



Nursery (EYFS)
Miss Calvert
Marvellous Me!



Making Relationships

PSED 1.22.1 Interested in others' play and starting to join in.
PSED 1.22.2 Seek out others to share experiences
PSED 1.30.1 Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.
PSED 1.30.2 Initiates play, offering cues to peers to join them.
PSED 1.30.3 Keeps play going by responding to what others are saying or doing.

Self confidence and self awareness

PSED 2.22.2 Expresses own preferences and interests.
PSED 2.30.1 Can select and use activities and resources with help.
PSED 2.30.3 Enjoys responsibility of carrying out small tasks.
PSED 2.30.4 Is more outgoing towards unfamiliar people and more confident in new social situations.
PSED 2.30.5 Confident to talk to other children when playing, and will communicate freely about own home and community.

Managing feelings and behaviour

PSED 3.22.2 Can express their own feelings such as sad, happy, etc.
PSED 3.22.3 Responds to the feelings and wishes of others.
PSED 3.22.4 Aware that some actions can hurt or harm others
PSED 3.30.1 Aware of own feelings, and knows that some actions and words can hurt others feelings.
PSED 3.30.2 Begins to accept the needs of others and can take turns and share resources sometimes with support from others.

Moving and handling

PD 1.22.4 Can kick a large ball.
PD 1.22.5 Turns pages in a book sometimes several at once.
PD 1.22.6 Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
PD 1.22.7 Beginning to use three fingers to hold writing tools.
PD 1.22.8 Imitates drawing simple shapes such as circles and lines.
PD 1.30.1 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling....
PD 1.30.2 Mounts stairs, steps or climbing equipment using alternate feet.
PD 1.30.3 Walks downstairs two feet to each step while carrying a small object.
PD 1.30.4 Runs skilfully and negotiates space successfully adjusting speed or direction to avoid obstacles.

Health and Self Care

PD 2.22.4 Beginning to recognise danger and seeks support of significant adults for help.
PD 2.22.5 Helps with clothing, e.g. puts on hat, unzips zipper, takes off unbuttoned shirt.
PD 2.22.6 Beginning to be independent in self-care, but still often needs adult support.
PD 2.30.3 Understands that equipment and tools have to be used safely.
PD 2.30.6 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 fastened at the bottom.

Listening and Attention

CL 1.22.2 Recognises and responds to many familiar sounds.
CL 1.22.3 Shows an interest in play with sounds, songs and rhymes.
CL 1.30.1 Listens to others one to one or in small groups when conversation interests them.
CL 1.30.2 Listens to stories with increasing attention and recall.
CL 1.30.3 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
CL 1.30.4 Focusing attention-still listen or do but can shift own attention.
CL 1.30.5 Is able to follow directions (if not intently focused on own choice of activity).

Understanding

CL 2.22.2 Understands more complex sentences.
CL 2.22.3 Understands 'who', 'what', 'where' in simple questions.
CL 2.22.4 Developing understanding of simple concepts.
CL 2.30.1 Understands use of objects.
CL 2.30.2 Shows understanding of prepositions such as 'under', 'on top' by carrying out an action or selecting correct picture.
CL 2.30.3 Responds to simple instructions.

Speaking

CL 3.22.3 Learns new words very rapidly and is able to use them in communicating.
CL 3.22.4 Uses gestures, sometimes with limited talk.
CL 3.22.5 Uses a variety of questions.
CL 3.22.6 Uses simple sentences.
CL 3.22.7 Beginning to use word endings.
CL 3.30.1 Beginning to use more complex sentences to link thoughts.
CL 3.30.2 Can retell a simple past event in correct order.
CL 3.30.3 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Woodland

- Exploring area safely
- Safety around the fire
- Cooking outdoors

Visits and visitors

- Weekly library book session with parents/carers
- Visits relating to topics
- Visitors relating to topics

Nursery

Reading

LIT 1.22.1 Has some favourite stories, rhymes, songs, poems or jingles
LIT 1.22.2 Repeats words or phrases from familiar stories.
LIT 1.22.3 Fills in the missing word or phrase in a known rhyme, story or game.
LIT 1.30.1 Enjoys rhyming and rhythmic activities.
LIT 1.30.2 Shows awareness of rhyme and alliteration.
LIT 1.30.3 Recognises rhythm in spoken words.
LIT 1.30.4 Listens to and joins in with stories and poems, one-to-one and also in small groups.
LIT 1.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Writing

Early mark-making is not the same as writing- it is a SENSORY and PHYSICAL experience for babies and toddlers, which they do not connect forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and Exploring and Physical Development.)
LIT 2.22.1 Distinguishes between the different marks they make.
LIT 2.30.1 Sometimes gives meaning to marks as they draw and paint.
LIT 2.30.2 Ascribes meaning to marks that they see in different places.

Number

MATHS 1.22.1 Selects a small number of objects from a group when asked.
MATHS 1.22.2 Recites some number names in sequence.
MATHS 1.22.3 Creates and experiments with symbols and marks representing ideas of number.
MATHS 1.22.4 Begins to make comparisons between quantities.
MATHS 1.22.5 Uses some language of quantities, such as 'more' and 'a lot'.
MATHS 1.22.6 Knows that a group of things changes in quantity when something is added or taken away.
MATHS 1.30.1 Uses some number names and number language spontaneously.
MATHS 1.30.2 Uses some number names accurately in play.

Space, Shape and Measure

MATHS 2.22.1 Notices simple shapes and patterns in pictures.
MATHS 2.22.2 Beginning to categorise objects according to properties such as shape or size.
MATHS 2.22.3 Begins to use the language of size.
MATHS 2.22.4 Understands some talk about immediate past and future e.g. 'before', 'later' and 'soon'.
MATHS 2.22.5 Anticipates specific time-based events such as mealtimes or home time.
MATHS 2.30.2 Shows awareness of similarities of shape in the environment.

People and communities

UW 1.22.2 In pretend play initiates everyday actions and events from own family and cultural background eg making and drinking tea.
UW 1.22.3 Beginning to have own friends.
UW 1.22.4 Learns that they have similarities and differences that connect them to and distinguish them from others.
UW 1.30.1 Shows an interest in the lives of people who are familiar to them.
UW 1.30.2 Remembers and talks about significant events in their own experience.
UW 1.30.3 Recognises and describes special times or events for family or friends.
UW 1.30.4 Shows interest in different occupations and ways of life.

The World

UW 2.22.1 Enjoys playing with small world models such as a farm, a garage, or a train track.
UW 2.22.2 Notices detailed features of objects in their environment.
UW 2.30.1 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
UW 2.30.2 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
UW 2.30.3 Talks about why things happen and how things work.
UW 2.30.4 Developing an understanding of growth, decay and changes over time.

Technology

UW 3.22.2 Operates mechanical toys eg turns the knob on a wind-up toy or pulls back on a friction car.
UW 3.30.1 Know how to operate simple equipment eg turns on CD player, uses remote control.
UW 3.30.2 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
UW 3.30.3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
UW 3.30.4 Knows that information can be retrieved from computers. WT Literacy (Reading)

Exploring Materials and Media

AD 1.22.3 Shows an interest in the way musical instruments sound.
AD 1.22.4 Experiments with blocks, colours and marks.
AD 1.30.1 Enjoys joining in with dancing and ring games.
AD 1.30.2 Sings a few familiar songs.
AD 1.30.3 Beginning to move rhythmically.
AD 1.30.4 Imitates movement in response to music.
AD 1.30.5 Taps out simple repeated rhythms.
AD 1.30.6 Explores and learns how sounds can be changed.

Being Imaginative

AD 2.22.1 Beginning to use representation to communicate, e.g drawing a line and saying 'that's me.'
AD 2.22.2 Beginning to make-believe by pretending.
AD 2.30.1 Developing preferences for forms of expression.
AD 2.30.2 Uses movement to express feelings.
AD 2.30.3 Creates movement in response to music.
AD 2.30.6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
AD 2.30.7 Engages in imaginative role-play based on own first hand experiences.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Making Relationships	Baseline	Baseline	Baseline	Talk about the class rules: Kind hands, good listening, good looking, kind words etc.	Showing interest in others' play and starting to join in.	Sharing experiences with other children and adults.	Initiates play and offers cues for other children to join in.
Self Confidence and Self Awareness	Baseline	Baseline	Baseline	Talking about our likes and dislikes.	Selecting and using activities with help.	Enjoys responsibility of carrying out small tasks.	Meeting new people around the school!
Managing Feelings and behaviour	Baseline	Baseline	Baseline	Talking about how we are feeling.	Talking about how others are feeling and responding to this.	Talk about how our actions can affect others.	Practise turn taking and sharing with others.
Moving and Handling	Baseline	Baseline	Baseline	Throwing and kicking balls.	Looking at our favourite books, turning the pages ourselves!	Developing our fine motor skills in our finger gym!	Practise using three fingers to hold writing tools.
Health and Self Care	Baseline	Baseline	Baseline	Beginning to recognise danger and how we can seek help. Encouraging children with toileting.	Encourage the children to put on and take off own coats/cardigans/jumpers etc. children to change into wellies and Plimsolls as independently as possible	Beginning to be independent in self-care, but still often needs adult support.	Safety issues and encouraging calculated risks when in forest area and when using loose parts outside
Listening and Attention	Baseline	Baseline	Baseline	Talk about the class rules: Kind hands and good listening and encourage the children to recall the rules etc	Encourage good listening and speaking at appropriate time, with the use of quiet hands, during KP6, phonics, maths etc.	Recognises and responds to many familiar sounds—going on sound walks outside.	Lots of singing songs and nursery rhymes.
Speaking	Baseline	Baseline	Baseline	Circle work: small group discussions in KP6 groups around feelings, changes, experiences etc. introduce themselves at the start of the sessions	Expanding vocabulary—group discussions about different topics in class.	Expressing curiosity by asking and answering questions in KP6.	Telling their friends what they have been doing using full sentences in KP6.
Understanding	Baseline	Baseline	Baseline	Children to be given simple instructions to follow (throughout sessions/during PE etc.)	Can the children identify nursery rules and give reasons for having them?	Children to show their understanding of concepts through verbal explanations and through practical demonstrations.	Ask who, how and why questions. Develop the children's understanding of these words and encourage them to answer verbally. Encourage use of sentences and correct pronunciation. Discourage use of slang words.
Reading	Baseline	Baseline	Baseline	Reading lots of different books and singing lots of different songs! Children to talk about their favourite ones.	Repeats words or phrases from their favourite books	Joining in with rhymes and stories!	Enjoys rhyming and rhythmic activities!
Writing	Baseline	Baseline	Baseline	Name writing—daily name/writing pattern/mark making **Correct pencil grip as needed**	Children will be provided with a range of activities to develop fine motor skills and encourage correct pencil grip on the finger gym table. (using tweezers to transfer objects, threading, nuts and bolts, pipettes to fill bottle tops etc)	Continue to provide writing opportunities in each area in the nursery.	Opportunities for large mark making outside (Chalk, spray bottles, large paper, painting with mud etc.)
Number	Baseline	Baseline	Baseline	Sing counting songs regularly. Use visual props. Lots of rote counting, counting objects, counting who is here today etc.	Sing counting songs regularly. Use visual props. Lots of rote counting, counting objects, counting who is here today etc.	Selects a small number of objects from a group when asked.	Creates and experiments with symbols and marks representing ideas of number.
Space, Shape and Measure	Baseline	Baseline	Baseline	Size comparison in different areas (sand resources, paper in mark making and creative areas etc)	Use language of measures in cooking activities	Talk about shapes in the environment as the opportunities arise and children's interests become evident	Model the use of language such as: full empty, long, short, tall, small, big etc during play and observe how children use it independently.
People and Communities	Baseline	Baseline	Baseline	In pretend play initiates everyday actions and events from own family and cultural background eg making and drinking tea.	Beginning to have own friends	Learns that they have similarities and differences that connect them to and distinguish them from others.	Shows an interest in the lives of people who are familiar to them
The World	Baseline	Baseline	Baseline	Enjoys playing with small world models such as a farm, a garage, or a train track.	Notices detailed features of objects in their environment.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Technology	Baseline	Baseline	Baseline	Enjoys playing with small world models such as a farm, a garage, or a train track.	Know how to operate simple equipment eg turns on CD player, uses remote control. Playing on the prowise board.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Exploring Media and Materials	Baseline	Baseline	Baseline	Shows an interest in the way musical instruments sound.	Experiments with blocks, colours and marks.	Enjoys joining in with dancing and ring games.	Sings a few familiar songs
Being imaginative	Baseline	Baseline	Baseline	Beginning to use representation to communicate, e.g drawing a line and saying 'that's me.'	Engaging in lots of role play based activities inside and outside.	Developing preferences for forms of expression.	Using movement to express feelings.