



## Westfield Nursery School Our Curriculum

### INTENT

Building on prior learning, our sequenced curriculum is designed for all children's well-being, confidence and voice; developing their knowledge, skills, behaviours and abilities through play to apply what they know and can do with increasing fluency and independence.

### IMPLEMENTATION

Daily timetable	Classroom organisation	Key Content	Assessment	Practitioners
<p>The timetable is structured to include:</p> <ul style="list-style-type: none"> <li>-Message board</li> <li>-Child initiated play inside</li> <li>-Child initiated play outside</li> <li>-Adult led snack time</li> <li>-Adult led large group time</li> </ul>	<p>Each classroom is organised to include:</p> <ul style="list-style-type: none"> <li>-Reading area</li> <li>-Role play area</li> <li>-Mark making area</li> <li>-Maths area</li> <li>-Creative area</li> <li>-Construction/ small world area</li> <li>-Sensory/ malleable area</li> </ul> <p>In each of these areas are elements of continuous provision (available for children to use every day)</p>	<p>We base learning around vocabulary themes. Sequenced plans are followed to support acquisition of knowledge and skills including</p> <ul style="list-style-type: none"> <li>-Communicates with adults and children (C&amp;L)</li> <li>-Communicates their feelings, wants and needs (PSED)</li> <li>-Develops a friendship (PSED)</li> <li>-Looks after their health and self-care needs (PD)</li> <li>-Moves with confidence in a range of ways (PD)</li> <li>-Uses simple tools (PD)</li> <li>-Uses mark making tools (Lit)</li> <li>-Listens to and tells a story (Lit)</li> <li>-Understands and uses numbers (MD)</li> <li>-Knows and uses numerical patterns (MD)</li> <li>-Shows care for communities, the environment and living things (UTW)</li> <li>-Performs a dance/song or rhyme and uses imagination (EAD)</li> <li>-Creates a piece of art/model (EAD)</li> </ul>	<p>As children enter Nursery and at the end of each term we check against the curriculum to see the stage children's learning has reached in order to target next steps.</p>	<p>Skilled and knowledgeable Early Years practitioners</p> <ul style="list-style-type: none"> <li>-role model and demonstrate</li> <li>-plan and assess learning</li> <li>-target individual needs</li> </ul>

### Early Years Foundation Stage (EYFS)

Prime Areas	Specific Areas
<p>C&amp;L = Communication and Language            PSED = Personal, Social and Emotional Development            PD = Physical Development</p>	<p>Lit = Literacy            MD = Mathematics Development            UTW = Understanding the World            EAD = Expressive Arts and Design</p>

NB- This curriculum was designed following consultation with parents/carers, staff and governors.



## Curriculum Implementation

### **Daily Timetable:**

On arrival into the classroom children wash their hands, find their name card (early reading) and take part in message board. During message board children sing a hello song so they start to learn the names of their friends in their class. Children also learn about the days of the week and the weather. Key messages are shared; these include 'Kind hands, kind feet, kind words' and 'Choose it, use it and put it away.'

During the Nursery session children play both indoors and outdoors (whatever the weather). Children work on their own, in small groups and as a class. Staff explain to children what is available that day and encourage children to plan what they would like to do, support them doing it and review what they have done.

At snack time children enjoy a selection of fruit, vegetables or tooth-friendly snacks, as well as a drink of milk or water. Adults and children discuss what the children have been learning in the session. There are further opportunities to develop vocabulary.

During large group time the focus is reading and vocabulary. Children listen to stories, tell stories, sing nursery rhymes and songs and play word games. Once a week the focus is on large group games and activities.

### **Classroom Environment:**

Each classroom is organised into areas so children learn where resources are to support what they would like to learn that day. Areas include reading, mark making, role play, maths, creative, construction/small world and sensory/malleable. In each of these areas there will be elements of 'continuous provision' such as pencils, paper, blocks, etc. so children have a choice of things to do related to their interests, as well as activities to reinforce the learning based around the vocabulary theme.

### **Curriculum:**

We introduce children to new and extended vocabulary through 'themes'. These are based on children's interests, as well as events in the school calendar. To support progression in the key content we have developed learning sequences.



## Westfield Nursery School Key Vocabulary Themes Information

Cohort	Autumn	Spring	Summer
E2 / N1	First key words	First key words	First key words
	Nappy changing/going to the toilet	Nappy changing/going to the toilet	Nappy changing/going to the toilet
	Washing hands	Body parts	Naming furniture in bedroom
	Colours	Getting dressed	Naming furniture in living room
	Numbers 0-5	Naming furniture in classroom	Naming items in kitchen
	Naming objects in classroom	Opposites	Opposites
	Snack Time		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
N1/ N2	My face/My body	'Getting dressed' (clothes/accessories)	Money
	People who help us (Nursery)	Animals - Pets (Baby animals)	Superheroes
	Feelings and emotions	Staying healthy (food/sleep/exercise/oral health)	Building and construction
	My family	Keeping safe - Other situations hot things/matches/out + about/hazards/internet safety	Animals on the farm (baby animals)
	My house & homes	Vegetables	Wild animals in the UK (minibeasts/in the woods)
	Toys	Food from around the world	Wild animals around the world (zoo/jungle)
	Babies (human)	Shopping	Under the sea
	Colours	Once upon a time	Under the ground
	Weather	The local area (Co-op/Asda/Downs/park)	Lifecycles
	Fruit/Harvest	Transport and vehicles/Travel	The environment (recycling/litter)
	Keeping safe - by the road (Road safety week)	People who help us (Not Nursery)	Other places
	Fireworks/Bonfire night & Diwali	Easter	Out of this world (Space)
	Christmas/Hannukah		

Please note - these are only suggestions and staff in Nursery will follow children's interests.

PLEASE SEE VOCABULARY LEAFLET



## Westfield Nursery School Curriculum Information

### Sequencing of Key Skill - Communicates with Adults and Children (Communication and Language)

Key vocabulary: listen, talk, tell, show, who, when, what, why, where, how, find, can, have

1 (6-12 months)	Understands and responds to contextual clues e.g., familiar gestures, words and sounds and makes own sounds
2 (12-18 months)	Understands and uses single words; Responds to their name Uses gestures/words to communicate for a range of purposes
3 (18-24 months)	Listens to and enjoys rhythmic patterns in rhymes/stories, trying to join in with actions or vocalisations Understands frequently used words and simple sentences Uses gestures and different types of everyday words (home language) Uses familiar items as part of pretend play e.g., role play; Re-enacts known experiences
4 (24-36 months)	Beginning to listen to others (adult or child) Listens to a range of simple stories Understands and follows simple instructions Understands what, where in simple questions Understands more complex sentences Asks simple questions Holds a simple conversation Learns new words rapidly Begins to use word endings
5 (36-48 months)	Listens to others in large group time for longer periods (adult or child) Listens to familiar stories with increasing attention and recall Regularly joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Responds to instructions with two or more parts Understands prepositions Understands who, why and how questions Uses more complex sentences to link thoughts Uses language in recalling past experiences; Retells a simple past event in correct order Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g., who, what, when, how Uses a range of tenses (e.g., play, playing, will play, played) Builds up vocabulary that reflects the breadth of their experiences Engages in extended conversations about stories
6 (48-60 months)	Listens and responds to ideas expressed by others in conversation or discussion Uses language to imagine and recreate roles and experiences in play situations Introduces a complex storyline or narrative into their play Starts a conversation with an adult/friend and continues it for many turns Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Confidently uses language to communicate their feelings, experiences, wants, needs and thoughts in a range of situations



## Westfield Nursery School Curriculum Information

### Sequencing of Key Skill - Communicates Their Feelings, Wants and Needs (Personal, Social & Emotional Development)

Key vocabulary: I, names of emotions, feeling, want, need, like, dislike, please, thank you, sorry, share, turn, skin/hair/eye colour, boy, girl, disability, no, yes, don't know

1 (6-12 months)	Communicates a range of emotions (e.g., pleasure, fear, surprise, anger and excitement) through making sounds, facial expressions and moving their bodies Seeks physical and emotional comfort; Shows awareness of being a separate individual through initiating contact with others
2 (12-18 months)	Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs Uses familiar adult to share feelings, such as excitement, and for "emotional refuelling" when feeling tired or anxious Uses a comfort object, familiar others, routines or spaces to soothe themselves Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine Explores the boundaries of behaviours and becomes aware of basic rules; Shows growing self-confidence through playing freely and with involvement Shows an emerging autonomy through asserting choices and preferences, such as different tastes and rejects things they do not want
3 (18-24 months)	Seeks comfort from familiar adults when needed or distracts themselves; Finds ways to calm themselves Expresses positive feelings e.g., joy, affection and negative feelings e.g., anger, frustration, distress, through actions, behaviours and a few words Aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes Begins to use me, you and I in their talk and to show awareness of their social identity e.g., gender Shows their growing sense of self through asserting their likes and dislikes and choices
4 (24-36 months)	Expresses self-aware emotions (e.g., pride, excitement) and a wide range of other feelings; Able to manage their emotions Responds to the feelings of others, showing concern and offering comfort Shows 'effortful control' e.g., waiting for a turn and resisting impulse to grab what they want or push their way to the front Recognises some actions can hurt/harm others and begins to stop themselves from doing something they should not do Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Knows their preferences and interests and is becoming aware of their unique abilities; Notices and ask questions and begins to understand about differences, such as skin colour, types of hair, gender, special needs and disabilities Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own/other people's views of who they are through their play, through trying out different behaviours or the way they talk about themselves; Learns that actions have consequences
5 (36-48 months)	Develops their sense of self through decisions and ideas Expresses a wide range of feelings in their interactions with others and through their behaviour and play Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Recognises the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that expectations vary depending on different events, social situations and changes in routine; more able to adapt their behaviour Aware of the similarities and differences between themselves and others and identifies themselves in relation to social groups/peers e.g., ethnicity and ability Enjoys a sense of belonging through being involved in daily tasks; Expresses their needs and ask adults for help Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations
6 (48-60 months)	Beginning to understand a range of complex emotions e.g., embarrassment, guilt or self-doubt Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences; manages their feelings Aware of behavioural expectations and sensitive to ideas of justice and fairness; Seeks ways to manage conflict; Attempts to repair a relationship Recognises they belong to different communities and social groups and communicates freely about own home and community Describes their competencies, what they can do well and are getting better at, and describes themselves in positive terms Shows more confidence in new social situations, in choosing resources and perseverance in carrying out a chosen activity Shows confidence in speaking to others about their own needs, wants, interests and opinions





## Westfield Nursery School Curriculum Information

### Sequencing of Key Skill - Develops a Friendship (Personal, Social and Emotional Development)

Key Vocabulary: 'Hello', 'My name is', 'Would you like to play?' 'Can I play?' 'My turn', 'Your turn', 'share', 'Are you okay?', rules, game, names of emotions, stop

1 (6-12 months)	Enjoys the company of others and seeks contact with others Displays attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person
2 (12-18 months)	Draws others into social interaction, shares interest and attention Engages another person to help achieve a goal Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are Wary of unfamiliar people Explores confidently when they feel secure in the presence of a familiar adult; engages in new or challenging situations Watches others' body language to begin to understand their intentions and meaning Fascinated by other children, watching them and interacting with them through offering toys, food etc.
3 (18-24 months)	Aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement Plays alongside others and is also interested in being together (through gaze/talk) Watches, follows and imitates in their play and will experiment with influencing others, co-operating together Asserts their own ideas, preferences and takes notice of other people's responses
4 (24-36 months)	Builds relationships with special people Able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Empathises and shows concern for people who are special to them Cooperates Plays with other children Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest
5 (36-48 months)	Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows consideration of other people's needs and more impulse control in favourable conditions Understands that other people have perspectives, ideas and needs that are different to theirs Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Follows rules, understanding why they are important; does not always need reminder of a rule
6 (48-60 months)	Develops friendships with peers, which help them to understand different points of view and to challenge their own and others' thinking Plays with one or more children, extending and elaborating play ideas Flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Collaborates with others Socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise Confidently uses language to communicate their feelings, experiences, wants, needs and thoughts



## Westfield Nursery School Curriculum Information

### Sequencing of Key Skill - Looks After Their Health and Self Care Needs (Physical Development)

Key Vocabulary: hungry, thirsty, tired, hot, cold, ill, dress, undress, toilet, wee, poo, hat, coat, gloves, shoes, wellies, scarf, zip, buttons, laces, Velcro, cup, milk, water, fruit (names of snack), toilet, toilet paper, wipe, flush, wash, clean, dirty, safe, unsafe, move

1 (6-12 months)	Responds to and thrives on warm, sensitive physical contact and care Makes needs known through crying/body movements Expresses discomfort if hungry or thirsty, wet or soiled
2 (12-18 months)	Self-soothes Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations Actively cooperates with nappy changing, dressing/undressing Starts to communicate regarding urination and bowel movement
3 (18-24 months)	Feeds self competently; Develops own likes and dislikes in food and drink, willing to try new food textures and tastes Communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling
4 (24-36 months)	Holds a cup with two hands and drinks well without spilling Tells adult when hungry, full up or tired Develops some independence in self-care and shows an awareness of routines, such as handwashing, but still often needs adult support Beginning to toilet train and wears pants; some accidents Increasingly independent at putting on and taking off simple clothing items, such as hats, unzipped jackets, wellington boots Recognises danger and seeks the support and comfort of significant adults
5 (36-48 months)	Tries a range of different textures and tastes and expresses a preference Observes and can describe in words or actions the effects of physical activity on their bodies Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Wash and dry hands effectively, understanding why this is important Wears pants: Attends to toileting needs most of the time by themselves Dresses with help e.g., pulls up zipper once it is fastened at the bottom
6 (48-60 months)	Eats a healthy range of foodstuffs and understands need for variety in food Usually dry and clean during the day Understands that exercise, eating, drinking water, sleeping and hygiene contribute to good health Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Understands the need for safety when moving and storing equipment, tackling new challenges; considers and manages some risks by taking independent action or by giving a verbal warning to others Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience Dresses and undresses independently



## Westfield Nursery School Curriculum Information

### Sequencing of Key Skill - Moves with Confidence (Physical Development)

Key Vocabulary: lay, kneel, stand, walk, tiptoes, jump, balance, run, climb, land, forwards, backwards, skip, hop, hang, scooter, tricycle, bicycle, look, watch, hands, target, drop, pass, roll, throw, catch, kneel, stand, bubble, ball, bean bag, underarm, shoulder, waist, pass, carry, up, down, forwards, backwards, side

1 (6-12 months)	Picks up toys
2 (12-18 months)	Kneels to play with toys; Squats (to pick up a toy/play) Walks; Walks confidently around obstacles; Walks up steps- two feet per step Jumps from single step Stands on balance beam with 2 feet and attempts to step forward Pushes and follows large ball around
3 (18-24 months)	Stands on tiptoes, if shown first; Stands on 1 foot momentarily Walks in different ways- low with bent legs, high on tip toes, fast like a robot, or slow; crawls through tunnels/around obstacle course Walks in a line (straight, then curved); Walks downstairs with 2 feet on same step Runs Shuffles along balance beam, with support Cruises with a three wheeled vehicle (no pedals); Shows control in directional movement and slowing down and stopping; Avoids obstacles Drops/releases (ball/bean bag) into container or marked area; Pops a bubble; Passes a ball/bean bag Rolls/passes sponge/beach ball before throwing Throws and catches; Hits a balloon up in the air with their hand
4 (24-36 months)	Walks up and down stairs with alternating feet, without support Jumps from an object landing with feet together (feet close together, push off with both feet and land on both feet) Moves in a variety of ways e.g., jumping/side sliding/galloping; Runs around obstacles Balances on one foot for 5–10 seconds Walks along the balance beam with support Climbs onto and down from climbing equipment independently Experiments with what their bodies can do through setting themselves physical challenges Uses simple ride on toys Uses a soft sponge/beach ball/balloon, throwing gently away from their face, between chest and waist height; Gradually increasing throwing distance as skills/confidence increases; Move on to other balls/bean bags; Dribbles ball at feet; Dribbles with a bean bag/large ball/small ball balanced on a racket.
5 (36-48 months)	Walks a balance beam or uses stilts forwards (unaided) Jumps back Star jumps/Straight jumps/Leaps over something Hops on preferred foot (one foot on the ground, push with toes) Climbs the rungs of playground slide cargo net Walks backwards along the ground Pedals a tricycle; Shows control in directional movement and slowing down and stopping; Avoids obstacles Increases control of direction/force when throwing bean bags/small soft beanie toys into hoops/targets Throws a ball/bean bag up from hands and catches; Bounces ball to the ground and catches; Kicks ball with control; Dribbles using the bat/racket using large ball/small ball
6 (48-60 months)	Walks a balance beam backwards (aided) Hops on non-preferred foot Skips (march with knees high; each time one knee is in the air, hop on the other foot; step/hop, step/hop) Hopscotch Makes and negotiates an obstacle course Hangs from bars for increasing periods e.g., monkey bars Balances on a two wheeled vehicle; Shows control in directional movement and slowing down and stopping; Avoids obstacles Begins to jump over a rope Balances on a two wheeled bicycle (with pedals); Shows control in directional movement and slowing down and stopping; Avoids obstacles; Tackles a range of surfaces



## Westfield Nursery School

### Sequencing of Key Skill - Uses Simple Tools (Physical Development)

Key vocabulary: scissors, roller, rolling pin, cutter, hole punch, garlic press, knife, fork, spoon, pencil, pen, paintbrush, hammer, saw, screwdriver, screw, nail, jug

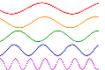
1 (6-12 months)	Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing)
2 (12-18 months)	Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them Manipulates objects using hands singly and together, such as squeezing water out of a sponge Takes part in hand strengthening activities e.g., pulling apart and pushing together Duplo bricks/manipulating dough (squashing/shaping) Uses spoons
3 (18-24 months)	Turns pages in a book, sometimes several at once Takes part in hand dexterity activities e.g., holding small objects Explores single- and double-hole punch, garlic press, rollers, cutters, jugs, tweezers with support Uses assisted scissors
4 (24-36 months)	Turns pages in a book correctly Shows preference for dominant hand Uses scissors with two hands/shears motion Shows increasing control in holding, using and manipulating a range of tools and objects e.g., tambourines, jugs, hammers, mark making tools, single- and double-hole punches, garlic press, rollers, cutters, jugs and tweezers Holds mark-making tools with thumb and all fingers; explores different materials Uses forks to stab with support; Uses knives to spread and cut with support Practises opening and closing the scissors with one hand; Snipping paper
5 (36-48 months)	Uses scissors with one hand model - 'Thumbs Up!' position; Uses scissors independently cutting a straight line Manipulates a range of tools and equipment in one hand, such as paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Uses forks to stab; Uses knives to spread and cut
6 (48-60 months)	Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention Uses scissors cutting on thick lines, between lines, between boundaries; Uses scissors cutting a range of materials e.g., lolly sticks, pipe cleaners; Uses scissors to cut and stop Uses scissors and able to shift the paper Uses scissors to cut curves and angled lines Uses hammer to push in a nail Uses screwdriver Uses saw to cut Uses a range of tools safely and confidently



# Westfield Nursery School

## Sequencing of Key Skill – Uses Mark Making Tools (Literacy)

Key Vocabulary: hold, squeeze, push, circle, dot, line, straight, square, triangle, curved, zig zag, wave, cross, pattern, writing, hold, pencil, brush, stick

1 (6-12 months)	
2 (12-18 months)	Complete hand strengthening activities e.g., using pegs or tweezers, stretching an elastic band, manipulating play dough or clay
3 (18-24 months)	Gross motor skills e.g., taking weight on hands by swinging on a bar, wall push ups, shoulder spirals, yoga pose, obstacle courses and arm ‘wake up’ exercises Completes hand dexterity activities e.g., joining construction sets, finger rhymes, pinching and sprinkling glitter/sand Makes connections between their movement and the marks they make when holding crayons, chinks etc.
4 (24-36 months)	Completes fine motor activities e.g., threading, play dough activities using rollers or cutters, using pegs or beads Uses sensory trays, drawing pre-writing patterns e.g., zig zag lines, basic shapes and lines in different sensory materials, such as sand, mud, lentils, cornflour, shaving foam, porridge oats, glitter Completes pre-writing patterns e.g., draw and colour on a <b>large scale</b> on a white board, on an outside wall with chalk, on a pavement with chalk 1. Circle ○ ● 2. Vertical line   3. Horizontal line — 4. Cross +
5 (36-48 months)	Completes pre-writing patterns e.g., draw and colour on a <b>large scale</b> on a white board, on an outside wall with chalk, on a pavement with chalk  5. Right oblique line \ 6. Square □ 7. Left oblique line / 8. Triangle ▽ 9. Curved lines  10. Zig zags  11. Waves (deep and shallow)  12. Oblique crosses  13. More complex lines e.g., turrets, spirals, more complex wave patterns   Make patterns and lines on large paper using buttons, beads, counters placing the objects over the lines Draws vertical lines, horizontal lines, squares, circle patterns on small scale, e.g., mazes, dot to dots, tracings etc. Attempts to write name
6 (48-60 months)	Uses anticlockwise movements Uses a comfortable grip with good control when holding pens and pencils Letter formation: Introduce letters by shape and direction (there are a few shapes that letters have in common, as well as stroke direction) using ‘sky writing’ (write in the air with fingers), torches, ribbons, by tracing over sensory letters made from different materials, such as leaves or fabric, making letters from lolly sticks or pipe cleaners or by using a handwriting app Forms recognisable letters, most of which are correctly formed e.g., writes name





## Westfield Nursery School

### Sequencing of Key Skill - Listens to and Tells a Story (Literacy)

Key vocabulary: book, tablet, computer, logo, words, rhymes, story, fiction, non-fiction, information, sound, character, sound, word, character, picture, setting

1 (6-12 months)	As part of sensory exploration, touches and handles books and digital reading devices Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to
2 (12-18 months)	Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences Handles books, printed and digital reading material with interest
3 (18-24 months)	Interested in books and rhymes and may have favourites Joins in with actions and sounds in familiar songs, rhymes and book sharing experiences
4 (24-36 months)	Ask questions about the book; makes comments and shares their own ideas Fills in the missing word or phrase in a known rhyme, story or game, e.g., Humpty Dumpty sat on a ... Enjoys rhythmic and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat; has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps
5 (36-48 months)	Develops play around favourite stories using props Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Aware of the way stories are structured; Talks about events and principal characters in stories and suggests how the story might end Begins to tell own stories Shows awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Listens to and joins in with stories and poems Looks at and enjoys print and digital books independently; handle books the correct way and use touch screen technology carefully and with growing competence Navigates apps and websites on digital media using the drop down menu to select websites and icons to select apps Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Shows interest in illustrations and words in print/digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Knows information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental print) Begins to develop phonological and phonemic awareness (hears and says the initial sound in words/recognises some sounds in written form)
6 (48-60 months)	Understands 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/page sequencing) Describes main story settings, events and principal characters in increasing detail Recalls and discusses stories or information that has been read to them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Continues a rhyming string and identifies alliteration Enjoys an increasing range of print and digital books, both fiction and non-fiction Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Knows that information can be retrieved from books, computers and mobile digital devices Recognises some written names of peers, siblings or Mummy/Daddy and some high frequency words; Uses developing knowledge to read simple phonically decodable words and simple sentences Develops phonological and phonemic awareness (begins to segment the sounds in simple words and blend them together and knows which letters represent some of them/starts to link sounds to letters, naming and sounding the letters of the alphabet/begins to link sounds to some frequently used digraphs, e.g., sh, th





## Westfield Nursery School

### Sequencing of Key Skill - Knows and Uses Numbers (Maths Development)

Key vocabulary: number names to 5/to 10/to 20 and beyond, same, different, compare, more, less, half, double

1 (6-12 months)	Reacts to changes of amount when those amounts are significant (more than double) e.g., one smartie/lots of smarties
2 (12-18 months)	Aware of number names through their enjoyment of action rhymes and songs that relate to numbers Looks for things which have moved out of sight
3 (18-24 months)	Responds to words like lots or more Says some counting words (like one or two) Engages in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Takes part in finger rhymes involving numbers
4 (24-36 months)	Begins to compare and recognise changes in numbers of things, using words like more, lots or same Begins to say numbers in order, some of which are in the right order (ordinality) Takes or gives one, two or three objects from a group Begins to notice numerals (number symbols) Begins to count on their fingers
5 (36-48 months)	Compares two small groups of up to 5 objects, saying when there are the same number of objects in each group Enjoys counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 Uses some number names and number language within play, and may show fascination with large numbers Begins to recognise numerals 0 to 5 Subitises 1, 2 and 3 objects (recognises without counting) Counts up to 5 items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings (as well as numerals) Learns that numbers are made up (composed) of smaller numbers Uses understanding of number to solve practical problems Recognises that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
6 (48-60 months)	Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates numbers of things, showing understanding of relative size Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Puts numerals in order 0 to 10 (ordinality) Engages in subitising numbers to 4 and maybe 5 Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10) Aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Conceptually subitises larger numbers by subitising smaller groups within the number Adds 1 and subtracts 1 with numbers to 10 Explores and works out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -



## Westfield Nursery School

### Sequencing of Key Skill - Knows and Uses Numerical Patterns (Maths Development)

Key vocabulary: shape, space, circle, triangle, square, rectangle, sphere, cube, cuboid, cone, pyramid, size, big, bigger, biggest, small, smaller, smallest, tall, short, heavy, light, full, empty, half full, today, yesterday, tomorrow, now, next, before, after, later, route, side, corner, face, straight, curved, pattern, forward, backwards, rule, time, timer

1 (6-12 months)	Explores space and develops an awareness of their own bodies Explores differently sized and shaped objects; Puts objects of similar shapes inside others and take them out again Interested in patterned songs and rhymes, perhaps with repeated actions; Experiences patterned objects and images
2 (12-18 months)	Explores space around them and engages with position and direction Stacks objects using flat surfaces; Responds to changes of shape Joins in with repeated actions in songs and stories; Initiates and continues repeated actions Interested in objects of contrasting sizes in meaningful contexts Knows and enjoys daily routine
3 (18-24 months)	Investigates fitting themselves inside and moving through spaces Combines objects like stacking blocks and cups; Put objects inside others and take them out again Completes inset puzzles; Selects a shape for a specific space; Push objects through different shaped holes Becomes familiar with patterns in daily routines; Begins to understand that things might happen now or at another time, in routines Begins to arrange items in their own patterns Shows an interest in size and weight language, such as big, little, small, tall, short, heavy, light Explores capacity by selecting, filling and emptying containers
4 (24-36 months)	Moves their bodies and toys around objects and explores fitting into spaces; Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Investigates turning and flipping objects in order to make shapes fit and create models, predicting and visualising how they will look; Chooses puzzle pieces and tries to fit them in Recognises two objects have the same shape Interested in what happens next using the pattern of everyday routines Explores differences in size, length, weight and capacity Understands some talk about immediate past and future; Anticipates times of the day, such as home time
5 (36-48 months)	Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like Discusses routes and locations, using words like in front of and behind; Describes a familiar route Shows awareness of shape similarities and differences between objects; Responds to common shape names 2D and 3D, such as circle, triangle, cuboid Uses informal and formal mathematical language, such as side, corner, straight, flat, round Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Creates their own spatial patterns, showing some organisation or regularity; Explores and adds to simple linear patterns of two or three repeating items, e.g., AB, ABC Makes comparisons between objects relating to size, length, weight and capacity Finds the longer or shorter, heavier or lighter and more or less full of two items Recalls a sequence of events in everyday life and stories
6 (48-60 months)	Uses spatial language, including following and giving directions Enjoys making simple maps of familiar and imaginative environments, with landmarks Uses informal language and analogies, as well as mathematical terms to describe shapes Composes and decomposes shapes, learning which shapes combine to make other shapes Spots patterns in the environment, beginning to identify the pattern 'rule'; Chooses objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat; Notices and corrects an error in a repeating pattern Tackles problems involving prediction and discussion of comparisons in relation to length, weight or capacity, paying attention to fairness and accuracy Uses measuring tools Orders and sequences events using everyday language related to time; Experiences measuring time with timers and calendars



## Westfield Nursery School

### Key Skill - Shows Care for the Communities, the Environment & Living Things (Understanding the World)

Key Vocabulary: inside, outside, classroom, toys, resources, names of animals, names of resources, names of natural materials, plants, seed, grow, change, flower, tree, grow, change, look, listen, hear, sound, touch, taste, names of materials (metal, wood, plastic), decay, die, recycle, reuse

1 (6-12 months)	Looks around with interest when in a room or garden, visually scanning the environment for novel, interesting objects and events Smiles with pleasure at recognisable playthings
2 (12-18 months)	Develops a sense of belonging; Recognises key people in their own lives Observes what animals, people and vehicles do; Knows things are used in different ways
3 (18-24 months)	Curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Interested in photographs of themselves and other familiar people and objects Curious and interested to explore new and familiar experiences in nature, such as grass, mud, puddles, plants, animal life, and indoors, such as sand, water, dough Explores objects by linking together different approaches, such as shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Remembers where objects belong; Matches parts of objects that fit together
4 (24-36 months)	Shows sense of own immediate family, relations and pets; Make connections between the features of their family and other families Imitates everyday actions and events from own family and cultural background Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these Notices detailed features of objects in their environment Uses all their senses in hands on exploration of natural materials; Explores collections of materials with similar and/or different properties Talks about some of the things they have observed such as plants, animals, natural and found objects using a wide vocabulary Enjoys playing with small world reconstructions, building or first-hand experiences
5 (36-48 months)	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows interest in the lives of people who are familiar to them Recognises and describes special times or events for family or friends; Remembers and talks about significant events in their own life story Learns that they have similarities and differences that connect them to, and distinguish them from, others Shows interest in different occupations Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world Talks about why things happen and how things work Talks about the differences between materials and changes they notice e.g., cooking, melting Explores and talk about different forces they can feel Develops an understanding of growth, decay and changes over time Plants seeds and cares for growing plants Understands the key features of the life cycle of a plant and an animal Shows care and concern for living things and the environment Understands the effect their behaviour can have on the environment
6 (48-60 months)	Talks about past and present events in their own life and in the lives of family members Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions Develops positive attitudes about the differences between people; Know that other children do not always enjoy the same things, and is sensitive to this Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Look closely at similarities, differences, patterns and changes in nature Know about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants, explaining why some things occur and talk about changes

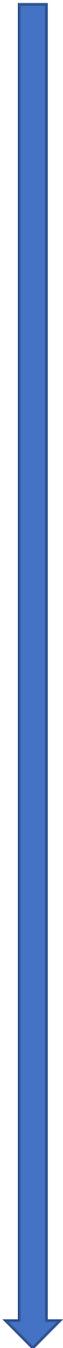


## Westfield Nursery School

### Key Skill - Performs a Dance, Song or Rhyme and Uses Imagination (Expressive Arts and Design)

Key Vocabulary: sound, words to describe sounds, rhythm, rhyme, action, names of actions, song, sing, pretend, imagination, music, dance, copy, mirror

1 (6-12 months)	Listens to, distinguishes and responds to intonations and sounds of voices
2 (12-18 months)	Responds to and engages with the world that surrounds them (sounds/movement) Experiments with whole body movements; Moves whole body to sounds they enjoy, such as music or a regular beat Experiments with sounds
3 (18-24 months)	Moves while singing/vocalising, listening to sounds, sound makers, instruments and music Mirrors and improvises actions they have observed e.g., clapping or waving Explores their voice and enjoys making sounds Listens to and enjoys rhythmic patterns in rhymes; Enjoys rhymes, trying to join in with actions or vocalisations Creates sound effects and movements e.g., creates the sound of a car or an animal Plays with sound makers/instruments; Expresses self through physical actions and sound Pretends one object represents another, when objects have characteristics in common
4 (24-36 months)	Joins in singing songs/saying rhymes/action songs Creates sounds by rubbing, shaking, tapping, striking or blowing Creates rhythmic and repetitive sounds and movements Uses everyday materials to explore, understand and represent their world, such as their ideas, interests and fascinations Begins to describe sounds and music imaginatively Make believe by pretending, using sounds, movements, words, objects Uses an object to represent something else even though they are not similar
5 (36-48 months)	Explores moving in a range of ways e.g., mirroring, creating own movement patterns Joins in with moving and dancing Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas; Explores how movements can be changed Understands how to create and use sounds intentionally; Explores how sounds can be changed Sings to self and make up simple songs Creates sounds, movements, drawings to accompany stories Sings familiar songs e.g., pop songs, songs from TV programmes, rhymes Plays sound makers in different ways e.g., loud/quiet, fast/slow Taps out simple repeated rhythms Engages in imaginative play based on own ideas or first-hand or peer experiences; Imitates adults' roles and associated actions in a new situation and uses knowledge of roles beyond immediate to inform their imaginative play; Role plays a fictional character Uses available resources to create props or creates imaginary ones to support play
6 (48-60 months)	Sings the pitch of a tone sung by another person ('pitch match') Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs Creates their own songs, or improvise a song around one they know; Knows a collection of songs and dances Makes music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Plays instruments with increasing control to express their feelings and ideas Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Responds to what they have heard, expressing their thoughts and feelings Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects





## Westfield Nursery School

### Key Skill - Creates a Piece of Art/Model (Expressive Arts and Design)

Key Vocabulary: Apron, paint, brush, spoon, palette, water, sponge, red, yellow, blue, green, orange, purple, black, white, dark, darker, light, lighter, warm, cold, block paint, ready mix paint, powder paint, glue, glue stick, runny glue, reclaimed material, paper, card, cardboard, box, hole punch, needle, wool, string, thread, split pin, treasury tag, elastic band, paperclip, blue tack, block, brick wall, bridge, large, small, tower, building, strong, overlap, pattern, join, connect

1 (6-12 months)	Explores blocks/bricks by transporting/by banging two blocks/bricks together Explores paint
2 (12-18 months)	Uses ready mixed paint to make marks on paper Knows names of tools, such as brush, sponge, twig, fingers, and how to use them safely Stacks by repeatedly joining blocks/bricks in rows and towers; Haphazardly stacks until they fall
3 (18-24 months)	Selects paint, materials, apron, and knows where to put finished painting to dry Uses block paint to make marks on paper Explores paint using fingers and other parts of their bodies, as well as brushes and other tools; Explores paint on different surfaces (colours/size and shape of paper/boxes) Recognises and names primary colours (red, blue, yellow) Turn up wind up glue to the appropriate height; Applies correct amount of PVA glue using a glue spreader Explores using wind-up glue sticks/PVA glue to join paper, card and reclaimed materials (materials with flat surfaces) Explores using Sellotape/masking tape to join paper, card and reclaimed materials Experiments with hole punches (single/double) Explores 2D and 3D blocks and materials Interested in the transformative effect of their actions on materials and resources
4 (24-36 months)	Explores making own paint using powder paint; Responds to playing with colour in a variety of ways, for example combining colours Starts to make marks intentionally Experiments with folding and tearing Attempts simple stitching (hole punch and lacing with wool/string) Uses a tape dispenser correctly Uses 3D and 2D structures/models to express ideas Builds enclosures of blocks/bricks turning them where required; Experiments with shape and size Explores small world toys
5 (36-48 months)	Recognises, names and makes secondary colours, purple (red mixed with blue), orange (red mixed with yellow), and green (yellow mixed with blue), using powder paint Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Experiments with a range of joining equipment e.g., split pins/treasury tags/elastic bands/string/thread/wool/paperclips/blue tack Experiments with more complex folding and tearing Begins to use what they know about equipment to make appropriate choices to fix/join items together Understands using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials to make complex small worlds by joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose Develops their own ideas and then decide which materials to use to express them Joins different materials and explores different textures; Talks about their joining method Builds complex structures; Uses blocks/bricks to form patterns/symmetrical designs; Overlaps blocks/bricks for stability; Incorporates towers, bridges and patterns; Bridges the space between two uprights of blocks/bricks getting the uprights the correct distance apart; Names the structure Plans before building; Buildings may resemble familiar structures; Design features incorporate real structures e.g., window/drawbridge; Creates and adds own accessories supporting the dynamic play
6 (48-60 months)	Draws with increasing complexity and detail e.g., features on a face Uses powder paint correctly by dipping the brush/sponge in water, dipping it into the powder paint, tapping off excess powder and mixing it in the palette Explores colour and how colours can be changed; Explores shades of warm colours and cold colours Stitches (large blunt ended needle and embroidery thread) Uses finer paint brushes to make controlled marks and add details to their paintings; Explains what they have painted Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking; Combines methods of fixing for desired effect; Explains what they have made; Demonstrates techniques and supports peers Adapts choice of joining method when a method is unsuccessful Creates arches when building during block play, using trial and improvement to select blocks