

Curriculum Intent Plans

8 plans created across the breath of EYFS, identifying sequential steps in learning key knowledge, skills and vocabulary. Where children begin is dependent on their prior knowledge and skills; new knowledge and skills are then built on. The knowledge and skills selected are age appropriate and aspirational in order for all children to leave nursery at ARE and on track to achieve GLD by the end of Reception. Each plan is intended to interlink in terms of knowledge and skills, so that children become adaptable learners and make connections between their learning. Individual schemes and schemas of children are also still followed creating a hybrid pedagogy that makes all learning meaningful.

Surface Learner (I seek basic knowledge & skills)	Explorative Learner (I seek to develop my basic knowledge & skills)	Purposeful Learner (I am able to apply my knowledge & skills and build onto it quickly)	Inquisitive Learner (I am beginning to make links between my knowledge & skills, to find out for myself why and how things work)	Adaptable Learner (I am able to make connections and apply my knowledge & skills into different contexts)
Identified key skills and knowledge				
<i>Target vocabulary to be modelled by adults and learnt by children so that they are able to understand and use the new vocabulary</i>				
Characteristics of effective learner 🖐️ Playing & Exploring 😊 Creating & Thinking ❤️ Active Learning				

Sustainable Citizenship Curriculum Intent Plan (cross curricular PSE, Knowledge of World)

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p>I recognise which adult is special to me in my setting. I recognise family members who are special to me. I can find my eyes, ears, nose, tummy, feet. I can respond to my name. I look at my reflection. I watch what people around me. I can use everyday objects on myself.</p> <p>I notice creatures around me. I notice vehicles around me. I can make symbolic noises for animals and vehicles when I see objects and pictures of them. I know my birthday is a special day to celebrate.</p>	<p>I seek to engage with a range of adults in my setting. I can find my own photo and photos of my family. I can say when I am happy or sad. I can name my body parts (leg, tummy, hand, head) I can point to a familiar peer, when you say their name. I can investigate objects using my senses. I can say when something is hot or cold. I can investigate properties of objects through my schemes and schemas.</p> <p>I can name animals and vehicles that interest me.</p> <p>I have growing awareness of the celebrations/festivals that I celebrate.</p>	<p>I know what type of home I live in. I can name some rooms in my home. I can pretend to be an adult I know (taking on a familiar role) I can say the name of adults familiar to me at home and in my setting. I can name familiar peers. I can say what I like to eat and play with. I can name farm animal and match objects/pictures of them. I can name zoo animals and match objects/pictures of them. I can name vehicles and match objects/pictures of them. I can name natural features of the garden. I know living things grow. I can say what the weather is like today. I know I need to turn the tap off to save water. I know that rubbish goes in the bin. I can use all my sense to explore different materials. I can notice difference between the feel and look of natural objects. I have growing awareness of the celebrations/festivals that I celebrate.</p>	<p>I talk about things I have done with my family or friends at nursery. I pretend to be adults less familiar me (roles in the community) I can find differences in people's appearance to me. I can find similarities in people's appearance to me. I know that some people like the same things as me and some people like different (food, toys, TV characters etc)</p> <p>I can name some plants and trees in the garden. I know how to help plants and vegetables grow in the garden. I can grow a seed. I can talk about the life cycles of a butterfly. I can sort different types of animals/vehicles into 2 groups using objects/pictures. I know how I travel to school. I know that recycling helps the environment I can name the weather and talk about how it has changed. I can take a photograph to use in my learning</p> <p>I can spot differences in how objects behave such as float or sink, slow or fast, I can talk about and explore the forces I feel when exploring objects (push, pull, stretch/bend/snap) I can talk about how materials change state when I see it happening. I know that other people celebrate festivals that are different to my family.</p>
<p>Mummy/daddy/sister/brother Eyes, ears, nose, face Bird, worm, fly, bee, dog, cat,</p>	<p>tummy, feet, arms, legs, head, hands, hello/goodbye Car, bus, motorbike, lorry smell, taste, listen Hot / cold</p>	<p>House, flat, bungalow, Bedroom, kitchen, bathroom, living room Teacher, policeman, doctor. Cow, hen, pig, sheep, Horse, Elephant, giraffe, zebra, monkey, lion, tiger Grass, mud, sky, tree, leaf, flower, pebble. Sunny, rainy, windy,</p>	<p>Job, fireman, driver, shop keeper, hairdresser, vet . Silver birch, conifer, daffodil, daisy,, eed, germination, Egg, caterpillar, cocoon, life-cycle Recycling plastic, cardboard, paper, cloudy, snowy, foggy, float/sink, fast/slow, melted/dissolved/freeze/solid/liquid push, pull, stretch/bend/snap</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>

Sustainable Citizenship Curriculum Intent Plan (cross curricular PSE, Knowledge of World, Health & Self-care)

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>I seek to engage with a range of adults in my setting. I can find my own photo and photos of my family. I can say when I am happy or sad. I can name my body parts (leg, tummy, hand, head) I can point to a familiar peer, when you say their name.</p> <p>I can investigate objects using my senses. I can say when something is hot or cold. I can investigate properties of objects through my schemes and schemas.</p> <p>I can name animals and vehicles that interest me.</p> <p>I have growing awareness of the celebrations/festivals that I celebrate.</p>	<p>I know what type of home I live in. I can name some rooms in my home. I can pretend to be an adult I know (taking on a familiar role) I can say the name of adults familiar to me at home and in my setting. I can name familiar peers. I can say what I like to eat and play with. I can name farm animal and match objects/pictures of them. I can name zoo animals and match objects/pictures of them. I can name vehicles and match objects/pictures of them. I can name natural features of the garden. I know living things grow. I can say what the weather is like today. I know I need to turn the tap off to save water. I know that rubbish goes in the bin.</p> <p>I can use all my sense to explore different materials. I can notice difference between the feel and look of natural objects. I have growing awareness of the celebrations/festivals that I celebrate.</p>	<p>I talk about things I have done with my family or friends at nursery. I pretend to be adults less familiar me (roles in the community) I can find differences in people's appearance to me. I can find similarities in people's appearance to me. I know that some people like the same things as me and some people like different (food, toys, TV characters etc)</p> <p>I can name some plants and trees in the garden. I know how to help plants and vegetables grow in the garden. I can grow a seed. I can talk about the life cycles of a butterfly. I can sort different types of animals/vehicles into 2 groups using objects/pictures. I know how I travel to school. I know that recycling helps the environment I can name the weather and talk about how it has changed. I can take a photograph to use in my learning I can spot differences in how objects behave such as float or sink, slow or fast, I can talk about and explore the forces I feel when exploring objects (push, pull, stretch/bend/snap) I can talk about how materials change state when I see it happening. I know that other people celebrate festivals that are different to my family.</p>	<p>I can have more detailed knowledge of what jobs people do and the tools they use. I know how these people can help me and my family. I can name parts of a flower and tree. I know what bees, butterflies and birds need in the garden. I can sequence the life cycle of a butterfly, plant and human using objects/photos. I can categorise animals based on where they live and how they move. I can categorise vehicles by their purpose or how they move. I know different ways to travel and which ways are better for environment. I know ways to look after the environment (ref. key positive actions/messages) I know that weather can be used to produce energy. I know I can use the internet to help me answer a question. I can talk about my celebrations/festivals and those I have learned about.</p>
<p>tummy, feet, arms, legs, head, hands, hello/goodbye Car, bus, motorbike, lorry smell, taste, listen Hot / cold</p>	<p>House, flat, bungalow, bedroom, kitchen, bathroom, living room Teacher, policeman, doctor. Cow, hen, pig, sheep, Horse, Elephant, giraffe, zebra, monkey, lion, tiger Grass/mud/sky/tree/leaf/flower/pebble. Sunny, rainy, windy,</p>	<p>Job, fireman, driver, shop keeper, hairdresser, vet . Silver birch, conifer, daffodil, daisy, seed, germination, Egg, caterpillar, cocoon, life-cycle Recycling plastic, cardboard, paper, cloudy, snowy, foggy, float/sink, fast/slow, melted/dissolved/freeze/solid/liquid push, pull, stretch/bend/snap</p>	<p>Vocab- specific to roles chosen. Leaf, branch, twig, trunk, roots, stem, petal. Nectar, Habitat, Solar powered, recycle Healthy, sugar, fat, vitamins, calcium Teeth, tooth decay</p>
<p>👉 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👉 playing with what you know 😊 Making links ♥ Concentrating</p>	<p>👉 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👉 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>

Mathematics Curriculum Intent Plan: *Number*

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p><u>Cardinality and Counting</u> I engage in finger rhymes involving numbers 1,2 & 3. I can 'give' an object on request. I know what 'gone' means.</p> <p><u>Comparison:</u> I can say/sign for 'more'.</p>	<p><u>Cardinality and Counting</u> Saying: I can use random counting words in rhymes and play.</p> <p>Tagging: <i>I can go and find an object that is out of sight</i></p> <p>Stopping: I can anticipate an action as you say 1,2,3....</p> <p>Subitising: I can help tidy because I know where familiar things belong.</p> <p>I can find the same object/pictures when asked.</p> <p><u>Comparison</u> I know by adding more my amount is getting bigger.</p>	<p><u>Cardinality and Counting</u> Saying: I can recite numbers up to 3</p> <p>Tagging: <i>I can count up to 3 objects by moving them 1 at a time.</i> <i>I can count up to 3 objects in a line.</i></p> <p>Stopping: I can give you one I can give you two.</p> <p>Subitising: I can match amounts up to 3 (dominoes/pictures).</p> <p>Number: I use marks in pictures to represent numbers (lots of dots for rain, 2 eyes/legs, spider's legs, family members)</p> <p><u>Comparison</u> I can give one out to each peer in a very small group. I can say who has more than me I am beginning to recognise when things are not shared fairly eg. If someone has more than me or if I have none).</p>	<p><u>Cardinality and Counting</u> Saying: I can recite 1-5</p> <p>Tagging: <i>I know zero means nothing/gone.</i> <i>I can count up to 5 objects by moving them 1 at a time.</i> <i>I can touch count up to 5 objects in a line.</i></p> <p>Stopping: I can count up to 3 objects from a group and know when to stop. I know the last number I reach when counting a set up to 3 is the total.</p> <p>Subitising: I can match amounts up to 5 (dominoes/pictures). I can show amounts up to 3 using my fingers.</p> <p>Numerals: I know how old I am and I can find the numeral to represent it. I can make marks 1:1 to represent the number of objects up to 3. I can represent small amounts/numbers in pictures.</p> <p><u>Comparison</u> I recognise when amounts are the same eg. playdough, food, beads,</p>

Mathematics Curriculum Intent Plan: *Number*

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p><u>Cardinality and Counting</u> Saying: I can use random counting words in rhymes and play.</p> <p><i>Tagging:</i> I can go and find an object that is out of sight</p> <p>Stopping; I can anticipate an action as you say 1,2,3....</p> <p>Subitising: I can help tidy because I know where familiar things belong.</p> <p>I can find the same object/pictures when asked.</p> <p><u>Comparison</u> I know by adding more my amount is getting bigger.</p>	<p><u>Cardinality and Counting</u> Saying: I can recite numbers up to 3</p> <p><i>Tagging:</i> I can count up to 3 objects by moving them 1 at a time. I can count up to 3 objects in a line.</p> <p>Stopping: I can give you one I can give you two.</p> <p>Subitising: I can match amounts up to 3 (dominoes/pictures).</p> <p>Number: I use marks in pictures to represent numbers (lots of dots for rain, 2 eyes/legs, spider's legs, family members)</p> <p><u>Comparison</u> I can give one out to each peer in a very small group. I can say who has more than me</p> <p>I am beginning to recognise when things are not shared fairly eg. If someone has more than me or if I have none).</p>	<p><u>Cardinality and Counting</u> Saying: I can recite 1-5</p> <p><i>Tagging:</i> I know zero means nothing/gone. I can count up to 5 objects by moving them 1 at a time. I can touch count up to 5 objects in a line.</p> <p>Stopping: I can count up to 3 objects from a group and know when to stop. I know the last number I reach when counting a set up to 3 is the total.</p> <p>Subitising: I can match amounts up to 5 (dominoes/pictures). I can show amounts up to 3 using my fingers.</p> <p>Numerals: I know how old I am and I can find the numeral to represent it. I can make marks 1:1 to represent the number of objects up to 3. I can represent small amounts/numbers in pictures.</p> <p><u>Comparison</u> I recognise when amounts are the same eg. playdough, food, beads,</p>	<p><u>Cardinality and Counting</u> Saying: I can recite number to 10</p> <p><i>Tagging</i> I can count pictures that cannot be moved up to 5.</p> <p>Stopping: I can count out up to 5 objects from a group and know when to stop. I know that the last number I reach when counting a set up to 5, is the total.</p> <p>Subitising: I can recognise sets of 1,2,3 without counting.</p> <p>Numerals I can match some numerals to quantities up to 5 I can match numeral to numeral up to 5. I can recognise numerals 1-5. I can begin to represent numerals 1-5 and amounts in pictures. I can tally to represent amounts</p> <p>Conservation: I know an amount is the same even if it has been rearranged or shared out.</p> <p><u>Comparison.</u> I can share out objects so that everyone in a small group has the same amount up to 5. I can give everybody 2 in a small group. I can find 1 more than a given number using quantities up to 5. I can find 1 less than a given number using quantities up to 5.</p> <p><u>Composition</u> I can add 2 groups together to find the total up to 5 I know 2 groups can be recombined to make the same total.</p> <p>-----</p> <p>I can decide how to solve a problem using my mathematical skills of grading, sorting, matching or comparing.</p>

Mathematics Curriculum Intent Plan: *Shape, Space, Pattern and Measure.*

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p><u>Measures.</u> I can give a big or a small familiar object in play.</p> <p>I can tip and pour to fill and empty containers.</p> <p>I can recognise that objects/signals tells me that something is going to happen now.</p> <p><u>Shape and Space</u> I can take pieces out of an inset puzzle.</p>	<p><u>Measures</u> I can follow an instruction to empty a container.</p> <p>I recognise when a container is full.</p> <p>I am beginning to recognise that things can be heavy and light.</p> <p>I can find the same</p> <p>I can follow a routine with visual prompts.</p> <p><u>Shape and Space</u></p> <p>I will persist at trying to fit shapes into spaces on an inset board or shape sorter.</p> <p>I can stack blocks and make arrangements</p>	<p><u>Measures</u> I can say when a container is empty. I can say when a container if full. I can say when an object is heavy. I can say when an object is big and small.</p> <p>I can anticipate a sequence of specific events that happen each day. I can understand now and next.</p> <p>I understand the concept of exchange.</p> <p><u>Shape and Space</u> I can match 2D shapes to their outlines/shadows. I can complete an inset puzzle using trial and error testing. I can give you a circle or square, therefore I know they are different.</p> <p>I can follow an instruction to put objects inside I can follow an instruction to put objects under</p> <p><u>Patterns</u> I can use language to talk about patterns around me on clothing and objects.</p> <p>I can match simple patterned material/object and find the same.</p>	<p><u>Measures.</u> I can compare two objects by weight and identify which is the heaviest and lightest. I can compare two objects by length and identify which is the longest/shortest I can compare two containers and identify which is full and which empty.</p> <p>I can stack or line up 3 graded objects. I can fit boxes/objects that nest inside each other.</p> <p>I can use the language of money in my play.</p> <p><u>Shape and Space.</u> I can complete a simple jigsaw puzzle. I can use simple words to describe shape. I can name a circle, square, triangle, rectangle. I can enclose and stack 3D materials to construct. I can select 2D shapes to copy a picture.</p> <p>I can stand behind and in front of a large object. I can describe the position of an object.</p> <p><u>Patterns.</u> I can continue an AB pattern I can copy an AB pattern</p>

Mathematics Curriculum Intent Plan: *Shape, Space, Pattern and Measure.*

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>Measures I can follow an instruction to empty a container.</p> <p>I recognise when a container is full.</p> <p>I am beginning to recognise that things can be heavy and light.</p> <p>I can find the same</p> <p>I can follow a routine with visual prompts.</p> <p>Shape and Space</p> <p>I will persist at trying to fit shapes into spaces on an inset board or shape sorter.</p> <p>I can stack blocks and make arrangements</p>	<p>Measures I can say when a container is empty. I can say when a container is full. I can say when an object is heavy. I can say when an object is big and small.</p> <p>I can anticipate a sequence of specific events that happen each day. I can understand now and next.</p> <p>I understand the concept of exchange.</p> <p>Shape and Space I can match 2D shapes to their outlines/shadows. I can complete an inset puzzle using trial and error testing. I can give you a circle or square, therefore I know they are different.</p> <p>I can follow an instruction to put objects inside I can follow an instruction to put objects under</p> <p>Patterns I can use language to talk about patterns around me on clothing and objects.</p> <p>I can match simple patterned material/object and find the same</p>	<p>Measures. I can compare two objects by weight and identify which is the heaviest and lightest. I can compare two objects by length and identify which is the longest/shortest I can compare two containers and identify which is full and which empty.</p> <p>I can stack or line up 3 graded objects. I can fit boxes/objects that nest inside each other.</p> <p>I can use the language of money in my play.</p> <p>Shape and Space. I can complete a simple jigsaw puzzle. I can use simple words to describe shape. I can name a circle, square, triangle, rectangle. I can enclose and stack 3D materials to construct. I can select 2D shapes to copy a picture.</p> <p>I can stand behind and in front of a large object. I can describe the position of an object.</p> <p>Patterns. I can continue an AB pattern I can copy an AB pattern</p>	<p>Measures. I can compare three objects by weight and say which is the heaviest and lightest. I can compare three objects by length and say which is the longest/shortest I can compare three containers and say which is full and which empty.</p> <p>I know money is coins and notes.</p> <p>Shape and Space. I can make a picture using 2D shapes. I can name 3D shapes – sphere, cube, cone, pyramid. I can use 3D materials to make structure/model.</p> <p>I can follow directional language and symbols. I can programme a bee-bot and talk about its path.</p> <p>Patterns I can make my own AB pattern with objects I can notice and correct an error in an AB pattern with objects.</p> <p>I can continue an ABC pattern</p>

Literacy Curriculum Intent Plan: Writing including Letters and Sounds (cross links to physical fine motor)

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p>I can pass a toy from one hand to another. I grasp a crayon palmer grip I can pick up object using my thumb and finger. I enjoy a range of sensory activities including sticky, damp and slimy.</p> <p>I can make random marks using different stokes.</p>	<p>I can hold blocks with two fingers/thumb and stack three in a tower.</p> <p>I no longer hold my pencil using a palmer grip, but moving towards a digital pronate.</p> <p>I make a connection between the marks and gross/fine motor movements I make (horizontal, vertical, rotations) on paper, sand or paint .</p>	<p>I can hold pencil using static tripod grip towards the base of the pencil.</p> <p>I can use lines, circles, zigs-zags and dots (gross and fine motor).</p> <p>I give meaning to these marks as they begin to represent objects/people.</p> <p>I can use both my hands when pouring, hammering, threading and mark making.</p> <p>I can make snips in paper using scissors.</p>	<p>I use mark to represent different objects/persons combing lines, circles and dots.</p> <p>I can talk in more detail about my pictures and they reflect my varied experiences.</p> <p>I can draw a person using a couple of body parts and facial features.</p> <p>I can copy letters from my name.</p> <p>I use emergent letter marks to write for different purposes (my name, shopping list, story etc)</p> <p>I can use scissors to cut a strip of paper,</p>
<p>Dots, Line</p>	<p>Round, Up / down</p>	<p>Zig-zag, lines, dots, circles</p>	<p>Draw, copy, write Letter, list , story, label</p>
<p>👉 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👉 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👉 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👉 Being willing to have a go 😊 Making links ♥ Keep trying</p>

Literacy Curriculum Intent Plan: Writing including Letters and Sounds (cross links to physical fine motor, expressive arts)

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>I can hold blocks with two fingers/thumb and stack three in a tower.</p> <p>I no longer hold my pencil using a palmer grip, but moving towards a digital pronate.</p> <p>I make a connection between the marks and gross/fine motor movements I make (horizontal, vertical, rotations) on paper, sand or paint .</p>	<p>I can hold pencil using static tripod grip towards the base of the pencil.</p> <p>I can use lines, circles, zigs-zags and dots (gross and fine motor).</p> <p>I give meaning to these marks as they begin to represent objects/people.</p> <p>I can use both my hands when pouring, hammering, threading and mark making.</p> <p>I can make snips in paper using scissors.</p>	<p>I use mark to represent different objects/persons combing lines, circles and dots.</p> <p>I can talk in more detail about my pictures and they reflect my varied experiences.</p> <p>I can draw a person using a couple of body parts and facial features.</p> <p>I can copy letters from my name.</p> <p>I use emergent letter marks to write for different purposes (my name, shopping list, story etc)</p> <p>I can use scissors to cut a strip of paper,</p>	<p>I can hold a pencil using dynamic tripod with good control.</p> <p>I can use anti-clockwise movements to retrace circular lines.</p> <p>I can attempt to write my name independently.</p> <p>I beginning to form letters correctly in my name.</p> <p>I have a preference with which hand I write with.</p> <p>-----</p> <p>I can use recognisable letters to write a CVC word using SATPIN</p> <p>I can use scissors to cut out a simple shape.</p>
<p>Round, Up/down</p>	<p>Zig-zag, lines, dots, circles</p>	<p>Draw, copy, write Letter, list , story, label</p>	<p>Letter, sound, first,</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👋 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>

Literacy Curriculum Intent Plan: Reading including pre-requisite skills and early phonological awareness.

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p>I hear and react to noises</p> <p>I look intently when an adult talks to me,</p> <p>I can anticipate when something familiar is going to happen next (eg. Ready, steady do / peek-a-boo, tickle games)</p> <p>I know things can make a noise and I repeat an action to create a noise.</p> <p>I can sustain interest in a book for 2 minutes with an adult pointing and naming)</p> <p>Shows physical enjoyment of rhymes and songs.</p>	<p>Turns to look on hearing their name</p> <p>I respond with gesture to familiar environmental sounds.</p> <p>I initiate interactions with adults using books.</p> <p>I can recognise familiar objects in picture books.</p> <p>I use actions or vocalisations to join in with songs and rhymes.</p> <p>I enjoy hearing stories using props.</p> <p><i>I can use drumsticks to make different sounds (Listening)</i></p> <p><i>I can make the correct animal noise from a picture clue. (Listening)</i></p> <p><i>I can copy a body sound (Instrumental)</i></p>	<p>I can repeat words and simple repeated phrases from stories.</p> <p>I can recognise fine details in favourite pictures.</p> <p>I can turn pages in a book singularly.</p> <p>I can fill in a missing word in a familiar rhyme...</p> <p>I enjoy looking at books in small groups.</p> <p><i>I can listen to and identify familiar environmental sounds outside and inside (listening)</i></p> <p><i>I can use my voice to sing at different volumes (loud/quiet) (Listening)</i></p> <p><i>I can identify a familiar sound made out of sight (Listening)</i></p> <p><i>I can stop and start playing an instrument with a signal (Instrumental)</i></p> <p><i>I can copy a quiet and loud sound. (Instrumental)</i></p>	<p>I know that stories have a beginning and end.</p> <p>I can describe talk about key events and characters in a story</p> <p>I can sequence a simple story using pictures or objects.</p> <p>I can recognise my name.</p> <p>I can use my finger to trace left to right when sharing a story.</p> <p>I know that words carry meaning and I ask you scribe my name, labels and phrases.</p> <p><i>I can listen and identify an instrument by sound (Instrumental)</i></p> <p><i>I can copy a sequence of body sounds (Instrumental)</i></p> <p><i>I can use my voice to make a slow/fast/quiet/loud/long/short sounds (instrumental)</i></p> <p><i>I can join in with an alliterative story (Allit.)</i></p>
<p>👋 Finding out & exploring</p> <p>😊 Having their own ideas</p> <p>♥ Being involved</p>	<p>👋 Finding out & exploring</p> <p>😊 Having their own ideas</p> <p>♥ Being involved</p>	<p>👋 playing with what you know</p> <p>😊 Making links</p> <p>♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go</p> <p>😊 Making links</p> <p>♥ Keep trying</p>

**vocabulary will be linked to headline story and sustainable citizenship curriculum*

Literacy Curriculum Intent Plan: Reading including pre-requisite skills and early phonological awareness.

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>Turns to look on hearing their name I respond with gesture to familiar environmental sounds. I initiate interactions with adults using books. I can recognise familiar objects in picture books.</p> <p>I use actions or vocalisations to join in with songs and rhymes.</p> <p>I enjoy hearing stories using props.</p> <p><i>I can use drumsticks to make different sounds (Listening)</i></p> <p><i>I can make the correct animal noise from a picture clue. (Listening)</i></p> <p><i>I can copy a body sound (Instrumental)</i></p>	<p>I can repeat words and simple repeated phrases from stories. I can recognise fine details in favourite pictures. I can turn pages in a book singularly. I can fill in a missing word in a familiar rhyme... I enjoy looking at books in small groups.</p> <p><i>I can listen to and identify familiar environmental sounds outside and inside (Listening)</i></p> <p><i>I can use my voice to sing at different volumes (loud/quiet) (Listening)</i></p> <p><i>I can identify a familiar sound made out of sight (Listening)</i></p> <p><i>I can stop and start playing an instrument with a signal (Instrumental)</i></p> <p><i>I can copy a quiet and loud sound. (Instrumental)</i></p>	<p>I know that stories have a beginning and end. I can describe talk about key events and characters in a story I can sequence a simple story using pictures or objects. I can recognise my name. I can use my finger to trace left to right when sharing a story. I know that words carry meaning and I ask you scribe my name, labels and phrases.</p> <p><i>I can listen and identify an instrument by sound (Instrumental)</i></p> <p><i>I can copy a sequence of body sounds (instrumental)</i></p> <p><i>I can use my voice to make a slow/fast/quiet/loud/long/short sounds (instrumental)</i></p> <p><i>I can join in with an alliterative story (Allit.)</i></p>	<p>I can learn less familiar vocabulary from stories and use it in my play. I can clap syllables in simple words. I can narrate a simple story for you to scribe.</p> <p><i>I can look at an object and say the initial sound (Allit.)</i></p> <p><i>I can sort objects by different initial sounds (Allit.)</i></p> <p><i>I can make the right movement with my mouth to say some sounds (Allit.)</i></p> <p><i>I can match a rhyming word (R&R)</i></p> <p><i>I can identify an object that rhymes (R&R)</i></p> <p>-----</p> <p><i>I can copy sound talk (OBS)</i></p> <p><i>I can understand sound talk for segmented CVC words (OBS)</i></p> <p><i>I can find a CVC object from sound talk I can copy sound talk (OBS)</i></p> <p><i>I can speak in sound talk (OBS)</i></p> <p><i>I can say how many sounds I can hear in a word I can copy sound talk (OBS)</i></p> <p><i>I can clap out CVC words (OBS)</i></p> <p><i>I can say and recognise SATPIN (Ph)</i></p> <p><i>I can blend and segment VC words using SATPIN (Ph)</i></p> <p><i>I can blend and segment CVC words using SATPIN (Ph)</i></p> <p><i>I can continue a rhyming string orally (R&R)</i></p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👋 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>

**vocabulary will be linked to headline story and sustainable citizenship curriculum*

Expressive Arts Curriculum Intent Plan (cross curricular links with Literacy and Citizenship)

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner
<p>I recognise that you are singing to me and show an emotional/physical response.</p> <p>I can move my body to music /songs.</p> <p>I can copy simple actions to songs/music – clap, sway, rock</p> <p>I can explore and repeat the sounds that instruments make.</p> <p>I am interested to make marks on paper, sand, mud , paint</p> <p>I will explore manipulating different media; paint, dough, clay (tactile receptive)</p> <p>I will explore using my body to make marks; hand painting, finger painting,</p>	<p>Beginning to use tuneful vocalisations to join in with songs.</p> <p>I can copy simple actions to songs/music with a regular beat – clap, tap, stamp</p> <p>I know how to transfer glue/paint using a brush/spreader.</p> <p>I make marks intentionally.</p> <p>I can imitate simple experiences I see adults doing at home.</p> <p>I can pretend objects represent something else when characteristics in common.</p> <p>(Links to Writing - mark making</p>	<p>Joins in singing familiar songs using a few key words.</p> <p>I can copy simple actions to songs/music with a regular beat</p> <p>I am beginning to cross my body line with greater co-ordination.</p> <p>I know I can attach materials together using glue.</p> <p>I can use the techniques of ripping, and printing,</p> <p>I can name primary colours</p> <p>I can imagine to be something else ie. a familiar person or animal</p> <p>I can experiment with blocks, marks and colours because I vary what I do with them.</p> <p>I can begin to make simples models which show my interests.</p>	<p>I can sing a few familiar songs.</p> <p>I can copy a simple dance routine and move rhythmically.</p> <p>I can copy a simple rhythm</p> <p>I can name a drum, shaker, triangle.</p> <p>I know that colours can be mixed to make new colours.</p> <p>I can use the technique of rolling and folding.</p> <p>I can used enclosed lines to draw representations of objects/people.</p> <p>I can describe the texture of materials</p> <p>I can use my words to pretend that one object represents another.</p> <p>I can find or make a prop to support my imaginary play.</p>
<p>Sing. Dance</p> <p>Copy</p>	<p>Beat</p> <p>Clap, stamp, tap,</p> <p>Paint brush, glue spreader</p>	<p>Rip,</p> <p>Print</p> <p>Red, blue, yellow</p>	<p>Rhythm</p> <p>Green, purple, brown, orange,</p> <p>Roll, fold</p> <p>Sticky, smooth, rough,</p>
<p>👋 Finding out & exploring</p> <p>😊 Having their own ideas</p> <p>♥ Being involved</p>	<p>👋 Finding out & exploring</p> <p>😊 Having their own ideas</p> <p>♥ Being involved</p>	<p>👋 playing with what you know</p> <p>😊 Making links</p> <p>♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go</p> <p>😊 Making links</p> <p>♥ Keep trying</p>

Expressive Arts Curriculum Intent Plan (cross curricular links with Literacy and Citizenship)

Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>Beginning to use tuneful vocalisations to join in with songs.</p> <p>I can copy simple actions to songs/music with a regular beat – clap, tap, stamp</p> <p>I know how to transfer glue/paint using a brush/spreader.</p> <p>I make marks intentionally.</p> <p>I can imitate simple experiences I see adults doing at home.</p> <p>I can pretend objects represent something else when characteristics in common.</p> <p>(Links to Writing - mark making)</p>	<p>Joins in singing familiar songs using a few key words.</p> <p>I can copy simple actions to songs/music with a regular beat</p> <p>I am beginning to cross my body line with greater co-ordination.</p> <p>I know I can attach materials together using glue.</p> <p>I can use the techniques of ripping, and printing,</p> <p>I can name primary colours</p> <p>I can imagine to be something else ie. a familiar person or animal</p> <p>I can experiment with blocks, marks and colours because I vary what I do with them.</p> <p>I can begin to make simple models which show my interests.</p>	<p>I can sing a few familiar songs.</p> <p>I can copy a simple dance routine and move rhythmically.</p> <p>I can copy a simple rhythm</p> <p>I can name a drum, shaker, triangle.</p> <p>I know that colours can be mixed to make new colours.</p> <p>I can use the technique of rolling and folding.</p> <p>I can use enclosed lines to draw representations of objects/people.</p> <p>I can describe the texture of materials</p> <p>I can use my words to pretend that one object represents another.</p> <p>I can find or make a prop to support my imaginary play.</p>	<p>I can represent real life objects with increasing complexities and detail.</p> <p>I can begin to draw objects from my imagination.</p> <p>I can show emotions in drawings/paintings.</p> <p>I learn new songs quickly and melodically.</p> <p>I can choose a song to sing.</p> <p>I can make up my own simple songs</p> <p>I have the confidence to perform a song in front of a small audience.</p> <p>I can keep a steady beat.</p> <p>I make up my own rhythm.</p> <p>I can also name a tambourine, maracas, castanet (vocab),</p> <p>I can choose an instrument for a purpose</p> <p>I can create a sustained narrative within a group when role playing.</p> <p>I use language to imagine or re-create roles and experiences in play.</p> <p>I have my own ideas and I can decide what materials I need to express them.</p>
<p>Beat Clap, stamp, tap, Paint brush, glue spreader</p>	<p>Rip, Print Red, blue, yellow</p>	<p>Rhythm Green, purple, brown, orange, Roll, fold Sticky, smooth, rough,</p>	<p>Collage Audience Rhythm</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👋 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>

Social Communication & Emotional Development Curriculum Intent Plan (including Self-talk and positivity, Individual assertiveness, Mindfulness & manners, Language of co-operation and kindness, Expressing emotions of self and others).

Surface Communicator	Explorative Communicator	Purposeful Communicator	Inquisitive Communicator
<p>I can maintain eye contact and pay joint attention on an object that interests me.</p> <p>I can engage with an adult to help achieve a goal.</p> <p>I can copy a gesture and action – waving, clapping,</p> <p>I can follow an adult pointing to draw my attention to a person/object.</p> <p>I am able to make a choice between two.</p> <p>I acknowledge when I'm praised.</p>	<p>I can follow a simple request if you use my name first.</p> <p>I can play a non-verbal turn taking game.</p> <p>I can copy a range of facial expressions (happy, sad, angry).</p> <p>I can be distracted if I am upset.</p> <p>I am not too passive, I can say 'no' when I don't like something.</p>	<p>I can join in with others play. I watch others play and copy them.</p> <p>With help I will use single words to talk to other children.</p> <p>I can express my preference and interests.</p> <p>I transition between activities without upset.</p> <p>I understand the simple boundaries that keep me safe.</p> <p>I can share with others when supported. I can sooth myself, most of the time, when I get upset.</p> <p>I can say when I am happy or sad.</p> <p>I show pride in my own achievements.</p> <p>I beginning to say 'please' and 'thank you'.</p>	<p>I can play in a group and elaborate play ideas.</p> <p>I initiate paly with others. I demonstrate friendly behaviour.</p> <p>I can say how I feel and show a range of feelings appropriately.</p> <p>I can talk freely about what I enjoy and what I am good at.</p> <p>I will talk to other children.</p> <p>I am aware of own actions and stop myself from hurting others.</p> <p>I can ask for help when needed.</p> <p>I can tell an adult when I am tired or hungry.</p> <p>I can wait for my turn or for something to happen.</p> <p>I can out a simple task to help my teacher/group.</p>
<p>Look Stop, come, Point,</p>	<p>My turn, your turn, Happy, sad Hello, good bye,</p>	<p>Yes, no , stop, go, please, thank you now, next , finished</p>	<p>Friendly, kind, Hungry, tired , thirsty Angry, frustrated, shocked, frightened</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>

Linked to the SMILE teaching resource.

Social Communication & Emotional Development Curriculum Intent Plan (including Self-talk and positivity, Individual assertiveness, Mindfulness & manners, Language of co-operation and kindness, Expressing emotions of self and others).

Explorative Communicator	Purposeful Communicator	Inquisitive Communicator	Adaptable Communicator
<p>I can follow a simple request if you use my name first.</p> <p>I can play a non-verbal turn taking game.</p> <p>I can copy a range of facial expressions (happy, sad, angry).</p> <p>I can sooth myself, most of the time, when I get upset.</p> <p>I am not too passive, I can say 'no' when I don't like something.</p>	<p>I can join in with others play. I watch others play and copy them.</p> <p>With help I will use single words to talk to other children.</p> <p>I can express my preference and interests.</p> <p>I transition between activities without upset.</p> <p>I understand the simple boundaries that keep me safe.</p> <p>I can share with others when supported.</p> <p>I can be distracted if I am upset.</p> <p>I can say when I am happy or sad.</p> <p>I show pride in my own achievements.</p> <p>I beginning to say 'please' and 'thank you'.</p>	<p>I can play in a group and elaborate play ideas.</p> <p>I initiate paly with others. I demonstrate friendly behaviour.</p> <p>I can say how I feel and show a range of feelings appropriately.</p> <p>I can talk freely about what I enjoy and what I am good at.</p> <p>I will talk to other children.</p> <p>I am aware of own actions and stop myself from hurting others.</p> <p>I can ask for help when needed.</p> <p>I can tell an adult when I am tried or hungry.</p> <p>I can wait for my turn or for something to happen.</p> <p>I can out a simple task to help my teacher/group.</p>	<p>I frequently start conversations with peers and adults. I can initiate a conversation and respond appropriately, considering what has been said.</p> <p>Takes steps, with support, to resolve conflict. I can recognise how others are feeling and explain why. I can ask other children how they feel.</p> <p>I can talk freely about what I enjoy and what I am good at.</p> <p>I am able to independently follow the routine of nursery.</p> <p>I able to follow simple behaviour expectations and rules.</p> <p>I can use assertive language appropriately</p> <p>I ask frequent questions</p> <p>I will keep trying when I find things difficult.</p> <p>I can use pretend feelings in role play and retelling stories.</p>
<p>My turn, your turn, no Happy, sad Hello, good bye,</p>	<p>Yes, no , stop, go, please, thank you now, next , finished</p>	<p>Friendly, kind, Hungry, tired , thirsty Angry, frustrated, shocked, frightened</p>	<p>"I feel ...because" "I am good at" Why, what, how, when</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👋 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>

Language Acquisition Curriculum Intent Plan (WellComm - understanding and speaking)

Explorative Communicator	Purposeful Communicator	Inquisitive Communicator	Adaptable Communicator	Explorative Communicator
<p>I can use my voice and actions to have an impact on others I can point with my eye gaze to ask for something or share an interest. I can use gesture to ask for something. I can copy environmental sounds when playing I am beginning to understand yes and no I can use 20 words. I can imitate (copy) words.</p> <p>Section 1/2 I understand; Give an item on request Point to the correct picture on request Use everyday objects on self Simple every day instructions</p> <p>To use; Beginning to use words to request Use gesture to ask for things</p>	<p>Section 3 I understand: 100 words (objects and some actions) follow a simple two key word instruction.</p> <p>I use: single words in songs and rhymes 20-50 words to name every day objects Use single words to describe an action two words together copy a familiar phrase</p>	<p>I can point at the correct picture if you say an action word.</p> <p>I am beginning to understand 'who' and 'where' questions.</p> <p>Section 4 I understand: Simple describing words 'no' plus an object pronoun 'I', 'you' and 'we', 'my' and 'your' a three key word instruction including a doing word</p> <p>I use: 200 words simple phrases including a doing word in and on in a simple phrases 'ing' to describe an action pronoun 'I', 'you' and 'we' big and little appropriately</p>	<p>I can identify an object by it's function. I can link sentences together with words like and, because, I use a ranged of tenses I can vary the intonation, volume, rhyme and phrasing of my voice to make my meaning clear.</p> <p>Section 5 I can use: Meaning of what, 'where' and 'Who' And respond appropriately to 'yes' and no' questions I can understand: Remember and say the names of two things begin to use 'what' and 'where' begin to use plurals a 3 word level sentence</p> <p>Section 6 I understand Pronouns 'he' and 'she' 'behind' and 'in front' Negative forms (isn't) Verbs in past tense 'why' questions 'where', 'who' and 'what' questions I use: Pronouns 'he' and 'she' Beginning to link phrases with and/because, plurals/past tenses Verbs in past tense where', 'who' and 'what' questions</p>	<p>Section 7 I understand: 'many' and 'few' 'long' and 'short' Meaning of 'why' 'first' and 'last' Pronouns his and her Pronouns 'they' and 'their' 'same' and 'different' A four key word request</p> <p>I use: Comparatives 'bigger', 'longer' and 'smaller' Pronoun his and her 'Because' to link sentences A four key word request</p> <p>Section 8 I understand: Either and or 'when' and 'after'</p> <p>I can use: A range of prepositions Range of question words Superlatives</p>

Physical Development Curriculum Intent Plan (gross motor, see Literacy for Fine motor)

Surface Learner	Explorative Learner	Purposeful Learner	Inquisitive Learner	Adaptable Learner
<p>I can sit unsupported on the floor I can roll from back to tummy. I can raise self from lying to sitting. When sitting I can lean forward to pick up small toys. I can pull to standing, holding on for support. I can 'cruise' along furniture and hold one or both hands of an adult to walk. I can stand momentarily I can move around independently (crawl or bottom shuffle)</p> <p>Heath & Social Care I open my mouth for a spoon I can hold my own cup I can eat finger foods I can cooperate with nappy changing.</p>	<p>I can step up and step down holding your hand.</p> <p>Heath & Social Care I will try new tastes and textures. I can use a cup. I can communicate when I need my nappy changing. I will try and help with un/dressing and hygiene routines.</p>	<p>I can run safely on whole foot I can squat with steadiness and rise to my feet without using my hands I can climb confidently I can kick a large ball</p> <p>Heath & Social Care I can use a spoon. I can drink from a cup without spilling. I will help with putting on clothing. I am beginning to recognise danger. I can clearly communicate when I need the toilet (non-verbally/verbally)</p>	<p>I can move with pleasure and confidence in a range of ways (slithering, rolling, crawling, jumping). I can run and negotiate space to miss obstacles I can stand momentarily on one foot I can catch a large ball</p> <p>Heath & Social Care I can tell you when I'm hungry/tired or want to play. I can wash my hands independently I can un/dress with a little help. I can feel my heart beat fast if I run/jump I know I have to clean my teeth twice a day I know when I need the toilet and take myself, most of the time.</p>	<p>I can jump off and land appropriately. I can negotiate space when playing with others, changing speed and direction. I can move and travel with confidence and increasing skill.</p> <p>Heath & Social Care I know moving about is good for my body. I know washing my hands skills germs on them I can name some healthy foods. I know which foods I cannot eat lots of. I know ways to keep myself healthy.</p>
<p>Sit, roll, stand Spoon, cup, Eat, drink Nappy</p>	<p>Step, up, down, Stop / go Coat, socks, shoes,</p>	<p>Run, climb, kick, walk</p>	<p>Running, walking, jumping, etc Fast / slow Forwards / backwards Exercise, healthy</p>	<p>Germs, virus , un/healthy</p>
<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 Finding out & exploring 😊 Having their own ideas ♥ Being involved</p>	<p>👋 playing with what you know 😊 Making links ♥ Being involved and concentrating</p>	<p>👋 Being willing to have a go 😊 Making links ♥ Keep trying</p>	<p>👋 Being willing to have a go 😊 Choosing how to do things ♥ Enjoying what they set out to do</p>