



Termly break down of Nursery developmental expectations

Autumn 1 31-36 months	Autumn 2 31-36 months	Spring 1 37-42 months	Spring 2 37-42 months	Summer 1 43-48 months	Summer 2 49-54 months	Areas of Learning
Personal Social Emotional Development						
<p>Will approach familiar adults when upset, excited or want to play.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Build relationships and children's areas of interests through observations and play partner role.</p>	<p>Is able to explore or try out a new activity or experience with adult support.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Range of invitations to play for children to explore with adult support.</p>	<p>Will willingly approach others to play.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Adult interactions to model and guide children's social relationships and interactions (asking/inviting to play).</p> <p>-Children to seek out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest.</p>	<p>Can play in a group with friends suggesting ideas.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Adult interactions to model and guide children's social relationships and interactions (sharing ideas and giving roles)</p> <p>-Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions.</p> <p>-Provide positive feedback during play, noticing and acknowledging children's</p>	<p>Can initiate an interaction with other children.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Adult interactions to model and guide children's social relationships and interactions (consideration of other people's needs and impulse control e.g. giving up a toy to another who wants it).</p> <p>-Use different resources such as social stories, dolls to help children to develop strategies for building and</p>	<p>Has a good relationship with peers and familiar adults. Is confident to interact with others.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p>-Offer calm and considered support for children as they experiences conflict with their peers. Use a problem-solving approach; You are fighting because you both want the blue bike, what can we do about this?</p> <p>-Children to represent and recreate modelled social interactions from their relationships with close adults, in their</p>	Making Relationships



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			thoughtfulness to each other.	maintaining relationships.	play to support them developing strong relationships.	
<p>Expresses own preferences, needs and interests.</p> <p><u>How this is achieved:</u></p> <p>-Expresses the self-aware emotions of pride and embarrassment through modelling during interactions 'I'm feeling proud because...'</p> <p>- Use play and stories to positively support children's</p>	<p>Starting to recognise others basic feelings.</p> <p><u>How this is achieved:</u></p> <p>-Circle Time</p> <p>-Responds to the feeling of others, showing concern and offering support</p> <p>-May recognise that some actions can hurt or harm others and begins to stop themselves from something they should not do</p> <p>- Model empathy and talk about others' feelings. For example, Amaya is feeling sad today because she is missing her mummy.</p>	<p>Shows more awareness of the feelings of others. Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. Able to shift attention to explore a self-chosen line of enquiry.</p> <p><u>How this is achieved:</u></p> <p>-Circle Time</p> <p>-Expresses a wide range of feelings in their interactions with others and through their behaviour and play</p> <p>-Talks about how others might be feeling and responds according to their understanding of</p>	<p>Is able to adapt behaviour to changes in familiar routine.</p> <p><u>How this is achieved:</u></p> <p>-Children to experience events where there is a change in routine and environment</p>	<p>Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.</p> <p><u>How this is achieved:</u></p> <p>-Adults to model through interactions and also teach through circle time and Jigsaw.</p> <p>- Discuss rules and fairness with young children and show positive appreciation of</p>	<p>Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.</p> <p><u>How this is achieved:</u></p> <p>-Adults to model through interactions when completing an activity e.g 'I am building a house for.... It needs to have a roof to keep him warm and dry.</p>	<p>Self Regulation</p>



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<p>understanding of their physical selves and social identities.</p> <p>- Recognise and value children's unique interests and abilities by following and building on what they show you about their play interests and preferences.</p> <p>-Recognise each child's social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love.</p>	<p>- Understand that young children communicate their feelings through their behaviours and respond by showing empathy for their underlying feelings</p>	<p>the other person's needs and wants</p>		<p>young children's pro-social behaviours of kindness and helpfulness for example.</p>		
<p>Is becoming independent in self-care and manages this with support.</p>	<p>Attempts to dress self, addressing frustrations with adult support.</p>	<p>Can manage self-care and dressing routines with increasing proficiency.</p>	<p>Demonstrates a range of emotions and starting to manage these with adult support.</p>	<p>Selects and uses own resources, asks for help. Is dry and clean during the day</p>	<p>Becoming more aware of their own emotions and starting to develop</p>	<p>Managing Self</p>



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				and manages own basic hygiene	strategies to manage these.	
Communication & Language						
<p>Listens to stories, songs and rhymes and asks for favourites.</p> <p><u>How this is achieved:</u></p> <p>-Adult to read stories/rhymes to groups and 1:1.</p> <p>-Adults to read with different voices and make noises and encourage children to join in.</p>	<p>Can shift attention when conversation interests them. Understands longer instructions.</p> <p><u>How this is achieved:</u></p> <p>-Practise a variety of step questions during play/group activities.</p>	<p>Listens and attends to a dialogue in a small group of 3 or more children.</p> <p><u>How this is achieved:</u></p> <p>-Model interactions and encourage playing in groups.</p> <p>-Small group work/focus activities.</p>	<p>Listens to and remembers simple stories with pictures.</p> <p><u>How this is achieved:</u></p> <p>-Re-read texts to support children with recall.</p> <p>-Ask recall questions using pictures to support the children.</p>	<p>Anticipates key events and phrases in rhymes and stories.</p> <p>Listens to others and stories in small groups. Asks simple questions related to the story. Can answer simple questions about themselves.</p> <p><u>How this is achieved:</u></p> <p>-Read stories with a repetitive refrain.</p> <p>-</p>	<p>Listens to the opinion of others when in a small group. Can follow longer, more complex instructions.</p> <p>Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults.</p> <p><u>How this is achieved:</u></p> <p>-Re-read texts to build children's knowledge and recall of familiar stories.</p>	<p>Listening and Attention</p>



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<p>Responds to questions with two given choices.</p> <p><u>How this is achieved:</u></p> <p>-Ask children questions in a range of contexts e.g. Would you like an apple or banana for snack? Would you like to play in the sand or the water?</p>	<p>Actions demonstrate understanding of simple concepts.</p> <p><u>How this is achieved:</u></p> <p>-Give children opportunities to identify verbs by following simple instructions e.g. 'Show me jumping'.</p>	<p>Responses show an understanding of an experience or event.</p> <p><u>How this is achieved:</u></p> <p>-Ask children re-call questions about experiences/significant events)</p> <p>-Children to understand the use of objects (e.g. Which one do we cut with?)</p> <p>-Model prepositions such as under, on top, behind. Children to demonstrate their knowledge with a toy or identifying the correct pictures.</p>	<p>Can describe an action or experience in the present tense.</p> <p><u>How this is achieved:</u></p> <p>-Modelling during interactions/thinking out loud to describe an action or experience.</p>	<p>Follows instructions without visual clues.</p> <p>Can describe how they carried out an activity or made a model.</p> <p><u>How this is achieved:</u></p> <p>-Give children regular opportunities to follow simple instructions.</p> <p>-Ask 'Tell me about' style questions to encourage children to describe how they carried out an activity/made a model. Use this as an opportunity to add more</p>	<p>Understands simple who, what and where questions.</p> <p>Understands 'how' and 'why' questions.</p> <p><u>How this is achieved:</u></p> <p>-During interactions and play model questions and responses.</p>	<p>Understanding</p>
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				ambitious vocabulary.		
<p>Links actions and words to communicate immediate needs and wants. Linking four/five words together and starting to refer to things in the past.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> -Wait and allow the child time to start the conversation. -Follow the child's lead to talk about what they are interested in. -Give children thinking time. Wait for them to think about what they want to say and put 	<p>Uses more vocabulary including descriptive language and words which explore form or function.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> -Add words to what children say, e.g. child says Brush dolly hair, you say Yes, Lucy is brushing dolly's hair. -Talk with children to make links between their body language and words, e.g. Your face does look cross. Has something upset you? - Introduce new words in the context of play and activities. - Use a lot of statements and comments and fewer questions to build natural conversation. When you do ask a question, use an open question with many possible answers. 	<p>Able to tell their own short story or anecdote.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> -Show interest in the words children use to communicate and describe their experiences. - Expand on what children say by repeating it and adding a few more words, helping children use more complex sentences. -Use lively intonation and animated expression when speaking with children and reading texts. - Talk to the child about family life, stories from home. 	<p>Makes requests when choosing resources and activities.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> -Adult interactions to model making requests e.g 'Can I have some blue paper to use for the sea?' 'Can I have an envelope to put my letter inside?' 	<p>Describe events that have already happened although tenses may not accurate.</p> <p>Make plans and describes them to others.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> - Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk -Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else 	<p>Sometimes uses past, present and future tenses appropriately in speech.</p> <p>Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> - Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. - Value children's contributions and use them to inform and shape the 	Speaking



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<p>their thoughts into words, without jumping in too soon to say something yourself.</p> <p>- In conversations and playful encounters with children, model language a step beyond the child's language use.</p> <p>-Use the child's voicing/speech attempts to lead play and encounters.</p> <p>-For children learning English as an additional language, value nonverbal communications and those offered in home languages</p>				<p>has finished, listening to others and using expressions such as please, thank you and can I...?.</p>	<p>direction of discussions.</p> <p>- Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate.</p> <p>- Listen to language and conversation that emerge through play, particularly play that is led by the child.</p>	
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Physical Development						
<p>Increasingly uses pincer grip.</p> <p><u>How this is achieved:</u> -Picking up small objects, threading and tweezers</p>	<p>Increasingly uses pincer grip with a range of resources.</p> <p><u>How this is achieved:</u> - Teach children the skills they need to use equipment safely, e.g. cutting with scissors</p>	<p>Able to use resources that require twisting and turning.</p> <p><u>How this is achieved:</u> - Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting and turning.</p>	<p>Able to use resources that require twisting, turning and rotating.</p> <p><u>How this is achieved:</u> - Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instrument. - Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, turning and rotating.</p>	<p>Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control</p> <p><u>How this is achieved:</u> - Provide play resources including small-world toys, construction sets, threading and posting toys, dolls clothes and material for collage. - Introduce and encourage children to use the vocabulary of manipulation, e.g. squeeze and prod.</p>	<p>Able to use one handed tools and equipment with control.</p> <p><u>How this is achieved:</u> - Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow - Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them - Provide a range of left-handed tools, especially left-handed scissors, as needed.</p>	<p>Fine Motor</p>



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<p>Climbs using hands and feet and able to use equipment that requires pulling.</p> <p><u>How this is achieved:</u></p> <p>-Provide time and space to enjoy energetic play outdoors daily.</p> <p>-Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes</p>	<p>Climbs using hands and feet and able to use equipment that requires pulling and pushing.</p> <p><u>How this is achieved:</u></p> <p>-Pose questions/challenges such as 'Can you make a car?'</p>	<p>Walks up steps using alternating feet one foot to each step.</p> <p><u>How this is achieved:</u></p> <p>-Provide children with opportunities to walk up steps.</p>	<p>Walks up steps/outdoor constructions using alternating feet one foot to each step.</p> <p><u>How this is achieved:</u></p> <p>-Encourage children to make steps using large scale outdoor equipment.</p>	<p>Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens, and when on made or created vehicles.</p> <p><u>How this is achieved:</u></p> <p>-Provide opportunities to create dens, vehicles in the outdoor environment.</p>	<p>Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.</p> <p><u>How this is achieved:</u></p> <p>-Encourage children to use the vocabulary of movement, e.g. gallop, slither; of instruction e.g. follow, lead and copy by modelling and using the vocabulary in context</p> <p>-Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching</p>	<p>Gross Motor</p>
<p>Literacy</p>						



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<p>Can recognise and match picture labels and silhouettes to objects in the environment.</p> <p><u>How this is achieved:</u> -Encourage and support children’s responses to picture books and stories you read with them.</p>	<p>Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.</p> <p><u>How this is achieved:</u> - Provide digital recordings of rhymes, stories, sounds and spoken words. -Provide picture books, books with flaps or hidden words, and books with accompanying story apps.</p>	<p>Beginning to track from left to right.</p> <p><u>How this is achieved:</u> -High quality print in the environment to encourage children to read and foster a love of reading. -Daily story time modelling reading skills.</p>	<p>Beginning to track from left to right and discriminate between similar and familiar letter like shapes.</p> <p><u>How this is achieved:</u> -High quality print in the environment to encourage children to read and foster a love of reading. -Daily story time modelling reading skills</p>	<p>Knows that print carries meaning.</p> <p><u>How this is achieved:</u> - Provide some simple poetry, song, fiction and non-fiction books, both paper copies and digital. -Provide fact and fiction books and possibly ebooks that children can access independently in all areas</p>	<p>Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words.</p> <p><u>How this is achieved:</u> -Encourage children to add to their first-hand experience of the world by seeking information using print and digital sources of information. -Encourage children to recall words they see frequently, such as their own and friends’ names. -Model oral blending of sounds to make words in everyday contexts, e.g. Can you get your h-a-t hat? -Provide a range of everyday signs and written texts in play</p>	<p>Word Reading</p>
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					areas (labels, lists, recipes, instructions, etc.) so children can include these in their play.	
<p>Listens attentively, showing pleasure, to a familiar story published.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">-Use different voices to tell stories and encourage young children to join in wherever possible.</p>	<p>Listens attentively, showing pleasure, to a familiar story published.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">- Spend quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props.</p>	<p>Uses their own illustrations or props to retell a story.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">- Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.</p>	<p>Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">-Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.</p> <p style="color: purple;">-Include familiar environmental print in the role play area.</p> <p style="color: purple;">-Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.</p>	<p>Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">- Read stories that children already know, pausing at intervals to encourage them to “read” the next word.</p> <p style="color: purple;">-Encourage children to identify the sounds they hear in the environment and to explore making rhythms</p>	<p style="color: purple;">Will request favourite rhymes, poems, fiction or non fiction books based on own interest, enjoyment and pleasure.</p> <p style="color: purple;">Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.</p> <p style="text-align: center;"><u>How this is achieved:</u></p> <p style="color: purple;">-Tune into words from stories that individual children particularly enjoy, e.g. children’s favourite words and words that are emotionally important to them. Revisit these words</p>	<p>Comprehension</p>



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				with musical instruments.	in meaningful interactions.	
<p>Makes marks in different media using hands or mark-making tools.</p> <p><u>How this is achieved:</u></p> <p>-Encourage different mark-making movements – big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots.</p> <p>-Tell children about the marks you are making and encourage them to talk to you about theirs.</p> <p>- Value these early mark making activities</p>	<p>Uses pincer grip in play to hold small objects.</p> <p><u>How this is achieved:</u></p> <p>-Provide children with resources/activities that require a pincer grip e.g. tweezers, scissors and so on.</p> <p>- Listen and support what children tell you about their drawings and early writing.</p> <p>-Write down (scribe) the words that children use and display these words, for example, with photos</p>	<p>Mark making shows variation in shape and form.</p> <p><u>How this is achieved:</u></p> <p>-Write Dance Sessions</p> <p>-Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors.</p>	<p>Engages in mark making in their play.</p> <p><u>How this is achieved:</u></p> <p>-Provide lots of mark making opportunities with a range of resources</p> <p>-Encourage children’s drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”.</p> <p>-Celebrate and value children’s early attempts at graphic representation – focusing on the meaning and content.</p>	<p>Recognises and writes some letters from their own name.</p> <p>Engages in making ‘messages’ for others from their pictures, paintings and in their play.</p> <p><u>How this is achieved:</u></p> <p>- Support children in recognising and writing their own names. Children’s names displayed in the environment.</p> <p>- Write down things children say to support their developing understanding</p>	<p>Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly.</p> <p>Ascribes meaning to the 'other' marks they make.</p> <p><u>How this is achieved:</u></p> <p>-Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>-Model how to segment the sounds (phonemes) in simple words and how the sounds are</p>	<p>Writing</p>



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<p>by sharing them with others including parents and carers.</p> <p>-Write down (scribe) children's words, and read them back to children.</p> <p>-Introduce a range of appropriate implements including large brushes, chalk and crayons, sticks and sponges for children to trace patterns and shapes.</p> <p>-Offer children a range of different surfaces to make marks on, inside and out, e.g.</p>				<p>that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.</p> <p>-Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.</p>	<p>represented by letters (graphemes).</p> <p>-Encourage children to apply their own grapheme/phoneme knowledge to what they write in meaningful conte</p> <p>-Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</p> <p>-Model how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).</p> <p>- Encourage children to apply their own grapheme/phoneme knowledge to what</p>	
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<p>chalkboards, light boxes, sand and pathways.</p> <p>- Provide a broad range of opportunities for early writing experiences through sensory and symbolic play.</p>					<p>they write in meaningful contexts</p>	
Maths						
<p>Uses number names in play.</p> <p><u>How this is achieved:</u></p> <p>- Model counting things in everyday situations and routines. E.g. 'Now we have two.'</p>	<p>Uses number names in play and imitates adult actions, rote counting or saying counting words randomly alongside their physical actions.</p> <p><u>How this is achieved:</u></p> <p>- Take opportunities to say number words in order with children as they play, e.g. 1,2,3 go!</p> <p>- Use number words in meaningful contexts, e.g. Here is your other mitten.</p>	<p>Uses number names with increasing accuracy in their role play and purposefully uses number songs in play. Counts up to 3 objects.</p> <p><u>How this is achieved:</u></p> <p>-Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality)</p> <p>-Encourage children to explore the collections they make, comparing amounts and counting</p>	<p>Can count alongside actions in games, rhymes and songs. Explores mathematical resources in the provision in every day exploration.</p> <p><u>How this is achieved:</u></p> <p>-When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together How many now?</p>	<p>Counts up to 4 objects and can recognise 2 objects (moveable and non) without counting.</p> <p>Recognises some numerals of personal significance and talks about numbers in the everyday environment.</p> <p>Begins to recite numbers in order, with some</p>	<p>Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10 . Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games.</p> <p>Able to recite numbers forwards and backwards from 5. Counts small groups of fixed objects with accurate 1:1</p>	<p>Numbers</p>



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		<p>some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves.</p> <p>-Use opportunities to model and encourage counting on fingers.</p>	<p>- Encourage children to use marks to represent their mathematical ideas in role play.</p> <p>-Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit.</p>	<p>inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose.</p> <p><u>How this is achieved:</u></p> <p>- Point out the number of things whenever possible, e.g. rather than just chairs, say four chairs.</p> <p>-Provide buckets and bags for children to create collections of objects which they can count.</p> <p>-Provide mark-making materials indoors and outdoors for children to represent their own ideas in play.</p>	<p>correspondence. Uses graphic representations to record number explorations in pictures and mark making.</p> <p><u>How this is achieved:</u></p> <p>-Invite children to count out a number of things from a larger group, e.g. Can you get five crackers?</p> <p>-Encourage children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need.</p> <p>-Emphasise the one more, one less pattern in rhymes and traditional</p>	
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				<ul style="list-style-type: none">- Provide opportunities for children to explore cardinality in the environment using self correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items-Capitalise on children's fascination with counting by joining in when they count in games.- Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices,	<ul style="list-style-type: none">tales, asking children to predict the next number.- Model wondering and talking about how you might solve a number problem.-Value and support children to use their own graphics when problem solving.-Provide numerals that children can pick up and use within all aspects of their play.-Provide resources indoors and outside for children to explore and talk about higher numbers.-Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and	
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				<p>e.g. high or low.</p> <ul style="list-style-type: none">- Use opportunities within daily routines to support children's developing sense of number.- Model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers.- Value children's own mathematical representations within their pretend play.- When counting with children, playfully make deliberate	<p>numerals, to enable children to use those resources independently.</p> <ul style="list-style-type: none">- Play with either dot or numeral dice. Discuss that six on the dice is worth more than four- Provide a variety of mathematical picture books and share them	
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				<p>mistakes for fun, expecting children to correct them.</p> <p>-When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups.</p>		
<p>Children explore pattern, using manipulatives and puzzles in their independent play.</p> <p>How this is achieved: - Leave a space for children to do the next action or word in familiar songs and stories with repeating elements.</p>	<p>Engages in lining up, placing, arranging and repositioning materials.</p> <p>Recognises the pattern of everyday familiar routines, begins to notice that there is an order and sequence to familiar events.</p> <p>How this is achieved: -Count while engaging in everyday tasks and while moving around. -Sing songs with counting strings.</p>	<p>In play uses some language to compare quantities and talk about position such as 'on/in/under'. Joins in with number songs which count on - one more, or count down - one less.</p> <p>How this is achieved: - Talk with young children about lots, more and not many and not enough as they play. -Draw attention to contrasting differences and changes in amounts</p>	<p>Independently uses and demonstrates positional language as part of everyday role play scenarios. Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes.</p> <p>How this is achieved: -Include the number sequence in everyday contexts and songs so children experience the order of the</p>	<p>When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/rhymes.</p> <p>With a purpose in mind,</p>	<p>Identifies groups of objects that have more or less than and the same. In child-led play, is able to make groups of objects of the same quantity and begins to find the totals by combining groups.</p> <p>Uses everyday language to recreate and describe patterns in nature or urban environments. Uses comparative language to describe and compare measures</p>	<p>Numerical Patterns</p>



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<p>- Comment on what is the same and what is over and over again in patterns found in the environment</p>	<p>-Highlight different times of the day and talk about what comes next within the pattern of the day.</p>	<p>e.g. adding more bricks to a tower or eating things up.</p> <p>-Use the language of size and weight as children are involved in everyday play and routines.</p> <p>- Use the language of capacity as children explore water or sand to encourage them to think about when something is full, empty or holds more.</p> <p>- Emphasise the sequence within familiar activities or routines.</p>	<p>numbers (ordinality)</p> <p>- Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves.</p>	<p>recognises and selects simple geometric shapes in their construction and block play. Uses everyday vocabulary to describe and compare measures (size, weight, capacity and time).</p> <p><u>How this is achieved:</u></p> <p>-Talk about the shape of the pieces and the holes when fitting pieces into inset puzzles.</p> <p>-Model comparing two objects to see if they have the same shape in purposeful contexts.</p>	<p>(size, weight, capacity and time).</p> <p><u>How this is achieved:</u></p> <p>-Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns.</p> <p>-Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.</p> <p>-Draw children’s attention to patterns around them including from a range of cultures.</p> <p>- When making patterns, help children to solve problems.</p>	
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				<ul style="list-style-type: none">- Suggest choosing a particular shaped item for a purpose.-Model your thinking when building.- Provide a range of inset and jigsaw puzzles of increasing complexity for children to choose.-Provide a variety of construction materials including some with identical pieces so that children freely explore same and different.-Use everyday opportunities to describe everyday items	<ul style="list-style-type: none">-Provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips.-Encourage children to join in with body patterns or repeating sections of songs.- During play, model comparing lengths and distances.- Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (longer/ shorter, heavier/lighter, holds more/holds	
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Termly break down of Nursery developmental expectations

				<p>and contexts using informal language of size (giant, tiny, big, little, huge, small), length (long, tall, short), weight (heavy, light) and capacity (full, empty).</p> <p>- Observe children's problem-solving when ordering things by size, e.g. stacking cups.</p>	less, longer time/shorter time).	
Understanding the World						
<p>Able to share things they know about the places which are familiar to them e.g. parks, shops.</p> <p>How this is achieved:</p> <p>-Talk with children about their responses to sights, sounds and smells in the environment indoors, in playgrounds, with nature in gardens and parks and discover what they like about playing outdoors.</p> <p>-Tell stories about places and journeys.</p>	<p>Shows care and concern for living things and the environment.</p> <p>How this is achieved:</p> <p>- Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions.</p> <p>-Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature.</p>	<p>Responds to experiences and explorations of why things happen and how things work in the natural world. Uses technologies and books with support, to find out more about</p>	<p>Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences.</p>	<p>The Natural World</p>		



Termly break down of Nursery developmental expectations

	<p>-Make use of outdoor areas to give opportunities for investigations of the natural world</p>	<p>the world around them.</p> <p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> - Help children to notice and discuss patterns around them, e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks. -Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. - Use appropriate words, e.g. town, village, path, house, flat, cinema, skyscraper, hydrant, cirrus, cumulonimbus, 	<p><u>How this is achieved:</u></p> <ul style="list-style-type: none"> - Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up. -Provide stories that help children to make sense of different environments. -Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive. -Provide stimuli and resources for 	
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Termly break down of Nursery developmental expectations

		<p>temple and synagogue, to help children make distinctions in their observations.</p> <p>-Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p>	<p>children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes</p> <p>-Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>- Encourage the use of words that help children to express opinions.</p> <p>- Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</p> <p>-Pose carefully</p>	
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Termly break down of Nursery developmental expectations

					framed open-ended questions and prompts, such as How can we...? What would happen if...? I wonder...	
<p>Can document in age appropriate ways, for example simple drawings, 'maps' and models.</p> <p>How this is achieved: -Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them, in languages that are relevant to them wherever possible.</p> <p>- Provide books and resources which represent</p>	<p>Can document in age appropriate ways, for example simple drawings, 'maps', models and constructions of landmarks of personal interest.</p> <p>How this is achieved: -Talk to children about their friends, their families, and why they are important -Share photographs of children's families, friends, pets or favourite people, both indoors and out.</p>	<p>Talks about and responds to events/experiences.</p> <p>How this is achieved: - Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p>	<p>Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.</p> <p>How this is achieved: - Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</p> <p>- Provide ways of preserving memories of special events, e.g. making a book, collecting photographs and so on.</p>	<p>Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.</p> <p>Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p>	<p>Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.</p> <p>Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.</p>	<p>People & Communities</p>



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<p>children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room.</p>				<p>How this is achieved: -Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</p>	<p>How this is achieved: -Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p>	
<p>Can remember and share recent events they have been part of.</p> <p>How this is achieved: -Show children pictures and create timeline to help children discuss.</p>	<p>Can remember and share recent events they have been part of. Uses technologies to share experiences with others for example discussing learning journal events.</p> <p>How this is achieved: -Show children pictures and create timeline to help children discuss. -Show children pictures from floorbooks/EEXAT/displays</p>	<p>Is able to talk about events in personal history and present lives.</p> <p>How this is achieved: -Show children pictures and create timeline to help children discuss.</p>	<p>Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests</p> <p>How this is achieved: -Discuss children's birthdays, Christmas, Easter and so on. -Create timelines of events. -Look at pictures of children as babies,</p>	<p>Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.</p>	<p>Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.</p> <p>How this is achieved: -Jigsaw -Books in the environment</p>	<p>Past & Present</p>



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			<p>toddlers, when they started Nursery to now.</p>	<p><u>How this is achieved:</u></p> <p>-A range of high quality texts for children to access -Displays -Small group work discussing jobs -Role Play area – range of dressing up items e.g vet, doctor, postman/woman</p>		
Expressive Arts & Design						
<p>Responds through practical exploration and talk to a wide range of media and materials.</p> <p><u>How this is achieved:</u></p> <p>- Model or join in pretend play, such as pretending to</p>	<p>Show an understanding that they can manipulate and create effects with these.</p> <p><u>How this is achieved:</u></p> <p>-Observe and sometimes take part in children’s make-believe play in order to gain an understanding of their interests. -Observe and reflect on the children’s own</p>	<p>Representations and responses show understanding that different media and materials will support the expression of their own ideas.</p> <p><u>How this is achieved:</u></p> <p>-Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound</p>	<p>Representations and responses show understanding that different media and materials will support the expression of their own ideas.</p> <p><u>How this is achieved:</u></p> <p>- Ensure children have opportunities to experience the world outside the setting, e.g. through</p>	<p>Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.</p>	<p>Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. Introduces a simple storyline into their play.</p> <p><u>How this is achieved:</u></p>	<p>Being imaginative & expressive</p>



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<p>drink from an empty toy cup.</p> <p>-Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, rope etc.</p>	<p>explorations and creations.</p>	<p>makers, water, string bags and planks.</p> <p>- Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages and so on.</p>	<p>walks, visits and visitors</p> <p>-Support children’s development of imaginary worlds by encouraging new experiences, inventiveness, empathy and new possibilities.</p> <p>- Share a diverse range of text, image-based and oral stories to stimulate imaginative responses. –</p> <p>Tell stories based on children’s experiences and the people and places they know well as well as stories that stimulate the imagination.</p> <p>Create spaces for children to respond to stories and their representing their ideas of what they</p>	<p><u>How this is achieved:</u></p> <p>-Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones.</p> <p>-Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.</p>	<p>- Support children to gain confidence in their own way of representing and sharing ideas.</p> <p>-Be aware of the link between children’s imaginative play and how they develop a narrative structure.</p> <p>- Recognise and promote children’s agency in expressing their unique and subjective viewpoint through the arts.</p> <p>-Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas.</p> <p>- Introduce descriptive language</p>	
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Termly break down of Nursery developmental expectations

			hear, imagine and enjoy through a variety of art forms and materials		to support children within the context of their own imaginative experiences	
<p>In play, beginning to express their own ideas, likes and dislikes.</p> <p><u>How this is achieved:</u></p> <p>-Listen to and enjoy with children a variety of sounds, and music from diverse cultures.</p> <p>-Introduce children to language to describe sounds and rhythm, e.g. loud and soft, fast and slow.</p> <p>-Observe, analyse and</p>	<p>Plays alongside other children, showing an interest in those who are exploring new ideas.</p> <p><u>How this is achieved:</u></p> <p>- Offer a variety of objects that will make different sounds, such as wood, pans and plastic bottles filled with different things.</p> <p>- Create opportunities to encounter and revisit key materials, resources and tools where children can further explore their properties including form, colour, texture, composition.</p> <p>- Create space and time for movement and dance both indoors and outdoors.</p>	<p>Representations and responses show understanding that different music and movements will support the expression of their own ideas.</p> <p><u>How this is achieved:</u></p> <p>-Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.</p> <p>- Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials.</p>	<p>Representations and responses show understanding that different music and movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.</p> <p><u>How this is achieved:</u></p> <p>- Plan a varied and appropriate series of live performances for all young children, e.g. musicians, dancers, storytellers.</p> <p>- Draw on a wide range of art works from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural</p>	<p>In play, recounts or makes up songs, rhymes and simple stories. Starting to create a dance/own music to support self-expression.</p> <p><u>How this is achieved:</u></p> <p>- Create a place where work in progress can be kept safely.</p> <p>-Share with children other artists' work that connects with their ideas, interests and experiences.</p> <p>-Introduce children to a</p>	<p>Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.</p> <p><u>How this is achieved:</u></p> <p>-Draw attention to children's choice and use of: materials, tools and techniques, experimentation with colour, design, texture, form and function.</p> <p>- Use individual, small group, and large group discussion to regularly engage children in</p>	<p>Creating with materials</p>



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<p>document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning.</p>			<p>heritages, e.g. architecture, ceramics</p> <p>- Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.</p> <p>-Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</p>	<p>wide range of music, movement, painting and sculpture.</p> <p>-Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum.</p> <p>-Offer children opportunities to use their skills and explore concepts and ideas through their representations.</p>	<p>explaining work in progress.</p> <p>-Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.</p> <p>-Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.</p> <p>-Supply open-ended props and materials that can easily be transformed in play</p>	
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