

Nursery Curriculum

Nursery - Personal, social and emotional development – Self-regulation and managing self

I can's for over the Nursery year

Self-regulation

- I can respond to a few appropriate boundaries with encouragement and support.
- I enjoy being involved in daily task and have a sense of belonging.
- I can select and use activities and resources that helps to achieve a goal.
- I can begin to learn that some things are mine, some things are shared and some things belong to other people.
- I can show my confidence and self-esteem through being outgoing towards people.
- I can take risks and try new things or social situations.
- I can express my needs and ask adults for help.
- I am becoming aware of the similarities and differences between myself and others
- I am confident to talk to other children when playing together.

Emotions

- I can express a wide range of feelings in my interactions with other and through my behaviour and play.
- I can express my own preferences and interests
- I can talk about how others might be feeling and respond accordingly through my understanding of the other person's wants and needs.
- I can recognise the impact of my choices and behaviour/actions and know that some actions and words can hurt the feelings of others.
- I understand that expectations may change according to different events, social situations, and changes in routine, and I can adapt my behaviour.

Health and self-care

- I can clearly communicate my need for the toilet.
- I am beginning to be independent in self-care.
- I can show a desire to help with dressing/undressing
- I can recognise the need for certain hygiene routines such as hand washing and brushing teeth.
- I am willing to try new food textures and tastes.
- I have my own likes and dislikes in food and drink.

Nursery - Personal, social and emotional development – Building relationships

I can's for over the year

- I can separate from my close carers and explore new situations with the support and encouragement from another familiar adult.
- I can use a familiar adult as a secure base from which to explore independently in new environments, e.g, venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.
- I can play cooperatively with a familiar adult e.g., rolling a ball back and forth.
- I can play alongside others.
- I can seek out others to share experiences with and may choose to play with a familiar friend or child who has similar interest.
- I can share and take turns with the support of an adult.
- I can play with one or more children, extending and elaborating play ideas.
- I can form a special friendship with another child.
- I can show confidence in new social situations and around unfamiliar people.
- I can show affection and concern for people who are special to me.

- I can show consideration of other people's needs e.g. giving up to toy to another who wants it
- I can look to an adult for help in resolving conflict with my friends.
- I can practise the skills of negotiation and compromise to resolve conflict.

Nursery - Communication and language – Listening and attention

Autumn	Spring	Summer
<p>CLD – Listening and attention</p> <ul style="list-style-type: none"> - I can respond to my own name and will change my activity when encouraged to by adults. (Single channelled attention) - I can maintain my attention on an activity of my choosing for a short period of time. - I can maintain my attention and listen to an adult speaking to me for a short period of time. - I can begin to focus on adult as they read or sing with a whole class for a short period of time. - I can show interest in rhymes, songs and stories - I can begin to focus and listen in a small group session. <p>CLD – Understanding</p> <ul style="list-style-type: none"> - I can match objects to names. - I can understand more simple instructions. For example, 'where is your shoe?' and 'show me your nose'. - I can initiate some actions in play that are familiar from home. 	<p>CLD – Listening and attention</p> <ul style="list-style-type: none"> - I can listen to and follow directions (part of school routine) - I can maintain my attention on an activity of my choosing for a longer period of time. - I can maintain my attention and listen to an adult speaking to me for a short period of time, and respond to comments - I can focus on an adult as they read longer stories as part of a whole class. - I can listen to familiar stories with increasing attention and begin to recall - I can listen and know when to answer questions in a small group session. - I can listen to and join in with conversation between myself and my friends. <p>CLD – Understanding</p> <ul style="list-style-type: none"> - I can start to respond to simple questions. - I can follow and carry out a simple instruction - I can talk about the use and function of everyday items - I can find the right tool for the job - I can talk about the use of objects. - I can follow a story with props and pictures - I am beginning to show an interest in the lives of other people and events that are happening. 	<p>CLD – Listening and attention</p> <ul style="list-style-type: none"> - I can listen to and accurately follow a two-step instruction - I can carry out an activity and continue to listen to others around me. (focussing attention) - I can turn my head and focus on adults and friends as I speak and play responding to comments. - I can listen to others in small groups or one to ones when conversation interests me. - Enjoy listening to longer stories and can remember much of what happens. <p>CLD – Understanding</p> <ul style="list-style-type: none"> - I can understand a question with two parts. - I can listen to and carry out a two part instruction - I can follow an instruction which uses simple prepositions such as in, on top, behind, inside - I can respond to a string of requests one after the other (not quickly). - I can listen to, and try to answer a 'why' questions with an appropriate response

Nursery - Communication and language – Speaking

Autumn	Spring	Summer
<ul style="list-style-type: none"> - I can begin to sing some words some familiar songs. - I can make requests using three- or four-word phrases. - I can copy sounds and words a lot - I can use everyday words to talk about people I know. 	<ul style="list-style-type: none"> - I can sing some familiar songs independently. - I can start to use short, simple sentences. - I can begin to hold a conversation. - I can begin to talk about familiar books. - I can build up my vocabulary that reflects the breadth of my experiences. - I can use language to begin to express feelings, desires and needs. - I can begin to use talk to organise play. 	<ul style="list-style-type: none"> - I can sing a growing section of songs. - I can use longer sentences of four to six words. - I can use sentences joined up with words like ‘because, or, and’. - I can hold a conversation and continue it for many turns. - I can talk about familiar books. - I can remember and use new words. My vocabulary increases rapidly. - I can express a point of view and debate when I disagree with an adult or friend by using words as well as actions. - I can use talk to organise and extend my play. - I can begin to express my needs through an appropriate question.

Nursery - -Physical development – Fine motor skills

I can’s for over the Nursery year
<p>Fine motor linked to Literacy : writing</p> <ul style="list-style-type: none"> - I can use a comfortable grip with good control when holding pens and pencils. - I can use one handed tools and equipment - making snips in paper with child scissors. - I can show my preference for a dominant hand. <p>Fine motor linked to PSED : Self care</p> <ul style="list-style-type: none"> - I can show increasing independence as I get dressed and undressed – Putting on my coat, zipping up my coat. - I can show increasing independence in meeting my own self-care – using the toilet, washing, and drying my hands thoroughly. - I can make healthy choices about food, drink and brushing my teeth

Fine motor development skills - I can’s for over the EYFS phase
<p>Fine motor linked to Dough gym</p> <ul style="list-style-type: none"> - I can explore malleable materials (gloop, dough, clay, plasticine) - I can manipulate malleable materials purposefully. - I can show control in my shoulder pivot (ribbons, brushes). - I can show control in my elbow pivot. - I can show control in my wrist pivot. <p>Fine motor linked to Funky finger activities</p>

- I can use my pincer grip to pick up tiny objects (small balls, peas, sequins, small pegs to put into a peg board, etc), and use other larger objects such as clothes pegs.
- I can thread small and large objects – buttons, beads, cut up straw, etc.
- I can use and manipulate a pair of tweezers to pick up objects and drop them.
- I can scoop and transport objects of different sizes from one place to another.
- I can post objects into small or large containers.
- I can hold a paintbrush with a comfortable grip and use good control as I paint.
- I can use equipment to glue and paste.
- I can stack objects one on top of the other.
- I can position and post shapes into a posting box.
- I can position puzzle pieces to complete a simple jigsaw.
- I can twist/unscrew lids to open or close containers.
- I can fasten and unfasten large/small buttons.

Nursery - Physical development – Gross motor skills

Autumn	Spring	Summer
<ul style="list-style-type: none"> - I can throw and kick a ball. - I can practise riding a bike/scooter. - I can walk up and down steps and stairs using both feet. - I can explore making marks with paint, chalk, water on large vertical surfaces. - I can explore different ways of moving e.g. crawling, running, walking, jumping. 	<ul style="list-style-type: none"> - I can begin to catch a ball. - I can ride a bike/scooter with growing confidence. - I can walk up and down steps and stairs using alternate feet. - I can practise using large shoulder and arm movements to produce a continuous mark. - I can start to use my judgement to decide how best to move to suit the task e.g. decide whether to crawl, walk or run across a plank, depending on its length and width. - I can practise the skills of hopping, skipping and standing on one leg. - I can start taking part in some adult led group activities with my friends. - I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> - I can throw and catch a ball. - I can ride a bike/scooter confidently. - I can carry an object whilst walking up and down steps and stairs using alternate feet. - I can use large muscle movements to wave flags and streamers, paint and make marks. - I can use my judgement and take calculated risks when playing and climbing in the outdoor environment. - I can skip, hop, stand on one leg and hold a pose for a game like musical statues. - I can start taking part in some group activities which I make up by myself or with my friends. - I can choose the right resource to carry out my activity/play eg choosing a spade to enlarge a small hole dug with a trowel.

Nursery – Literacy – Writing

Autumn	Spring	Summer
Mark making	Mark making	Mark making

<ul style="list-style-type: none"> - I can randomly scribble on the page, sometimes with both hands. - I can distinguish between the different marks I make. - I can draw a picture which includes circular and linear movements. - I can demonstrate my mark making skills on different textures such as in sand or playdough. <p>Handwriting</p> <ul style="list-style-type: none"> - I can use a palmer grip with some control. 	<ul style="list-style-type: none"> - I can ascribe meaning to the pictures and drawings I produce. - I can ascribe meaning to my emergent writing. - I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. <p>Handwriting</p> <ul style="list-style-type: none"> - I can control the marks on the page. - I can hold mark making equipment using four finger grip. 	<ul style="list-style-type: none"> - I can communicate meaning through some identifiable letters. - I can give meaning as I write. - I can independently write my own name. <p>Handwriting</p> <ul style="list-style-type: none"> - I am beginning to accurately form some letters other than those in my name. - I am beginning to use a tripod grip. <p>Phonetical Writing</p> <ul style="list-style-type: none"> - I can begin to tune into initial sounds in words and can sometimes represent with a letter.
Writing – Non-negotiables		
<ul style="list-style-type: none"> • I can tell an adult what I have drawn or painted. • I can draw which includes circular and linear movements. 	<ul style="list-style-type: none"> • I can ascribe meaning to my emergent writing. • I can copy shapes, letters and pictures. 	<ul style="list-style-type: none"> • I can write my own name independently. • I can communicate meaning through some identifiable letters. • I can give meaning as I write.

Nursery – Literacy – Reading, comprehension and word level

Autumn	Spring	Summer
Overarching principal to all I can's below –To immerse children at any opportunity in stories, rhymes and songs; to engage the children in discussions and conversations which exposes them to, and encourages their use of, new vocabulary		
<p>Book handling skills</p> <ul style="list-style-type: none"> - I can identify the front and back cover of a book - I can hold a book the right way round and I try to turn the pages one at a time. <p>Reading skills</p> <ul style="list-style-type: none"> - I can listen to songs and rhymes - I can listen to an adult read a story 	<p>Book handling skills</p> <ul style="list-style-type: none"> - I can identify the different parts of a book - I know the difference between print and illustration - I can hold a book and turn the pages one at a time. <p>Reading skills</p> <ul style="list-style-type: none"> - I can share and join in with a story in a small group - I can join in with repeated refrains in well-known stories 	<p>Book handling skills</p> <ul style="list-style-type: none"> -I know that English texts are read from left to right and from top to bottom. <p>Reading skills</p> <ul style="list-style-type: none"> - I know that print has meaning - I know that print can have different purposes - I am starting to be aware of how stories are structured. - I am starting to tell my own stories.*

<ul style="list-style-type: none"> - I can answer simple questions about a story - I can begin to recognise familiar logos - I am beginning to understand that print has meaning <p>Phonological awareness</p> <ul style="list-style-type: none"> - I can join in with songs and rhymes - I can repeat and use actions, words or phrases from familiar stories. - I can tune into and identify environmental sounds - I can join in with rhythmic and musical activity with percussion instruments, actions, rhymes, and songs. 	<ul style="list-style-type: none"> - I can identify the key event in well-known stories - I can identify the principal character in the story. - I can recognise my own name - I can identify signs in the environment <p>Phonological awareness</p> <ul style="list-style-type: none"> - I can fill in the missing word or phrase in a known Nursery Rhyme. - I can begin to identify rhyme, in rhymes and spoken language - I can start to identify some initial sounds in words. - I can clap along with the beat and joining in with words of familiar songs and nursery rhymes. 	<ul style="list-style-type: none"> - I can talk about the events and the principal characters in stories - I can suggest how a story might end - I can recognise some familiar words <p>Phonological awareness</p> <ul style="list-style-type: none"> - I can recognise words with the same initial sounds. - I can listen to, recognise, and clap the number of syllables within a word - I can listen to and recognise words that are orally blended and segmented by an adult.
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Nursery – Mathematics – Number

Autumn	Spring	Summer
<p>Oral counting</p> <ul style="list-style-type: none"> - I can count to three. - I can recognise numerals to 3 - I can order numbers to 3 <p>Counting objects</p> <ul style="list-style-type: none"> - I can count a small set of up to 3 objects - I can use ordinal counting - I can begin to recognise cardinality in my counting <p>Subitise (recognise numbers without counting them individually)</p> <ul style="list-style-type: none"> - I can represent a number to 3 with my fingers* - I can bring one or two objects when an adult requests. - I can recognise there is a difference between quantities. <p>Calculations</p> <ul style="list-style-type: none"> - I can perform subtraction through counting rhymes and understand 'Take-away.' 	<p>Oral counting</p> <ul style="list-style-type: none"> - I can count to 5 - I can recognise numerals to 5 - I can order to 5 <p>Counting objects</p> <ul style="list-style-type: none"> - I can count a small set of up to 5 objects - I can match numerals and amounts up to 5 - I can use cardinality accurately in my counting <p>Subitise</p> <ul style="list-style-type: none"> - I can represent a number to 5 with my fingers* - I can begin to subitise up to 3 objects - I can recognise 'more' and 'less' when comparing two groups of objects - I can compare two small groups of up to five objects, saying when there are the same or how they are different. <p>Representing numerals</p> <ul style="list-style-type: none"> - I can represent a number to 3 using marks and symbols. <p>Calculations</p>	<p>Oral counting</p> <ul style="list-style-type: none"> - I can count to 10 - I can work with numbers to 5 in different ways, missing numbers, what comes before and after a given number <p>Counting objects</p> <ul style="list-style-type: none"> - I can accurately count a set of objects and match to the correct numeral. - I can make sets of up to 5 counting objects from a larger group <p>Subitise</p> <ul style="list-style-type: none"> - I can use fast recognition to subitise up to 3 objects. - I can compare quantities using language of 'more than' , and 'fewer than'. - I can separate a group of three or four objects indifferent ways, and begin to recognise that the total is still the same. <p>Representing numerals</p> <ul style="list-style-type: none"> - I can represent a number to 5 using marks and symbols. - I can write numerals to 5 <p>Calculations</p>

	<ul style="list-style-type: none"> - I can combine 2 groups of objects using the term 'How many altogether?' - I can understand how to take objects away from a set, and find out how many are left. <p>Problem solving and reasoning</p> <ul style="list-style-type: none"> - I can begin to learn through play and exploration that numbers are made up (composed) of smaller numbers 	<ul style="list-style-type: none"> - I can tell you in practical activities what is '1 more than' within numbers 1-5. - I can use the skill of addition and subtraction in practical activities. <p>Problem solving and reasoning</p> <ul style="list-style-type: none"> - I can use my understanding of number to solve practical problems in play and meaningful activities
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Nursery – Mathematics – Space, shape and measure

Autumn	Spring	Summer
<p>Shape</p> <ul style="list-style-type: none"> - I can fit shapes into a board puzzle or shape sorter. - I can build using simple blocks. <p>Pattern</p> <ul style="list-style-type: none"> - I can talk about and recognise patterns in the environment. - I can show understanding of 'now' and 'next'. <p>Measure</p> <ul style="list-style-type: none"> - I can recognise full and empty. - I can recognise big and small. <p>Space</p> <ul style="list-style-type: none"> - I can understand some positional language such as on/in/under. 	<p>Shape</p> <ul style="list-style-type: none"> - I can identify the four basic 2D shapes. - I can talk about shapes using informal language. - I can see some shapes in pictures. <p>Pattern</p> <ul style="list-style-type: none"> - I can create a simple two-step pattern. - I can talk about the routine of the day and what is happening next. <p>Measure</p> <ul style="list-style-type: none"> - I can recognise long and short lengths. - I can begin to recognise heavy and light. <p>Space</p> <ul style="list-style-type: none"> - I can understand some positional language such as behind/in front/next to. 	<p>Shape</p> <ul style="list-style-type: none"> - I can name the four basic 2D shapes. - I can use some mathematical language to talk about the four basic 2D shapes. - I can make pictures with shapes. <p>Pattern</p> <ul style="list-style-type: none"> - I can notice and correct an error in a repeating - I can begin to describe a sequence of events. <p>Measure</p> <ul style="list-style-type: none"> - I can begin to make comparisons between objects such as relating to size, length, weight and capacity. <p>Space</p> <ul style="list-style-type: none"> - I can use some positional language.

Nursery – Understanding the world – People and communities

I can's for over the Nursery year
<ul style="list-style-type: none"> - I can recognise my own immediate family and relations. - I can recognise and describe special times or events for family and friends. - I can remember and talk about significant events in my own experience - I can show interest in the lives of people who are familiar to me. - I can start to show an interest in different occupations and ways of life.

- I can start to see my new friends have similarities and differences that connect them to, and distinguish them from others.
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g, making and drinking tea.
- I can develop an awareness that there are different countries in the world.
- I can begin to talk about the differences and similarities between countries.
- I can talk about some celebrations.