



St George's EYFS Aspirations-led Curriculum



Aspiration 1

To communicate their needs, wants and feelings in ways others can understand.



Aspiration 2

To develop the confidence and independence to manage own personal needs and daily routine.



Aspiration 3

To explore our local environment and learn about the roles people play in our community.



EYFS Aspirations-led Curriculum

St George's Pre-School Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main enquiry (but not limited to...)	I am special!		Our Wonderful World		This is where we live	
Possible lines of enquiry	What makes me... me? My home and the people in it What can my body do?	Places I visit Keeping safe in my environment What makes a home safe and comfy?	What makes our world wonderful? What can we see in our world? What special days do people celebrate?	What happens when it rains? What makes a rainbow? What should we wear today?	Who helps us in our community? What places can we see nearby? What moves on tracks, water and roads?	How do we stay safe near the sea? What can we see, hear and smell at the beach? What makes our town special?
Experiences	Crafty Church Harvest Service Allotment visits to harvest Village i-spy walk Pumpkin biscuit making	Crafty Church Nativity Allotment visits to put bed to sleep Village number hunt walk Pinecone crafts	Crafty Church Weekly school library visits Allotment visits to seed and sow Village Hazel walk Chinese New Year celebrations	Crafty Church Easter Service Weekly school library visits Allotment visits to tend the crops Village 'what can I see' walk	Crafty Church Weekly school library visits Allotment visits to tend the crops	Crafty Church Summer Service Weekly school library visits Sports Day Beach trip
Practitioner Oracy Focus	Introduce visuals consistently across EYFS e.g. sand timer, traffic lights, handwashing sequence. Model good listening Model using language to describe feelings. Suggest ideas in their play e.g. "we could try..."	Model taking turns Model waiting Model narrating your own play Model describing changes to seasons and environments. Extend children's vocabulary e.g. adding language to create a phrase/sentence	Model asking questions Model narrating children's play Model saying what you can see and hear Commenting on children's interests with enthusiasm	Encourage children to begin describing changes to seasons and environments. Encourage children to say what they can see and hear Recapping on prior learning e.g. first we did... then we...	Model describing what you can see and hear Implicitly correct children's use of grammar e.g. changing hided to hide	Encourage children to describe what they can see and hear Encourage children recap something they have done e.g. planting seeds
Key texts Fiction & nonfiction	What makes me a me Home is Where the Heart is	Owl Babies Monkey Puzzle	We're going on a bear hunt Stickman	Olivers Vegetables Bee	When the Dragons Came Paper Dolls	Sharing a shell Snail and the Whale
Parallel texts	I don't like salad What do I look like? I'm special, I'm me	Topsy and Tim Safety First Ruby's Worry What makes me happy	The Wild Woods Come home with us! Down in the woods	Spring! Farmer Duck I'm big enough now	5 minutes peace Be gentle Leave me alone	Missy at the Seaside The boy on the beach Someone Swallowed Stanley

Autumn Term

Aspiration 1: To communicate their needs, wants and feelings in ways others can understand.			
Milestones <i>Children can...</i>	Implementation <i>Adults will... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term for 3- and 4-year-olds:</p> <p>Children will name a preference between two objects. E.g. apple or pear.</p> <p>Children will repeat please and thank you after making a request.</p> <p>Children will begin to respond to sounds identified as part of listening game.</p> <p>Children will sit on the carpet and engage with actions and repeating short phrases to familiar stories and nursery rhymes.</p> <p>Children can sit for slightly longer periods of time on the carpet engaged in a group activity e.g. circle time.</p> <p>Children will begin to select resources for extending an activity.</p>	<p>1. Children name a preference between two objects (e.g., apple or pear)</p> <ul style="list-style-type: none"> Offer Choices Verbally and Visually: Hold up two items and clearly name them: "Would you like an apple or a pear?" Pause for Response: Give time for the child to answer verbally or point. Model Language: If the child points, say: "You chose the apple." This reinforces naming preferences. <p>2. Children repeat "please" and "thank you" after making a request</p> <ul style="list-style-type: none"> Prompt Gently: When a child asks for something, say: "Can you say 'please'?" After giving the item, prompt: "Say 'thank you.'" Model and Praise: Use these words yourself and praise attempts: "Great job saying thank you!" Make It Fun: Turn it into a game during snack or playtime. <p>3. Children respond to sounds in a listening game</p> <ul style="list-style-type: none"> Simple Listening Activities: Use instruments or sound makers behind a screen. Ask: "What sound is this?" Start with Familiar Sounds: Bells, shakers, animal noises. Add Movement: Children can clap or raise hands when they hear a specific sound. <p>4. Sit on the carpet and engage with actions and short phrases in stories and rhymes</p> <ul style="list-style-type: none"> Interactive Storytelling: Choose repetitive stories and rhymes. Encourage children to join in with actions and echo short phrases. Use Props: Puppets or picture cards make it engaging. Keep Sessions Short: 5-10 minutes initially, gradually increasing. Selecting: Use stories that link to children's interests. <p>5. Sit for slightly longer periods during group activities (e.g., circle time)</p> <ul style="list-style-type: none"> Start Small: Begin with 5 minutes and build up. Engage Actively: Use songs, movement breaks, and passing objects around the circle. Predictable Routine: Same time each day so children know what to expect. <p>6. Begin to select resources to extend an activity</p> <ul style="list-style-type: none"> Offer Choices: After painting, ask: "Would you like to add glitter or stickers?" Accessible Materials: Keep extra resources in labelled baskets within reach. The labels need to have picture prompts. Encourage Independence: Praise when children choose something themselves. 	<p>1. "Which do you choose?" basket where adults offer two objects and wait for a verbal preference.</p> <p>2. Snack station with simple choices: 2 fruits</p> <p>3. Polite prompt cards near snack area or resources ("Please", "Thank you").</p> <p>4. Role-play shop where children practise polite request phrases.</p> <p>5. Puppet modelling showing polite language before receiving an item.</p> <p>6. Listening station with sound tubes, shakers, bells.</p> <p>7. Sound lotto games: identify whether the sound matches the picture.</p> <p>8. Outdoor listening walks with clipboards showing simple icons (bird, car, wind).</p> <p>9. Mystery sound bags with hidden objects that children identify by shaking/listening.</p> <p>10. Stop/Go sound games (tambourine = freeze, drum = move).</p> <p>11. Musical instrument matching—children match the sound to the instrument.</p> <p>12. Story baskets containing props for key rhymes and repeated phrases.</p> <p>13. Nursery rhyme action cards placed on the carpet for children to choose from.</p> <p>14. Carpet spots or numbered sitting squares to support personal space.</p> <p>15. Visual timer (sand timer) showing how long circle time lasts.</p> <p>16. "What's next?" visual schedule so children know the structure of the session.</p> <p>17. Short, predictable routines at the start/end of circle time (welcome song, goodbye song).</p>	<p>1. Basket</p> <p>2. Cups, plates, spoons.</p> <p>3. Song please + thank you</p> <p>4. Till, pretend food etc</p> <p>5. Puppet, toy</p> <p>6. Box, bells, musical instruments</p> <p>7. Listening games</p> <p>8. Clipboards, pen, pencil, paper</p> <p>9. Bag, objects that make a sound, musical instruments</p> <p>10. Tambourine, drum</p> <p>11. Instruments</p> <p>12. Stories (Superworm)</p> <p>13. Nursery rhyme laminated sheets</p> <p>14. Green/brown mats or carpet with numbers</p> <p>15. Sand timers</p> <p>16. Visual cards</p> <p>17. NA</p>

C&L	PSED	PD	Literacy	Maths	UW	EAD
<p><u>Understanding</u> Can understand simple questions what, when, where.</p> <p>Understand the question or the instruction that has 2 parts, such as 'get your coat and wait at the door'.</p> <p>Use longer sentences of 4 to 6 words.</p> <p><u>Listening and attention</u></p> <p>Listen to familiar stories with increasing attention and recall.</p> <p>Listens to others in one to one or small groups when conversation interests them.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><u>Speaking</u></p> <p>Uses talk in pretending that objects stand for something else in play e.g. This box is my castle.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p><u>Making Relationships</u></p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Understanding emotions</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p>	<p>Can tell adults when hungry, full up or tired, or when they want to rest, sleep or play.</p> <p>Working towards a consistent daily pattern in relation to eating, toileting and sleeping routines, and understands why it is important.</p> <p><u>Moving and Handling</u></p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Create lines and circles pivoting from the shoulder and elbow.</p> <p><u>Health and Self Care</u></p> <p>Can tell adults when hungry, full up, tired or when they want to rest, sleep or play.</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understand why this is important.</p>	<p><u>Reading</u></p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Listens to and joins in with stories and poems when reading one to one, and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes.</p> <p>Writing · Makes letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>Refer to White Rose Maths</p> <p><u>Counting</u></p> <p>Uses some number names and number language within play, and may show fascination with large numbers.</p> <p>Points or touches each object, saying one number for each item, using the sequence of 1,2,3,4,5.</p> <p>May enjoy counting verbally as far as they can go.</p>	<p><u>Technology</u></p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><u>People and communities</u></p> <p>Remembers and talks about significant events in their own experience.</p>	<p>Take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Plays alongside other children who are engaged in the same thing.</p> <p>Experiments and creates movement in response to music, stories and ideas.</p> <p>Sings to self and makes up simple songs.</p>

Aspiration 2: To develop the confidence and independence to manage own personal needs and daily routines..			
Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Autumn Term for 3- and 4-year-olds:</p> <p>Children show an understanding of how to move equipment and tools safely.</p> <p>Children will communicate to an adult when they are thirsty and follow prompts to get water bottle.</p> <p>Children will understand why washing and drying hands is important.</p> <p>Children will begin to use the toilet with adult support.</p> <p>Children will communicate when they have a wet/soiled nappy and begin to communicate when they need to use the toilet with increasing notice.</p> <p>Children will communicate with words when they need a sleep or rest.</p> <p>Children will independently pull their trousers up and down.</p> <p>Children will be able to put their coats and shoes on with scaffolding prompts.</p> <p>Children are able to repeat the names of the body parts.</p>	<p>1. Children show understanding of moving equipment and tools safely</p> <ul style="list-style-type: none"> Model Safe Handling: Demonstrate how to carry boxes, push bikes, or hold scissors correctly. Use Clear Language: Say, "Hold the scissors with the point down when you walk." Supervised Practice: Allow children to move small items with guidance and praise safe behaviour. <p>2. Communicate thirst and follow prompts to get water bottle</p> <ul style="list-style-type: none"> Encourage Verbal Requests: Prompt children to say, "I'm thirsty" or "Water please." Accessible Water Station: Keep bottles or cups in a designated area so children can fetch them independently after asking. Model the Routine: Show the steps: ask → get bottle → drink → return. <p>3. Understand why washing and drying hands is important</p> <ul style="list-style-type: none"> Explain Simply: Use phrases like, "Washing hands keeps germs away so we stay healthy." Visual Aids: Display posters showing germs disappearing when hands are washed. Interactive Learning: Use glitter or paint to show how germs spread and why washing matters. <p>4. Begin to use the toilet with adult support</p> <ul style="list-style-type: none"> Gentle Encouragement: Offer regular toilet breaks and guide children through the process. Model Language: Say, "Let's pull down your trousers and sit on the toilet." Positive Reinforcement: Praise attempts, even if they don't succeed fully. <p>5. Communicate wet/soiled nappy and begin to signal toilet needs</p> <ul style="list-style-type: none"> Consistent Language: Use words like "wet," "dirty," "clean" during changes. Encourage Gestures or Words: Ask, "Do you need a clean nappy?" or "Do you want the toilet?" Notice Patterns: Respond quickly when children show early signs of needing the toilet. <p>6. Communicate with words when needing sleep or rest</p> <ul style="list-style-type: none"> Offer Choices: Ask, "Do you want to rest now?" Create a Calm Space: Provide a cozy area with cushions or mats for naps. Model Language: Say, "You look tired. You can say 'I need a rest.'" <p>7. Independently pull trousers up and down</p> <ul style="list-style-type: none"> Practice During Toileting: Give time for children to try pulling trousers themselves. Use Elastic Waistbands: Makes it easier for little hands. Praise Effort: Even partial success should be acknowledged. 	<p>1. Safety Walk: Show children how to carry scissors and paintbrushes safely.</p> <p>2. Picture labelled tool areas with easy access and space for safe movement.</p> <p>3. Water Station Routine: Practice asking for water and retrieving bottles.</p> <p>4. Thirsty Puppet Game: Puppet asks for water; children model the response.</p> <p>5. Handwashing Song: Sing while washing to reinforce routine.</p> <p>6. Story Time: Read books about hygiene (e.g., "Wash, Wash, Wash Your Hands").</p> <p>7. Handwashing pictures with step-by-step pictures.</p> <p>8. Accessible changing area with calm visuals and nursery rhymes.</p> <p>9. Quiet Corner: Encourage children to choose rest when needed.</p> <p>10. Cozy rest area with cushions and soft lighting.</p> <p>11. Dress-Up Game: Fun group activity for coats and shoes.</p> <p>12. Action Songs: "Head, Shoulders, Knees and Toes."</p> <p>13. Mirror Play: Point and name body parts together.</p>	<p>1. Scissors, paintbrushes</p> <p>2. Laminated labels</p> <p>3. Cups, water, jugs, water bottles,</p> <p>4. Puppets</p> <p>5. NA</p> <p>6. Stories</p> <p>7. Laminated pictures.</p> <p>8. Nursery rhyme sheets</p> <p>9. Bean bags</p> <p>10. Bean bags, cushions, fairy lights, cover</p> <p>11. Children's coats</p> <p>12. NA</p> <p>13. NA</p>

	<p>8. Put coats and shoes on with scaffolding prompts</p> <ul style="list-style-type: none"> • Step-by-Step Guidance: Break down the process: "Find your coat. Put one arm in. Now the other." • Visual Cues: Use picture cards showing each step. • Practice Daily: Before outdoor play, encourage independence. <p>9. Repeat names of body parts</p> <ul style="list-style-type: none"> • Songs and Games: Use "Head, Shoulders, Knees and Toes" or "Simon Says." • Interactive Play: Ask, "Where's your nose?" and encourage children to say the word. • Model and Reinforce: Point to your own body parts and name them clearly. 		
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C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Use a wider range of vocab.</p> <p><u>Speaking</u></p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to explain what is happening and anticipate what might happen next.</p> <p>Use a range of tenses (e.g. play, playing, will play, played).</p> <p><u>Understanding</u></p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p>	<p>Select and use activities and resources with help when needed, this helps them to achieve a goal they have chosen or one that is suggested to them.</p> <p>Increasingly follows rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p><u>Making Relationships</u></p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others play.</p> <p><u>Sense of Self</u></p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p>	<p><u>Moving and Handling</u></p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise.</p> <p>Walks down steps or slopes whilst carrying a small object, maintains balance and stability.</p> <p><u>Health and Self Care</u></p> <p>Can name and identify different parts of the body.</p> <p>Choose the right resources to carry out their own plan, for example- choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Can mirror the play and actions of another adult or child.</p>	<p><u>Reading</u></p> <p>Recognises familiar words and signs, such as own name, advertising logos and screen icons.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Looks at and enjoys print and digital books independently.</p> <p><u>Writing</u></p> <p>Sometimes gives meaning to their drawings and paintings.</p>	<p>Refer to White Rose Maths</p> <p>Recalls a sequence of events in everyday life and stories.</p> <p><u>Measures</u></p> <p>Recalls a sequence of events in everyday life and stories.</p> <p>Experience measuring time with timers and calendars.</p> <p><u>Composition</u></p> <p>Use understanding of number to solve practical problems in play and meaningful activities.</p>	<p>Knows how to operate simple equipment e.g. turns on CD player, uses remote control, can navigate touch capable technology with support.</p> <p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player uses a remote control, can navigate touch-capable technology with support.</p>	<p>Create closed shapes with continuous lines and being to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Play instruments to express their feelings.</p> <p><u>Creating with Materials</u></p> <p>Enjoys joining in with moving, dancing, and ring games.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>

	<p>Understanding Emotions</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.</p>					
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Aspiration 3: To explore our local environment and learn about the roles people play in our community.

Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Autumn Term for 3- and 4-year-olds:</p> <p>Children can begin to say transport that they have travelled on.</p> <p>Children will begin to point out transport they have seen on a walk.</p> <p>Children will begin to answer short conversational questions from known adults in the community.</p> <p>Children will be able to name 3 areas of their local community such as church, park and school.</p>	<p>1. Children begin to say transport they have travelled on</p> <ul style="list-style-type: none"> Circle Time Sharing: Ask simple questions like "Did you come by car or walk today?" Visual Prompts: Use transport picture cards for children to point and name. Model Language: Adults say: "I came by car. How did you come?" <p>2. Children point out transport they have seen on a walk</p> <ul style="list-style-type: none"> Observation Walks: Encourage children to look for buses, bikes, cars, etc. Prompt Questions: "What do you see? Is that a bus or a car?" Celebrate Spotting: Praise when children name or point correctly. <p>3. Answer short conversational questions from known adults</p> <ul style="list-style-type: none"> Prepare Before Walks: Practice simple Q&A in class: "What's your name?" "How are you?" Model Responses: Adults demonstrate polite answers: "I'm good, thank you." Support During Interaction: Prompt children gently when community helpers ask questions. <p>4. Name 3 areas of their local community (church, park, school)</p> <ul style="list-style-type: none"> Photo Display: Show pictures of local landmarks and name them. Community Walk: Point out places and repeat names: "This is the park." Follow-Up Activities: Use matching games or drawings to reinforce learning. 	<p>1. Transport Show & Tell: Children bring a photo or toy of transport they've used.</p> <p>2. Travel Story Time: Share simple stories about journeys and ask, "What did you travel on?"</p> <p>3. Transport Sorting Game: Sort pictures into "I've been on" vs. "I haven't."</p> <p>4. Role-play area as a bus, train, or car for imaginative play.</p> <p>5. Transport Spotting Walk: Take a walk and encourage pointing and naming.</p> <p>6. Photo Hunt: Show pictures of transport before the walk and find matches.</p> <p>7. Transport-themed sensory tray (sand, wheels, tracks, small vehicles).</p> <p>8. Community Helper Visits: Invite adults (e.g., fireman) for Q&A.</p> <p>9. Role-play Conversations: Practice greetings and simple questions like "How are you?"</p> <p>10. Question Ball Game: Pass a ball and ask a short question when caught.</p> <p>11. Circle time to talk about community helpers to build familiarity.</p> <p>12. Small World Play: Create a miniature town with familiar landmarks.</p>	<p>1. Photo or toy</p> <p>2. Stories, photos</p> <p>3. Transport pictures</p> <p>4. Cardboard, crafts, paint</p> <p>5. Walkie talkie, rope, pictures of transport</p> <p>6. Pictures of transport</p> <p>7. Tray, sand, shaving foam, paint, vehicles</p> <p>8. NA</p> <p>9. NA</p> <p>10. Ball</p> <p>11. Flashcards of community helpers</p> <p>12. Duplo</p>

C&L	PSED	PD	Literacy	Maths	UW	EAD
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<p>Questions why things happen and give explanations, asks e.g. who, what, when and how.</p> <p><u>Listening and Attention</u></p> <p>Can follow directions (if not intently focussed).</p> <p><u>Understanding</u></p> <p>Understands use of objects (e.g. which one do we cut with?).</p> <p>Beginning to understand how and why questions.</p> <p><u>Speaking</u></p> <p>Able to use language in recalling past experiences.</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture.</p>	<p>Observes and can describe in words or actions the effects of physical on their bodies.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Making relationships</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example- they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Collaborate with others to manage large items, such as moving along a plank safely, carrying large hollow blocks.</p>	<p><u>Reading</u></p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><u>Writing</u></p> <p>Sometimes gives meaning to their drawings and paintings.</p>	<p>Say one number for each item in order- 1,2,3,4,5.</p> <p><u>Counting</u></p> <p>Begin to recognise numerals 0-10.</p> <p><u>Spatial Awareness</u></p> <p>Responds to and uses language of position and direction.</p> <p><u>Shape</u></p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p>	<p>Talk about what they see using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life story and family's history.</p> <p><u>People and Communities</u></p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</p> <p><u>The World</u></p> <p>Shows care and concern for living things and the environment.</p> <p><u>Technology</u></p> <p>Shows skill in making toys work by pressing parts or lifting flaps</p>	<p><u>Creating with Materials</u></p> <p>Continues to explore moving in a range of ways e.g. mirroring, creating own movement patterns.</p> <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Sings familiar songs, e.g. pop songs, songs from tv programmes, rhymes, songs from home.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>
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Spring Term

Aspiration 1: To communicate their needs, wants and feelings in way others can understand.			
Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Spring Term for 3- and 4-year-olds:</p> <p>Children will use short phrases to express their wants. E.g. I want more milk.</p> <p>Children will begin to use please and thank you independently.</p> <p>Children will be introduced to flashcards which include vocab and sounds.</p> <p>Children will begin to role play aspects of a familiar story. E.g. tiger who came for tea and children play a tea party.</p> <p>Children can sit for longer periods of time and actively participate in activities such as circle time.</p> <p>Children can discuss their experience with Hazel the Hippo.</p> <p>Children will be able to ask for resources even if they are not visible.</p>	<p>1. Children use short phrases to express wants (e.g., "I want more milk")</p> <ul style="list-style-type: none"> Model Language: During snack time, say: "You can say, 'I want more milk.'" Prompt and Praise: If a child says "milk," respond: "Great! Try saying, 'I want more milk.'" Create Opportunities: Offer choices so children practice phrases: "Do you want more milk or water?" <p>2. Begin to use "please" and "thank you" independently</p> <ul style="list-style-type: none"> Consistent Modelling: Adults use these words naturally during interactions. Gentle Reminders: Prompt if needed: "What do we say when we ask?" Celebrate Success: Praise when children use manners without prompting. <p>3. Introduced to flashcards with vocab and sounds</p> <ul style="list-style-type: none"> Short, Fun Sessions: Use flashcards during circle time or small groups. Interactive Approach: Show a card and say the word, then encourage children to repeat. Add Sounds: Include cards for phonics or animal sounds to make it engaging. <p>4. Begin role play of familiar stories (e.g., <i>The Tiger Who Came to Tea</i>)</p> <ul style="list-style-type: none"> Set Up Props: Cups, plates, and a toy tiger for tea party play. Adult Participation: Join in role play to model language and actions. Link to Story Time: Read the book first, then invite children to act it out. <p>5. Sit for longer periods and actively participate in circle time</p> <ul style="list-style-type: none"> Gradual Increase: Start with 5-10 minutes, adding time as attention improves. Engaging Activities: Mix songs, stories, and movement breaks. Predictable Routine: Same time each day so children know what to expect. <p>6. Discuss experience with the travelling teddy bear</p> <ul style="list-style-type: none"> Show and Tell: Invite children to share what teddy did at home. Use Prompts: "Where did teddy go? What did you do together?" 	<ol style="list-style-type: none"> Outdoor Cafe: Set up a pretend café outside with cups, plates, and play food. Children can "order" items using short phrases. Water Station: During indoor and outdoor play, have a water station where they ask for "more water" or "I want a cup." Picnic in the Garden: Organize a small picnic outdoors where children practice polite words when sharing food. Nature Treasure Hunt: When finding items (leaves, sticks), encourage "please" when asking for help and "thank you" when receiving. Role Play Shop: Set up a shop inside/outside with natural items (stones, pinecones) as "goods." Children practice manners when "buying." Outdoor Animal Flashcard Hunt: Hide flashcards around the playground. Children find them and make the sound of the animal. Chalk scribbles: Mark making on the ground with chalk for children to explore. Tea Party: Set up a tea party table inside/outside with cups, teapots, and plush animals. Story Station: Create story stations where children act out parts of the story (e.g., knocking on a door, pouring tea). Circle Time in the Spiritual Garden: Move circle time outdoors for a change of scenery. Nature Discussion: Use outdoor objects (leaves, flowers) for show-and-tell during circle time. Storytime on mats: Read stories outside and encourage children to stay seated and engaged. Outdoor Adventure with Hazel: Hide a Hazel Hippo plush or image outside and let children find it, then talk about what Hazel "did." Photo Walk: Take Hazel on a walk around the outdoor area and snap pictures. Later, discuss what Hazel saw. 	<ol style="list-style-type: none"> Cups, plates, cutlery, leaves and mud. Buckets, cups, bottles, funnels, scoops, sponges and watering can. Picnic blanket, range of stories. Nature scavenger hunt cards and buckets. Money, leaves, stones, shells and recycling from home. Animal flashcards. Chalks. Teddies, cups, teapots and spoons. Story prompts. Carpet mats and story. Leaves, flowers and sticks. Mats and story. Hazel the hippo, and pictures of where Hazel might be. Hazel the hippo and iPad.

Children will begin to experiment with different resources and select appropriate ones from all areas of the preschool.	<ul style="list-style-type: none"> Visual Support: Encourage photos or drawings to help recall experiences. Staff: Model travelling teddy themselves first to the children using pictures that they have taken with the teddy. <p>7. Ask for resources even if not visible</p> <ul style="list-style-type: none"> Model Asking: "If you want paint, you can say, 'Can I have paint?'" Encourage Independence: Praise when children ask instead of waiting. Accessible Storage: Keep resources organised so staff can quickly provide them. <p>8. Experiment with different resources and select appropriately</p> <ul style="list-style-type: none"> Open Access Areas: Art, construction, sensory zones available for free choice. Adult Support: Suggest new materials: "Would you like to add blocks to your play?" Celebrate Creativity: Praise when children combine resources in new ways. 	<p>15. Hazel's Garden: Plant seeds with Hazel and talk about the experience.</p> <p>16. Memory game: Provide some visible and some hidden natural materials. Encourage asking for what's missing.</p> <p>17. Nature Art: Children request items like glue or scissors for outdoor craft.</p> <p>18. Loose Parts Play: Offer natural materials (sticks, stones, shells) and let children choose what works for building or art.</p> <p>19. Outdoor Art Station: Provide paints, chalk, and water for experimenting.</p> <p>20. Garden Exploration: Let children choose tools for digging, watering, or planting.</p>	<p>15. Gardening gloves, wipes, seeds and iPad. Raised flower bed needed for outdoor area.</p> <p>16. Leaves, sticks and stones.</p> <p>17. Glue, scissors, paper, leaves and sticks.</p> <p>18. Sticks, stones, shells, leaves.</p> <p>19. Sponges, chalk, water.</p> <p>20. Watering cans, trowels, gardening gloves.</p>
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C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'ranned' for 'ran', 'swimmed' for 'swam'.</p> <p>Start a conversation with an adult or a friend and continue for many turns.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><u>Listening and attention</u></p> <p>Listen to familiar stories with increasing attention and recall.</p> <p>Listens to others in one to one or small groups when conversation interests them.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><u>Speaking</u></p>	<p>Understand gradually how others might be feeling.</p> <p><u>Making Relationships</u></p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p><u>Understanding emotions</u></p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p>	<p><u>Moving and Handling</u></p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon.</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p><u>Health and Self Care</u></p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p><u>Reading</u></p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p><u>Writing</u></p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Refer to White Rose Maths</p> <p><u>Comparison</u></p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p><u>Counting</u></p> <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.</p> <p>Begin to recognise numerals 0 to 10.</p>	<p><u>Technology</u></p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p><u>The World</u></p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p> <p>Create sounds, movements, drawings to accompany stories.</p>

<p>Uses talk in pretending that objects stand for something else in play e.g. This box is my castle.</p> <p>Talks more extensively about things that are of particular importance to them.</p> <p>Uses information, rhythm and phrasing to make the meaning clear to others.</p>						
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Aspiration 2: To develop the confidence and independence to manage own personal needs and daily routines.			
Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Spring Term for 3- and 4-year-olds:</p> <p>Children will independently get their water bottle when they are thirsty.</p> <p>Children will independently wash hands when it is needed.</p> <p>Children will independently use the toilet and be able to ask for support if needed.</p> <p>Children begin to communicate to known adults how they are feeling. E.g. when they are hungry, tired, thirsty or full up.</p> <p>Children will begin to collect their belongings a home time with prompts.</p> <p>Children are able to name and identify parts of the body.</p>	<p>1. Children independently get their water bottle when thirsty</p> <ul style="list-style-type: none"> Accessible Water Station: Keep water bottles in a designated, child-height area. Model the Routine: Show children where bottles are and how to get them. Verbal Prompts: Use phrases like "If you're thirsty, you can get your water bottle." Praise Independence: Acknowledge when children do this without help. <p>2. Independently wash hands when needed</p> <ul style="list-style-type: none"> Visual Cues: Place handwashing posters near sinks. Routine Practice: Encourage handwashing before meals, after toileting, and outdoor play. Model Steps: Adults demonstrate washing and drying hands properly. Positive Reinforcement: Praise children for remembering on their own. <p>3. Independently use the toilet and ask for support if needed</p> <ul style="list-style-type: none"> Accessible Toilets: Ensure child-friendly toilets and privacy. Teach Language for Help: Model phrases like "Can you help me?" Encourage Independence: Allow time for children to try before stepping in. Consistent Routine: Offer regular toilet breaks to build confidence. <p>4. Communicate feelings (hungry, tired, thirsty, full)</p> <ul style="list-style-type: none"> Emotion and Need Cards: Use visuals for "hungry," "tired," "thirsty," "full." Model Language: Adults say, "I feel thirsty. I need water." Check-Ins: During transitions, ask: "How do you feel?" Praise Attempts: Encourage any verbal or gestural communication. <p>5. Collect belongings at home time with prompts</p> <ul style="list-style-type: none"> Clear Storage: Each child has a labelled hook. Step-by-Step Prompts: "Find your coat. Now your bag." Visual Checklist: Use pictures of items to help children remember. Practice Daily: Make it part of the routine before parents arrive. <p>6. Name and identify parts of the body</p> <ul style="list-style-type: none"> Songs and Games: Use "Head, Shoulders, Knees and Toes" or "Simon Says." 	<ol style="list-style-type: none"> Hydration Stop: Set up a water station during outdoor play. Water Bottle Hunt: Hide bottles in a safe indoor area for children to find and bring back. Handwashing Song: Teach a fun song to reinforce the routine. Role Play Bathroom Routine: Use dolls or props to practice steps and bathroom routines. Visual Prompts: Display signs in bathroom to visually support hand washing. Feelings at Circle time: Children express how they are feeling at circle time with visual cards. Walk & Talk: During a short walk, ask children how they feel. Belongings Routine Game: Turn collection into a fun challenge. Body Parts Song: Sing and point to parts (head, shoulders, knees and toes). Flashcards: Use cards for naming. Simon Says Movement Game: "Touch your knees!" in the garden. Chalk Body Outline: Draw outlines on pavement and identify parts. 	<ol style="list-style-type: none"> Water bottles, jugs, and cups. Water bottles. Sponges. Dolls, towels, sink, soap and bowls. Pictures of applying soap, washing hands and drying them. Feelings visual cards and feelings ball. Rope, Oracy prompt cards to support adults. Sand timer. Speaker. Body parts flashcards. Scarfs, ribbons, and hoops. Chalks.

	<ul style="list-style-type: none">• Interactive Play: Ask, "Where's your nose?" and encourage children to say the word.• Flashcards or Posters: Display body part images for reference.• Role Play: Use dolls or puppets to point out body parts.					
C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none">- Some sounds: r, j, th, ch, and sh.- Multisyllabic words such as 'pterodactyl', 'planetarium' and 'hippopotamus' <p><u>Listening and Attention</u></p> <p>Focusing attention – can still listen or do, but can change their own focus of attention.</p> <p><u>Speaking</u></p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played).</p> <p>Being to use more complex sentences to link thoughts (e.g. using, and because).</p> <p><u>Understanding</u></p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Show more confidence in new social situations.</p> <p>Make healthy choices about food, drink activity and toothbrushing.</p> <p><u>Sense of Self</u></p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identified themselves in relation to social groups and to their peers.</p> <p>Is sensitive to each other's messages of appreciation or criticism.</p> <p><u>Understanding Emotions</u></p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p>	<p>Use one handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p><u>Health and Self Care</u></p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Writing</u></p> <p>Includes mark making and early writing in their play.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>Refer to White Rose Maths</p> <p><u>Cardinality</u></p> <p>Subitises one, two and three objects (without counting).</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p>Links numerals with amounts up to 5 and maybe beyond.</p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p>	<p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p>People and communities</p> <p>Recognise and describes special times or events for family or friends.</p> <p><u>The World</u></p> <p>Shows care and concern for living things and the environment.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Creating with Materials</u></p> <p>Explores and learns how sounds and movements can be changed.</p> <p>Taps out simple repeated rhythms.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>

Aspiration 3: To explore our local environment and learn about the roles people play in our community.			
Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Spring Term for 3- and 4-year-olds:</p> <p>Children will show curiosity in their surroundings and begin to ask questions about what they are seeing.</p> <p>Children will be able to name 3 or more helpers in their community and what roles they do.</p> <p>Children will begin to discuss the uses for different modes of transport in the community and explain why certain modes of transport are used e.g. a tractor for farms.</p> <p>Children will be able to remind adults of the risks of crossing roads and what we listen and look out for on walks.</p> <p>Children will be able to recall what they have seen in the community with prompts.</p>	<p>1. Children show curiosity and ask questions about what they see</p> <ul style="list-style-type: none"> Model Curiosity: Adults ask questions aloud: "I wonder why that shop has a big sign?" Encourage Observation: Prompt children: "What do you notice about that building?" Provide Vocabulary: Name objects and places to support language development. <p>2. Name 3 or more helpers in the community and their roles</p> <ul style="list-style-type: none"> Introduce Helpers Before Walks: Show pictures of postman, police officer, shopkeeper. Real-Life Encounters: Point out helpers during walks: "That's the postman. He delivers letters." Follow-Up Discussion: Back in class, use photos or drawings to recall roles. <p>3. Discuss uses for different modes of transport</p> <ul style="list-style-type: none"> Observation Prompts: "Why do you think that tractor is on the road?" Compare Transport: Ask: "Would a bike work on a farm?" Link to Purpose: Explain: "Tractors help farmers. Cars take people to work." <p>4. Children remind adults of road safety risks</p> <ul style="list-style-type: none"> Teach Safety Language: "We look left and right. We listen for cars." Role Play Before Walks: Practice crossing safely indoors, look at some sign prompt cards. Role play using props. Empower Children: Ask them to tell you what to do before crossing: "What should we check?" <p>5. Recall what they saw in the community with prompts</p> <ul style="list-style-type: none"> Photo Review: Show pictures from the walk and ask: "What did we see?" Circle Time Sharing: Encourage children to talk about their favorite part. Drawing Activity: Children draw something they noticed and explain it. 	<ol style="list-style-type: none"> Curiosity Table: Display interesting objects (shells, pinecones, tools) for children to explore and ask questions. Nature Walk: Encourage children to notice and ask questions about the outside environment. Observation Station: Set up magnifying glasses outdoors for exploring bugs or leaves. Community Helper Dress-Up: Costumes for doctors, firefighters, etc. Helper Flashcards: Show pictures and discuss roles. Walk to Spot Helpers: Look for postal workers, gardeners. Transport Sorting Activity: Match vehicles to their uses (puzzles and games). Story Time with props and sounds: Books about transport in the community, with transport toys and adding sounds linked to transport whilst reading e.g. horns, indicators. Transport Hunt Walk: Spot cars, buses, bikes, and talk about their purpose. Outdoor Track Play: Use toy vehicles on chalk-drawn roads and discuss their roles. Road Safety Role Play: Practice "Stop, Look, Listen" with props. Safety Song: Sing before walk. Safety Walk: Before crossing, ask children to remind adults of rules. Listening Game: Pause outdoors and identify sounds (cars, bikes) also use CD listening game. Community Walk Village Photo Board: Display photos from walks around the village and discuss. Drawing Activity: Children draw what they see (including dot to dot). Memory Game on the Spot: After a walk, ask "What did we see?" while still outside. Nature Collection: Gather safe items (leaves, stones) and recall where they found them. Transport Sponge Painting: Create transport collage. Transport Ink Stamping: Stamping and repeated patterns. 	<ol style="list-style-type: none"> Natural resources e.g. shells, stones, pinecones and sticks. Photos of our local environment, magnifying glasses, binoculars and iPad. Magnifying glasses, pens and paper, bug containers. Dress up clothes e.g. policeman, nurse, vet, librarian. Helper flashcards and video clips. Pictures of helpers. Transport puzzles and games. Transport books- fiction stories and non-fiction texts. Transport hunt pictures. Cars, chalk, chalkboards. Road props to use with bikes. Musical instruments and speaker. Rope, high vis, walkie talkie. CD listening games, speaker. Photos of our local village. Chunky crayons and felt tips. Oracy prompts for staff. Leaves, stones, sticks and buckets. Vehicle sponges, paints, aprons, paint brushes and paper. Transport stamps, paper and ink.

C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><u>Listening and Attention</u></p> <p>Can follow directions (if not intently focussed).</p> <p><u>Speaking</u></p> <p>Able to use language in recalling past experiences.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture.</p>	<p><u>Understanding Emotions</u></p> <p>Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions.</p> <p><u>Sense of self</u></p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p><u>Understanding emotions</u></p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p>	<p><u>Moving and handling</u></p> <p>Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Health and self-care</p> <p>Can name and identify different parts of the body.</p>	<p><u>Writing</u></p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p>	<p>Refer to White Rose Maths</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>Counting</u></p> <p>Begin to recognise numerals 0 to 10.</p> <p><u>Cardinality</u></p> <p>Counts up to five items, recognising that the last number said represent the total counted so far (cardinal principle)</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and animal.</p> <p>Talk about the differences between materials and changes they notice.</p> <p><u>People and Communities</u></p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</p> <p>Remembers and talks about significant events in their own experience.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour and colour-mixing.</p> <p><u>Creating with Materials</u></p> <p>Develops an understanding of using lines to enclose space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Uses tools for a purpose.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>

					<p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p><u>The World</u></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Being to understand the effect their behaviour can have on the environment.</p> <p><u>Technology</u></p> <p>Knows that information can be retrieved from digital devices and the internet.</p>	
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Summer Term

Aspiration 1: To communicate their needs, wants and feelings in way others can understand.			
Milestones	Implementation	Additional enhancements and interests	Resources
<p>By the end of Summer Term for 3- and 4-year-olds:</p> <p>Children will begin to use short question stems that have been modelled to express their wants and needs e.g. Can I have more please?</p> <p>Children will retell aspects of a familiar story.</p> <p>During role play, children will recall key phrases of a familiar story or nursery rhyme.</p> <p>Children are able to discuss their experience with the travelling teddy bear and talk about the things they liked doing with the teddy.</p>	<p>1. Use short question stems to express wants and needs (e.g., "Can I have more please?")</p> <ul style="list-style-type: none"> Model Frequently: During snack or play, say: "Can I have more please?" and encourage children to copy. Prompt Gently: If a child says "more," respond: "Try saying, 'Can I have more please?'" Role Play Practice: Use pretend play (shop or café) to practice polite question stems. <p>2.. Retell aspects of a familiar story</p> <ul style="list-style-type: none"> Story Sequencing Cards: After reading, show pictures and ask: "What happened first?" Small Group Discussion: Encourage children to share favourite parts. Role Play: Act out key scenes with props to reinforce recall. <p>3.. Recall key phrases during role play or rhymes</p> <ul style="list-style-type: none"> Model Phrases: Repeat lines from the story during play: "The tiger drank all the tea!" Encourage Participation: Prompt children to say the phrase when acting out. Use Puppets or Props: Helps children connect language to action. <p>4. Discuss experience with the travelling teddy bear</p> <ul style="list-style-type: none"> Show and Tell: Invite children to share what teddy did at home. Use Prompts: "Where did teddy go? What did you do together?" 	<ol style="list-style-type: none"> Role-play phone station with toy phones "Shop" role-play area (grocery shop, ice-cream stand, toy shop) with adult modelling. Small-world tray that matches the class story of the week. Puppet theatre with character puppets. Rhyme/Story basket linked to the rhyme/story (e.g., builders for <i>The Three Little Pigs</i>, porridge bowls for <i>Goldilocks</i>). Musical instruments to accompany nursery rhymes. Hazel's travel journal station with photos from recent visits. A "Hazel Talk Chair" where children describe Hazels adventures. Resource labels with photos and purpose suggestions. Junk modelling: Build vehicles, rockets, or homes for small-world characters. 	<ol style="list-style-type: none"> Phones, walkie talkies Pretend food, toys Resources that go with story Puppets & stand that comes from ceiling Story/rhymes toys, food etc Musical instruments Hazel, ipad Chair, Hazel Laminated labels, Cardboard, plastic, tape, scissors, paint

Children will begin to explain why they have selected certain resources e.g. when junk modelling.	<ul style="list-style-type: none"> Visual Support: Encourage photos or drawings to help recall experiences. <p>5. Explain why they selected certain resources (e.g., junk modelling)</p> <ul style="list-style-type: none"> Model Thinking Aloud: "I'm choosing this box because it's big for my car." Ask Open Questions: "Why did you pick that tube?" Celebrate Creativity: Praise explanations, even simple ones. 		
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C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Sing a large repertoire of songs.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p><u>Listening and attention</u></p> <p>Listen to familiar stories with increasing attention and recall.</p> <p>Listens to others in one to one or small groups when conversation interests them.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><u>Speaking</u></p> <p>Talks more extensively about things that are of particular importance to them.</p>	<p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p><u>Making Relationships</u></p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p><u>Sense of self</u></p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p>	<p><u>Moving and Handling</u></p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon.</p> <p><u>Health and self-care</u></p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.</p>	<p><u>Reading</u></p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Claps or taps the syllables in words during sound play.</p> <p><u>Writing</u></p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p>	<p>Refer to White Rose Maths</p> <p><u>Shape</u></p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p> <p><u>Pattern</u></p> <p>Creates their own spatial patterns showing some organisation or regularity.</p> <p>Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).</p>	<p><u>Technology</u></p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p><u>People and communities</u></p> <p>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.</p>	<p>Take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p><u>Creating with materials</u></p> <p>Continues to explore colour and how colours can be changed.</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p>

Aspiration 2: To develop the confidence and independence to manage own personal needs and daily routines.

Milestones	Implementation	Additional enhancements and interests	Resources
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<p>By the end of Summer Term for 3- and 4-year-olds:</p> <p>Children can attend their toileting needs most of the time themselves.</p> <p>Children can communicate how they are feeling.</p> <p>Children will collect their belongings with increasing independence.</p> <p>Children understand which body parts are private.</p> <p>Children are able to put on/take off/zip up a coat as well as dress themselves if needing a change of clothes.</p> <p>Children will begin to identify risks with certain activities such as using knife/ scissors.</p>	<ol style="list-style-type: none"> Children attend toileting needs most of the time themselves <ul style="list-style-type: none"> Accessible Toilets: Ensure child-friendly toilets and privacy. Routine Practice: Offer regular toilet breaks to build confidence. Encourage Independence: Praise attempts and allow extra time. Support When Needed: Teach language like "Can you help me?" for assistance. Communicate how they are feeling <ul style="list-style-type: none"> Emotion Cards: Use visuals for "happy," "sad," "tired," "hungry." Model Language: Adults say: "I feel tired. How do you feel?" Daily Check-In: During circle time, ask: "Show me how you feel today." Collect belongings with increasing independence <ul style="list-style-type: none"> Clear Storage: Each child has a labelled hook. Visual Checklist: Use pictures for coat, bag, lunchbox. Step-by-Step Prompts: "Find your coat. Now your bag." Practice Daily: Make it part of the home-time routine. Understand which body parts are private <ul style="list-style-type: none"> Simple Language: Explain: "Your private parts are the parts covered by underwear." Books and Stories: Use age-appropriate resources about body safety. Reinforce Boundaries: Teach that only trusted adults help with toileting when needed. Put on/take off/zip coat and dress themselves <ul style="list-style-type: none"> Model Technique: Show how to start a zip and let them finish. Practice Daily: Before outdoor play, encourage independence. Praise Effort: Even partial success should be acknowledged. Begin to identify risks (e.g., knife/scissors) <ul style="list-style-type: none"> Safety Talks: Explain: "Scissors are sharp. We use them carefully." Model Safe Use: Demonstrate correct handling. Supervised Practice: Allow children to use tools with guidance. Visual Reminders: Display safety posters in activity areas. 	<ol style="list-style-type: none"> Feelings chart at child height with photos/emojis the children can select. Calm corner with sensory objects. Emotion puppets for circle time. Feelings ball used during group times to prompt discussions. Belonging pegs in the cloakroom space for coats/bags. Timers or tidy-up music to support transitions and self-organisation. Body outline craft pictures with cardboard clothes that children can add on (fully clothed, safe images). Emotion and safety puppets that model personal space and safe hands. Doll dressing station for practising dressing skills. Soft mats for children to sit comfortably while changing. Real-life tool station (supervised) where children learn to use scissors, peelers, or knives safely. Knife & scissor practice trays with soft foods (e.g., bananas). Outdoor balance challenges that encourage children to assess risk (stepping stones, crates, planks). 	<ol style="list-style-type: none"> Feelings visual cards Beanbag, covers, cushions Puppets, emotions ball Feelings ball Pegs with children's names, coats/bags Sand timers, radio, cd's Cardboard, paper, pens, scissors, glue Puppets Dolls, doll clothes Changing mat Scissors, peelers, safety knives Scissors, knives, banana Stepping mats, crates, wooden planks
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C&L	PSED	PD	Literacy	Maths	UW	EAD
<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Listening and Attention</p>	<p>Develop appropriate ways of being assertive.</p> <p>Make healthy choices about food, drink activity and toothbrushing.</p> <p>Making Relationships</p>	<p>Health and Self Care</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>	<p>Writing</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p>	<p>Refer to White Rose Maths</p> <p>Measures</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p>	<p>Technology</p> <p>Completes a simple program on electronic devices.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Use drawing to represent ideas like movement or loud noise.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>

<p>Focusing attention - can still listen or do, but can change their own focus of attention.</p> <p><u>Speaking</u></p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played).</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p><u>Sense of Self</u></p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</p> <p><u>Understanding Emotions</u></p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p>	<p>Can wash and can dry hands effectively and understands why this is important.</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>	<p><u>Composition</u></p> <p>Use understanding of number to solve practical problems in play and meaningful activities.</p>	<p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Create their owns songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Creating with Materials</u></p> <p>Continues to explore colour and how colours can be changed.</p>
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Aspiration 3: To explore our local environment and learn about the roles people play in the community.

Milestones	Implementation	Additional enhancements and interests	Resources
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<p>By the end of Summer Term for 3- and 4-year-olds:</p> <p>Children will be able to share and recall past experiences in the community such as when they did something at the weekend without prompts.</p> <p>Children will be able to describe transport and parts of the community such as 'a big tractor'.</p> <p>Children will model safe walking and road safety in play in the preschool when using the bikes.</p>	<p>1. Children share and recall past experiences in the community (without prompts)</p> <ul style="list-style-type: none"> Circle Time Sharing: Create a regular "My Weekend" or "Community Walk" session where children talk about what they did. Model Language: Adults share their own simple experiences first: "I went to the park." Visual Support: Use photos or drawings from previous outings to spark conversation. Praise Independence: Encourage children when they recall without prompts. <p>2. Describe transport and parts of the community (e.g., "a big tractor")</p> <ul style="list-style-type: none"> Real-Life Observation: During walks, point out transport and describe it: "That's a big red tractor." Vocabulary Cards: Show pictures of vehicles and community places for reinforcement. Role Play: Set up a "transport station" or "farm corner" for pretend play using toy vehicles. <p>3. Model safe walking and road safety in play (using bikes)</p> <ul style="list-style-type: none"> Create a Road Safety Zone: Use mats or chalk to make pretend roads in the outdoor area. Teach Rules Through Play: Model stopping at "pretend crossings," looking both ways, and listening for "cars." Add Props: Traffic signs, cones, and zebra crossings for realistic role play. Praise Safe Behaviour: Reinforce when children follow safety rules during play. 	<p>1. "Weekend News" circle time <i>Where did you go? Who were you with? What did you see?</i></p> <p>2. Photo books of local landmarks Create a preschool-made picture book with photos of local parks, shops, the beach, buses, etc. Children can point, recall, and talk about their visits.</p> <p>3. Hazel's Travels A shared book where families can add simple notes or photos from the weekend to help with circle time.</p> <p>4. Small-world town set-up Children act out familiar community experiences using figures, houses, vehicles, shops, and signs.</p> <p>5. "Memory microphone" A toy microphone used for children to take turns sharing what they did at the weekend.</p> <p>6. Transport tuff trays Set up roads, bridges, vehicles, buses, tractors, emergency services</p> <p>7. Community role-play area Create a: garage/bus stop/train station/post office</p> <p>8. Loose parts for building transport Boxes, tubes, bottle tops, wheels so children can build their own vehicles and describe them.</p> <p>9. Books about transport and jobs in the community A themed basket with simple texts. Encourage children to describe what they see.</p> <p>10. Outdoor "mini road" layout Use chalk to create: - zebra crossings - stop signs - traffic lights - pavements - roundabout Allow children to practise being pedestrians and cyclists.</p> <p>11. Road safety photo prompts Simple images: stop, look, listen, think, red/green man.</p> <p>12. Small-world road safety play Toy cars, zebra crossings, signs, people figures to act out safe walking.</p>	<p>1. Mats</p> <p>2. Plain book, ipad, printer</p> <p>3. Camera, Hazel, book</p> <p>4. Duplo, happy land people</p> <p>5. Microphone</p> <p>6. Masking tape, pens, wooden bricks, duplo</p> <p>7. Cardboard, craft paint, glue etc</p> <p>8. Boxes, tubes, bottle tops</p> <p>9. Basket, books</p> <p>10. Chalk</p> <p>11. Photo cards</p> <p>12. Cars, duplo, card, paint, pens, Happyland people</p>
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Summer Term

C&L	PSED	PD	Literacy	Maths	UW	EAD
	<u>Understanding emotions</u>	<u>Moving and Handling</u>	<u>Reading</u>	Refer to White Rose Maths	Use all their senses in hands on exploration of natural materials.	Explore different materials freely, to develop their ideas

<p>Develop their sense of responsibility and membership of a community.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><u>Listening and Attention</u></p> <p>Can follow directions (if not intently focussed).</p> <p><u>Speaking</u></p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture.</p> <p>Links statements and sticks to a main theme.</p> <p><u>Understanding</u></p> <p>Able to follow a story without pictures or props.</p>	<p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p><u>Making relationships</u></p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p>	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>Health and self-care</u></p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p><u>Moving and handling</u></p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>To form recognisable letters independently.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>To be aware of the way stories are structured, and to tell own stories.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words.</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Engages with books and other reading materials at an increasingly deeper level.</p> <p><u>Writing</u></p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p>	<p><u>Measures</u></p> <p>Is increasingly able to order and sequence events using everyday language related to time.</p> <p><u>Spatial Awareness</u></p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue to care for growing plants.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p><u>People and Communities</u></p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p><u>The World</u></p> <p>Talks about why things happen and how things work.</p>	<p>about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p><u>Creating with Materials</u></p> <p>Develops an understanding of using lines to enclose space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p>
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					<p>Developing an understanding of growth, decay and changes over time.</p> <p>Technology</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Plays with a range of materials to learn cause and effect, for example, makes string puppet using dowels and string to suspend the puppet.</p>	
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Statutory Educational Programmes

Communication and Language		Personal, Social and Emotional Development		Physical Development	
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Literacy		Mathematics		Understanding the World	
				Expressive Arts and Design	

<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
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