

Alumwell Nursery School			
End of year goals Progression over foundation stage	Alumwellies 2 year olds and N1	Nursery 3-4 year olds N2	Reception at Alumwell Infants 4-5 year olds Reception
Personal, Social and Emotional Development	<p>. Find ways to calm themselves, through being calmed and comforted by their key person.</p> <ul style="list-style-type: none"> • Establish their sense of self. • Express preferences and decisions. <p>They also try new things and start establishing their autonomy.</p> <ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<p>. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> -Play simple games taking it in turns with others. -Work collaboratively to complete a simple task. -Play with others responding to them in play to keep play going. -Form positive relationships with their adults and peers. -Form and maintain friendships. -Show sensitivity towards others. -Understand how to be a good friend. -Respects other children's cultures and beliefs. <p style="text-align: center;">Managing self:</p> <ul style="list-style-type: none"> -Be confident to try new activities and new experiences. -To show independence in the classroom when choosing and using resources. -Show some resilience when faced with a simple challenge and persevere to find a simple solution. <p>Solve simple conflicts during play.</p> <ul style="list-style-type: none"> -Knows and follows the school rules. -Follows the school routine. <p style="text-align: center;">Self-care:</p>

	<ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> -To be able to dress and undress themselves for PE. -Understand the importance of regular exercise. -Understand the importance of healthy eating and how to make healthy choices. -Know how and why we need to look after our teeth and ways to promote good oral hygiene. -Understand the importance of sleep. -Know how to stay safe online. <li style="padding-left: 40px;">Self-regulation: -Talk about and describe their feelings. -Be aware of others children's feelings and be mindful of them. -Set their own goals and work towards them by completing tasks independently. -Be able to wait for their needs to be met. -Be able to control immediate impulses when faced with a challenge. -Listen to wait being said to them and responding appropriately.
Communication and Language	<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> -Use new vocabulary in different in different contexts.

	<p>accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <ul style="list-style-type: none"> • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. <ul style="list-style-type: none"> • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). <ul style="list-style-type: none"> • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. <ul style="list-style-type: none"> • Constantly babble and use single words during play. 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". <ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' <ul style="list-style-type: none"> • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. <ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. 	<ul style="list-style-type: none"> -Use familiar vocabulary and think of different words that mean the same thing. -Use talk to help work out problems and organise thinking and activities. -Explain how things work and why they happen. -Express their ideas and feelings about their experiences using full sentences, including use past, present and future tenses -Begin to connect ideas together using some connectives - and, then, because. -Learn rhymes, poems and songs -Participate in small group, class and one-to-one discussions. <p>Listening, attention and understanding:</p> <ul style="list-style-type: none"> -Ask questions like who, what and why to find out more and to check they understand of what has been said to them. -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. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
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| | <ul style="list-style-type: none">• Use intonation, pitch and changing volume when 'talking'.• Understand single words in context - 'cup', 'milk', 'daddy'.<ul style="list-style-type: none">• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.• Understand simple instructions like "give to nanny" or "stop".• Recognise and point to objects if asked about them.• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.• Listen to other people's talk with interest, but can easily be distracted by other things.• Make themselves understood, and can become frustrated when they cannot.• Start to say how they are feeling, using words as well as actions.• Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.• Use the speech sounds p, b, m, w.<ul style="list-style-type: none">• Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'• Listen to simple stories and understand what is happening, with | | |
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	<p>the help of the pictures.</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <p>Personal, Social and Emotional Development</p>		
Physical Development	<ul style="list-style-type: none"> • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For 	<p>Gross motor:</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely. -Move in a variety of different ways - running, jumping, hopping, skipping, climbing, dancing. - Demonstrate strength, balance and coordination. -To create simple sequences involving movements. -To use fundamental skills to play a simple game. <p>Fine motor:</p> <ul style="list-style-type: none"> -Effectively hold a pencil using a tripod grip. -Begin to develop a fluent style of handwriting. -Confidently and competently use a range of small tools including scissors, tweezers, paint brushes and cutlery.

	<ul style="list-style-type: none"> • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently - choosing appropriate props to support at first. • Walk, run, jump and climb - and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	<p>example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>-Draw detailed pictures.</p>
Mathematics	. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Number: -Subitise quantities up to 5.

	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> -Have a deep understanding of the numbers to 10 including the composition of numbers and their place in the number system. -Automatically recall addition facts for numbers up to 5 and some subtraction facts. -Automatically recall some double facts up to 10. Numerical patterns: -Verbally count to 20. -Compare quantities using more, fewer and the same as. -Begin to identify some odd and even numbers. -Understand and explore doubling. -Continue simple numerical patterns. Shape, space and measure -Name and describe 2D and 3D shapes. -Use positional language to describe position. -Compare the height, mass and capacity of different objects.
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Literacy	<ul style="list-style-type: none"> . Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. 	<ul style="list-style-type: none"> . Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For 	<p>Reading:</p> <ul style="list-style-type: none"> -Read all of the set 1 sounds from the - RWI scheme and some of the set 2 sounds. -Read simple sentences in the green RWI books. -Read and write some common exception words. <p>Writing:</p> <ul style="list-style-type: none"> -Write simple words using the sounds that they know. -Form most of their letters correctly starting and finishing in the right place. -Write their name by themselves.

	<ul style="list-style-type: none"> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<p>example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately 	<p>-Write a simple sentence containing finger spaces and a full stop at the end.</p> <p>Comprehension:</p> <ul style="list-style-type: none"> -Talk about and retell the stories that have been read to them. -Use the new vocabulary they have been introduced to when retelling and describing events in stories.
Understanding the World	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<p>The natural world:</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Make observations and compare contrasting environments. -Explain why and how things happen. -Talk about the seasonal changes they observe through the year. -Describe some life cycles and how animals and humans change over time. -Draw pictures of plants and animals; label them and begin to describe some of their characteristics.

		<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Identify and describe where some animals may live. -Begin to sort animals and plants using simple criteria. <li style="padding-left: 40px;">People & communities -Name and describe their family. Talk about events that are special to them. -Talk about some of the beliefs their friends may have -Know and describe some celebrations that different religions celebrate. -Identify special places for Muslims, Sikhs and Christians and listen to some religious stories. -Locate where they live on a map and know some features of Walsall. -Compare where we live to places in other countries using stories, nonfiction texts and map -Know some features of a map and locate the land and the sea -Name some countries and explain what they know about them. -Talk about how life in other countries may be different. <li style="padding-left: 40px;">Past and present: -Talk about historic events in their own lives. -Describe special events we have done in school using pictures to help them.
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Expressive Arts and Design	<ul style="list-style-type: none"> . Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents 	<ul style="list-style-type: none"> . Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> -Sing a range of songs matching pitch and melody. -Perform songs, rhymes and poems as part of a group using a variety of instruments, props and resources. -Move in time to music (if appropriate). -Engage in collaborative pretend play with others using a narrative in their role-play and small world play. - Invent, adapt and recount narratives and stories with peers and their teacher. <p style="text-align: center;">Creating with materials</p> <ul style="list-style-type: none"> -Safely use and explore a variety of tools -Use different techniques to produce different pieces of art work. Experiment with colour and explore colour mixing. -Talk about their art work describing why they have chosen to do it in that particular way. -Experiment with design, function, texture and form using a variety of different materials and processes. -Share their creations and explain the process they have used.

	<p>another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <ul style="list-style-type: none">• Explore different materials, using all their senses to investigate them. <p>Manipulate and play with different materials.</p> <ul style="list-style-type: none">• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas.	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.	
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