.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Initiate communication through gesture and some limited words. Use facial expression and some limited words to describe how they feel, such as 'happy' and 'sad'.</p>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Begin to understand and respond to BLANK Language Level 1 and 2. Point to named objects. Understand a simple instruction such as 'stop'. Enjoy and stay focused on a task they are interested in. Get distracted when listening to people talk. Enjoy listening to simple stories, such as board books.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Initiate communication through gesture and some limited words. Use facial expression and some limited words to describe how they feel, such as 'happy' and 'sad'.</p>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Understand and respond to BLANK Language Level questions 1 and 2. Enjoy a range of stories and begin to join in. Understand some simple descriptive words, such as new colours, shape and texture.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Initiate basic conversation using some simple words back and forth. Narrate own pretend play using single words or putting some words together.</p> <p><b>INTAKE TWO:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i></p>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Understand and respond to BLANK Language Level questions 1 and 2. Enjoy a range of stories and begin to join in. Understand some simple descriptive words, such as new colours, shape and texture.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Initiate basic conversation using some simple words back and forth. Narrate own pretend play using single words or putting some words together.</p> <p><b>INTAKE TWO:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i></p>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Understand and respond to BLANK Language Level questions 1 and 2. Enjoy listening to stories and explore props and other resources to show understanding. Understand longer sentences by responding appropriately, sometimes with the help of pictures.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Narrate own pretend play by putting words together when speaking about real-life experiences or the pretend play of others. Pronounce the expected speech sounds correctly.</p>	<p><b>INTAKE ONE:</b> <b>Listening, Attention and Understanding</b> <i>Children will:</i> Understand and respond to BLANK Language Level questions 1 and 2. Enjoy listening to stories and explore props and other resources to show understanding. Understand longer sentences by responding appropriately, sometimes with the help of pictures.</p> <p><b>Speaking</b> Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words. Learn and use new vocabulary which is modelled regularly by an adult in a range of situations. Narrate own pretend play by putting words together when speaking about real-life experiences or the pretend play of others. Pronounce the expected speech sounds correctly. Pronounce some polysyllabic words.</p>



# Nursery 2-3s

			<p>Begin to understand and respond to BLANK Language Level 1 and 2.</p> <p>Point to named objects.</p> <p>Understand a simple instruction such as 'stop'.</p> <p>Enjoy and stay focused on a task they are interested in.</p> <p>Get distracted when listening to people talk.</p> <p>Enjoy listening to simple stories, such as board books.</p> <p><b>Speaking</b></p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Initiate communication through gesture and some limited words.</p> <p>Use facial expression and some limited words to describe how they feel, such as 'happy' and 'sad'.</p>	<p>Begin to understand and respond to BLANK Language Level 1 and 2.</p> <p>Point to named objects.</p> <p>Understand a simple instruction such as 'stop'.</p> <p>Enjoy and stay focused on a task they are interested in.</p> <p>Get distracted when listening to people talk.</p> <p>Enjoy listening to simple stories, such as board books.</p> <p><b>Speaking</b></p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Initiate communication through gesture and some limited words.</p> <p>Use facial expression and some limited words to describe how they feel, such as 'happy' and 'sad'.</p>	<p>Pronounce some polysyllabic words.</p> <p><b>INTAKE TWO:</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><i>Children will:</i></p> <p>Understand and respond to BLANK Language Level questions 1 and 2.</p> <p>Enjoy a range of stories and begin to join in.</p> <p>Understand some simple descriptive words, such as new colours, shape and texture.</p> <p><b>Speaking</b></p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Initiate basic conversation using some simple words back and forth.</p> <p>Narrate own pretend play using single words or putting some words together.</p>	<p><b>INTAKE TWO:</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><i>Children will:</i></p> <p>Understand and respond to BLANK Language Level questions 1 and 2.</p> <p>Enjoy a range of stories and begin to join in.</p> <p>Understand some simple descriptive words, such as new colours, shape and texture.</p> <p><b>Speaking</b></p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Initiate basic conversation using some simple words back and forth.</p> <p>Narrate own pretend play using single words or putting some words together.</p>
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# Nursery 2-3s

<p><b>Physical Development</b></p>	<p><b>INTAKE ONE:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore stacking equipment to build simple structures, such as towers. Begin to climb up the steps on the climbing frame. Move a wheeled vehicle, such as a Scuttlebug. Have fun exploring balls of a range of sizes. Explore the outdoor space by walking, jumping, running and climbing. Explore how balls roll and pick them up. Explore movement in a range of play contexts, including time on tummies, spinning and rolling. <b>Fine Motor –</b> Manipulate materials, such as a paper, by printing, tearing and mark making. Explore, grasp and hold a range of malleable items and tools. <b>Being Independent with Care and Health –</b> Develop a strong, positive relationship with a Key Person. Learn where the toilet and changing area is and understand what it is used for. Begin to communicate toileting needs. Show interest in tasting and eating snack.</p>	<p><b>INTAKE ONE:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore stacking equipment to build simple structures, such as towers. Begin to climb up the steps on the climbing frame. Move a wheeled vehicle, such as a Scuttlebug. Have fun exploring balls of a range of sizes. Explore the outdoor space by walking, jumping, running and climbing. Explore how balls roll and pick them up. Explore movement in a range of play contexts, including time on tummies, spinning and rolling. <b>Fine Motor –</b> Manipulate materials, such as a paper, by printing, tearing and mark making. Explore, grasp and hold a range of malleable items and tools. <b>Being Independent with Care and Health –</b> Develop a strong, positive relationship with a Key Person. Learn where the toilet and changing area is and understand what it is used for. Begin to communicate toileting needs. Show interest in tasting and eating snack.</p>	<p><b>INTAKE ONE:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. More deftly climb the steps to access the climbing frame. Use smaller stacking resources, such as blocks, to create higher or wider towers. Move or ride on a range of wheeled vehicles, including push-along toys, scooters, toy prams, carts, etc. Explore a range of large balls. <b>Fine Motor –</b> Take expanding interest in making marks on paper using a range of implements including chubby crayons, egg chalks and hand hugger pencils in a fist or palmer/digital grasp. Use fine motor skills to carry out tasks, such as pouring water into a cup from a jug. Explore fine motor equipment such as writing implements and cutlery. <b>Being Independent with Care and Health –</b> Begin a toilet training programme, where appropriate. Make a snack choice by communicating a preference.</p> <p><b>INTAKE TWO:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore stacking equipment to</p>	<p><b>INTAKE ONE:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. More deftly climb the steps to access the climbing frame. Use smaller stacking resources, such as blocks, to create higher or wider towers. Move or ride on a range of wheeled vehicles, including push-along toys, scooters, toy prams, carts, etc. Explore a range of large balls. <b>Fine Motor –</b> Take expanding interest in making marks on paper using a range of implements including chubby crayons, egg chalks and hand hugger pencils in a fist or palmer/digital grasp. Use fine motor skills to carry out tasks, such as pouring water into a cup from a jug. 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Attempt to fasten zips, buttons and studs on clothing. <b>Being Independent with Care and Health –</b> Be increasingly independent when using the toilet. Pull clothes up and down to help with changing. Request their coat when it is cold, or new clothes if they are wet. Make a range of snack preferences.</p> <p><b>INTAKE TWO:</b></p>	<p><b>INTAKE ONE:</b> <i>Children will:</i> <b>Gross Motor –</b> Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. More deftly climb the steps to access the climbing frame. Use smaller stacking resources, such as blocks, to create higher or wider towers. Sit on and pedal a trike. Explore a range of large balls and attempt to kick, throw or catch them. <b>Fine Motor –</b> Continue to develop control with tools and malleable materials. Mark make with a purpose, beginning to use smaller implements to make marks on surfaces. Hold a writing implement in a whole-hand fist or palmer/digital grasp. 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# Nursery 2-3s

			<p>build simple structures, such as towers. Begin to climb up the steps on the climbing frame. Move a wheeled vehicle, such as a Scuttlebug. Have fun exploring balls of a range of sizes. Explore the outdoor space by walking, jumping, running and climbing. Explore how balls roll and pick them up. Explore movement in a range of play contexts, including time on tummies, spinning and rolling.</p> <p><b>Fine Motor –</b> Manipulate materials, such as a paper, by printing, tearing and mark making. Explore, grasp and hold a range of malleable items and tools.</p> <p><b>Being Independent with Care and Health –</b> Develop a strong, positive relationship with a Key Person. Learn where the toilet and changing area is and understand what it is used for. Begin to communicate toileting needs. Show interest in tasting and eating snack.</p>	<p>build simple structures, such as towers. Begin to climb up the steps on the climbing frame. Move a wheeled vehicle, such as a Scuttlebug. Have fun exploring balls of a range of sizes. Explore the outdoor space by walking, jumping, running and climbing. Explore how balls roll and pick them up. Explore movement in a range of play contexts, including time on tummies, spinning and rolling.</p> <p><b>Fine Motor –</b> Manipulate materials, such as a paper, by printing, tearing and mark making. Explore, grasp and hold a range of malleable items and tools.</p> <p><b>Being Independent with Care and Health –</b> Develop a strong, positive relationship with a Key Person. Learn where the toilet and changing area is and understand what it is used for. Begin to communicate toileting needs. Show interest in tasting and eating snack.</p>	<p><i>Children will:</i> <b>Gross Motor –</b> Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. More deftly climb the steps to access the climbing frame. Use smaller stacking resources, such as blocks, to create higher or wider towers. Move or ride on a range of wheeled vehicles, including push-along toys, scooters, toy prams, carts, etc. Explore a range of large balls.</p> <p><b>Fine Motor –</b> Take expanding interest in making marks on paper using a range of implements including chubby crayons, egg chalks and hand hugger pencils in a fist or palmer/digital grasp. Use fine motor skills to carry out tasks, such as pouring water into a cup from a jug. Explore fine motor equipment such as writing implements and cutlery.</p> <p><b>Being Independent with Care and Health –</b> Begin a toilet training programme, where appropriate. Make a snack choice by communicating a preference.</p>	<p>Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. More deftly climb the steps to access the climbing frame. Use smaller stacking resources, such as blocks, to create higher or wider towers. Move or ride on a range of wheeled vehicles, including push-along toys, scooters, toy prams, carts, etc. Explore a range of large balls.</p> <p><b>Fine Motor –</b> Take expanding interest in making marks on paper using a range of implements including chubby crayons, egg chalks and hand hugger pencils in a fist or palmer/digital grasp. Use fine motor skills to carry out tasks, such as pouring water into a cup from a jug. Explore fine motor equipment such as writing implements and cutlery.</p> <p><b>Being Independent with Care and Health –</b> Begin a toilet training programme, where appropriate. Make a snack choice by communicating a preference.</p>
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# Nursery 2-3s

<p><b>Personal, Social and Emotional Development</b></p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Able to be calmed and comforted by their Key Person. <b>Managing Self</b> Beginning to establish early self-confidence and sense of self with likes and opinions. For example, saying, “Yes,” or, “No” to indicate whether they want to complete an activity or not. Given the opportunity to make decisions for themselves. For example, deciding whether they want to paint or read. Becoming more confident in transitioning between home and Nursery with fewer upsets. For example, becoming happy to wave goodbye to parents as they come into Nursery independently. <b>Building Relationships</b> Developing a strong, positive relationship with a Key Person. Happy to try new things and engage in new activities with support of familiar adults. Enjoying engaging with adults and happy to play, talk and read with a Key Person and other familiar people.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Able to be calmed and comforted by their Key Person. <b>Managing Self</b> Beginning to establish early self-confidence and sense of self with likes and opinions. For example, saying, “Yes,” or, “No” to indicate whether they want to complete an activity or not. Given the opportunity to make decisions for themselves. For example, deciding whether they want to paint or read. Becoming more confident in transitioning between home and Nursery with fewer upsets. For example, becoming happy to wave goodbye to parents as they come into Nursery independently. <b>Building Relationships</b> Developing a strong, positive relationship with a Key Person. Happy to try new things and engage in new activities with support of familiar adults. Enjoying engaging with adults and happy to play, talk and read with a Key Person and other familiar people.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Developing confidence in own abilities and feeling proud of simple achievements. For example, practitioners celebrating when a child puts on their hat independently for the first time. Developing independence and being confident enough to demonstrate sense of self. For example, rejecting help when trying to complete a task by themselves. <b>Managing Self</b> Developing the ability to express a range of emotions. For example, feeling confident enough to express frustration if another child knocks over a tower that they are building. <b>Building Relationships</b> Using their Key Person as a familiar base as they go off to explore. Looks back to ‘check in’ and for clues about how to approach/respond to a situation. Play with increasing confidence on their own. Beginning to play with other children when their Key Person is nearby. Begin to notice differences in others. Happy to explore new environments and situations when supported by their key person. For example, during a</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Developing confidence in own abilities and feeling proud of simple achievements. For example, practitioners celebrating when a child puts on their hat independently for the first time. Developing independence and being confident enough to demonstrate sense of self. For example, rejecting help when trying to complete a task by themselves. <b>Managing Self</b> Developing the ability to express a range of emotions. For example, feeling confident enough to express frustration if another child knocks over a tower that they are building. <b>Building Relationships</b> Using their Key Person as a familiar base as they go off to explore. Looks back to ‘check in’ and for clues about how to approach/respond to a situation. Play with increasing confidence on their own. Beginning to play with other children when their Key Person is nearby. Begin to notice differences in others. Happy to explore new environments and situations when supported by their key person. For example, during a</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Developing the ability to wait for a turn during games and activities. <b>Managing Self</b> Developing the ability to talk about and manage their feelings. For example, sharing with their Key Person how they are feeling. Safely explore ideas of different feelings and emotions. For example, through role play dolls, ‘feelings’ resources, and stories. Through lots of modelling, talk about their feelings in more elaborated ways with more than one word, e.g. ‘I am happy’. <b>Building Relationships</b> Notice differences, such as skin colour, types of hair, gender, special needs and disabilities. Build special friendships with specific children and seek out particular children to share play experiences with.</p> <p><b>INTAKE TWO:</b> <i>Children will be:</i> <b>Self-Regulation</b> Developing confidence in own abilities and feeling proud of simple achievements. For example, practitioners celebrating when a child puts on their hat independently for the first time. Developing independence and being confident enough to demonstrate sense of self. For</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Self-Regulation</b> Developing the ability to wait for a turn during games and activities. <b>Managing Self</b> Developing the ability to talk about and manage their feelings. For example, sharing with their Key Person how they are feeling. 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# Nursery 2-3s

			<p>walk around an unfamiliar part of school.</p> <p><b>INTAKE TWO:</b> <i>Children will be:</i></p> <p><b>Self-Regulation</b> Able to be calmed and comforted by their Key Person.</p> <p><b>Managing Self</b> Beginning to establish early self-confidence and sense of self with likes and opinions. For example, saying, "Yes," or, "No" to indicate whether they want to complete an activity or not. Given the opportunity to make decisions for themselves. For example, deciding whether they want to paint or read. Becoming more confident in transitioning between home and Nursery with fewer upsets. For example, becoming happy to wave goodbye to parents as they come into Nursery independently.</p> <p><b>Building Relationships</b> Developing a strong, positive relationship with a Key Person. Happy to try new things and engage in new activities with support of familiar adults. Enjoying engaging with adults and happy to play, talk and read with a Key Person and other familiar people.</p>	<p>walk around an unfamiliar part of school.</p> <p><b>INTAKE TWO:</b> <i>Children will be:</i></p> <p><b>Self-Regulation</b> Able to be calmed and comforted by their Key Person.</p> <p><b>Managing Self</b> Beginning to establish early self-confidence and sense of self with likes and opinions. For example, saying, "Yes," or, "No" to indicate whether they want to complete an activity or not. Given the opportunity to make decisions for themselves. For example, deciding whether they want to paint or read. Becoming more confident in transitioning between home and Nursery with fewer upsets. For example, becoming happy to wave goodbye to parents as they come into Nursery independently.</p> <p><b>Building Relationships</b> Developing a strong, positive relationship with a Key Person. Happy to try new things and engage in new activities with support of familiar adults. Enjoying engaging with adults and happy to play, talk and read with a Key Person and other familiar people.</p>	<p>example, rejecting help when trying to complete a task by themselves.</p> <p><b>Managing Self</b> Developing the ability to express a range of emotions. For example, feeling confident enough to express frustration if another child knocks over a tower that they are building.</p> <p><b>Building Relationships</b> Using their Key Person as a familiar base as they go off to explore. Looks back to 'check in' and for clues about how to approach/respond to a situation. Play with increasing confidence on their own. Beginning to play with other children when their Key Person is nearby. Begin to notice differences in others. Happy to explore new environments and situations when supported by their key person. For example, during a walk around an unfamiliar part of school.</p>	<p>trying to complete a task by themselves.</p> <p><b>Managing Self</b> Developing the ability to express a range of emotions. For example, feeling confident enough to express frustration if another child knocks over a tower that they are building.</p> <p><b>Building Relationships</b> Using their Key Person as a familiar base as they go off to explore. Looks back to 'check in' and for clues about how to approach/respond to a situation. Play with increasing confidence on their own. Beginning to play with other children when their Key Person is nearby. Begin to notice differences in others. Happy to explore new environments and situations when supported by their key person. For example, during a walk around an unfamiliar part of school.</p>
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# Nursery 2-3s

<p><b>Understanding the World</b></p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Geography</b> Getting to know our new environment, friends and adults. <b>History</b> Noticing the physical differences or similarities between ourselves and others. Talking about our immediate family members (parents, siblings). <b>Computing</b> Manage a device by correctly closing websites or apps and safely turning on and off.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Geography</b> Explore the changes from Autumn and Winter. <b>Science</b> Explore a range of natural materials in an 'interest tray' and throughout the provision in treasure baskets and sorting trays. Engage with natural phenomena in the setting, such as jumping in puddles, exploring leaves and playing with snow. <b>Computing</b> Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Science</b> Explore and notice how we are all different from each other. See the similarities between families.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Geography</b> Explore the changes as we move fully into spring, including growth and change in the natural world. <b>Science</b> Grow simple plants, such as cress and bean plants. Teach the children to look after them by watering them and keeping them in sunlight. Look at familiar flowers and plants (tree blossom, spring flowers, etc), exploring colour, texture and smell.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Geography</b> Explore the school site and local area, pointing out familiar features of the environment. Walk to key points of interest, such as a trip to the shop, to post a letter or a walk to the school pond.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> <b>Geography</b> Explore the changes as we move fully into summer, including growth and change in the natural world. <b>Science</b> Find out about insects and other creatures that live in the immediate environment.</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Enjoying the sound of and listening to music, communicating a response to what is heard through sound or movement. Enjoying the sensory experience of putting whole hands, feet and other parts of the body into paint. Making movement and marks within the paint with our fingers and with some large graspable tools. Squashing playdough. Explore large scale loose parts, sand and mud. Showing an interest in a range of sensory objects with different textures and patterns, exploring</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Making different sounds with our voices, such as animal or vehicle noises. Attending to action songs and getting excited before the action comes. Exploring pretend play, such as 'cooking' or feeding a doll in the home corner. Noticing marks that are made with and on materials or within gloop, flour, foam, etc. Squashing playdough. Explore large scale loose parts, sand and mud.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Enjoying listening to different types of music, including music the children listen to at home, and moving parts of the body to the sound. Singing and enjoying popular nursery rhymes and action songs with the children and encouraging them to vocalise. Making sounds with environmental objects, such as twigs on the fence or spoons on a pan. Making marks in paint with tools using whole fist or palmer/digital grasp, moving on to making marks on paper. With some support, tear paper. Pinch playdough.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Making sounds with a range of instruments and explore different wats of playing them. Making marks intentionally with an increasing range of tools. With some support, tear paper. Pinch playdough. Explore stacking junk modelling materials. Explore large scale loose parts, sand and mud. Beginning to join in some of the words or actions in nursery rhymes and action songs. Continue to develop a sequence of events in pretend play.</p> <p><b>INTAKE TWO:</b></p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Listening to a variety of music with different dynamics, tempos, pitch and rhythms, using listened to in the children's homes. Confidently join in with actions and words when singing nursery rhymes and action songs. Communicating ideas through intentional marks on paper. Explore block printing, using a variety of printing objects such as vegetables, Numicon, leaves. Roll playdough. Explore large scale loose parts, junk modelling, sand and mud. With some support, tear and stick paper to create collages.</p>	<p><b>INTAKE ONE:</b> <i>Children will be:</i> Experimenting with dynamics, tempos, pitch and rhythm when playing with environmental objects and instruments. Show awareness and representation of melody when singing nursery rhymes and action songs. Ascribing meaning to marks that are made. Explore block printing, using a variety of printing objects such as vegetables, Numicon, leaves. Roll playdough. Explore large scale loose parts, junk modelling, sand and mud. With some support, tear and stick paper to create collages.</p>



# Nursery 2-3s

	<p>the materials through touch, feel and sight. Attending to nursery rhymes and action songs.</p>		<p>Explore stacking junk modelling materials. Explore large scale loose parts, sand and mud. Developing pretend play so that a sequence of events take place, such as feeding a doll before laying it down to sleep.</p> <p><u>INTAKE TWO:</u> <i>Children will be:</i> Enjoying the sound of and listening to music, communicating a response to what is heard through sound or movement. Enjoying the sensory experience of putting whole hands, feet and other parts of the body into paint. Making movement and marks within the paint with our fingers and with some large graspable tools. Squashing playdough. Explore large scale loose parts, sand and mud. Showing an interest in a range of sensory objects with different textures and patterns, exploring the materials through touch, feel and sight. Attending to nursery rhymes and action songs.</p>	<p><i>Children will be:</i> Making different sounds with our voices, such as animal or vehicle noises. Attending to action songs and getting excited before the action comes. Exploring pretend play, such as 'cooking' or feeding a doll in the home corner. Noticing marks that are made with and on materials or within gloop, flour, foam, etc. Squashing playdough. Explore large scale loose parts, sand and mud.</p>	<p>Beginning to use a range of objects in imaginative ways during pretend play.</p> <p><u>INTAKE TWO:</u> <i>Children will be:</i> Enjoying listening to different types of music, including music the children listen to at home, and moving parts of the body to the sound. Singing and enjoying popular nursery rhymes and action songs with the children and encouraging them to vocalise. Making sounds with environmental objects, such as twigs on the fence or spoons on a pan. Making marks in paint with tools using whole fist or palmer/digital grasp, moving on to making marks on paper. With some support, tear paper. Pinch playdough. Explore stacking junk modelling materials. Explore large scale loose parts, sand and mud. Developing pretend play so that a sequence of events take place, such as feeding a doll before laying it down to sleep.</p>	<p>Continuing to use a range of objects in imaginative ways during pretend play. Explore block printing, using a variety of printing objects such as vegetables, Numicon, leaves.</p> <p><u>INTAKE TWO:</u> <i>Children will be:</i> Making sounds with a range of instruments and explore different ways of playing them. Making marks intentionally with an increasing range of tools. With some support, tear paper. Pinch playdough. Explore stacking junk modelling materials. Explore large scale loose parts, sand and mud. Beginning to join in some of the words or actions in nursery rhymes and action songs. Continue to develop a sequence of events in pretend play.</p>
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