



Lawn Primary and Nursery School **Nursery** Curriculum Overview 2024 -25






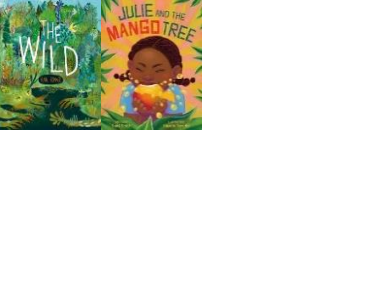


FRAMEWORK OF THE INTENDED TEACHING/LEARNING PROGRAMME – YEAR GROUP R 2024– 2025

Phase 1 Intent:

We have designed our curriculum to be exciting, engaging and motivational in order to promote deeper levels of thinking and learning, but also with the particular strengths and needs of the children at Lawn. We are committed to holistic learning to enable children to have the opportunity to develop in all areas. Children will have the chance to be creative, physically active and academically challenged. All aspects of our curriculum require EYFS practitioners to be flexible and to take account of our children’s interests, alongside the explicit teaching of ‘concepts’ and our curricular goals. Our curriculum is based upon a ‘progress model; when we are building on children’s interests, we are planning to broaden or deepen those interests. For example, our cycle of ‘quality texts’ begins with very simple, repetitive texts, which over time, children progress onto texts with more complex vocabulary and concepts.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	All About Me!	Let’s Celebrate!	People who Help Us!	In the Garden!	On the Farm!	Down in the Jungle!
Mini Themes	Myself My Family My Body My Feelings My House My Nursery	Diwali Bonfire Night Remembrance Autumn Winter Christmas	Police Ambulance/doctors Dentist Vets RNLI (lifeguards) Fire service (short)	Pond Bugs Growing (cress) Spring/Summer Fruit/vegetables Worms/compost	Animals Baby animals Vehicles Eggs Food Scarecrows	Animals Footprints Animal prints Trees Birds Nursery/reception transition
Events/key dates	2/9-23/10 Stay and Plays 26.9 - European Day of Languages 10.10 – Hello Yellow (Mental Health Day) 14.10 - Harvest Festival 21.10 – Parents’ Evening	4/11-20/12 31.10-1.11 – Diwali 5.11 – Bonfire Night 10.11 – Remembrance Sunday 11.11 - Nursery Rhyme Week 25.12 - Christmas	6/1-14/2 29.1 – Chinese New Year 14.2 – Valentine’s Day	24/2-4/4 4.3 – Shrove Tuesday 14.3 – Holi 30.3 – Mother’s Day/Eid 20.4 – Easter Sunday 17.3 – St Patrick’s Day	22/4-23/5 Farm comes to school trip	2/6-24/7 15.6 – Father’s Day
Communication and Language Skills	To engage in simple talk about the different characters and how they are feeling. To talk about themselves and their immediate families. Develop communication that can be understood by others- begin to use 2-3 words in a sentence.	To sing rhymes and look at picture books. To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, etc and to talk about them and why they are celebrated. To listen to, and follow 2 step simple instructions. To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.	To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand (4-5 word sentences) To listen to, and follow 2 step simple instructions. To introduce the meaning of questions and respond to simple questions accurately	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to, and follow simple instructions and respond to questions appropriately. To talk in short sentences that others can understand.	To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then.	To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence.
Communication and Language Knowledge	To know that stories have different characters which could be real and pretend. To know that it is OK to talk to others about wants and needs.	To know that stories have a beginning, middle and an end. To be able to understand simple instructions. To know to say words clearly so that they are audible.	To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others. To be able to understand simple instructions, questions and commands.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to understand simple instructions, questions and commands.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.
Quality Texts						

						
PSED Skills	<p>To separate from main carer using a comfort object, familiar adults, routines and spaces to help with self-soothing.</p> <p>To explore the classroom environment and be supported by an adult to find where resources go.</p> <p>To select and use activities and resources, with some support</p> <p>With support, to use the toilet facilities (washing hands, drying hands and flushing the toilet)</p>	<p>To learn about daily routines and classroom rules</p> <p>To select and use activities and resources, with some support</p> <p>To learn to look after resources within the class.</p> <p>To learn how to share resources and play in a group.</p> <p>To independently put on coats.</p>	<p>To learn how to cope with own emotions (losing, feeling, sad)</p> <p>To learn how to share resources and play in a group.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To be aware of behavioural expectations in the Nursery.</p>	<p>To learn how to cope with own emotions (losing, feeling sad)</p> <p>To show independence in accessing and exploring the environment.</p> <p>To use the toilet independently.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p> <p>To show an awareness of the importance of oral health.</p> <p>To work with an adult on initiating play with peers and keep play going by giving ideas.</p>	<p>To learn how to cope with own emotions (losing, feeling sad)</p> <p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To begin to show an awareness of how others may be feeling.</p>	<p>To learn how to cope with own emotions (losing, feeling sad)- Z.O.R</p> <p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p> <p>To begin to understand that change will happen (transition)</p>
PSED Knowledge	<p>To know that they can approach adults in Nursery when needed.</p> <p>To become familiar with their key carer.</p> <p>To gain confidence working within a small keyworker group</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To be aware of the different areas in the Nursery and how to explore them safely.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking key worker adults for support.</p>	<p>To begin to manage and verbalise their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p>	<p>To approach a range of adult (outside of their keyworker) if they need support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to show my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that some people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc and that other may not show emotions.</p>
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development Skills	<p>With support, to use the toilet facilities (washing hands, drying hands and flushing the toilet)</p> <p>To begin to show a preference for a dominant hand.</p> <p>To begin to climb apparatus safely when exploring outside.</p> <p>To begin to show awareness of moving safely amongst peers (during P.E for example)</p> <p>To mark make in sensory trays and also copy different patterns.</p>	<p>To independently put on their coats, with some support for the zip.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To mark make using a digital pronate grasp when using colouring pencils, chunky pencils and pencils.</p> <p>To begin to use the balance bikes with adult support. They take small steps and learn how to stop</p> <p>To use hand-over-hand with an adult supporting cutting along a straight line</p> <p>To use one-handed tools, such as tongs, tweezers, wooden hammers</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, mark making, Dough Disco etc.</p> <p>To mark make confidently using a digital pronate grasp when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To begin to take off and put back on shoes and socks, knowing which shoe belongs on which foot</p>	<p>To hold the pencil correctly using a four finger grasp grip.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To balance and steer around the track on a balance bike</p> <p>To use scissors independently to cut along a line. The children are able to carry scissors safely from one place to another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>To hold the pencil confidently using a four finger grasp</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p>	<p>To begin to use a tripod grip to form some letters.</p> <p>To confidently use scissors independently to cut around a simple shape..</p> <p>The children join materials together using a variety of methods.</p> <p>To show good balance as they sit on the bike and steer around obstacles.</p> <p>To begin to use a variety of tools such as a Sellotape dispenser and hole punch</p> <p>To take off and put on shoes independently</p>
Physical Development Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p> <p>To make snips in paper using hand-over-hand scissors</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To show independence in self help skills such as toileting and dressing.</p>	<p>To know that the pencil needs to be held comfortably and with one hand</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p> <p>To know what making right food choices looks like.</p>	<p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>To know the correct ways of forming letters.</p>
GMS	<p>Squiggle Whilst You Wiggle</p> <p>PE</p> <p>Outdoor equipment</p> <p>Dancing/yoga</p>					
FMS	<p>Dough disco</p> <p>Threading/Cutting/Tweezers/mark making/</p>					

Literacy Skills	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.	To begin to attempt to make a range of marks (the message centre). To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. To begin to identify the pictures linked to RWI sound.	To make a range of different marks (the message centre) Adults will consistently model meaningful marks To talk about and retell a range of familiar stories	To be able to mark make and give meaning to their marks. To identify the pictures linked to RWI sound. To begin to trace some letters correctly, e.g. letters from their name.	Children will begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	Lots of Fred games focussing on oral blending. Children are able to identify initial sounds and begin to orally blend familiar CVC words. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks.
Literacy Knowledge	To know that text can be used as a form of identification. To know that text has a meaning. To begin to learn a range of Nursery Rhymes.	To learn that stories have a sequence; beginning, middle and end. To begin to acknowledge initial sounds and their relevance in the environment	To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story.	To be able to talk about their marks with confidence. To talk about the sounds they have identified from the RWI program. To join in with repetition within stories. To be able to talk about different parts of the story.	To know that blending sounds makes words. To identify the pictures with corresponding sounds. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories. To engage in extended conversations about stories.
Phonics	Aspect 1: Environmental Sounds	Aspect 2: Instrumental Sounds	Aspect 3: Body Percussion	Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral Blending and Segmenting
Topic Links	Drawing themselves/their families Notice logos/labels in the school environment – Lawn Primary School/resources/shops nearby	Identifying own name through self-registration Firework sounds Christmas wish list Drawing firework pictures Letter to Santa Christmas cards	Taking notes from an emergency phone call Drawing emergency vehicles Valentines Day Cards List of tools	Draw pictures of bugs Shopping list – fruit/veg Mother’s Day cards Map drawing of garden	Making animal noises Drawing animals List of animals Oral segmentation – sheep/pig/duck/horse Letter to farm	Oral segmentation – Drawing the jungle List of animals Drawing footprints Father’s Day cards
Maths Skills	To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects. To show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.	To count out a group of up to 5 objects. To match number of objects to numeral. To show an understanding of 1:1 counting to 5. Knowing that the last number you count represents the total number of objects. Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.	To count out a group of up to 10 objects. One more/less using a number line. To develop fast recognition of numbers. To count up to 10. To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To talk about and explore patterns in the environment.	To identify, describe and compare groups of objects. To develop fast recognition of numbers. To count up to 10. To independently create and talk about own patterns using a range of objects and resources.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey.	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes. To name some common 3D shapes and properties. To compare and order objects according to their size and distance. To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. To show an awareness of positional language such as under/behind/ next to/over/ on top of.
Maths Knowledge	Singing a range of number songs. To say number names to 5 in order. To know that time can be measured using days. To know that the last number said represents the total number of objects To show an awareness and name some 2D shapes in the environment.	To say number names to 10 in order. To know that a group of objects can also be represented by a number. Singing a range of number songs. To know that the last number said represents the total number of objects. To show an awareness and name some 2D shapes in the environment.	To create and repeat simple patterns. To subitise to 3. To know number order beyond 5 when counting. To say number names to 10 in order. To be able to say number names forwards and backwards to 10. To know that each object should only be counted once. Singing a range of number songs.	To subitise to 3. To know number order beyond 5 when counting. To use the language of more and less to compare amounts. To know that numbers can be ordered. To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	To subitise to 6. To remember the order in which things happen. To know that subtraction means taking an amount away from a group. To know that some shapes are more appropriate than others when building. To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.	To subitise to 6. To learn vocabulary linked to describing size and distance. To be able to say number names forwards and backwards to 15. To remember the order in which things happen. To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.
Topic Links	Chdn build their house using blocks Count members of our family Count our features – eyes/mouth/legs/arms	Count fireworks Count presents Firework shapes Count leaves Patterns of lights	Count wheels Count tools Count teeth Build police station/hospital	Natural object patterns Count bugs/legs/spots Build gardens using blocks/small world Compare groups of objects - bugs	Count animals Build farm Shapes on the farm – wheel/roof/window Sequence story events Take animals away	Count animals Compare size of animals Recall a journey – welly walk
UTW Skills	Children begin to talk about key people in their life Children to begin to talk about significant events in their life- sharing photos and memories together Operate simple equipment e.g. use of IWB, telephones, or use a remote control.	To know some celebrations that are celebrated, i.e. Christmas To be able to identify similarities and differences between themselves and peers. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image Use IT hardware to interact with age-appropriate computer software.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image Children to talk about similarities and differences. To use senses to explore the world around them.	To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Continue to use the computer to gain confidence in using the mouse. To learn about Easter. Children to talk about significant events in their life. Talk about the life cycle of a plant.	Talk about the life cycle of a tadpole. To use senses to explore the world around them. To use the computer to complete a simple task.	To learn about forces, testing whether they can bend, snap or stretch materials. To know that there are different countries in the world and talk about the differences they have experiences or seen in photos, Talk about a variety of habitats (story link).

				Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image		To explore materials which will float and which will sink. To use the computer to complete a simple task.
UTW Knowledge	To know about family structures and be able to talk about who is part of their family. To begin to talk about what they see using some new vocabulary. To talk about what they see in their environment – Seasons link (welly walks)	To be able to talk about how they are similar and different To make Christmas patterns on the computer. To learn about the different stories related to Autumn festivals. Shows an interest in technological toys in Santa’s workshop.	To know similarities and differences between day and night To talk about what they see using new vocabulary with independence. Knows how to use different technological toys	To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. To know about who celebrates Easter and what is its significance. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. Knows how to use different technological toys	To know that difference creatures live in different places based on their characteristics, e.g. tadpoles To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. Knows how to operate simple equipment.	To know that there are different countries in the world To know how to test whether materials will float or sink. Knows how to operate simple equipment.
Topic Links	Chdn bring in family/baby photos to form a Family Tree display Harvest Welly walks	Signs of autumn Santa’s workshop toys – how things work Diwali Bonfire Night Christmas Remembrance Sunday Welly walks Newborn baby visit – Mrs Ashdown	Signs of winter Ice play Different occupations- visits from adults with a range of occupations Chinese New Year – try Chinese food Welly walks	Signs of spring Pancake Day/Lent – make pancakes Plant seeds St Patrick’s Day - 17th March Easter – 20 th April Caterpillar/butterfly life cycle Tadpole/frog life cycle Welly walks	Signs of summer Grow veg Match baby animals to adult Farm visits school Know which foods come from the farm Welly walks	Explore the force of water Floating/sinking Name some countries where you would find a jungle Name jungle animals Explore different animal habitats Welly walks
EAD Skills	Listening to and join in with Nursery rhymes Uses various construction materials. To show different emotions in pictures clearly.	Sing familiar Nursery Rhymes and Nativity songs. To use different colours and materials to make Christmas Patterns. To make salt dough divas. To make Christmas cards and decorations for friends and family using a range of media. To make patterns with paint and different objects, exploring what happens when you mix colours. Join construction pieces together to build and balance. To begin to act out familiar everyday life situations as they engage in pretend play with Small World characters	To use scissors effectively with support (hand-over-hand). To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To play instruments with increasing control.	To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar Nursery Rhymes. Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To join in with interactive story telling, showing imagination as they play with Small World characters.	To use puppets and props to act out different stories. To make masks for role play. Sing familiar songs in the correct tone and changing melody if appropriate. Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful To draw with increasing control, representing features and detail clearly.	To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Beginning to be interested in and describe the texture of things. To make little boats which float
EAD Knowledge	For children to be able to construct with a purpose and safely.	To know how different colours and materials can be used to create things. To create a range of art and crafts linked to Christmas	To being to know how colours can be mixed to make a new colour. To use their imagination to create different works of art. For children to be able to construct with a purpose and safely. To play instruments to express feelings and ideas.	To know about the different materials and what can be created with them. To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned. To know how to create recognisable representations of objects.	To know how to use props appropriately for particular stories. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. For children to be able to construct with a purpose and safely. To know how to use available props to develop stories and make imaginative play more purposeful.	To know that body movements can be changed depending on the rhythm to achieve a desired effect. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in choice of media when creating a model or picture.
Topic Links	Self portraits Loose part faces Emotion faces Build my house/school	Leaf printing Loose parts firework pictures Make salt dough diva lamps Christmas cards Firework flick paintings on black card	Valentine’s Day Cards Build vehicles Build police station/hospital Junk model vehicles/buildings Hand/finger print firemen	Mother’s Day cards Shrove Tuesday pancakes Loose parts-spring pictures Loose part mini-beasts Flower paintings Flower pressing Garden maps	Printing with fruit/veg Farm pictures – collage animals Farm map Farm animal paper plate faces Handprint farm animals	Father’s Day Cards Make boats to float down the river in the jungle Junk model animals/trees Footprints/animal print
Nursery Rhymes/ Songs	Heads, Shoulders, Knees and Toes One finger, one thumb If you’re happy and you know it 1, 2, 3, 4, 5 once I caught Do your ears hang low? Gonna build a house	I hear thunder Twinkle twinkle 10 little fireworks Jingle bells We wish you a merry Christmas	Miss Polly London’s burning Five little monkeys The grand old duke of York Humpty Dumpty	There’s a worm at the bottom of my garden 5 little speckled frogs Incy Wincy Spider Here we go round the mulberry bush	Five little ducks Old Macdonald Baa baa black sheep Sleeping bunnies Hey diddle diddle	Down in the jungle Nelly the elephant Row, row, row your boat

Curricular Goals	The children begin to show an understanding of boundaries of behaviours that are accepted by adults and become aware of basic rules. The children seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. The children are becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult	The children develop friendships with other children. The children sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Increasingly follow rules, understanding why they are important	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 Children take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) The children are proactive in seeking adult support and are able to articulate their wants and needs.
	Children pour and mix ingredients for playdough using large tools with the support of the adults.	The children work with an adult to follow a simple playdough recipe.	Children follow verbal and pictorial instructions. They count the correct number of cups or scoops.
	Children explore herbs, fruits and vegetables using all of their senses. They begin to describe things they can smell, taste, feel, hear and see.	The children show curiosity and interest as they explore plants and vegetable produce.	Children can talk about some of the things they have observed such as plants, animals, and natural and found objects. The children show care for their natural environment.
	Children show independence using one-handed tools such as tongs, tweezers, wooden hammers and playdough scissors during play. Children make snips in paper using trainer scissors independently. Children use one-handed movement to open and close scissors with adult support.	Children use scissors independently to cut along a line. The children are able to carry scissors safely from one place to another.	Children use scissors independently to cut around a simple shape. The children use a variety of tools such as a Sellotape dispenser and hole punch and stapler with adult support. The children join materials together using a variety of methods.
	Children begin to use the balance bikes with adult support. They take small steps and learn how to stop	Children balance and steer around the track.	Children show good balance as they sit on the bike and steer around obstacles.
			Children will build up a bank of familiar stories, poems and rhymes