

Making Conversation

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	To frequently listen to an adult reading fiction, non-fiction, poetry and rhymes. To say where they would like to play e.g. 'I want to paint'.	To participate in role play. To look at picture books and talk about what the pictures say- tell the story.	To be able to take turns in a simple back and forth conversation. To sing action rhymes. To show an interest in others play and use words to initiate a connection.	To listen to and learn some Nursery Rhymes. To talk about things / people that are important to them for example 'mammy at home'.	To use some speech sounds. To be able to say simple multi syllabic words such as banana. To be able to follow simple 3 key word instructions e.g. wash dolly's face. To understand simple who, what and where questions - allow 10 second processing time.
Nursery	To frequently listen to an adult reading fiction, non-fiction, poetry and rhymes. To ask why questions. To answer simple why questions. To say where they would like to play and what they want to do e.g. I want to paint a picture of a bus'.	To participate actively in role play. To use small world to retell well known stories. To make up own stories using small world objects.	To sing a repertoire of songs together as a part of a group. To engage in back-and-forth conversation. To join in with rhymes.	To use language to talk about what they are doing /done what they have made. To begin to use more complex sentences using 'and' and 'because'. To respond to simple instructions.	To pay attention to more than one thing at a time. To understand/ follow 2 part instructions. To use sentences of up to 6 words, To start to use the correct tense.
Reception	To frequently listen to an adult reading fiction, non-fiction, poetry and rhymes. To talk about/describe unfamiliar objects that spark curiosity. To be able to answer questions. To be able to ask questions. To engage independently with fiction and non-fiction books.	To participate actively in role play and create own storylines. To describe events in detail. To talk about / re-tell stories.	To understand how to listen and why it is an important part of a conversation. To actively engage in story time. To learn rhymes, poems and songs off by heart. To join in with repeated refrains.	To give explanations and instructions to their peers. To express themselves effectively, showing awareness of listeners needs. To answer how and why questions in response to stories and events.	To learn new vocabulary linked to specific topics. To use complete sentences when chatting. To be able to clap the syllables in words.

Making Marks

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To enjoy the sensory of making marks in damp sand and paint.</p> <p>To be curious about marks adults make and imitate them.</p>	<p>To make marks in shaving foam, slime and other pastes.</p> <p>To begin to make some marks independently and at times say what they are e.g. 'that's me'.</p>	<p>To make big marks on a large scale.</p> <p>To make 'upright' marks on a wall or a chalk board.</p> <p>Use rollers and paintbrushes copy adults' movements 'up and down', 'round and round'.</p>	<p>To use a whole hand grasp and make random marks with different strokes.</p> <p>To have access to a variety of mark making materials.</p>	<p>To make marks intentionally.</p> <p>To express ideas and feelings through making marks.</p>
Nursery	<p>To try out a range of mark makers e.g. chalk, crayons, pen, pencil.</p>	<p>To make marks in a situation that gives them meaning e.g. writing a shopping list.</p>	<p>To begin to hold a pencil with good control and to follow the lines of an adult on a large and small scale.</p>	<p>To start to develop a comfortable pencil grip with good control.</p> <p>To show a preference for a dominant hand when mark making.</p> <p>To hold a paintbrush and use with some control.</p>	<p>To create closed shapes with continuous lines.</p> <p>To begin to represent objects by drawing them.</p> <p>To give meaning to marks they make.</p> <p>To be able to write some, or all of their name.</p>
Reception	<p>To experiment with different tools for different purposes when drawing/painting/writing i.e. thin brush to add more detail.</p>	<p>To draw freely.</p> <p>To create simple ideas for sentences.</p>	<p>To follow the guidance of an adult in structured activities i.e. be able on what to draw, write and copy.</p> <p>To work with an adult to form a complete sentence.</p> <p>To work with an adult to re-read a sentence.</p>	<p>To use a comfortable pencil grip with good control.</p> <p>To begin to use anticlockwise movements and vertical lines when mark making.</p> <p>To make some recognisable letter shapes.</p> <p>To write their own name.</p>	<p>To start to use the correct letter formation.</p> <p>To write a short sentence using a capital letter and a full stop.</p>

Mindfulness, Mood and Me

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To be interested in others - start to develop friendships with other children.</p> <p>To be curious about their environment and the things in it.</p>	<p>To represent feelings and emotions through the arts.</p> <p>To respond to music through movement and feeling.</p>	<p>To enjoy spending time with their Key Person.</p> <p>To interact with others.</p> <p>To be able to wait turn.</p>	<p>To respond to boundaries.</p> <p>To welcome and value praise for what they have done.</p> <p>To have a sense of self and actions.</p>	<p>To separate from main carer to Key Person.</p> <p>To explore new places.</p> <p>To be able to express when wet/ dirty.</p>
Nursery	<p>To start to spend sustained periods of time at an activity.</p> <p>To be curious about how others are feeling.</p> <p>To react to the feelings expressed by others.</p>	<p>To use a range of words to label feelings - happy, sad, angry, worries.</p> <p>To create pictures that reflect different emotions.</p>	<p>To carry out simple tasks for others in the group e.g. get milk/ snack for others.</p> <p>To start to understand why rules are important at school.</p>	<p>To show an understanding of and cooperate with some boundaries and routines.</p> <p>To allow themselves to be encouraged to try new things and enter new social situations.</p> <p>To be confident to ask a known adult for help/support.</p> <p>To describe self in positive terms and talk about abilities.</p>	<p>To develop independence in the learning environment.</p> <p>To start to manage own feelings.</p> <p>To learn to use the toilet first with hep and then independently.</p> <p>To understand the need for an oral hygiene routine.</p>
Reception	<p>To think about and express what they like and dislike.</p> <p>To be able to talk about emotions and how we can manage/ communicate them to others.</p>	<p>To create/make healthy snacks/ foods.</p> <p>To talk about how characters in stories fell - why they behave in certain ways.</p> <p>To match feelings/ faces to actions.</p>	<p>To consider the feelings of others.</p> <p>To work alongside other to complete activities / tasks.</p> <p>To understand that their actions can affect other people.</p> <p>To share experiences of how they feel in different scenarios.</p>	<p>To know that they are unique.</p> <p>To understand that different situations can affect their mood.</p> <p>To understand that it's OK to feel sad/angry and it is how we respond to those 'big' feelings that matters.</p>	<p>To show resilience and perseverance when faced with a challenge.</p> <p>To set a goal and achieve it.</p> <p>To be able to self-reflect on activities.</p> <p>To understand the need for a good personal hygiene routine.</p> <p>To understand the need for an oral hygiene routine.</p> <p>To know how to ask for support when they feel anxious.</p>

Motor - Fine

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To be able to tear paper. To play in water - pouring, filling To play in sand.</p>	<p>To be able to finger paint. Use scarves - dance making large circles in both directions, moving side to side etc.</p>	<p>With support fasten buttons and zips. With support pour drinks. To imitate circles, vertical and horizontal strokes To clean vehicles, squeezing sponges.</p>	<p>To be able to thread large beads To be able to snip with scissors To be able to roll, squeeze and pull playdough Eats independently Uses one hand consistently Holds crayon with thumb and finger (not fist)</p>	<p>To be able to balance on equipment - developing core strength. To make marks with large crayons. To join in with action rhymes e.g Incy Wincy Spider</p>
Nursery	<p>To be able to use scissors to make snips in paper.</p>	<p>To manipulate clay/playdough into shapes. To be able to punch holes in paper along straight lines using a hole punch. To be able to put elastic bands over tins.</p>	<p>To be able to use a knife and fork. To be able to build a tower of 9 building blocks. To be able to copy a circle To be able to imitate a cross</p>	<p>To be able to thread beads onto string To dress large dolls. To join in with Dough Disco- encourage nipping, all fingers in playdough. To paint on larger pieces of paper. To scrunch paper in to balls- the thinner the paper, the easier it is. To complete pencil control sheets- blue tac paper to table if they are unable to use other hand to hold.</p>	<p>To be able to use one handed tools with increased control. To put coat on independently and do up the zip.</p>
Reception	<p>To put loom bands on board and make different shapes.</p>	<p>To be able to thread beads and make necklaces/bracelets To create pictures using cotton bud painting. To use a hole punch to punch holes in card, along squiggly lines.</p>	<p>To be able to thread Cheerios on to spaghetti. To peg clothes to washing line</p>	<p>To dress small dolls To make objects with Playdough. To be able to write letters in salt/sand/shaving foam etc. To complete pencil control sheets</p>	<p>To cut on a line continuously Copies a square To write own name To write numbers to 5 To copy letters</p>

Motor - Gross

Children to spend at least 45 minutes outside each day

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To be able to work out how to travel through obstacles such as tunnels and boxes.</p> <p>To explore the environment (inside and outside) by walking, running, crawling and climbing.</p> <p>To work out how to feed themselves independently.</p>	<p>To express themselves through movement to music.</p>	<p>To clap and stamp to music.</p> <p>To start to catch, throw, roll and kick a ball.</p>	<p>To begin to show an awareness of space.</p> <p>To begin to negotiate obstacles.</p>	<p>To take physical risks - climb, balance, jump off.</p> <p>To jump with both feet.</p> <p>To be able to use a scooter.</p> <p>To be able to use a balance bike.</p> <p>To start to dress and undress.</p>
Nursery	<p>To use streamers and ribbons to make patterns.</p> <p>To observe adults and imitate how they move.</p>	<p>To create sequences involving galloping, slithering and crawling.</p> <p>To make different shapes with their bodies.</p>	<p>To start to take part in group/team activities.</p> <p>To be able to follow, lead and copy.</p> <p>To vary the speed of movement on commands given by an adult.</p>	<p>To run with confidence.</p> <p>To join in with ring games.</p> <p>To throw a ball.</p> <p>To aim for a target.</p>	<p>To be able to skip, hop and stand on one leg.</p> <p>To be able to use a scooter.</p> <p>To be able to use a balance bike.</p> <p>To go up and down stairs/ apparatus using alternate feet.</p>
Reception	<p>To learn to move on a range of surfaces e.g. grass.</p> <p>To play with different sized balls e.g. ping pong, tennis, beach.</p>	<p>To create sequences using rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>To develop the physical skills of lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p>	<p>To play ball games with team rules.</p> <p>To work with others towards a target in a game.</p> <p>To use a bat to hit a balloon then a ball.</p>	<p>To move confidently in their own space.</p> <p>To show control over their bodies.</p>	<p>To learn to be still and quiet.</p> <p>To be able to use a scooter, balance bike, skateboard, pedal bike.</p> <p>To develop core body strength.</p> <p>To complete an obstacle course, negotiating space.</p> <p>To be able to change speed and direction when moving.</p>

My World and Community

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To explore different natural phenomena e.g. rain, minibeasts, wind.</p> <p>To explore different materials - natural and manmade.</p> <p>To show care to creatures, animals and people in the community around them.</p>	<p>To be able to use items from the natural world to create pictures and structures.</p>	<p>For children to see themselves as part of different groups - class, family, friends.</p>	<p>To play with small world equipment that represents familiar places - garage, farm, train track.</p>	<p>To notice differences between people.</p>
Nursery	<p>To explore materials using all of their senses.</p> <p>To talk about what they can see in the environment around them.</p> <p>To investigate natural objects.</p> <p>To show an interest in different occupations.</p>	<p>To create collections of natural materials e.g. leaves, shells, bark.</p> <p>To plant seeds/ bulbs and watch them grow.</p> <p>To observe decay.</p> <p>To talk about life events e.g. birthday party.</p>	<p>To work with others to care for natural living things e.g. caterpillar, plants.</p> <p>To talk to an adult about things that interest them.</p>	<p>To investigate the school environment.</p> <p>To use resources to represent themselves and their families e.g. in the Home Area.</p>	<p>To be able to ask simple questions about the world /people around them.</p> <p>To know their own life story.</p> <p>To know that there are different countries in the world.</p> <p>To note differences between Grangetown and other places around the world.</p>
Reception	<p>To show curiosity when learning about their own families and describe them.</p> <p>To show curiosity in their local area.</p> <p>To show curiosity when leaning about a different country noting similarities and differences.</p> <p>To show curiosity in places of worship and different religious leaders.</p>	<p>To create a family tree.</p> <p>To share photos of family and talk about them.</p> <p>To draw a simple map of Grangetown.</p> <p>To draw our school - how the children view it.</p> <p>To draw imaginary maps/ story maps.</p>	<p>To question each other about their families.</p> <p>To discuss how the children can support their local community and work with others e.g. do a litter pick.</p> <p>To play outside together and complete challenges.</p>	<p>To use resources that represent their wider community.</p> <p>To create 'small world' based o own experiences i.e. trip to the farm/seaside.</p>	<p>To look at photos from their past and talk about what is happening.</p> <p>To talk about an older member of their family.</p> <p>To use the words past and present.</p> <p>To use positional/directional language.</p>

Music, Materials, Making, Movement and Magic

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To explore voice sounds.</p> <p>To explore simple instruments.</p> <p>To explore paint.</p> <p>To be aware that they can make marks with paint.</p>	<p>To move and dance to music.</p> <p>To develop pretend play.</p> <p>To explore different materials e.g. clay and fabric.</p> <p>To experiment with paint.</p>	<p>To join in with songs and rhymes.</p> <p>To join in with action rhymes / songs.</p> <p>To play simple percussion instruments along to music with others.</p>	<p>To move to music.</p> <p>To draw simple representations of themselves.</p> <p>To build simple representations e.g. a tower.</p>	<p>To clap in time to Nursery Rhymes e.g. 'If you're Happy and you Know it'.</p>
Nursery	<p>To experiment with different drawing skills.</p> <p>To explore colour mixing.</p> <p>To use voice in a variety of ways when singing altering pitch and tone.</p> <p>To play, share and perform music from different cultures and periods of history.</p>	<p>To take part in pretend play.</p> <p>To develop small world play using more complex imaginative ideas.</p> <p>To decide independently which materials to use when making a creation.</p>	<p>To listen to others during music.</p> <p>To perform for others.</p> <p>To play instruments alongside others.</p> <p>To comment on musical performances and say if they like it.</p>	<p>To create/ assemble models using boxes, materials, paper and other items.</p> <p>To combine different media and materials and describe what they have made.</p>	<p>To use different joining techniques.</p> <p>To add detail to drawings and models and talk about them.</p> <p>To draw faces showing different emotions.</p> <p>To be able to sound match - a sound to a picture/ instrument.</p>
Reception	<p>To develop colour mixing skills.</p> <p>To begin colour matching.</p> <p>To respond to the natural world through art using the correct colours.</p>	<p>To create own songs or change the words to known songs.</p> <p>To develop storylines in pretend play.</p> <p>To create props for play e.g. make a cape/ hat.</p> <p>To replicate choreographed dances - pop and traditional.</p> <p>To capture experiences with a range of media e.g. paint.</p> <p>To create unique images from their imagination.</p>	<p>To create pictures, models, songs and music alongside others.</p> <p>To share ideas, resources and skills with others.</p> <p>Sing call and response songs.</p> <p>Teach children to talk about creative ideas.</p> <p>To explain the purpose/ reason for the materials they choose.</p> <p>To play percussion instruments along to music.</p> <p>To identify instruments by sound alone.</p>	<p>To construct with a purpose in mind using a variety of materials.</p> <p>To know the different ways to 'play' an instrument i.e. tap, shake, scrape.</p> <p>To create their own storylines/ narratives to their play and work collaboratively with peers.</p>	<p>To listen to and comment on music from around the world.</p> <p>To make up and perform dance/ movement routines.</p> <p>To draw a representation of themselves.</p> <p>To create images from observation.</p>

Making Letter Sounds (Phonics), Reading Words.

See also Nursery phonics overview and Reception RWI Plan

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	To notice some print in the environment such as familiar logos.	To talk about pictures in books.	To repeat words and phrases in familiar stories.	To enjoy listening to stories. To distinguish between environmental sounds developing their aural skills. To have access to books and a designated reading area.	To recognise the first letter of their name.
Nursery	To be curious about books - hold, turn pages. To learn the terms author and illustrator.	To continue rhyming strings. To use a picture book to 'read' a story to others.	To create new vocabulary books as a class. To listen to instrumental sounds/ create sounds.	To enjoy listening to stories and offer an opinion on what they have heard. To recognise/read their own name. To have access to books and a designated reading area.	To start to understand the 5 key elements of print. To identify rhyming words. To recognise words that have the same initial sound. To understand words have meaning.
Reception	To be curious about individual letters and the sounds they make.	To make own books.	To read alongside others as part of a group. To know that books should be cherished.	To understand the language and vocabulary of stories and books e.g. once upon a time. To share books for pleasure. To read independently. To have access to books and designated reading area. To read/recognise all the single letter sounds. To read/recognise some digraphs and trigraphs. To blend/segment VC words. To blend/segment CVC words. To blend segment CCVC and CVCC words. To point 1:1 to words running from left to right.	To blend sounds into words. To read a few common exception words. To begin to use a range of reading strategies to decode a word/text including phonics, picture clues, contextual clues and reading for sense. To confidently read a red ditty book.

Mathematics

See also Maths Medium Term Overview

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	To move around the environment with adult labelling special words such as on top, up, down, through. To show the children groups of things and use mathematical language - lots, more, same.	To complete inset puzzles - keep trying to solve. To explore and play with different objects - adult to use language related to size and weight - big, little, small, high, low, tall, heavy. To notice patterns and start to create.	To join in with finger rhymes with number focus e.g. Round and Round the Garden, Two Little Dicky Birds. To allow an adult to count fingers and toes.	To combine objects like stacking blocks and cups. For the adult to model adding 'more' blocks using language.	To count body parts - hands, eyes, feet.
Nursery	To look at collections of items and use words such as more than, fewer than. To explore 2D and 3D shapes. To make comparisons between objects relating to size, length, weight and capacity.	To experiment and use their own symbols and marks for numbers. To play freely with different construction materials to make constructions. To create patterns. To create shape pictures and models.	To work together to match shapes to silhouettes. For the children to hear an adult count the children sitting in a circle saying a number for each child. With adult support show numbers up to 5 on fingers.	To use number names spontaneously in play. To understand positional language through words alone.	To recite number to 5. To understand positional language. To notice an error in a repeating pattern. To create a repeating pattern. To use the vocabulary of time in relation to a day - morning, afternoon, night.
Reception	To explore and discover images of numbers e.g. 100 squares, calendars. To play with collections of items and use the vocabulary more than, less than, fewer, same, equal to. To explore the composition of numbers to 10. To compare length, weight and capacity.	To create 2D and 3D shape pictures and patterns. Print using 2D and 3D shapes. Complete increasingly challenging jigsaws and inset puzzles. To continue, copy and create repeating patterns.	To play games that involve counting. To work with an adult and be able to give --- out of a group. To play snap, matching pairs. To share items amongst a group e.g. at snack time. To understand the part/whole model.	To show an understanding of number value using counters and number cards. To match numerals and quantities up to and including 10.	To develop the key skills of counting. To put objects in to and use 5 and 10 frames. To link numerals and cardinal number value. To count verbally beyond 10. To name one more than and one less than a given number. To recall number bonds to 10.

Melting, Magnetism, Measure, Matter, Meteorology, Motion, Meals

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	<p>To look at self in a mirror and be curious.</p> <p>To watch things dissolve and melt.</p>	<p>To play in water and explore things float or sink.</p>	<p>To listen to conversations between adults and join in with talk about food at snack time.</p> <p>To work with adults to plant seeds.</p>	<p>To take part in an oral hygiene routine at school.</p>	<p>To name some parts of their bodies.</p>
Nursery	<p>To investigate pushes and pulls.</p> <p>To investigate floating and sinking.</p> <p>To play with and have experience of magnets - explore the idea of magnetic attraction and repulsion.</p> <p>To observe things melt.</p> <p>To experience different types of weather.</p>	<p>To make shadows.</p> <p>To work with an adult and cook an item looking at the changes.</p> <p>To investigate materials and talk about /describe texture.</p>	<p>To plant seeds with an adult and watch them grow.</p>	<p>To take part in an oral hygiene routine at school.</p> <p>To ask questions.</p> <p>To play with scientific equipment.</p>	<p>To notice similarities and differences.</p> <p>To note change.</p>
Reception	<p>Use and be aware of senses to explore the world around them.</p> <p>To investigate sound and feel the vibrations.</p> <p>To look and discuss things that melt and why.</p> <p>To be able to talk about different types of weather.</p>	<p>To observe and draw plants/ animals and talk about parts.</p> <p>To create healthy meals and talk about healthy and unhealthy foods.</p> <p>To create shadows with bodies and hands and make shadow puppets.</p> <p>To investigate things that float and sink.</p>	<p>To exercise together and understand why it is important.</p> <p>To show care and concern for living things.</p>	<p>To take part in an oral hygiene routine at school.</p>	<p>To name plants and animals.</p> <p>To name the seasons.</p> <p>To make collections of things that are magnetic and not magnetic.</p> <p>To make predictions.</p> <p>To understand simple life cycles.</p> <p>To begin to make marks and collect data.</p>

Mechanics, Machinery, and Making Connections.

	Curiosity	Creativity	Collaboration	Continuous	Challenge
Kiddiwinkles	To show an interest and press buttons, turn knobs, pull levers, lift flaps and anticipate what will happen.	To play with wind-up toys.	To watch an adult operate the Interactive White Board. To look at photos of themselves and their peers on an I pad.	To begin to operate simple mechanisms on toys independently.	To cause 'something' to happen.
Nursery	To show an interest in technological toys with knobs and pulleys. To show an interest in cameras, tablets and mobile phones. To explore how things works, wind up toys, pulleys, cogs.	To show an understanding of how things are made i.e. a house needs a door to get in.	To operate the Interactive Whiteboard Board - with adult support select programme / video. To join in with age appropriate games on formats such as Espresso.	To know how to operate simple equipment e.g. turn on CD player and press play. To be aware of E-safety. To know the names of devices available in EYFS and to know what they are used for e.g. I pod used for taking photos.	To understand cause and effect. To acquire basic skills in operating some ICT equipment independently. To control the movements of a remote control toy. To use the Seesaw App.
Reception	To show an interest in buttons and dials and understand the result of their actions - control.	To complete a simple programme on a computer/ tablet. To use language of design when making models and talk about function of each part.	To talk about a range of technology and its functions. To interact with age appropriate computer software. To use a device to support learning and explain what they are doing and why.	To know that information can be retrieved from computers and tablets. To swipe/ click on a digital device to achieve an outcome. To learn the importance of E-safety.	To take photos of experiences/creations and use those photos to resent to their peers. To talk about cause and effect when using ICT equipment. To use the Seesaw App.