

Personal, Social & Emotional Development

Making Relationships

1. We will form positive relationships and share our experiences and play ideas, develop different points of views and recognise the impact of our choices. As we get older we will start taking account of others opinions.
2. We may start to develop particular friendships with our peers and say why they are our friend.
3. We will be taught about rules and routines and learn how to follow these and as we get older we will remember these rules and know why it is important to follow them.
4. We will independently engage in a range of different play opportunities, be able to play on our own or as part of a group and we will begin to negotiate with our peers to resolve conflicts.

Sense of self

1. Our key persons will promote independence and encourage us to articulate our wants and needs and be involved with daily tasks as part of our routine and through these tasks our self-confidence and self-esteem will flourish.
2. We will become more aware of similarities and differences between ourselves and others and be able to describe ourselves in positive terms and talk about the things we're good at. As well as learning that my peers and I belong to different groups within our communities as we get older we will be able to talk in detail about these groups.
3. We will show confidence in the activities we choose and have a clear idea about what we'd like to achieve from these activities and how we'd like to achieve it. We will also begin to gain the confidence we need to ask for help and support.

Communication and Language Development

Listening and attention

1. We will listen to others in one to one or small groups, when conversation interests them and remain focused.
2. We will be able to maintain focus on a topic of conversation even when it doesn't directly interest/impact us and be able to attend to what our peers have said.
3. We will be able to wait for our turn with an increasingly larger group of our peers.
4. We will join in with rhymes and stories and repeat words and phrases from them.
5. We will begin to follow directions and listen and do developing two-channelled attention.

Understanding

1. We will understand the use of objects and prepositions.
2. We will follow instructions with more elements and as we get older do this with increasing accuracy.
3. We will begin to have an understanding of "who", "when", "where" questions and as we get older move on to understanding "why" and "how" questions.
4. We will be able to follow a story of our choice without pictures or props.
5. We will start to use newly acquired vocabulary within our play and be confident to ask the meaning of new words.
6. We will begin to understand humour and may be able to tell some jokes.

Physical Development

Moving and Handling

1. We will enjoy playing catching and throwing games with various size balls and be able to grasp and release with two hands. We will then go on to be able to use a bat and ball with some degree of accuracy.
2. We will create lines and circles pivoting from the shoulder to elbow while manipulating a range of tools including hairbrushes, toothbrushes, scissors and paintbrushes and begin to show a preference for our dominant hand.
3. We will move in a range of ways and have spatial awareness while doing so and will be able to negotiate space successfully. As we get older we will be able to successfully use balance equipment and move over it in a variety of ways, walking, tiptoeing and crawling whilst being able to assess the need of personal safety and for the safety of others around us.
4. We will move in a range of ways including running and chasing games, moving freely and with confidence making changes to body shape, position and pace. As well as moving over, under and through equipment.

Health and Self-Care

1. We will be active for the majority of our day but have areas to rest and be calm when we need it and will observe the effects of physical activity on our bodies and say why these have occurred.
2. We will participate in care routines such as; washing our hands, brushing our teeth and getting dressed with support and will understand why this is important.
3. We are usually dry and clean throughout the day and we will continue to become independent in our own self-care routines such as brushing our teeth and hair and getting dressed.

A copy of this plan is available at:

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[Little Stars Day Nursery - Tapestry \(tapestryjournal.com\)](http://www.tapestryjournal.com)

4. We will be able to talk freely about our home life, our likes and dislikes and personal experiences. As well as recognising and accepting that our peers have different opinions and ideas than ourselves.

Understanding emotions

1. We will talk about and express how we are feeling and show understanding of other people's needs and wants as well as being able to recognise the impact of our choices and behaviours.
2. We will develop a sense of fairness and be able to explain when and why something isn't fair.
3. We will begin to be able to manage our feelings and regulate our emotions especially when our wishes aren't being met and when we are calm we will begin to be able to give explanation for our feelings.
4. We will begin to take steps to resolve conflicts with our friends using our social skills and negotiating and we will become more flexible and understanding of other peers needs and wants.
5. We will show empathy towards our peers and offer help and support when they need it.

Speaking

1. We will begin to use more complex sentences through play with our peers and to our key workers by using linking words such as "and", "because" and "but".
2. We will use a range of tenses and be able to retell a simple past event and as we get older we will be able to self-correct errors when we are talking.
3. We will build on our language and use it to recall past experiences in order and reflect the breadth of our experiences.
4. We will also start questioning why things happen and give our own opinions and explanations.

4. We will learn about and try healthy foods and the need for a variety of these in our diet. As we get older we will understand the need to reduce our intake of some food groups while increasing the intake of others.
5. We will begin to have consistent daily patterns in relation to eating and sleeping along with toileting and will begin to attend to these needs independently most of the time.
6. We will take practical action to reduce risk and understand the need for safety when tackling new challenges and using equipment and tools.
7. We will begin to learn the art of relaxation through deep breath and 3exhalation exercises and the introduction of yoga to the weekly routine.

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Pre-school curriculum 2021-2022

Literacy

Reading

1. We will talk about events and principle characters in stories and suggest how stories may end as well as enjoying looking at print and digital books and know that information can be retrieved from these.
2. We will enjoy recreating stories we have heard in our play and we will be able to recall and sequence stories that have been read to us.
3. We know that books have a beginning, middle and end and that they have a meaning and will be able to recall key vocabulary and facts from them. We will be able to use this information and new vocabulary during play.
4. We will begin to recognise familiar words and signs including our name and logos and be able to recognise and select familiar apps and programmes on the smart board that meet our current needs and interests.
5. We will start to introduce phonics through children listening to the jolly phonics song and become familiar with this and be able to recognise set 1 sounds (SATPIN) and say when a word begins with one of these sounds.
6. We will begin to practice our oral segmenting skills by sounding out consonant, vowel, consonant pictures such as "d-o-g, c-a-t and m-a-t"
7. We may begin to combine two sounds to read simple consonant-vowel words like "as, it, at, in."
8. We will begin to develop our phonological awareness including showing awareness of rhyme and alliteration when listening to stories and be able to say when two words rhyme.
9. We will begin to recognises rhythm, clapping to syllables and hearing and saying initial sounds in words. We will then go on to segment the sounds in simple words.

Understand the World

People and Communities

1. We will show interest of people who are familiar to us and enjoy joining in with family routines.
2. We will show interest in different occupations and ways of life as well as starting to understand that there are similarities and difference in families, communities' cultures and traditions that make us unique. All this will be supported by us having access to a wide range of factual books.

The World

1. I will start to ask questions and comment on my familiar world and begin to show care and concern for living things and the environment and be interested in changed in the natural environment. I will also gain an understanding of growth and decay.
2. As I get older I will be able to talk about the reasons why these changes occur and predict what might happen next.
3. We will begin to understand the importance of looking after our world through initiatives such as recycling, saving electricity and water and what the impacts of not making these changes are on our environment.

Mathematics

Comparison

1. I will compare two small groups of up to five objects and when my confidence grows I will start to estimate numbers of things.

Counting/Cardinality

1. We will begin to count from 0-5 building this up to 0-10 and back. We will use some number names and number language and point to items using a stable order of 0-5, we will also be able to compare some small groups of objects up to 5.
2. We will know that the final number counted represents the total. We will learn this by counting lots of different groups of objects including objects that can't be moved.
3. We will be able to recognise that the total remains the same even when groups of objects are presented differently ($2+1=3$, $1+1+1=3$).
4. I will be confident to say how many in a group of up to 3, without counting them first, we will increase this to subitise up to 5 using a 5's frame.
5. We will start to look at number bonds up to 5 and be able to count up to 5 recognising that the next number is more than the one before.

Composition

1. We will begin to be able to look at a group of objects of up to 3 and identify how many objects are in the group without counting and when my confidence increases I will work on counting objects up to 10 and match the numeral with the quantity.
2. We are able to accurately order numbers to 5 and beyond on a number line.
3. We will learn our number bonds to 5 using songs, games and repetition.
4. We will use mathematical language spontaneously in play situations

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Literacy

10. We will be able to listen to adults clapping syllables and count how many there are within a word.
11. We will continue to be introduced to a wide range of texts including fiction, factual and simple poems.

Writing

1. We will continue to strengthen our fine-motor skills by enjoying different songs and actions while taking part in dough-disco.
2. We will mark make and begin to write during role-play and will give meanings to our drawings and paintings and also imitate adults writing by making lines of shapes and symbols from left to right.
3. As we get older we will move onto labelling our drawings with some familiar letters formed correctly.
4. We will show interest in letters and start to identify the initial letter of our own name and other familiar words as well as starting to make letter-type shapes to represent our name.
5. We will be able to write our own name with most of the letters formed correctly.

Expressive Arts and Design

Technology

1. We will show interest in technological toys with knobs or pulleys, cameras and touchscreen devices and understand that information can be retrieved from some of these devices. As well as be able to complete a simple program on these.
2. We will continue to develop our knowledge and understanding of how things work. We will be able to complete a simple coding programme using the smart board or toys.

Creating with materials

1. I will enjoy joining in with dancing and ring games and sing familiar songs and will begin to build a collection of songs and dances.
2. I will continue to explore my interest with colours and tools use for a purpose.
3. We will increasingly be able to think and plan ideas before starting a task. We will also be able to take on board ideas for improvement and may be able to suggest our own ideas to make it better next time.
4. We will be able to accurately select and name the correct colour for purpose.
5. We will continue to participate in more complex ring games and we will be able to recall at least 8 familiar nursery rhymes.

Being imaginative and expressive

1. I will engage in imaginative play creating or using imaginative props and will choose particular movements, instruments/sounds for my own imaginative purposes.
2. We will be able to copy a simple rhythm or beat using instruments or clapping. We will also enjoy creating our own rhythm for others to copy.
3. We will enjoy acting out familiar experiences and stories using props and engaging others in the play, assigning them roles and being assertive.

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Mathematics

Spatial Awareness

1. We will respond to language of position and direction and predict, move and rotate objects to for the space or create the shape I would like. As well as choose items on their space which are appropriate for my purpose.

Shape

1. We will recognise and name some familiar shapes. Such as, square, circle, triangle and rectangle. We will notice these shapes within our natural environment.
2. I will show awareness of shape similarities and differences between shapes and objects.
3. We will be able to describe shapes using their properties, length and number of edges and faces.
4. We will use 2D and 3D shapes to build models, selecting the shape that meets our needs, a triangle for a roof, a rectangle for a door.

Pattern

1. We will also join in with simple patterns in sounds, objects games and stories dance and movement, predicting what comes next.
2. We will be able to continue three-stage repeat pattern and create our own two-stage repeat pattern. We may be able to change our pattern to become a three-stage repeating pattern.

Measures

1. We will begin to compare lengths, weight, volume and look at time.
2. We will use a variety of different resources to explore capacity, weight and length within our play.
3. We will be able to recognise familiar times of the day including snack, lunch and going home times.