



Coates Way Nursery Curriculum Map 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Topics	Marvellous Me		Wonderful World		Exciting Environments	
	How Do I Feel? Our Senses My Body Our Homes Friendships My Family Celebrate Good Times Night and day		Traditional tales Weather Earth and Moon People of Watford People Who Help Us		Gardens and Growing On the farm Minibeasts wildlife Ocean Life Land and sea Transport and travel	
Enrichment Activities	School Environment Walks Seasonal exploration Christmas performance		Seasonal walk Fire / medic visit Radlett theatre visit Ark Farm		EYFS Garden Train driver visit Hertfordshire Zoo	
Core Texts	• We're Going on a Bear Hunt • Brown Bear, Brown Bear, What Do You See? • Penguin • Goat Goes to Pre-School	• Lost and Found • Elmer • The Blue Balloon • How To Catch a Star • Thread Bear	• Supertato • My daddies • Dogs don't do ballet • Dinosaurumpus • Spinderella	The Smeds and the Smoos Mummy Muma and Me The book with no pictures	• Duck in a truck • Superworm • The Gruffalo • Greta and the Giants • Olivers vegetables	• Commotion in the Ocean • Farmer Duck • The Hungry Caterpillar

Nursery Rhymes, songs and poems.	• Humpty Dumpty • Hickory dickory dock • Incy Wincy Spider • 5 little ducks • Heads and shoulders. • If you're happy and you know it	• Ring 'o roses • Old Mother Hubbard • 5 currant buns • 1,2,3,4,5 once I caught a fish • 1 finger, 1 thumb	• Mary Mary quite contrary • 2 little dickie birds • 5 little speckled frogs • Dingle dangle scarecrow • Miss Polly	• Little bo Peep • Jack and Jill • Hot cross buns • I'm a Little Teapot • Tommy thumb	• Hey Diddle Diddle • Grand Old Duke of York • 5 little monkeys jumping on the bed • Down at the station	• 5 Little men in a flying saucer • Wheels on the bus • Here we go round the Mulberry bush
Texts and Books to support theme	• Love Monster • The Colour Monster • I Look Like This • Polar Bear, Polar Bear, What Do You Hear? • We're going on a Pumpkin Hunt • Who lives Here • A Wild Walk to school • Owl Babies	• A Little Piece of Winter • Celebrating Diwali • Rama and Sita • Christmas Story • Lucy's Letter to Santa	• Eric Carle – pancakes, pancakes • Billy goats gruff • Mr Wolfs pancakes • Little Red Riding Hood • Jack and the Beanstalk • The elves and the shoemaker • Three Bears	• All about space • How to catch a star • Flashing fire engines • Why, why, why astronauts float in space. • We're Going on an Egg Hunt	• Tree • Storm • Rosie's Hat • The Weather Girls • The Little Gardener • Oliver's Vegetables • Which Food Will You Choose	• Poo at the Zoo • Mad About Dinosaurs • The Very Hungry Caterpillar • Dear Zoo

Communication and Language

As children in Nursery are able to join mid-term, they will be assessed on their *Communication and Language* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Listening and Attention	Children will have daily, developmentally appropriate opportunities to practise their listening skills, within adult-led activities and group times. Attention skills will be modelled and promoted through clear instructions and good quality questioning. We have daily activities to develop attention and concentration skills. We share stories that help develop listening skills and discussions.				
Knowledge and Skills	• To be able to listen to short familiar stories, with the help of pictures. • To start to recall some key facts from a familiar story. • To be able to understand simple questions. • To be able to follow simple one-part instructions. • To be able to concentrate for short periods of time on an activity of their own choosing.	• To be able to listen to several stories for a longer period, remembering some simple key facts. • To start to sequence a familiar story, recalling the start, middle and ending, using pictures or props to support. • To be able to understand simple 'what', 'who', 'when' questions. • To be able to follow and understand two-part instructions. • To be able to concentrate for longer periods of time.	• To enjoy listening to longer stories and remembers what happens. • To be able to recall the correct sequence of a variety of stories. • To be able to understand a range of questions, including some 'why' and 'how' questions. • To be able to understand extended instructions, following them correctly. • To be able to concentrate for extended periods of time, remaining engaged.		

Speaking	In Nursery we give children opportunities to experience a language rich environment, to help develop their confidence and skills in expressing themselves, allowing them to speak and listen in a range of situations. Speech is embedded in our practice and provision continuously through adult-led and child-initiated learning. The children have daily opportunities to discuss topics with a partner, in a small group or as a whole class. Within each theme and topic, adults will introduce new vocabulary and key words for children to learn and practise using. We promote an inclusive and respectful environment, where children feel able to express their ideas and share their thoughts with others. Adults will model language, new words and extend speech, while encouraging children to ask questions or explain their thinking. The children play with small world resources like the farm, dolls house, garage etc. where the children can use their imagination and introduce their own narratives into their pretend play. Role-play situations like the home corner, shop and mud kitchen facilitate the children's ability to act out real life situations with their friends and develop their communication and language skills. Reading areas and books are always available for the children to talk about familiar stories and retell these stories in their own words. Story props are used to promote speaking through familiar characters in the stories we read and act out. Nursery rhyme and songs are an integral part of each session and the children are encouraged with prompts and pictures to learn the words to a core set. Different malleable and messy play activities are incorporated into well planned activities that encourage the children to investigate and explore different concepts.		
Knowledge and Skills	• To be able to use simple sentences, sometimes with irregular tenses and word endings. • To be able to use some correct pronunciation. • To talk to familiar people, they know well. • Use limited and familiar vocabulary when speaking. • To be able to sing some familiar songs. • To be able to talk to others, sometimes moving from one topic to the next. • To begin to use talk in their play.	• To be able to use longer sentences of four or six words, using some conjunctions. • To develop their pronunciation but may not pronounce some sounds. • To be able to talk to an adult or a friend and continue it for several turns. • To be able to use a wider range of vocabulary and learn some new words. • To be able to sing familiar songs and rhymes and several new ones. • To start a conversation, speaking about a topic for longer periods. • To use talk to organise themselves and their play.	• To be able to use their communication skills to talk for longer periods, using mostly correct common tenses and plurals. • To develop their pronunciation, mostly using the correct sounds. • To have a conversation with a range of people, including some they are less familiar with. • To be able to use a wide range of vocabulary, including new words and phrases. • To be able to sing a wide range of rhymes and songs, suggesting new ones. • To have several conversations with others, talking about a range of topics. • To be able to use extended vocabulary and talk during their play with others, sharing ideas and thoughts.
Intent Children will be able to: ○ Enjoy listening to longer stories and can remember much of what happens. ○ Pay attention to more than one thing at a time, which can be difficult. ○ Use a wider range of vocabulary. ○ Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". ○ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ○ Sing a large repertoire of songs and rhymes. ○ Be able to talk about familiar books and be able to make up a story of their own using story language. ○ Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ○ Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh ○ Use multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' ○ Use longer sentences of four to six words. ○ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ○ Start a conversation with an adult or a friend and continue it for many turns. ○ Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Individual Liberty Mutual respect and tolerance			
Personal, Social and Emotional Development			

As children in Nursery are able to join mid-term, they will be assessed on their <i>Personal, Social and Emotional Development</i> and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.			
Self-Regulation	During their time in Nursery, we support children to develop a positive sense of themselves and others. They are helped to form positive relationships and develop respect for others, developing their social skills. Children learn how to manage their feelings and understand how to follow school routines. They are encouraged to have confidence in their own abilities and respect other people's needs. We provide a variety of independent opportunities for children to choose activities and resources for themselves. We plan small and large group activities for children to express their ideas and opinions.		
Knowledge and Skills	- Begin to learn the daily routines, with reminders or visuals. - To start to recognise some of the behavioural expectations in Nursery, needing occasional reminders.	- Know the daily routines, only sometimes needing reminders. - To be aware of the behavioural expectations in Nursery.	- Know daily routines well and anticipates transition times. - To be able to independently follow the rules in Nursery, understanding they are there to keep us safe.
Managing Self	We encourage children to become independent with their health and self-care, making healthy lifestyle choices. They are provided with a healthy snack each day and encouraged to drink regular water. The children are supported to manage their toileting needs with as much independence as possible and taught the importance of washing their hands. Children have daily access to physical and outdoor play, where they take part in activities to show them being active keeps us healthy.		
Knowledge and Skills	- To come into Nursery calmly, separating from parents without tears. - To begin to show familiar emotions, sometimes needing support to express themselves. - To be able to select and use familiar resources, with some support if needed. - To begin to use gentle hands, sometimes needing reminders. - To start to recognise they are able to learn and play. - To know some of the foods they need to eat to be healthy. - To gain more control with using the toilet, sometimes needing help. Washes hands after using the toilet, with occasional reminders. - To talk to familiar friends and adults. - To start to understand that they need to be active to be healthy. - To be able to brush their teeth each day, beginning to become aware it looks after their teeth. - To begin to listen to some rules set, needing reminders. - To start to become familiar with some of the school values.	- To grow in confidence to express how they feel. - To be able to select a range of resources independently, according to what they want to play with. - To be able to use gentle hands and understand that it is good to be kind to people - To start to understand they have rights, and this means we should all be allowed to learn and play. - To show awareness of healthy food choices and that some foods are healthier than others. - To mostly use the toilet independently and understands they need to wash their hands after. - To build confidence to talk to an increasing number of adults and peers. - To become more active to help themselves be healthy. - To show an awareness of the importance of oral health. - To be able to listen to, and follow rules set. - To know most of the school values and what they mean in practice.	- To be able to talk about their emotions and how they feel, using a range of vocabulary. - To independently select a wide range of resources (inside and outside) to further their learning and extend their ideas or needs. - To be able to act considerately towards others and understand how other people may feel. - To understand as a child they have their own rights. - To make independent healthy choices when selecting food and understands the effect it has on our bodies. - To be able to take care of all toileting needs independently, including washing hands. - To talk to a wide range of adults and unfamiliar people, knowing not to talk to strangers. - To be able to choose an active lifestyle, understanding the impact on their body. - Understand the impact of brushing their teeth has on their oral health and the foods that can be unhealthy. - To be able to follow a range of rules in a variety of different circumstances. - To understand all the school values and can independently show examples of each one.
PSED Kapow	Self-regulation: My feelings Building relationships: Special relationships	Self-regulation: Listening and following instructions Managing self: Taking on challenges	Building relationships: My family and friends Managing self: My wellbeing

Building Relationships	Children in Nursery are taught early skills in building positive relationships. They take part in regular group activities, working together to solve problems and use their listening and communication skills. Adults model to children how to share resources and they are supported in working out conflicts with others. Every child has an allocated Keyworker, to build those familiar bonds with adults and to support them throughout their development, helping them to feel safe and secure.		
Knowledge and Skills	- To play with familiar adults or friends. - To start to form attachments to familiar adults and friends. - To begin to play with others rather than independently. - To start to realise other people have different ideas and may need support to manage this. - To show an awareness of how others may be feeling. - To start to express how they feel to others. - To start to share resources with a familiar adult or friend.	- To start to become more outgoing with unfamiliar people, starting to play with new people. - To form positive attachments to adults and peers. - To play often with other people, starting to make friends. - To begin to find solutions to conflicts with others. - To understand other people may feel differently and start to change behaviour. - To become more confident to express their feelings towards others, asserting their ideas. - To start to learn how to share resources with others and sometimes play in a group.	- To be confident to play with a wide range of different people, including those they may not know. - To form attachments to different adults and builds strong friendships with peers. - Prefers to play with others, understanding how to make friends if they feel lonely. - To be able to manage differences with other people, often independently finding a solution, understanding they feel differently. - To show care and consideration to other people's feelings. - To be able to confident to be assertive in a respectful way. - To share resources readily with others and play in a group. - To play often with peers, being considerate with how others feel and suggests new ideas to keep play going.
Intent Children will be able to: - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Understand gradually how others might be feeling. - Play with one or more other children, extending and elaborating play ideas.			
Democracy Individual Liberty Mutual respect and tolerance			

Physical Development

As children in Nursery can join mid-term, they will be assessed on their *Physical Development* and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Gross Motor	The children in Nursery are encouraged to be active and develop their co-ordination, control, and movement. The children have access to daily outdoor child-initiated learning times, where they use a variety of equipment and resources to build on their gross motor skills. Once settled (usually from November) the children will have a weekly session in the school hall to use alternate equipment and skills in the larger indoor space. The space provides opportunities for the children to run, hop, skip, jump, and move in a variety of ways. The large construction resources outside allow children to build on lifting and carrying, while using their creations to practise balancing and climbing. The monkey bars, climbing frame and balance beams further enhances children's skills in climbing, balancing, pulling themselves up and working on spatial awareness. The available sports equipment such as bats, balls, balancing stilts, skipping ropes and hoops, are ideal for children to practise throwing, kicking, catching, and rolling. This also allows opportunities for teamwork and working with a partner. A variety of wheeled toys are available for children to explore including bikes to promote core muscle development. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.		
Knowledge and Skills	- To be able to use some gross motor movements, walking up/down steps, running, kicking a ball. - To begin to balance, sometimes with help or something to hold. - To be able to use some active ways of moving, crawling, jumping etc. - To be able to sometimes use large-muscle movements. - To start to take part in small groups during physical activities. - To start to choose their own resources during their play, needing help with large and heavy items. - To be able to copy simple sequences of movements to music. - To run within a large space, becoming aware of others and objects. - To start to climb and balance on apparatus, with some support.	- To be able to use several gross motor movements, walking up/down steps, running, kicking a ball, using the trikes, throwing, balancing, climbing. - To be able to balance for short periods. - To be able to use several ways of moving, crawling, jumping, hopping etc. - To be able to use large-muscle movements, with increasing control. - To be able to take part with others during physical activities, using some spatial awareness and control. - To choose several resources during their play, occasionally working with others to manage large items. - To be able to increasingly remember some sequences of actions and dance moves to music. - To be able to run and start to negotiate space and larger objects. - To be able to climb and balance on apparatus, with increasing control and confidence.	- To be able to use a wide range of movements, with increasing control and strength. - To be able to balance and stand on one leg. - To choose their own way of moving, using a wide variety of ways. - To be able to use lots of large-muscle movements, when needed with good control. - To take part in large groups during physical activities, using good spatial awareness and control. - To choose a range of resources during their play, including large and heavy items. - To be able to carry out a range of sequences to music, making up their own movements. - To be able to run skilfully and be able to negotiate different spaces and several objects. - To be able to climb and balance on apparatus, independently and safely.
Fine Motor	Children have daily busy finger sessions which are aimed at developing fine motor skills, coordination, and early writing development. Activities and equipment provide mark making, drawing, and writing opportunities in a variety of different ways. The children have access to resources such as pencils, scissors, tongs, pipettes, play dough and paintbrushes, to support fine motor skills. Children are supported in Nursery to become independent with dressing and undressing. Before going outside, they are encouraged to put on their own coats and other outdoor wear like hats and gloves trying zips, buttons and press studs.		
Knowledge and Skills	- To be able to use some familiar one-handed tools and equipment, sometimes needing help. - To be able to use some mark making resources, sometimes swapping between hands or needing larger tools to grip. - To start to help with putting on some items of clothes/shoes. - To start to snip paper, with squeeze scissors. - Take part in some fine motor activities, e.g., threading, using tongs, pipettes etc.	- To be able to use several one-handed tools and equipment, with increasing control. - To be able to use a range of mark making resources, with increasing control and preference of a dominant hand. - To be able to put on some simple items of clothes/shoes. - To start to snip paper independently. - To take part in several fine motor activities with increasing control.	- To select and use a range of one-handed tools and equipment, with good control. - To be able to use a wide range of mark making resources, with good control and using dominant hand. - To be able to confidently put on several items of clothes/shoes. - To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.

	To mark make using a preferred grip, drawing simple marks, lines and circles.	To be able to mark make using a comfortable grip when using pencils and start to make marks representing letters/numbers.	- To take part in a variety of fine motor activities with good control. - To be able to hold a pencil correctly using the tripod grip and forming letters/numbers mostly independently.
Intent Children will be able to: - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game likemusical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up forthemselves, or in teams. - Increasingly be able to use and remember sequences and patterns ofmovements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run acrossa plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example,choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a longplank safely, carrying large hollow blocks. - Use one-handed tools and equipment, for example, making snips inpaper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. DemocracyIndividual LibertyMutual respect and tolerance			
Literacy As children in Nursery can join mid-term, they will be assessed on their <i>Literacy</i> skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.			
Word Reading Phase 1 Phonics	Phase 1 phonics will be taught in Nursery according to the 7 aspects: 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and Segmenting Each aspect will be embedded in their continuous learning, along with regular directed sessions increasing to daily sessions in the summer term in preparation for Phase 2 Phonics in Reception. Literacy development in Nursery teaches those important early listening and speaking skills that children need to build a solid foundation for reading and writing. At the core of this is the systematic teaching of phonics, which takes place through a variety of engaging activities, group work and games. A core book and rhyme is explored each week to promote literacy learning. We model reading skills with daily stories, linked to the overall theme. More opportunities for sharing books, poems, rhymes and other written materials are allocated throughout the week. Library books are taken home every week, so that children can practise new skills with their parents and carers at home.		

Knowledge and Skills For children who start mid-term or developmentally need to cover previous units, this will be taught to meet their individual needs.	• To recognise some familiar environmental sounds. • To notice the difference of some instruments and start to experiment by making their own sounds. • To copy some body sounds such as clapping, tapping and clicking their fingers etc • To start to join in with some familiar songs and rhymes, copying some words. • To start to recognise the initial sound of some familiar words i.e., their name. • To begin to recognise that different letters make different sounds. • To begin to recognise that words are made up of different sounds.	• To recognise and name some different environmental sounds. • To identify and copy different instrument sounds and explain how they sound. • To recognise and copy several body sounds such as clapping, tapping and clicking their fingers etc • To join in with several songs and rhymes, suggesting new ones. • To recognise several different initial sounds in words, starting to point out familiar graphemes. • To begin to learn the sounds for some familiar letters. • To start to count or clap the syllables in a word.	• To recognise and name several different environmental sounds, noticing the differences. • To identify and copy a variety of different instrument sounds and suggest their own ways of changing sounds. • To recognise and copy several body sounds, suggesting their own way of making sounds. • To join in with a variety of songs and rhymes, recognising rhyme in words and suggesting rhyming words. • To recognise a variety of different initial sounds, linking these to the correct grapheme.
<i>Note: Graphemes and phonemes are introduced in Phase 2 phonics in YR, but some will be taught in Nursery when writing children's names and for those more able children who are ready to learn them.</i>	• To recognise different letters are different shapes.	• To notice some familiar letters, such as the first letter of their name.	• To know some sounds for different letters of the alphabet. • To recognise the number of syllables in a word. • To begin to read individual letters by saying the sounds for them.
Comprehension	Children will take part in regular literacy lessons, exploring a core text each week. lessons will include a variety of activities to develop comprehension including: – Listening to the story – Discussing the characters, scenes, plot and key events – Sequencing and recall – Using the images to help tell the story – How to hold and turn the pages of a book – Understanding keywords and exploring new vocabulary – Role-play and drama – Creating alternative endings		
Knowledge and Skills	• To enjoy sharing books with a familiar adult or friend. • To pay attention when listening to stories and respond to the pictures or the words. • To explore books, turning the pages sometimes several at once or the wrong way. • To recognise books, have letters and words, pointing them out. • To begin to recall key events from familiar stories. • To talk about favourite books, using pictures to recall.	• To look at books independently, seeking out favourite stories. • To engage and ask/answer questions about books. • To carefully hold books the right way, turning the pages one by one in the right direction. • To start to recognise some familiar letters in books, realising they have meaning. • To start to develop play ideas around favourite stories.	• To recognise and choose and range of books, remembering the title for some. • To enjoy listening to a variety of books, asking questions about the book, making comments and sharing their own ideas. • To handle books correctly, identifying the title, first and last page.

		To develop talk about books, recalling some key details and repeating words and phrases.	- To understand words are read top to bottom, left to right and are used to read the story. - To re-enact stories using props, recalling details, and adding own ideas. - To engage in extended conversations about stories, learning new vocabulary.
Writing	To develop early writing skills, children need to be able to talk about their experiences, thoughts and ideas before they can write about it. Writing opportunities in Nursery will be developed in a variety of ways. We provide fine and gross motor activities that strengthen both the hand, arm and shoulder muscles to prepare children for writing. Physical skills need to develop, before children can have good control with mark making resources. The children have access to a wide variety of resources like chalks, paints, crayons, pens etc. We approach writing creatively and provide new ways of making writing interesting and fun. When children are developmentally ready, direct teaching of non-cursive letter formations will be introduced. We aim to provide meaningful opportunities to practise writing and facilitate purposeful mark making opportunities, that encourage children to understand the value of writing.		
Knowledge and Skills	- To be able to make marks on their picture to stand for their name. - To use sentences for adult to scribe captions - To be able to use some mark making resources to write/draw/paint etc.	- To be able to write some letters from their first name. - To be able to add some marks to their drawings which they give meaning to for example "That says Mummy". - To be able to use mark making resources with increasing control and grip.	- To be able to write their first name independently. - To begin to write initial sounds as captions for drawings. - To be able to use a variety of mark making resources with good control.
Intent Children will be able to: - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - Sequence pages of a text - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately. Individual Liberty Mutual respect and tolerance Rule of Law			
Maths As children in Nursery can join mid-term, they will be assessed on their <i>Maths</i> skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.			
Maths	At Coates Way school we use the White Rose maths scheme from Reception. In Nursery we aim to develop early mathematical concepts in classifying, matching, comparing and ordering, building the foundations for mathematics. The children explore during adult-led activities and child-initiated learning developing their skills in different situations and contexts.		

	Early Mathematical experiences. Classifying Matching Comparing Ordering	Pattern and Early Number Making pattern with colour, shape and size. Noticing pattern and number in the environment Important numbers – birthday, house number...	Measures Filling and emptying at the water tray and sand. Taller shorter longer smaller wider bigger in construction, small world and story. Time – calendar and visual timetable, links to UW seasons	Shape and sorting Shape in the environment inside and out. Construction area Creative materials and dough cutters in malleable Name and describe shapes	Numbers within 5 Counting songs Daily count the children Counting how old the children are on birthdays Counting how many in a group. Recognising written numbers	Grouping and Sharing Putting similar toys together and sharing in all areas. Subitising Talking about same and different.
Number						
Knowledge and Skills	- To begin to recognise that there is an order to counting and recites some numbers in order. - To sometimes match numeral and quantity correctly. - To explore number counting to 5, by movement of objects. - To begin to see a small number of objects in a group and know the quantity without counting (subitising). - To begin to recognise some numbers of important value i.e., age. - To begin to experiment with representing numbers using fingers, marks on paper or pictures. - To find numerals in the environment, pointing out some familiar numbers. - To know that a group of objects changes when something is taken away or added. - To begin to know that numbers identify how many are in a group. - To start to order numbers in order. - To experiment with grouping and sharing. - To begin to understand how many are left from number rhyme. - To start to count 2 groups of objects.		- To recite numbers in the correct order to 5. - To begin to match numeral and quantity, - To be able to realise not only objects, but anything can be counted, including steps, claps or jumps. - To be able to subitise some small amounts (0-2). - To recognise some numbers between 0-10. - To be able to represent amounts using symbols and marks – e.g., tallies, drawing spots. - To begin to select the correct numeral to represent 1-5. - To be able to identify a group that has more or fewer. - To understand the last number counted is how many in a group. - To be able to practise ordering numerals in order. - To be able to group and share small quantities and begin to understand the concept of sharing. - To begin to count beyond 5 saying one number name for each item. - To begin to find the total of items in 2 groups by counting all of them.		- To recite numbers in order to 10 or higher. - To match correct numeral and quantity (at least to 5). - To count confidently without the need for objects. - To continue to subitise small numbers (0-3). - To recognise numbers between 0-10. - To be able to represent numbers with marks and some correct numerals. - To be able to select the correct numeral to represent 0-5. - To make comparisons between quantities which have more/fewer, starting to recognise the difference. - To understand the last number counted is the cardinal number (can use this to start counting another group). - To be able to order numbers 0-10, discussing their position. - To practise grouping and sharing quantities (0-5) in different ways, realising the total is the same. - To be able to recite numbers backwards from 5. - To be able to add two small groups together, saying the total.	
Numerical Patterns						

Knowledge and Skills	- To start to recognise and copy a simple repeated pattern. - To begin to describe some similar events. - To be able to organise similar objects in groups. - To begin to recognise some simple number patterns.	- To recognise and continue a simple repeated 2 step patterns. - To describe some similar events in the correct order. - To be able to sort and match objects and begin to talk about what is the same and different? - To recognise and match some number patterns.	- To talk about and create a repeated 2/3 step patterns. - To be able to describe an extended sequence of events using appropriate language. - To compare objects and describe the similarities and differences. - To identify and extend number patterns.
Shape, Space and Measure			
Knowledge and Skills	- To start to explore and name simple 2D shapes. - To recognise some properties of 2D shapes. i.e., a circle is round. - To start to make marks to represent different 2D shapes. - To begin to follow and use simple positional language (not always correctly). - To begin to recognise different objects can have different properties i.e., size, shape. - To begin to recognise some objects are big and some are small. - To begin to recognise some objects are long/tall and some are short. - To begin to explore and recognise some objects are heavy and some are light. - To start to experiment with containers by filling and emptying. - To start to use different shapes for different tasks i.e., a circle for a wheel. - To begin to talk about a familiar route such as walking to school. - To start to recognise familiar patterns i.e. spots.	- To be able to name simple 2D shapes. - To recognise the properties of 2D shapes. i.e., a circle shape has 1 side, a square has 4 sides. - To begin to draw some 2D shapes i.e. circle, square, triangle. - To begin to follow some instructions using positional language and use positional language. - To start to compare and sort objects using appropriate vocabulary according to space, size, shape. - To identify objects according to size, starting to order them correctly. - To identify objects according to their length/height, starting to order them correctly. - To identify objects according to their weight, starting to order them correctly. - To start to use language relating to capacity and compare different quantities of containers. - To be able to use a variety of shapes for different tasks according to their properties. - To be able to describe a simple route to someone else. - To identify some different patterns i.e. spots, stripes.	- To be able to name several 2D shapes and some 3D. - To be able to talk about the properties of different shapes. i.e., number of sides, corners, flat or solid. - To be able to draw a variety of shapes correctly. - To develop an understanding of positional language. - To compare and explain the difference between different objects using language relating to the size, shape, and properties. - To be able to categorise and order objects correctly according to their size, by comparing and using associated language. - To be able to categorise and order objects correctly according to their length/height, by measuring and using associated language. - To be able to categorise and order objects correctly according to their weight, by weighing and using associated language. - To begin to develop an understanding of capacity, using associated language - full, empty, half full. - To be able to combine different shapes to create new ones. - To be able to use positional language to describe longer routes. - To be able to describe, compare and copy a number of different patterns i.e. spots, stripes, zigzag's.
Intent Children will be able to: - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.			

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
- **Democracy Individual Liberty Mutual respect and tolerance**

Understanding the World

As children in Nursery are able to join mid-term, they will be assessed on their *Understanding the World* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Past and Present	Ourselfs and our families Homes and houses	Nativity	On the Farm	Night and day Earth and moon	Growth and planting	Transport Oceans dinosaurs
Knowledge and Skills	• To begin to make sense of their own life story and family history. • To start to recognise that everybody grows as they get older. • To start to understand simple events in time. • To start to understand that some things have already happened, and some things have not yet happened. • To start to recognise simple changes over time.		• To be able to talk about and describe their own life and family history, starting to ask questions about other people’s family. • To recognise that they were a baby and they have now grown to a child. • To be able to sequence different events in order. • To be able to talk about past events and events that are going to happen in the future. • To be able to talk about changes they have experienced and noticed.		• To comment and ask questions about the past and other people’s lives. • To understand everyone grows older and we are all different ages. • To be able to create a simple timeline of events talking about the order they happened, starting to understand past events are the reason why we do things now. • To be able to talk about a variety of events, understanding they happen at different times. • To understand how things change over time and the impact it can have on us.	
People and Communities And RE	Different homes Harvest Festival	Families Diversity and people Diwali (Festival of light) St Andrew’s Day Hanukkah Remembrance Day Christmas	Chinese New Year Elton John and Anthony Joshua	St David’s Day Shrove Tuesday Lent St Patrick’s Day Holi Easter	St George’s Day Ramadan	
Knowledge and Skills	• To know that people celebrate different festivals/events. • To know that we are all different and start to understand the differences between people.		• To be able to talk about some different cultural celebrations and events.		• To be able to talk about a variety of different cultural celebrations and events, describing what they notice.	

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

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Expressive Arts and Design

As children in Nursery are able to join mid-term, they will be assessed on their *Expressive Arts and Design* skills and suitable starting point. If they need to cover prior teaching, this will be incorporated within their individual learning. This will also apply to any children who would developmentally benefit from starting previous progression skills.

Creating with Materials	Self-portraits Emotion drawings Home models Autumn leaves	Family pictures Firework splatter art Diwali patterns 3D Poppies Christmas crafts	Chinese dragon Winter collages Heart art Planet printing Weather mobile	Holi colour art Spring flowers Easter eggs Gingerbread houses Fairy tale crafts	Sunflower paintings Flower suncatcher Plant pots Landscape collage Butterfly prints	Vehicle tracks Sea creatures Shell collage Sea Marbling
Artists	Jackson Pollock		Andy Goldsworthy		Vincent Van Gogh	
Knowledge and Skills	• To be able to use pre-made paints and are able to name some colours. • To be able to print with large tools. • To be able to make marks, draw circles and lines. • To explore joining resources i.e. glue sticks, tape • To explore glue to stick materials. • To begin to build towers by stacking objects • To explore and mould playdough/clay, using familiar tools (rolling pins, mould cutters).		• To be able to use mix own paint from primary colours and name colours. • To be able to print with small blocks, small sponges, fruit, shapes and other resources • To be able to draw faces with features and draw enclosed spaces, giving meaning. • To be able to add materials together to develop models (tissue paper, glitter). • To be able to use PVA glue and spatulas for creative tasks. • To be able to manipulate playdough/clay (rolls, cuts, squashes, pinches), beginning to use several tools.		• To mix own paints for a specific purpose creating new colours/shades • To be able to use a range of printing equipment to print different shapes and colours. • To be able to draw simple line drawings, adding more detail. • To be able to use recycling materials to build simple models. • To be able to use glue sticks and glue spatulas independently for purpose. • To be able to use construction resources to create a range of models and 3D structures. • To be able to manipulate and use playdough/clay to create own models, using a variety of tools.	
Being Imaginative and Expressive	Musical feelings Home corner role play	Diwali role play with props Christmas Nativity	Fairy tale role play Dragon dance (Chinese New Year) Moving to Holst's Planets	Farm role play Animal actions	Garden centre role play Minibeast dance	Transport role play Summer mermaid dance. Under the sea Ice cream role play

Knowledge and Skills	- To begin to move to music. - To play with small world resources (farm, cars, trains, dolls) - To be able to use familiar resources to act out familiar experiences. - To begin to express own creative ideas.		- To join in and copies basic actions. - To participate in small world/role play related to familiar stories and current topics. - To be able to use a variety of different resources to express ideas and thoughts. - To share creative ideas, saying their preferred method.		- To perform and learn short routines, beginning to make up own moves. - To be able to use own experiences to develop storylines and role play ideas. - To find and make available props to express role play ideas. - To be able to use a variety of different methods to express their own imagination.	
Music	Explore how our ears can hear sounds and music. How does different music make us feel?	Exploring instruments and how they are used. Christmas songs	Music from around the world.	Creating animal sounds	Making our own nature instruments.	Exploring diverse instruments from different cultures.
Knowledge and Skills	- To listen to some familiar songs and music, knowing some words. - To explore different instruments. - To be able to copy basic beats.		- To remember and choose their favourite songs and music, joining in with several songs. - To be able to use some instruments to express sounds. - To join in with simple repeated beats, following the melody.		- To show an interest and sings a wide variety of songs and music. Beginning to make up their own rhyme/songs. - To explore and use different instruments and is beginning to name them. - To be able use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly.	

Intent

Children will be able to:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

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