Westfield Nursery School
Our Curriculum 2026

INTENT

Our vision is 'inspired beginnings, outstanding futures.' Building on prior learning, our sequenced curriculum is designed to implement our aims 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	Environment	Key Content	Assessment	Practitioners
The timetable is structured to include: -Child initiated play outside -Message board -Adult led snack time -Child initiated play inside -Adult led large group time	Each classroom in zoned, labelled areas including: -Reading area -Role play area -Mark making area -Maths area -Creative area -Construction/ small world area -Sensory/ malleable area In each of these areas are elements of continuous provision (available for children to use every day) This is matched in the outside area	We base learning around vocabulary themes. Sequenced plans are followed to support acquisition of **knowledge and skills** so the children can… 1.Communicate with adults and children (C&L) 2. Communicate their feelings, wants and needs (PSED) 3. Develop a friendship (PSED) 4. Look after my health, safety and self-care needs (PD) 5. Move with confidence in a range of ways (PD- gross motor) 6. Use simple tools (PD- fine motor) 7. Listen to and tell a story (Lit) 8. Use mark making tools (Lit) 9. Understand and use numbers (MD) 10. Recognise and use numerical patterns (MD) 11. Show care for communities, the environment and living things (UTW) 12. Create a piece of art/model (EAD) 13. Perform a dance/song or rhyme and use my imagination (EAD)	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. Staff observe children in child initiated and adult led learning times. They record notes on tracker observations. We complete a baseline and termly data drop. Evidence can be seen in children's learning journeys. We record English Language acquisition and SEND progress.	Skilled and knowledgeable Early Years practitioners -role model -promote high-quality interactions & curiosity -encourage oracy -target individual needs with a range of interventions/ strategies by adapting and scaffolding learning -support sustained shared thinking -plan and assess learning determining next steps

Early Years Foundation Stage (EYFS)

Prime Areas	Specific Areas
C&L = Communication and Language PSED = Personal, Social and Emotional Development PD = Physical Development	Lit = Literacy MD = Mathematics Development UTW = Understanding the World EAD = Expressive Arts and Design
Characteristics of effective learning (see page 5)	

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

Daily Timetable:

-Message board: 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.' (This is adapted slightly for two-year-olds.)
-Adult led snack time: 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.
-Child initiated play inside: children lead the play supported by practitioners who support and extend learning
-Child initiated play outside: children lead the play supported by practitioners who support and extend learning
-Adult led large group time: 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.

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.

Environment:

Each classroom & outside area 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. Children learn to access what they need to complete a task. Children are encouraged to look after the environment and resources and return them at the end of each session.

Curriculum:

We introduce children to new and extended vocabulary through 'themes' as well as our continuous provision. 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 for all areas of the Early Years Foundation Stage. This is a crutial stage to support children for success with their future education.

Westfield Nursery School
Festivals and Celebrations

Autumn	Spring	Summer
Harvest (Christian)/ Sukkot (Jewish) Diwali (Hindu & Sikh) Christmas (Christian)	Chinese New Year (Chinese) Mardi Gras/ Shrove Tuesday (Christian) Holi (Hindu & Sikh) Mothering Sunday (Christian) Easter (Christian)	Eid ul-Fitr (Muslim) Father's Day

Key Vocabulary Themes Information

Cohort	Autumn	Spring	Summer
E2 / N1	'That's not my…' series First key words	'That's not my…' series First key words	'That's not my…' series First key words
	'Goldilocks and the Three Potties' Wash, wash, wash' Nappy changing/going to the toilet/ washing hands	'Goldilocks and the Three Potties' Wash, wash, wash' Nappy changing/going to the toilet/ washing hands	'Goldilocks and the Three Potties' Wash, wash, wash' Nappy changing/going to the toilet/ washing hands
	'Wow said the Owl' Colours	'All About Me' Body parts	'Goldilocks and the Three Bears' My Home
	'Hippos go Beserk' Numbers 0-5	'The Very Hungry Caterpillar' Snack time/ kitchen/ food	'Dear Zoo' Animals
	'When I'm Feeling Happy' Emotions	'Busy as a Bee' Opposites	'Car, Car, Truck, Jeep' Transport
	'Foxes Socks' Getting dressed		'Colours and Shapes' Shape

*NB Key Text are subject to change

Westfield Nursery School
Key Vocabulary Themes Information

	Autumn	Spring	Summer
N1/ N2	'Let's Look at Bodies' (Hermes House) All About Me (My face/ body)	'Aliens Love Underpants' Getting Dressed	'Engines, Engines' Numbers
	'Guess How Much I Love You?' My family	'Six Dinner Sid' (Big book) Animals - Pets (Baby animals)	'Supertato' Superheroes/ Talent Show
	'The Colour Monster' Feelings and emotions	'Eat Well' (Heinemann) (Big book) Staying healthy (food/sleep/exercise/oral health)	'Tippers' (big book) Building and Construction
	'The Three Little Pigs' (Story sack) My house & homes	'Hold on Harold' (Big book) Keeping safe (Other situations hot things/matches/out + about/hazards/internet)	'Farmer Duck' (Big book) Animals on the farm (baby animals)
	'Colour Monster Goes to School' People who help us (Nursery)	'The Enormous Turnip' Vegetables	'Gruffalo' Wild animals in the UK (in the woods)
	'Dogger' (Big Book) Toys	'Today is Monday' Food from around the world & cooking	'Walking Through the Jungle' (Big book) Wild animals around the world (zoo/jungle)
	The New Baby (Usborne First Experiences) Babies (human)	'The Shopping Basket' Shopping & Money	'Rainbow Fish' Under the sea
	'Brown Bear, Brown Bear, What Do You See?' Colours	'Goldilocks and the Three Bears' (Story sack) Once upon a time	'The Hungry Caterpillar' Mini beasts (Under the Ground)
	*Select book appropriate to current weather Weather	'Shark in the Park' The local area (Co-op/Asda/Downs/park)	'Jasper's Beanstalk' Lifecycles & Growth
	'Handa's Surprise' (Big book) Fruit/Harvest/ Sukkot	'The Train Ride' (Big book) Transport & Travel	'Bubbles the Litter Bug' The environment (recycling/litter)
	'Look out on the Road' Road Safety	*Select a book as appropriate e.g. doctor/ dentist/ firefighter/ vet People who help us (Not Nursery)	'Where the Forest Meets the Sea' (Big Book) Other places
	'My Divali' Fireworks/Bonfire Night & Diwali	'Patterns' (Big book) Shape and Patterns	'Whatever Next' (Story sack) Out of this world (Space)
	'Nativity' Christmas/Hannukah	'The First Easter' Easter	'Bumpus Jumpus Dinosuarrumpus' Dinosaurs

*NB Key Text are subject to change & other fiction / Non-fiction books are also available

Key Theme

Please note – Those highlighted in purple will be taught, the others are only suggestions and staff in Nursery will follow children's interests.

Please see knowledge and vocabulary sheets

Westfield Nursery School
Characteristics of Effective Teaching and Learning

These are over-riding principles which cover all curriculum areas and build lifelong learners

PLAYING & EXPOLORING	ACTIVE LEARNING	CREATIVE AND CRITICAL THINKING
Finding out and exploring • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests **Playing with what they know** • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people **Being willing to 'have a go'** • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details **Keeping on trying** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties **Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise	**Having their own ideas** • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things **Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect **Choosing ways to do things** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

Westfield Nursery School Curriculum Information
1. I Can Communicate with Adults and Children (Communication and Language)

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

1 (6-12 months)	Turns towards familiar sounds (listening and attention) Understands and responds to contextual clues e.g., familiar gestures, words and sounds and makes own sounds (understanding) Communicates needs in a variety of ways (crying, gurgling, babbling) (speaking)
2 (12-18 months)	Moves whole body to sounds they enjoy (listening and attention) Understands and uses single words; Responds to their name (understanding) Uses sounds/ gestures/single words to communicate for a range of purposes (speaking) Uses sounds in play e.g. brmm or single words (speaking)
3 (18-24 months)	Listens to and enjoys rhythmic patterns in rhymes/stories, trying to join in with actions or vocalisations (listening and attention) Understands frequently used words and simple sentences (understanding) Uses familiar items as part of pretend play e.g. role play; Re-enacts known experiences (understanding) Uses gestures to support meaning and different types of everyday words or expressions (home language) (speaking)
4 (24-36 months)	Beginning to listen to others (adult or child) (listening and attention) Listens to a range of simple stories (listening and attention) Understands and follows simple instructions (understanding) Understands what, where in simple questions (understanding) Understands more complex sentences (understanding) Uses words to communicate (speaking) Asks simple questions (speaking) Names more everyday things + talks about what they have seen/ done (speaking) Learns new words rapidly (speaking) Begins to use word endings (speaking) Speaks audibly so they can be heard and understood (speaking) Talks in play to practice new vocabulary (speaking)
5 (36-48 months)	Listens to others in large group time for longer periods (adult or child) (listening and attention) Listens to familiar stories with increasing attention and recall (listening and attention) Understands and responds to instructions with two or more parts (understanding) Understands and responds to questions (understanding) Understands prepositions in, on, under (understanding) Understands who, why and how questions (understanding) Regularly joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (speaking) Speaks in simple sentence to link thoughts (4-6 words) (speaking) Uses language in recalling past experiences; Retells a simple past event in correct order (speaking) Uses talk to explain what is happening and anticipate what might happen next (speaking) Uses a range of tenses (e.g., play, playing, will play, played) and plurals (speaking) Understands and uses pronouns (he, she) (speaking) Questions why things happen and gives explanations. Asks e.g. who, where, what, when, how (speaking) Builds up vocabulary that reflects the breadth of their experiences (speaking) Engages in extended conversations about stories (speaking)
6 (48-60 months)	Listens attentively for longer periods; two channelled attention (listening and attention) Listens and responds appropriately to ideas expressed by others in conversation or discussion (understanding) Understands a range of complex sentence structures including negatives, plurals and tense markers (understanding) Understands and uses and increasing range of prepositions (behind, in front, next to, in between) (understanding) Speaks in complex sentences using conjunctions e.g. because (speaking) Articulates more clearly (speaking) Uses superlatives (biggest, tallest, longest etc) (speaking) Uses language to imagine and recreate roles and experiences in play situations (speaking) Introduces a complex storyline or narrative into their play (speaking) Starts a conversation with an adult/friend and continues it for many turns (speaking) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (speaking) Confidently uses language to communicate their feelings, experiences, wants, needs and thoughts in a range of situations (speaking)

Westfield Nursery School Curriculum Information

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

3. I Can Develop 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

Enrichment Curriculum Event- Friendship Week (Autumn Term)

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

4. I Can Look After My Health, Safety 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

Enrichment Curriculum Events- Road Safety & Beep Beep Day (Autumn Term) Safer Internet Day (Spring Term) & coverage of NSPCC pants rule (Summer Term)

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

Westfield Nursery School Curriculum Information
5. I Can Move with Confidence in a Range of Ways (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

Enrichment Charity Event (National, local & Friends of Westfield)- Sponsored Bounce (Summer term)

1 (6-12 months)	Picks up toys both hands (gross motor- handling objects) Cruises (gross motor- physical movements/ walking)
2 (12-18 months)	Squats/ kneels to pick up a toy/play (gross motor- handling objects) Pushes and follows large ball around when walking (gross motor- handling objects) Walks; Walks confidently around obstacles; Walks up steps- two feet per step (gross motor- physical movements/ walking) Jumps from single step (gross motor- physical movements/ jumping) Stands on balance beam with 2 feet and attempts to step forward (gross motor- balancing)
3 (18-24 months)	Rolls/passes sponge/beach ball before throwing (gross motor- handling objects) Throws and catches; Hits a balloon up in the air with their hand (gross motor- handling objects) Drops/releases (ball/bean bag) into container or marked area; Splashes water; Pops a bubble; Passes a ball/bean bag (gross motor- handling objects) Stands on tiptoes, if shown first; Stands on 1 foot momentarily; Walks in a line (straight, then curved); Walks downstairs with 2 feet on same step (gross motor- physical movements/ walking) Walks in different ways- low with bent legs, high on tip toes, fast like a robot, or slow; crawls through tunnels/around obstacle course (gross motor- physical movements/ walking) Runs (gross motor- physical movements/ running) Shuffles along balance beam, with support (gross motor- balancing) Climbs onto and down from climbing equipment with support (gross motor- physical movements/ climbing) Uses simple ride on toys (gross motor- ride on)
4 (24-36 months)	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 (gross motor- handling objects) Move on to other balls/bean bags; Dribbles ball at feet; Dribbles with a bean bag/large ball/small ball balanced on a racket (gross motor- handling objects) Uses small sand spade/ fork/ trowel to dig & uses tools to scoop/ pour (gross motor- handling objects) Walks up and down stairs with alternating feet, without support (gross motor- physical movements/ walking) Moves in a variety of ways e.g., jumping/side sliding/galloping; Runs around obstacles (gross motor- physical movements/ running) Jumps from an object landing with feet together (feet close together, push off with both feet and land on both feet) (gross motor- physical movements/ jumping) Balances on one foot for 5–10 seconds (gross motor- balancing) Walks along the balance beam with support (gross motor- balancing) Climbs onto and down from climbing equipment independently (gross motor- physical movements/ climbing) Cruises with a three wheeled vehicle (no pedals); Shows control in directional movement and slowing down and stopping; Avoids obstacles (gross motor- ride on) Experiments with what their bodies can do through setting themselves physical challenges; choose different ways of moving (gross motor/ problem solving)
5 (36-48 months)	Increases control of direction/force when throwing bean bags/small soft beanie toys into hoops/targets (gross motor- handling objects) 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 & works cooperatively to move a large object (gross motor- handling objects) Use garden spade to dig (gross motor- handling objects) Walks backwards along the ground (gross motor- physical movements/ walking) & runs at different speeds (gross motor- physical movements/ running) Jumps back (gross motor- physical movements/ jumping) & does star jumps/Straight jumps/Leaps over something (gross motor- physical movements/ jumping) Hops on preferred foot (one foot on the ground, push with toes) (gross motor- physical movements/ jumping) Walks a balance beam or uses stilts forwards (unaided) (gross motor- balancing) Climbs the rungs of playground slide cargo net (gross motor- physical movements/ climbing) Pedals a tricycle; Shows control in directional movement and slowing down and stopping; Avoids obstacles (gross motor- ride on) Works out when to speed up, slow down and avoids obstacles (gross motor/ problem solving)
6 (48-60 months)	Begins to jump over a rope (gross motor- handling objects) Throw a ball/ bean bag up from hands and catch/ Bounce the ball to the ground and catch/ Increase the height the ball is thrown up in the air (gross motor- handling objects) Runs showing stamina (e.g. more than one lap of red road) (gross motor- physical movements/ running) & Hops on non-preferred foot (gross motor- physical movements/ jumping) Skips (march with knees high; each time one knee is in the air, hop on the other foot; step/hop, step/hop) (gross motor- physical movements/ jumping) Hopscotch (gross motor- physical movements/ jumping) Walks a balance beam backwards (aided) (gross motor- balancing) Hangs from bars for increasing periods e.g., monkey bars (gross motor- physical movements/ climbing) Balances on a two wheeled vehicle; Shows control in directional movement and slowing down and stopping; Avoids obstacles; Tackles a range of surfaces (gross motor- ride on) Makes and negotiates an obstacle course (gross motor/ problem solving)

Westfield Nursery School
6. I Can Use 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 (fine motor) Manipulates objects using hands singly and together, such as squeezing water out of a sponge (fine motor) Takes part in hand strengthening activities e.g. pulling apart and pushing together Duplo bricks/manipulating dough (squashing/ shaping) (fine motor) Uses spoons (fine motor- handling one handed tools)
3 (18-24 months)	Turns pages in a book, sometimes several at once (fine motor) Takes part in hand dexterity activities e.g. holding small objects, using rolling pins (fine motor) Explores single- and double-hole punch, garlic press, cutters, jugs, tweezers with support (fine motor- one handed tools) Uses assisted scissors (fine motor- one handed tools/ scissors)
4 (24-36 months)	Turns pages in a book correctly (fine motor) Shows preference for dominant hand (fine motor) 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, cutters, jugs, Velcro and tweezers (fine motor- one handed tools) Weave/ thread on a large scale (fine motor- one handed tools) Uses knives to spread and cut with support (fine motor- one handed tools/ knife) Uses scissors with two hands/shears motion (fine motor- one handed tools/ scissors) Practises opening and closing the scissors with one hand; Snipping paper (fine motor- one handed tools/ scissors)
5 (36-48 months)	Manipulates a range of tools and equipment in one hand, such as paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (fine motor- one handed tools) Uses a range of simple utensils e.g. whisk, wooden spoon (fine motor- handling one handed tools) Weave/ thread on a smaller scale with firmer surfaces e.g. parcel ribbon/ threading cards (fine motor- one handed tools) Uses forks to stab; Uses knives to spread and cut (fine motor- handling one handed tools/ knife & fork) Uses scissors with one hand model - 'Thumbs Up!' position (fine motor- one handed tools/ scissors) Uses scissors independently cutting a straight line (fine motor- one handed tools/ scissors) Uses scissors and able to shift the paper (fine motor- one handed tools/ scissors)
6 (48-60 months)	Weave/ thread on a smaller scale with flexible materials e.g. wool (fine motor- one handed tools) Uses simple tools to effect changes to materials (fine motor- one handed tools) Handles tools, objects, construction and malleable materials safely and with increasing control and intention (fine motor- one handed tools) Uses hammer to push in a nail; Uses screwdriver; Uses saw to cut (all with supervision) (fine motor- one handed tools) Uses a range of tools safely and confidently (with supervision) (fine motor- one handed tools) 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 (fine motor- one handed tools/ scissors) Uses scissors to cut curves and angled lines (fine motor- one handed tools/ scissors)

Westfield Nursery School
7. I can Listen to and Tell a Story (Literacy)

Key vocabulary: book, tablet, computer, logo, words, rhymes, story, fiction, non-fiction, information, sound, character, sound, word, character, picture, setting
Enrichment Curriculum Events- Nursery Rhyme Week (Autumn Term), National Story-telling Week, World Book Day & World Poetry Day (Spring Term)
Nursery library for families to borrow books (All year) *(See adult lead phonics sequence)*

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

Westfield Nursery School
8. I Can Use 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 (strengthening/ muscle control) Marks do not communicate meaning (mark making concepts) Random marks in any direction (mark making skills) May use palmer supinate grasp (mark making skills)
3 (18-24 months)	Strengthen upper body 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 (strengthening/ muscle control) Completes hand dexterity activities/ messy play e.g. joining construction sets, finger rhymes, squeezing, pinching and sprinkling glitter/sand (strengthening/ muscle control) Can control scribbles (mark making concepts) Repeated marks (same marks again and again) (mark making skills)
4 (24-36 months)	Completes finger isolation activities e.g. finger painting, finger rhymes (strengthening/ muscle control) Completes fine motor/ pincer grip activities e.g., threading, using peg boards (strengthening/ muscle control) Experiments with both hands & a range of grips (strengthening/ muscle control) Assigns meaning to own marks (mark making concepts) Holds mark-making tools with thumb and all fingers; explores different materials (mark making skills) May use digital pronate grasp (mark making skills) Uses sensory trays, drawing pre-writing patterns in different sensory materials, such as sand, mud, lentils, cornflour, shaving foam, porridge oats, glitter (mark making skills) Draws and colours on **a large scale** on a large white board, outside wall, a pavement, large scale paper/ with chalk, paint, pens etc (beginning on a small scale) simple pre-writing patterns dots, vertical lines, horizontal lines and circles (mark making skills) 1.Circle 2. Vertical line 3. Horizontal line 4. Cross Draws an oversimplified representation of a person (mark making skills)
5 (36-48 months)	Shows preference for dominant hand and control over a writing tool (strengthening/ muscle control) Understands writing and drawing are different (mark making concepts) Is aware that writing carries meaning (mark making concepts) Begins to show awareness of directionality (mark making concepts) Begins to choose colours for a purpose (mark making concepts) Completes lines on large paper using buttons, beads, counters- placing the objects over the lines; Completes patterns on small scale, e.g., mazes, dot to dots, tracings etc. (mark making skills) Draws and colours on a large scale on a white board, on an outside wall, on a pavement, on large scale paper/ with chalk, paint, pens etc (beginning on a small scale) more complex pre-writing patterns- rectangles, squares, triangles and zigzags (mark making skills) Uses a static tripod or quadrupod grasp (Mark making skills) 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 (mark making skills) 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 Draws simple representation of a person with a head, body, arms and legs showing a range of emotions (happy/ sad) (mark making skills) Begins to look closely at objects, animals and people and add key features to to their drawing (mark making skills) Completes simple pictures of familiar objects using shapes (mark making skills) Attempts to write name and other words which have personal meaning (mark making skills) Exprimental writing- Generally uses correct directionality; upper and lower case may be used inddiscriminately; letters may be reversed (mark making skills)
6 (48-60 months)	Confidently uses tripod grip (strengthening/ muscle control) Voices thoughts when writing and uses writing to convey meaning (mark making concepts) Selects colours for a purpose and uses appropriate patterns when creating observational drawings of simple objects, animals and people (mark making concepts) Dominant hand developed and pincer grip established (mark making skills) Makes more complex representations of multiple objects (mark making skills) Uses anticlockwise movements (mark making skills) Uses a dynamic tripod grasp with good control when holding pens and pencils (mark making skills) Draws a more detailed representation of a person (mark making skills) Creates detailed observational drawings with accurate shapes, colours and patterns (mark making skills) Letter formation: Forms recognisable letters, most of which are correctly formed e.g., writes name (mark making skills) Early writing- begins to write letters more smoothly and automatically (mark making skills)

Westfield Nursery School

9. I Can Understand and Use Numbers (Maths Development)

Key vocabulary: number names to 5/to 10/to 20 and beyond, same, different, compare, more, less, half, double, part, whole, equal, unequal
(Numerals are the words or symbols to represent numbers)

1 (6-12 months)	Reacts to changes of amount when those amounts are significant (more than double) e.g. one smartie/lots of smarties (comparison)
2 (12-18 months)	Looks for things which have moved out of sight (comparison) Aware of number names through their enjoyment of action rhymes and songs that relate to numbers (ordinality)
3 (18-24 months)	Responds to words like lots or more (comparison) Engages in counting-like behaviour, making sounds and pointing or saying some numbers in sequence (ordinality) Takes part in finger rhymes involving numbers (ordinality) Says some counting words (like one or two) (ordinality)
4 (24-36 months)	Begins to compare and recognise changes in numbers of things, using words like more, lots or same (comparison) 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 (cardinality) Begins to notice numerals (number symbols) (cardinality) Begins to count on their fingers (cardinality)
5 (36-48 months)	Learns that numbers are made up of smaller numbers (part/ whole, which part is more/ less) (comparison) Enjoys counting verbally as far as they can go (ordinality) Uses some number names and number language within play, and may show fascination with large numbers (ordinality) Begins to recognise numerals 0 to 5 (cardinality) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 understanding the last number mentioned represents the total number in the group (cardinality) Counts up to 5 items, recognising that the last number said represents the *total* counted so far (cardinality) Links numerals with *amounts* up to 5 and maybe beyond (cardinality) Explores using a range of their own marks and signs to which they ascribe mathematical meanings (as well as numerals) (cardinality) Recognises that each counting number is one more than the one before (e.g. using five frame) (cardinality) Separates a group of three or four objects in different ways, beginning to recognise that the *total* is still the same (cardinality) Manipulates and subitises 1, 2 and 3 objects (contextual subitising) (composition) Uses understanding of number to solve practical problems (applying/ problem solving)
6 (48-60 months)	Aware that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects (part/ whole, which part is more/ less, equal/ unequal) (comparison) Estimates numbers of things, showing understanding of relative size (comparison) Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (ordinality) Puts numerals in order 0 to 10 (ordinality) Knows the *total* doesn't change if things are rearranged (cardinality) Adds 1 and subtracts 1 with numbers to 10; knows the next number is one more and the previous number is one less (composition) Points or touches (tags) each item, saying one number for each item, using the stable order of numbers greater than 5 understanding the last number mentioned represents the total number in the group (cardinality) Counts out up to 10 objects from a larger group (cardinality) Recognises numbers 1-10 & matches the numeral with a group of items to show how many there are (up to 10) (cardinality) Manipulates and subitises numbers to 4, 5 and maybe beyond (contextual subitising) (composition) Conceptually subitises larger numbers by subitising smaller groups within the number (composition) Explores and works out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - (applying/ problem solving)

Westfield Nursery School

10. I can Recognise and Use 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, more, less, preposition words (e.g. next to, in front, behind) *NB For colour see art & design*

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

Westfield Nursery School

11. I Can Show 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

Enrichment Celebrations (faith & non-faith) – Harvest & Christmas (Autumn Term) Chinese New Year & Mother's Day (Spring Term) Teddy Bears Picnic & Leavers (Summer Term)

Enrichment Charity Events (National, local & Friends of Westfield)- McMillan, Salvation Army, Children in Need, Hospital Appeal, Friends of Westfield Christmas Raffle (Autumn Term), Friends of Westfield Easter Raffle (Spring Term)

Enrichment Curriculum Events- British Science Week (Spring Term), International Day, Dunstable in Bloom & Farm Visit (Summer Term)

1 (6-12 months)	Smiles with pleasure at recognisable playthings (people, culture and communities) Looks around with interest when in a room or garden, visually scanning the environment for novel, interesting objects and events (natural world)
2 (12-18 months)	Develops a sense of belonging; Recognises key people in their own lives (people, culture and communities) Observes what animals, people and vehicles do; Knows things are used in different ways (natural world) Shows an interest in cause-and-effect toys (technology)
3 (18-24 months)	Interested in photographs of themselves and other familiar people and objects (people, culture and communities) Curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them (people, culture and communities) 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 (natural world) Explores objects by linking together different approaches, such as shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (natural world) Matches parts of objects that fit together (the world) Remembers where objects belong (past and present) Shows interest in toys with buttons, flaps, simple mechanisms (technology)
4 (24-36 months)	Shows sense of own immediate family, relations and pets; Make connections between the features of their family and other families (people, culture and communities) Imitates everyday actions and events from own family and cultural background (people, culture and communities) Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these (natural world) Notices detailed features of objects in their environment (natural world) Uses all their senses in hands on exploration of natural materials; Explores collections of materials with similar and/or different properties (natural world) Talks about some of the things they have observed such as plants, animals, natural and found objects using a wide vocabulary (natural world) Enjoys playing with small world reconstructions, building or first-hand experiences (the world) Shows curiosity about simple routines that support care for the environment (e.g. putting rubbish in the bin, helping to tidy up) (the world) Anticipates classroom routines (now, next) (past and present) Can turn toys on/ off and operate simple mechanical toys (technology)
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 (people, culture and communities) Shows interest in the lives of people who are familiar to them (people, culture and communities) Learns that they have similarities and differences that connect them to, and distinguish them from, others (people, culture and communities) Shows interest in different occupations (people, culture and communities) Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world, including animals (natural world) Plants seeds and cares for growing plants (natural world) Understands the key features of the life cycle of a plant and an animal (natural world) Shows care and concern for living things and the environment (natural world) Understands the effect their behaviour can have on the environment (natural world) Talks about why things happen and how things work (the world) Talks about the differences between materials and changes they notice e.g. cooking, melting (the world) Explores and talk about different forces they can feel (the world) Takes part in simple eco-friendly routines such as putting rubbish in the correct bin to help with recycling (the world) Begins to understand why we care for the environment e.g. litter is bad, plants need water to grow (the world) Understands simple changes over time (today, yesterday, tomorrow, last week, before, after) (past and present) Recognises and describes special times or events for family or friends; Remembers and talks about significant events in their own life story (past and present) Develops an understanding of growth, decay and changes over time (past and present) Knows how to operate simple equipment/ toys (technology)
6 (48-60 months)	Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions (people, culture and communities) Develops positive attitudes about the differences between people; Know that other children do not always enjoy the same things, and is sensitive to this (people, culture and communities) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (people, culture and communities) Look closely at similarities, differences, patterns and changes in nature (the world) Talks about the features of their own immediate environment and how environments might vary from one another (the world) Makes observations of animals and plants, explaining why some things occur and talk about changes (the world) Know about similarities and differences in relation to places, objects, materials and living things (the world) Takes responsibility for environmental care in daily routines e.g. independently recycling, caring for plants, tidying outdoor areas (the world) Knows why we care for the environment and can use a wider range of vocabulary related to sustainability e.g. environment, recycle, pollution, protect, habitat (the world) Talks about past and present events in their own life, the lives of family members or the class (past and present) Completes a simple program; find and retrieve information on the internet (technology)

Westfield Nursery School
12. I Can Create 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

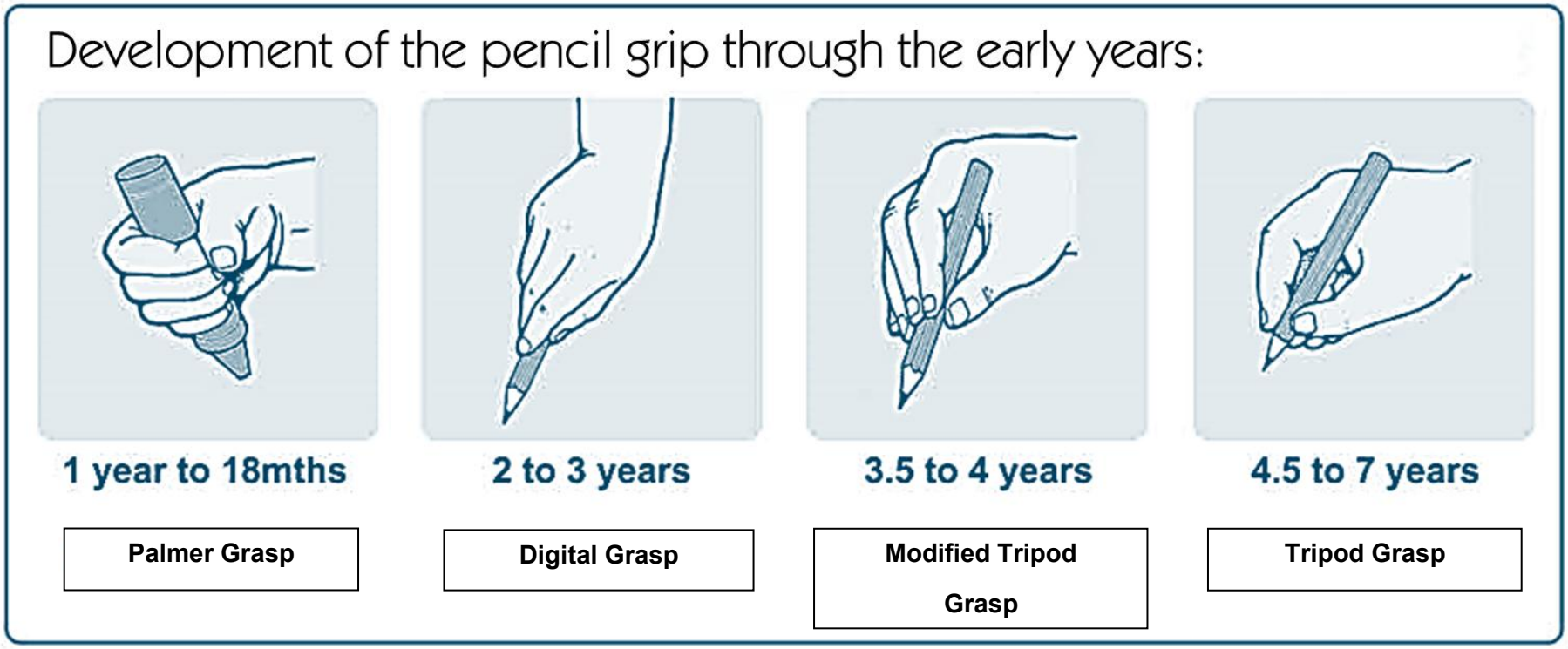
1 (6-12 months)	Explores paint (painting/ pictures) Explores blocks/bricks by transporting/by banging two blocks/bricks together (model making- construction sets)
2 (12-18 months)	Uses ready mixed paint to make marks on paper (painting/ pictures) Knows names of tools, such as brush, sponge, twig, fingers, and how to use them safely (painting/ pictures) Stacks by repeatedly joining blocks/bricks in rows and towers; Haphazardly stacks until they fall (model making- construction sets) Explores boxes/ tubes (model making- recycled materials)
3 (18-24 months)	Selects paint, materials, apron, and knows where to put finished painting to dry (painting/ pictures) Uses block paint to make marks on paper (painting/ pictures) Prints with found materials (painting/ pictures) 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) (painting/ pictures) Recognises and names primary colours (red, blue, yellow) (colour) Explores using wind-up glue sticks/PVA glue to join paper, card and reclaimed materials (materials with flat surfaces) (joining) Explores 2D and 3D blocks and materials (model making- construction sets) Interested in the transformative effect of their actions on materials and resources (model making- recycled materials) Explores malleable materials e.g. dough (texture/ form)
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 (painting/ pictures) Starts to make marks intentionally (painting/ pictures) Experiments with printing e.g. fruit/ vegetables (painting/ pictures) Uses large scale brushes/ mark making tools (painting/ pictures) Enjoys and responds to playing with colour in a variety of ways e.g. combining colours (colour) Experiments with folding and tearing (collage) Uses a tape dispenser correctly (joining) Turn up wind up glue to the appropriate height; Applies correct amount of PVA glue using a glue spreader (joining) Explores using Sellotape/masking tape to join paper, card and reclaimed materials (joining) Attempts simple stitching (hole punch and lacing with wool/string) (joining) Builds enclosures of blocks/bricks turning them where required; Experiments with shape and size (model making- construction sets/ recycled materials) Uses 3D and 2D structures/models to express ideas (model making- construction sets/ recycled materials) Explores small world toys (model making-small world) Begins to shape and model malleable materials e.g. dough/ clay (texture/ form)
5 (36-48 months)	Chooses and/ or makes a colour intentionally (painting/ pictures) Experiments with a range of sized brushes (painting/ pictures) Understands using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (paining/ pictures) Prints with a variety of objects (painting/ pictures) 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 (colour) Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects (collage) Experiments with more complex folding and tearing (collage) Experiments with a range of joining equipment e.g., split pins/treasury tags/elastic bands/string/thread/wool/paperclips/blue tack (joining) Begins to use what they know about equipment to make appropriate choices to fix/join items together (joining) Uses various construction materials to make complex small worlds by joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (model making- construction sets/ recycled materials) Joins different materials and explores different textures; Talks about their joining method (model making- construction sets/ recycled materials) Buildings may resemble familiar structures; Design features incorporate real structures e.g., window/drawbridge; Creates and adds own accessories supporting the dynamic play (model making- construction sets/ recycled materials) Builds complex structures; Uses blocks/bricks to form patterns/symmetrical designs; Overlaps blocks/bricks for stability; Incorporates towers, bridges and patterns; (model making- construction sets) Bridges the space between two uprights of blocks/bricks getting the uprights the correct distance apart: Names the structure (model making- construction sets) Uses tools for a purpose when modelling with malleable materials e.g. dough/ clay (texture/ form) Plans before building; Develops their own ideas and then decide which materials to use to express them (design) Uses tools for a purpose (problem solving)
6 (48-60 months)	Draws with increasing complexity e.g., eyebrows/ eyelashes on a face (painting/ pictures) 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 (painting/ pictures) Uses finer paint brushes to make controlled marks and add details to their paintings; Explains what they have painted (painting/ pictures) Selects brush size for desired effect (paining/ pictures) Prints with an object chosen to give desired effect (painting/ pictures) Explores colour and how colours can be changed; Explores shades of warm colours and cold colours (colour) Experiments with shades of colours (colour) Uses a range of collage materials for desired effect (collage) Adapts choice of joining method when a method is unsuccessful (joining) Stitches (large blunt ended needle and embroidery thread) (joining) 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 (model making- construction sets/ recycled materials) Creates arches when building during block play, using trial and improvement to select blocks (model making- construction sets/ recycled materials) Shapes and makes with desired effect using malleable materials e.g. cakes, figures (texture/ form) Responds imaginatively to art works and objects (responses)

Westfield Nursery School

13. I can Perform a Dance, Song or Rhyme and Use My 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

Enrichment Curriculum Events- Pantomime& Nativity/ Carol Singing (Autumn Term), Musical Experience (Spring Term)

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

Self-regulation	Self-regulation is the process by which students monitor and control their cognition, motivation, and behaviour
Sense of self	The perception of the collection of characteristics that define you
Managing self	The capability to better manage our thoughts, regulate our emotions, and hold ourselves accountable for our behaviours
Gross motor	Those skills which require whole body movement, and which involve the large muscles of the body to perform everyday
Fine motor	Involve small muscles working with the brain and nervous system to control movement
Print motivation	An interest in and enjoyment of books and reading
Print awareness	Understanding that print is organised in a particular way
Narrative	An account of related events, experiences or story
Comprehension	The ability to read/ hear text, process it and understand its meaning
Phonological Awareness	The awareness of all of the sounds of language
Comparison	The process in which one can determine whether a number is smaller, greater, or equal to another number according to their values
Ordinality	The capacity to place numbers in sequence
Cardinality	Expressing the quantity of a set
Composition	Knowing numbers are made up of two or more other smaller numbers