

# Willow Brook Nursery and Reception Curriculum Map and Progression of Skills

Subject to change with children's interests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Season</u>	<u>Autumn / winter</u>		<u>Winter</u>	<u>Winter / Spring</u>	<u>Spring / Summer</u>	<u>Summer</u>
<b>Nursery topics</b>	<b>All About Me</b> What makes you happy?	<b>Let's Celebrate</b> Can you join in?	<b>Traditional Tales</b> How does this story make you feel?	<b>Communities</b> What transport can we see?	<b>Life cycles</b> What changes can you see?	<b>Wild Animals</b> What sounds can you hear?
<b>Books for the Half Term</b>	Hug The Feelings Book The Family Book Owl Babies So Much! Ruby's Worry	Zoom! Whoever you are Kippers birthday Pick a Pine Tree The Snowman Stick Man	We're going on a bear hunt Three billy Goats gruff Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood Diverse families Book. Full, full, full of love	Non- Fiction texts Five minutes peace The Jolly postman Fireman Sam The Three Little Pigs Mr Wolf's pancakes Egg hunt	The Very Hungry Caterpillar The Tiny Seed Tadpole to Frog Jasper's Beanstalk Tree The Little Red Hen	Chapatti Moon Walking through the Jungle Monkey Puzzle Handa's Surprise The Gruffalo Harry and the dinosaurs go to school
<b>General themes</b>	Settling in My feelings Senses- smell, touch, taste, sound, feel Having a go Building relationships	Change in seasons Bonfire night Diwali Christmas Winter Keeping warm Hanukah	Cooking for others Role play Story structure Animals planting Chinese New Year Valentines day	Baby Clinic Fire station dentists Doctors and Nurses Families teachers Easter Who helps us at home and school	Looking after animals: chicks, Butterflies, and tadpoles in the unit	Habitats Griffin Arts festival Role play Rhyming



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	Autumn / Winter		Winter	Winter / Spring	Spring / Summer	Summer
<b>Reception topics</b> (Subject to change with children's interests)	<b>All About Me</b> <ul style="list-style-type: none"> <li>What do I know about me?</li> <li>Why am I special?</li> </ul>	<b>Lets Celebrate</b> <b>How do you celebrate?</b>	<b>Traditional Tales</b> <ul style="list-style-type: none"> <li>Who are the famous characters inside my books?</li> <li>What lessons can we learn from these stories?</li> </ul>	<b>Communities</b> <p>Is everybody's house the same?</p>	<b>Life Cycles</b> <p>How do we make sense of the world?</p>	<b>Animals</b> <u>Who lives here?</u>
<b>Books for the Half Term</b>	<ul style="list-style-type: none"> <li>All are welcome</li> <li>The Family book</li> <li>It's okay to be different</li> <li>How do Dinosaurs go to school?</li> <li>Non fiction: Atlas, senses</li> </ul>	<ul style="list-style-type: none"> <li>Remember, Remember the 5th November</li> <li>Seasons come, Seasons go Tree</li> <li>The Snowman</li> <li>The Story of Rama + Sita</li> <li>The Story of the Nativity</li> <li>Non-fiction Texts: Weather, Seasons</li> </ul>	<ul style="list-style-type: none"> <li>The Jolly Postman</li> <li>Traditional Tales, Fairy Tales, children's favourite character books.</li> <li>Jack and the Beanstalk</li> <li>Three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Non-fiction: Houses and Homes, environment homes through times and in different locations.</li> <li>Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>First facts Dinosaurs by DK Publisher</li> <li>Non-fiction books about experiments, exploration and senses.</li> <li>Eric Carle stories.</li> </ul>	<ul style="list-style-type: none"> <li>The true story of the Three Little Pigs</li> <li>Non-fiction books on changes, growth and decay</li> <li>Mad About Minibeasts</li> </ul>
<b>General themes</b>	<ul style="list-style-type: none"> <li>Starting school</li> <li>My new class / New Beginnings? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</li> <li>Enables children to develop self-awareness and to settle, look after themselves and get to know their classmates.</li> <li>It also enable children to look at their own and others special qualities and consider the idea of equality.</li> </ul>	<ul style="list-style-type: none"> <li>Allows children to develop a basic understanding of seasonal change.</li> <li>It can also make children more aware of the environment around them and can link to environmental issues such as recycling.</li> <li>Rama and Sita</li> <li>The Nativity</li> <li>Christmas Lists</li> <li>Letters to Father Christmas</li> <li><b>Hanukah</b></li> </ul>	<ul style="list-style-type: none"> <li>Introduces children to the idea that characters in books are sometimes confusing and amusing when out of context. Aims to develop a love of literature.</li> <li>Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits</li> <li>Cooking for others</li> <li>Heroes and villains</li> <li>Teamwork</li> <li>Friendship</li> <li>Staying safe</li> <li><b>Chinese New Year</b></li> </ul>	<ul style="list-style-type: none"> <li>Considering different homes and families and where they live in relation to each other and school. Also, different habitats of animals and homes through history and in varying environments.</li> </ul>	<ul style="list-style-type: none"> <li>Sensory play and investigation. Developing vocabulary around senses. Listening skills; listening to other opinions and sharing their own opinions and views Dinosaur Eggs</li> <li>Herbivorous and carnivores</li> <li>Fact files</li> <li>Habitats</li> <li>Extinction</li> <li>Fossils</li> </ul>	<ul style="list-style-type: none"> <li>Children consider the concept of what is real and how we know and develop skills in thinking counter-factually. Looking at traditional tales, exploring basic story structure.</li> <li>Habitas</li> </ul>



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<b>Literacy Writing /Reading</b>	<ul style="list-style-type: none"> <li>• Recognising own name.</li> <li>• Writing own name.</li> <li>• Activities to improve GMS/ FMS.</li> <li>• Introduction to Phonics books/ games/ activities.</li> <li>• Labelling pictures – mark making / use of initial letters and sounds (ILS)</li> <li>• <u>Baseline Assessment</u></li> </ul>	<ul style="list-style-type: none"> <li>• Writing patterns/ activities to encourage pencil control / letter formation.</li> <li>• Hearing and writing ILS. Write labels.</li> <li>• Hears and says ILS in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Retell stories/ alternative endings</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts. Describes main story settings, events and characters. Can name and sound the letters of the alphabet? Alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some irregular common words.</li> <li>• Write a simple sentence.</li> <li>• Spell words that are phonetically plausible.</li> <li>• Read and understand simple sentences.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways that match their spoken sounds.</li> <li>• Spell some common words.</li> <li>• Use phonic knowledge to decode regular words.</li> <li>• Read common irregular words.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Listening activities.</li> <li>• Introduction to phonics bug/ jolly phonics/ letter/sound correspondence/</li> <li>• blending and segmenting games</li> <li>• <u>BaselineAssessment</u></li> </ul>	<ul style="list-style-type: none"> <li>• Letter/sound correspondence.</li> <li>• High frequency words.</li> <li>• Blending for reading.</li> <li>• Segmenting for spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/sound correspondence.</li> <li>• Diagraphs.</li> <li>• Vowel spelling alternatives.</li> <li>• High frequency words.</li> <li>• Blending for reading.</li> <li>• Segmenting for spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write simple phrases and sentences</li> <li>• Blending for reading.</li> <li>• Segmenting for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Practise more complex blending and segmenting for more developed reading and writing skills</li> <li>• High Frequency Words</li> </ul>	<ul style="list-style-type: none"> <li>• Learning spellings and reading more complex texts independently</li> <li>• High Frequency words</li> </ul>
<b>English Curricular Targets (non-negotiables)</b>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Write own name.</li> <li>• READING</li> <li>• Enjoy rhyming and rhythmic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Write own name.</li> <li>• READING</li> <li>• Distinguish one sound from another.</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Write labels and captions.</li> <li>• READING</li> <li>• Show awareness of rhyme and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Begin to form simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Begin to form simple sentences</li> <li>• READING</li> <li>• Recognise rhyme in spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING</li> <li>• Begin to form simple sentences</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Match and sort</li> <li>• Compare amounts</li> <li>• compare size, mass &amp; capacity</li> <li>• Exploring pattern</li> <li>• <u>BaselineAssessment</u></li> </ul>	<ul style="list-style-type: none"> <li>• Representing 1,2 &amp;3</li> <li>• Comparing 1,2, &amp;3</li> <li>• Composition of 1,2 &amp;3</li> <li>• Circles and triangles</li> <li>• positional language</li> <li>• Representing numbers to 5</li> <li>• One more or less</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4&amp;5</li> <li>• Compare mass</li> <li>• Compare capacity 6,7,8</li> <li>• Combining two amounts</li> <li>• Making pairs</li> <li>• Length &amp; height</li> <li>• Time .</li> </ul>	<ul style="list-style-type: none"> <li>• Counting to 9 &amp; 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> <li>• 3D shapes</li> <li>• Spatial awareness</li> <li>• Patterns</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Build numbers beyond 10</li> <li>• Count to patterns beyond 10</li> <li>• Spatial reasoning 1</li> <li>• Match, rotate, manipulate</li> <li>• Adding more</li> <li>• Taking away</li> <li>• Spatial reasoning (2)</li> <li>• Compose and decompose.</li> </ul>	<ul style="list-style-type: none"> <li>• Doubling</li> <li>• sharing &amp; grouping</li> <li>• Even &amp; odd</li> <li>• Spatial reasoning (3)</li> <li>• Visualise and build</li> <li>• Deepening understanding</li> <li>• Patterns &amp; relationships</li> <li>• Spatial mapping (4)</li> <li>• Mapping</li> </ul>

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## Communication and Language (listening, Attention and Understanding + Speaking)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>• I enjoy listening to longer stories and to others in one-to-one or small groups, when conversation interests them.</li> <li>• I show interest in play with sounds, songs and rhymes.</li> <li>• I understands use of classroom utensils.</li> <li>• I can begin to learn new vocabulary and use it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow directions (if not intently focused)</li> <li>• I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• I can still listen or do but can change own focus of attention.</li> <li>• I listen to familiar stories with increasing attention and recall.</li> <li>• I am beginning to understand why and how questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</li> <li>• I understand a range of complex sentence structures including negatives, plurals, and tense markers.</li> <li>• I am beginning to understand humour, e.g., nonsense rhymes, jokes.</li> <li>• I show variability in listening behaviour.</li> <li>• I can introduce a storyline or narrative into my play</li> </ul>	<ul style="list-style-type: none"> <li>• I respond to instructions with more elements.</li> <li>• I can engage with non-fiction books.</li> <li>• I listen and respond to ideas expressed by others in conversation or discussion.</li> <li>• I can develop social phrases.</li> <li>• I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• I can use talk to organise, sequence and clarify thinking, ideas, feelings, and events.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to follow a story without pictures or props.</li> <li>• I understand questions such as who; why; when; where and how.</li> <li>• I use language to imagine and recreate roles and experiences in play situations.</li> <li>• I connect one idea or action to another using a range of connectives.</li> <li>• I link statements and stick to a main theme or intention.</li> <li>• I use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• ELG: Listening, Attention and Understanding <ul style="list-style-type: none"> <li>◦ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>◦ Make comments about what they have heard and ask questions to clarify their understanding</li> <li>◦ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> </li> <li>• ELG: Speaking <ul style="list-style-type: none"> <li>◦ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>◦ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>◦ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> </li> </ul>

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## Personal, Social and Emotional Development (self-regulation+ managing self + making relationships)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>I can consider other's needs.</li> <li>I can invite others to play.</li> <li>I can begin to notice similarities and differences.</li> <li>I can begin to recognise the impact of my actions.</li> <li>I can build some strong relationships with familiar adults.</li> <li>I can explore feelings through role play.</li> <li>I enjoy trying new fruit at snack time.</li> </ul>	<ul style="list-style-type: none"> <li>I can seek out companionship with adults and other children, sharing experiences and play ideas.</li> <li>I can enjoy a sense of belonging through being involved in daily tasks.</li> <li>I can develop an understanding of and interest in differences of gender, ethnicity, and ability.</li> <li>I can assert my own ideas.</li> <li>I can develop particular friendships with other children.</li> <li>I can talk about why keeping healthy, both mentally and psychically is important.</li> </ul>	<ul style="list-style-type: none"> <li>I am proactive in seeking adult support to find compromises.</li> <li>I can be increasingly flexible and cooperative.</li> <li>I can express a wide range of feelings in their interaction.</li> <li>I can adapt my behaviour to different situations.</li> <li>I can show confidence in choosing resources and perseverance in carrying out a chosen activity.</li> <li>I can explore how to keep my body healthy.</li> </ul>	<ul style="list-style-type: none"> <li>I can be outgoing towards people and willing to try new things.</li> <li>I can recognise that I belong to different communities and social groups and communicates freely about own home and community.</li> <li>I have a clear idea about what I want to do in my play and how I want to go about it.</li> <li>I am more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>I can learn and practice good dental hygiene and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand my own and other people's feelings, offering empathy and comfort?</li> <li>I can take steps to resolve conflicts with other children by finding a compromise sometimes with support.</li> <li>I can say what I do well and what I am getting better at?</li> <li>I can work in a team to use a bow saw in forest school.</li> <li>I can talk about my own and others' feelings and behaviour and its consequence?</li> <li>I can make a healthy snack.</li> </ul>	<ul style="list-style-type: none"> <li>ELG: Self-Regulation <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> </li> <li>ELG: Managing Self <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> </li> <li>ELG: Building Relationships: <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</li> </ul> </li> </ul>

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## Physical Development (Fine motor skills + Gross motor skills)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>I can grasp and release with two hands</li> <li>I can begin to focus on balance and movement</li> <li>I can show a preference for a dominant hand</li> <li>I can create lines and circles pivoting from the shoulder and elbow</li> </ul>	<ul style="list-style-type: none"> <li>I can manipulate a range of tools and equipment in one hand.</li> <li>I can develop spatial awareness.</li> <li>I can maintain balance on stairs and while carrying objects.</li> <li>I can begin to form recognisable letters independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</li> <li>I can climb stairs, steps and moves across climbing equipment using alternate feet.</li> <li>I can use simple tools to effect changes to materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</li> <li>I can use a hack saw independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>I can handle tools, objects, construction, and malleable materials safely and with increasing control and intention.</li> </ul>	<ul style="list-style-type: none"> <li>ELG: Gross Motor Skills: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> </li> <li>ELG: Fine Motor Skills <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing</li> <li>using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing.</li> </ul> </li> </ul>



## Literacy (word reading+ comprehension + writing)

It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Set 1 whole class</li> <li>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</li> <li>I can join in with rhymes and showing an interest in stories with repeated refrains.</li> <li>I can sequence familiar stories using pictures.</li> <li>I can recognise initial sounds.</li> <li>I give meaning to marks holding my pencil in tripod grips.</li> <li>I can write initial sounds and simple captions.</li> <li>I can use initial sounds to label characters</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words.</li> <li>I can write my name.</li> <li>I can retell stories related to events through acting/role play.</li> <li>Retelling stories using images / apps</li> <li>I can create story Maps and retell stories.</li> <li>I can sequence a story – using the vocabulary of beginning, middle and end.</li> <li>I can write invitations to celebrations. Retelling stories in writing area, I can write Christmas letters/lists.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups / Ditties</li> <li>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</li> <li>I can explain the main events of a story and give simple descriptions of characters. I can begin to draw/write some of these down using initial sounds.</li> <li>I can ask and answer questions about story book characters.</li> <li>I can write and use some of the tricky words such as I and The. Writing CVC words, Labels using CVC, CVCC, CCVC words.</li> <li>I am beginning to write simple phrases inspired by stories. I am learning the features of a book.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</li> <li>I can retell a story with actions and or picture prompts as part of a group.</li> <li>I can use story language when acting out a narrative.</li> <li>I can think of rhyming words.</li> <li>I can an draw pictures of characters/ event / setting in a story.</li> <li>I can create my own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups:</li> <li>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</li> <li>I can draw pictures of characters/ event / setting in a story this may include labels, sentences, or captions.</li> <li>I can listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>I can write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>ELG: Word Reading: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>ELG: Comprehension: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play</li> <li>ELG: writing: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</li> </ul>

## Mathematics (number + numerical patterns)

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>• <i>Weeks 1-3</i></li> <li>• <i>Build trusting relationships</i></li> <li>• <i>Ensure children have good levels of well-being and involvement to be ready to learn.</i></li> <li>• I can match things that are the same.</li> <li>• I can sort objects.</li> <li>• I can compare objects.</li> <li>• I can identify the odd one out.</li> <li>• I am beginning to compare amounts/size/mass/capacity.</li> <li>• I can use balance scales.</li> <li>• I can make simple patterns.</li> <li>• I can represent the numbers 1,2,3</li> </ul>	<ul style="list-style-type: none"> <li>• I can represent numbers 1,2,3.</li> <li>• I can compare numbers 1,2,3.</li> <li>• I understand the composition of numbers 1,2,3.</li> <li>• I am beginning to subitise.</li> <li>• I can identify circles and triangles.</li> <li>• I am developing spatial awareness</li> <li>• I can use positional language.</li> <li>• I can count and represent numbers 1-5.</li> <li>• I can use numerical mark making.</li> <li>• I can identify one more and one less.</li> <li>• Ordering numbers</li> <li>• Shapes with 4 sides</li> <li>• Combining shapes</li> <li>• Ordering routines</li> <li>• Positional language</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify 0.</li> <li>• I can compare numbers to 5.</li> <li>• I understand the composition of 4 and 5</li> <li>• I can compare mass.</li> <li>• I can compare capacity.</li> <li>• I can balance different numicon numbers.</li> <li>• I am developing an awareness of number bonds to 10.</li> <li>• I can represent, compose and compare numbers 1-10. Recap 1-5, focus 6, 7, 8.</li> <li>• I can make pairs.</li> <li>• I can use a10 frame.</li> <li>• Composition of 6,7,8</li> <li>• I can combine 2 groups</li> <li>• I can identify length, width and height of objects.</li> <li>• Time and measuring</li> </ul>	<ul style="list-style-type: none"> <li>• I can represent and compose numbers 1-10. Recap 1-8, focus 9, 10.</li> <li>• I can compare numbers to 10</li> <li>• I have memorised some number bonds to 10</li> <li>• I can identify some simple 3D shapes</li> <li>• I can make and identify patterns</li> <li>• I can subitise.</li> <li>• I can count up to 20.</li> <li>• I am confident with number composition 0-10.</li> <li>• I can confidently sort and match.</li> <li>• I can compare and order numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• I can subitise.</li> <li>• I can count with confidence up to 20.</li> <li>• Composition</li> <li>• I can confidently sort and match explaining why</li> <li>• I can compare and order numbers to 20.</li> <li>• I know my number bonds from 10-20.</li> <li>• I can count in patterns beyond 10.</li> <li>• I have spatial reasoning.</li> <li>• I know adding is more.</li> <li>• I know taking away is less.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share equally.</li> <li>• I can double numbers and objects.</li> <li>• I can count to 100</li> <li>• I can recognise the counting system.</li> <li>• I can add.</li> <li>• I can take away.</li> <li>• <b>ELG: Number:</b> <ul style="list-style-type: none"> <li>○ Have a deep understanding of number to 10, including the composition of each number</li> <li>○ Subitise (recognise quantities without counting) up to 5</li> <li>○ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> </li> <li>• <b>ELG: Numerical Patterns:</b> <ul style="list-style-type: none"> <li>○ Verbally count beyond 20, recognising the pattern of the counting system</li> <li>○ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>○ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> </li> </ul>



# Willow Brook Nursery and Reception Curriculum Map and Progression of Skills

## Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> <li>• I can talk about members of my immediate family and community.</li> <li>• I can name and describe people who are familiar to me.</li> <li>• I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</li> <li>• I can use aerial photographs/ simple maps to locate objects in 'real life' - Can draw own simple maps.</li> <li>• I can discuss family traditions and learn about others.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that some places are special to members of my community.</li> <li>• I can recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• I can recognise some similarities and differences between life in this country and life in other countries.</li> <li>• I can talk about a few significant people in history and ask questions.</li> <li>• I know some similarities and differences between different religious and cultures and understands why others celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the natural world around me.</li> <li>• I can describe what I see, hear, and feel whilst outside.</li> <li>• I can comment on images of familiar situations in the past.</li> <li>• I can compare and contrast characters from stories, including figures from the past.</li> <li>• I can explore and talk about changing states (freezing/ melting, floating/ sinking).</li> <li>• I can discuss when and how things grow.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the lives of the people around me and their roles in society.</li> <li>• I can understand the effect of changing seasons on the natural world around me.</li> <li>• I can explore the natural world around me, making observations and drawing pictures of animals and plants.</li> <li>• I know about significant individuals.</li> <li>• I can identify emergency situations and know who to call.</li> <li>• I can explore non-contact forces (gravity and magnetism).</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comparisons of settings and fictional settings.</li> <li>• I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• ELG: Past and Present: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• ELG: People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• ELG: the natural world: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Expressive arts and design (creating with materials + being imaginative and expressive)

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<ul style="list-style-type: none"> <li>• I can sing in a group or on my own, increasingly matching the pitch and following the melody.</li> <li>• I can develop storylines in my pretend play.</li> <li>• I can sing a range of well-known nursery rhymes and songs.</li> <li>• I am beginning to draw self-portraits, landscapes, and building/ cityscapes.</li> <li>• I can build models which replicate those in real life, using a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can watch and talk about dance and performance art, expressing my feelings and responses.</li> <li>• I can sing a range of well-known nursery rhymes and songs.</li> <li>• I can join items in a variety of ways (Sellotape, masking tape, string, split pins).</li> <li>• I can make music and move to music.</li> <li>• I can learn some dance routines and song matching pace.</li> <li>• I can participate in the Reception Christmas Performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and engage in music making and dance, performing solo or in groups.</li> <li>• I can invent, adapt, and recount narratives and stories with peers and my teacher.</li> <li>• I can make use of props and materials when role playing characters in narratives and stories.</li> <li>• I know how to improve models (scrunch, twist, fold, bend, roll).</li> <li>• I know how to secure boxes, toilet rolls, decorate bottles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> <li>• I can listen attentively, move to, and talk about music, expressing my feelings and responses.</li> <li>• Can independently select additional tools (stamps, rollers etc.) to improve their painting. - Create patterns or meaningful pictures when printing.</li> <li>• - Use improved vocab to describe e.g., flexible, rough, rigid).</li> </ul>	<ul style="list-style-type: none"> <li>• I can create collaboratively sharing ideas, resources, and skills.</li> <li>• I can change the tempo and dynamics whilst playing music.</li> <li>• I know how to use a wide variety of instruments.</li> <li>• I can begin to understand emotion through music and can describe music in simple terms e.g., 'happy', 'sad' or 'scary'.</li> <li>• I can draw with details.</li> </ul>	<ul style="list-style-type: none"> <li>• ELG: Creating with Materials: - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> <li>• ELG: Being Imaginative and Expressive: - Invent, adapt, and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

## Characteristics of Effective Learning

**The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.** Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.

<https://birthto5matters.org.uk/>

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
<b>Playing and Exploring</b>  <b>ENGAGEMENT</b> Finding out and exploring Playing with what they know Being willing to 'have a go'	<b>Prime Areas</b>  Personal, Social and Emotional Development  Physical Development  Communication and Language	Making Relationships Sense of Self Understanding Feelings  Moving and handling Health and Self-care  Listening and Attention Understanding Speaking
<b>Active Learning</b>  <b>MOTIVATION</b> Being involved and concentrating Keep trying Enjoying achieving what they set out to do	<b>Specific Areas</b>  Literacy  Mathematics  Understanding the World  Expressive Arts and Design	Reading Writing Mathematics People and Communities The World Technology Creating with Materials Being Imaginative and Expressive
<b>Creative and Critical Thinking</b>  <b>THINKING</b> Having their own ideas Making links Working with ideas		



## Learning in the Deep

*In order for children to develop lifelong skills that will support them in their adult life, the Characteristics of Effective Learning is embodied by our Learning in the Deep characters. These characters form a part of your child's entire learning journey at Willow Brook.*

<u>Playing &amp; Exploring</u>	<u>Active Learning</u>	<u>Creating &amp; Thinking Critically</u>
<b><u>Discovering Dolphin</u></b> Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests	<b><u>Concentrating Clownfish</u></b> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details	<b><u>Creative Crab</u></b> Thinking of ideas Finding ways to solve problems Finding new ways to do things
<b><u>I Know Octopus</u></b> Pretending objects are things from their experience Representing their experiences Taking on a role in their play/lesson Acting out experiences with other people	<b><u>Tenacious Turtle</u></b> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties	<b><u>Slinky Linky Sea Snake</u></b> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect
<b><u>Have-a-go Halibut</u></b> Initiating activities Seeking challenges Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error	<b><u>Proud Pufferfish</u></b> Showing satisfaction in meeting their own goals Being proud of how they accomplished something – not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise	<b><u>Solving Shark</u></b> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked

