

NURSERY KNOWLEDGE AND SKILLS - Personal, Social and Emotional Development

Curriculum Focus	Key Knowledge for Nursery	Vocabulary	Skills	Next Steps in Learning (Reception)
<p>Personal, Social and Emotional Development</p> <p>Understanding Feelings</p>	<p>To know how to separate from my carers and understand they will be back at the end of the session</p> <p>To know the rules/ routine of the class to help with self-regulation and separation</p> <p>To begin to recognise basic feelings that I am feeling and matching those with my own</p> <p>To know how to express my own preferences, wants and needs</p> <p>To begin to tolerate delay when my needs cannot be immediately met</p>	<p>Hello, goodbye, first, next, then, toilet, wash, soap, carpet time, sit down, stand up, listen, look</p> <p>Happy, sad, worried, scared, excited, angry</p> <p>I would like... Can I please... May I...</p>	<p>To get to know my key adult and from a relationship that will enable a confident separation from my carer</p> <p>To understand the visual timetable and how to use it to help me understand the routine of the session</p> <p>To learn how to identify an emotion and relate that to how I am feeling</p> <p>To learn how to use words and sentence starters to express my feelings, wants and needs.</p> <p>To learn emotion vocabulary to name emotions.</p> <p>To understand that I can't always have what I want when I want</p>	<p>To express their feelings and consider the feelings of others</p> <p>To identify and moderate their own feelings socially and emotionally</p> <p>To think about the perspective of others</p> <p>To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</p> <p>To explain the rules, know right from wrong and try to behave accordingly</p>
<p>Personal, Social and Emotional Development</p> <p>Sense of self</p>	<p>To independently take care of my own self-care and hygiene (eg dressing, toileting, washing hands)</p> <p>To know how to choose my own learning / play / interest</p> <p>To know how to put back things where they belong</p> <p>To know some healthy choices and why these are important</p>	<p>Toilet, wash hands, dress, wipe, clean, soap, toilet roll, shoes, socks, coat, waterproof</p>	<p>To learn how to keep myself clean and dry.</p> <p>To learn the steps to wash my hands and keep clean</p> <p>To learn how to choose an area to play in.</p> <p>To learn how to play in different ways and areas</p> <p>To learn how to articulate needs, wants, interests, opinions</p> <p>To learn how our bodies move and what we need to give them to keep them healthy</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To wash their own hands</p> <p>To use the toilet independently</p> <p>To explain reasons for rules, know right and wrong and try to behave accordingly</p> <p>To try new activities and show independence, resilience and perseverance in the face of challenge</p>
<p>Personal, Social and Emotional Development</p> <p>Making relationships</p>	<p>To know how to approach a familiar adult when excited, upset or wanting to play</p> <p>To know how to seek out others to play, developing relationships with others</p> <p>To begin to understand the needs and feelings of others, understanding we are all different – taking this into consideration and responding to others in play</p> <p>To learn to take turns and negotiate during play and know how to turn to adult to help resolve a conflict or a big emotion/feeling</p> <p>To know that our actions can have consequences</p>	<p>Talk, play, listen</p> <p>Group, together, rules, behaviour, thinking time</p> <p>How do you feel?</p> <p>Like, dislike, happy, sad</p> <p>Take turns, my turn, your turn, stop I don't like it, sorry, how do you feel?</p>	<p>To speak, listen and respond to familiar adults</p> <p>To learn the skills of listening to others during play and responding to them</p> <p>To learn how to think about what others might like, want or dislike supported through conversation in play.</p> <p>To learn how to express my feelings to resolve a conflict</p> <p>To respond appropriately, take turns, follow rules, adapt behaviour to the group situation</p> <p>To learn that all of our actions have consequences</p>	<p>To see themselves as a valuable individual</p> <p>To build constructive and respectful relationships</p> <p>To think about the perspective of others</p> <p>To work and play cooperatively and take turns with others</p> <p>To form positive attachments to adults and friendships with peers</p> <p>To show sensitivity to their own and others needs</p>

NURSERY KNOWLEDGE AND SKILLS - Communication and Language

Curriculum focus	Key knowledge for nursery	Vocabulary	Skills	Next Steps in Learning (Reception)
Communication and Language Listening and Attention	To know what respectful listening looks like – looking at the person who is talking, sitting down, hands in lap To know how to listen and attend within a whole class or small group and what ‘ready’ looks like To know how to listen to stories rhymes and can respond to the texts To know how to join in with repeated refrains and anticipate key events within a story (end of Nursery)	Listen, hear, respectful Ready, look, sitting down, focus, question Story Rhyme, join in, what will happen next?	To learn the skill of concentrating and develop speaking and listening skills to engage in back-and-forth manners To learn how to listen and attend by breaking down the steps and what it looks like – look at the person who is talking, sit down and hands in your lap. To ask them a question or make a comment about what they have said To learn how to ask questions and make comments in response to stories To learn through repeated stories and rhyme to identify words that rhyme	To understand how to listen carefully and why listening is important To 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 To make comments about what they have heard and ask questions to clarify their understanding To hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Communication and Language Understanding	To know why rules and routines for our nursery are important To know how to explore stories and songs using the vocabulary in play To understand simple one step instructions by carrying out action words initially using actions and visuals, progressing onto instructions with more than one part without visuals To understand and respond to simple who? What? Where? Questions To respond to questions with two given choices	First, next, now, listen, repeat, quiet, wait	To explore new vocabulary related to following instructions with two or more parts To learn vocabulary related to having conversations with peers and adults/ stories and rhymes and responding appropriately	To make comments about what they have heard and ask questions to clarify their understanding To hold conversation when engaged in back-and-forth exchanges with their teacher and peers To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary To anticipate key events in stories To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
Communication and Language Speaking	To know how to use social phrases such as, please, I like, can I have, my favourite... To know how to use words and gestures to express their feelings, likes, needs, ideas, dislikes To know how to link four or more words together To know how to answer simple questions about themselves and their learning To know how to describe personal events, experiences, or something they have made using a range of vocabulary that links to enquiry or book hook To begin to know how to describe things that have happened in the past tense	<u>Speaking</u> Respect, talk, question, circle time, stories, create, make, made <u>Social phrases</u> How are you? Good morning. Thank you, please can you help? <u>Sentences starters</u>	<u>Speaking</u> <u>Social phrases</u> To use a variety of social phrases to enable effective communication with others. To use vocabulary to talk and describe my plans in past tense with others <u>Sentence starters when talking</u> To ask and respond to questions about events that have happened or are to happen in the future, exploring new vocabulary and past tense linked to these events	To learn new vocabulary To use new vocabulary through the day To ask questions to find out more and to check they understand what has been said to them To articulate their ideas and thoughts in well-formed sentences To describe events in more detail To use talk to help, work out problems and organise thinking and activities, and to explain how things work and why they might happen To develop social phrases To engage in stories To use new vocabulary in different contexts

	<p>To know how to make a plan and describe it to others, using talk to organise our thinking</p> <p>To recount simple stories or rhymes that are linked to our book hook, enquiry using the related vocabulary</p>	<p>I am, I made, Can I</p>	<p><u>Book hook</u></p> <p>Range of texts. Blurb, rhyme, rhythm, author, illustrator, recount</p>	<p>To hold conversation when engaged in back-forth exchanges with their teacher and peers</p> <p>To participate in small group, class, and one to one discussion, offering their own ideas, using recently introduced vocabulary</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate</p> <p>To 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 the teacher</p>
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NURSERY KNOWLEDGE AND SKILLS - Physical Development

Curriculum focus	Key knowledge for nursery	Vocabulary	Skills	Next steps in learning (Reception)
Physical Development Gross Motor	To know how to put on and take off simple clothing eg put on my coat and shoes independently To know how to move my body in different ways – walking, running, jumping, climbing on different levels, negotiating space and adjusting speed. To know how to kick a ball with my feet and throw/catch a ball To know how to use pedals on a bike to gain some control To know how to manage some risks and recognise how to get help or avoid them To know how to describe how my body is feeling and the effect exercise has on it – thirsty, tired, hungry, full	Fast, slow, backward, forward, over, under, around, through Throw, pass, roll, catch, grip, hang Lift, push, roll, catch, slide Hands, feet, safe, change, care, thirsty, tired, hungry, full, sick, heart, sweat	To learn how to put on my coat and use the zip. To learn how to put on my shoes independently To develop control when moving by changing speed To use my body in different ways – walking, running, jumping, climbing, negotiating space and adjusting speed To develop my ball skills, such as throwing, catching and passing To learn how to begin to risk assess space and equipment when moving around, using equipment, climbing trees etc. To learn vocabulary to describe the way my body feels physically and during exercise	To revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing To progress towards a amore fluent style of moving with developing control and grace To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor To combine different movements with ease and fluency To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group To develop overall body strength, balance, co-ordination and agility To further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, aiming To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball To negotiate space and obstacles safely To demonstrate strength, balance and coordination To move energetically
Physical Development Fine Motor	To know how to use cutlery – fork, knife, spoon To control and manipulate resources and small equipment such as puzzles, books, small world, construction and craft tools	One handed tools, pencil, pen, scissors, crayon, paintbrush, glue stick	To learn how to use cutlery. To learn how to use a jug to pour my own milk To turn pages of a book	To develop the foundations of a handwriting style which is fast, accurate and efficient To develop small motor skills so that they can use a range of tools competently, safely and confidently. To begin to show accuracy and care when drawing

NURSERY KNOWLEDGE AND SKILLS - Understanding the World

Curriculum focus	Key knowledge for nursery	Vocabulary	Skills	Next Steps in Learning (Reception)
Understanding the world	<p>To understand what a festival is, why it is celebrated and how it is celebrated - Diwali, Christmas, fireworks, Easter, Holi</p> <p>To know how to share special parts of my life with others</p> <p>To know why and how I am special linked to my family</p> <p>To know how to recognise similarities and differences between one another</p> <p>To know about people around me and how they can help</p> <p>To know how to talk about significant events from my own community using words.</p> <p>To know how to talk about things I have observed in the environment</p> <p>To know how to plant seeds and take care for living plants</p> <p>To know how to explore forces and how they create cause and effect</p> <p>To know how to respect the environment around me.</p> <p>To know how to discuss experiences and visits I have had as a group</p>	<p>baby, tummy, me, Mummy, Daddy, brother, sister, uncle, auntie, grandma, grandpa. Family, special, help,</p> <p>seed, plant, water, leaves, snow, rain, cold, hot, beach, tree, camera, sun, shadows, light, dark, day, night</p>	<p>To observe the patterns of change and movement such as weather or seasons</p> <p>To use small world/blocks/3D objects on floor</p> <p>To begin to draw picture maps of imaginary or real places</p> <p>To share personal histories and understand that other people have different histories.</p> <p>To understand and use the terms 'past' and 'present' when talking to adults and peers about the past and to ask questions</p> <p>To show curiosity about objects, events and people</p> <p>To make observations of the natural world</p> <p>To ask questions and make comments</p> <p>To engage in open-ended activity</p> <p>To develop ideas of grouping, sequences, cause and effect</p> <p>To know about similarities and differences</p>	<p>To talk about members of their immediate family and community</p> <p>To name and describe people who are familiar to them</p> <p>To comment on images of familiar situations in the past</p> <p>To compare and contrast characters from stories including figures from the past</p> <p>To draw information from a simple map</p> <p>To understand that some places are special to members of their community</p> <p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>To recognise some similarities and differences between life in this country and life in other countries</p> <p>To explore the natural world around them</p> <p>To describe what they see, hear and feel whilst outside</p> <p>To recognise some environments that are different from the one in which they live</p> <p>To understand the effect of changing seasons on the natural world around them</p>

NURSERY KNOWLEDGE AND SKILLS - Expressive Arts and Design

Curriculum focus	Key knowledge for nursery	Vocabulary	Skills	Next Steps in Learning
<p>Creating with Materials</p>	<p><u>Generating ideas</u> Throughout the year children will engage in sensory and open-ended experiences, where they will explore a variety of resources to invent, create and recount their individual expressions and creativity.</p> <p><u>Drawing</u> To learn how to use and revisit the use of pencils and pens to make marks and create representations of ourselves. To know how to make variations in marks and line to communicate an idea. To explore mark making can be done with other implements other than a pencil – stick, feathers, pine cones, bricks, light To know how to use their body to create and make marks</p> <p><u>Painting and Making</u> To know how to use simple joining techniques to adjoin materials effectively. To construct with a purpose in mind, ie. making props to support play.</p> <p>To explore the way that paint colours can be combined to create new colours. To know that paint can manipulated in different ways to create different effects and texture- adding water, sand, glue, bubbles, pendulum painting To choose specific colours to represent my imagination and myself</p>	<p>share, listen, ideas, talk, make Choose, pencil, pen, chalk, stick, colour, paint, paintbrush, make, stick, artist</p>	<p><u>Generating ideas</u> To explore a range of materials and resources through continuous provision that allow for creative expression to occur through play To know how to talk about my ideas with others and reflect on what I have made To answer simple questions about their model or creation and make adaptations.</p> <p><u>Drawing</u> To use a variety of mark making implements to make and reflect on a representation of myself. To look in a mirror to help me identify the main characteristics To learn that there are different implements to make marks in paint, clay, playdough etc.</p> <p><u>Painting and Making</u> To learn how to use tape and glue to join materials. To learn how to mix colours and what happens when primary colours are mixed. To design and talk about a model or creation.</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings To return to and build on previous learning, refining ideas and developing their ability to represent them To safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function To share their creations explaining the process they have used To make use of props and materials when role playing characters in narratives and stories</p>

<p>Being imaginative and expressive</p>	<p><u>Expressive Arts</u> To know how to use my voice to sing familiar songs and rhymes or make up my own song. To know how to experiment with and create different sounds such as tapping, skating, rubbing, striking, blowing. To know how to tap out simple rhythms and movements. To know how to adjust tempo when creating sound and describe what I hear. To know how to use my body to explore movement and sounds in response to stories, music and imaginations. To know how to use open-ended resources to build new worlds and explore my ideas, thoughts and feelings. To know how to use props in my play to extend my narrative. –To know how to play alongside others, progressing to imaginary games with peers.</p>	<p><u>Expressive Arts</u> story, song, music, dance, talk, move</p>	<p><u>Expressive Arts</u> To learn how to project my voice to copy a sound or song. To learn the different ways of using instruments exploring the variety of sounds. To learn how to listen and respond to rhythm by clapping my hands or moving my body. To learn the meaning of tempo and explore slow and fast when using my body or playing an instrument. To learn how to move my body in a variety of ways to express emotions and feelings, stories and imagination. To learn how to use a range of open-ended materials and loose parts to create representations of my ideas or as props in my play. To learn how to play alongside others by listening to their ideas and offering my own ideas.</p>	<p>To listen attentively move to and talk about music, expressing their feelings and responses To watch and talk about dance and performance art, expressing their feelings and responses To sing in a group or on their own, increasingly matching the pitch and following the melody To develop storylines in their pretend play To explore and engage in music making and dance, performing solo or in groups To make use of props and materials when role playing To create collaboratively, sharing ideas, resources and skills To invent, adapt and recount narratives and stories with peers and their teacher To sing a range of well known nursery rhymes and songs To perform songs, rhymes, poems and stories with others, and try to move in time to music</p>
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