# Dewhurst St Mary Primary School EYFS Nursery Year Plan and Progression

During the EYFS children at our school learn and develop through a careful balance of Adult Led Focused Tasks and Child-Initiated Continuous Provision. Our planning is fluid and agile. We adjust our planned provision as a result of observations, the children's current interest and developmental gaps. Although the areas of learning are shown divided below in their main sections, children's learning is not limited within these separations. Learning and development thrives in partnership- between home and school, between subject areas, through focused tasks and child-initiated learning as well as inside and outside the classroom.

| Nursery Autumn 1 | Nursery Autumn 2 |
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| **Learning Journey: This is Me**<br>Children will explore themselves, their families, emotions, bodies, and daily routines through play, stories, songs, and hands-on experiences. The focus is on settling into nursery, building relationships, developing communication, and growing in confidence and independence. | **Learning Journey: Colour, Light and Festivals**<br>Children will explore colour, light, and a range of familiar festivals through play, stories, creative activities, and sensory exploration. The topic aims to develop children's curiosity, expressive language, creativity, and understanding of the world. |
| **Nursery Spring 1** | **Nursery Spring 2** |
| **Learning Journey: People in our Community**<br>Children will explore the people, places, different roles within the community and environments around them through stories, play, and first-hand experiences, developing curiosity, language, and an understanding of the wider world. | **Learning Journey: Amazing Animals**<br>Children will explore a range of animals through stories, play, and sensory experiences, learning to recognise, name, and describe animals, the sounds they make, and the habitats they live in. |
| **Nursery Summer 1** | **Nursery Summer 2** |
| **Learning Journey: Let's Go Outside**<br>Children will explore the outdoor environment through play and first-hand experiences, learning about plants, minibeasts, weather, seasons, and the natural world around them while developing curiosity, observation, and early scientific thinking. | **Learning Journey: Growing Strong**<br>Children will learn about healthy lifestyles through exploring food, exercise, hygiene, and self-care routines, developing independence and an understanding of how to keep their bodies healthy as they prepare for transition into Reception. |

Prime Area of Learning

**Communication and Language**

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 (Share Attention), commenting briefly on what they can see, hear or feel (Respond), and echoing back what they say with new vocabulary added (Expand) and the developing back and forth talk (Conversation), practitioners will build children's language effectively (ShREC). 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.

We will achieve this by supporting the children to:

- Enjoy listening to stories, rhymes and songs, joining in with repeated phrases.
- Learn to take turns in conversations, beginning to understand when to listen and when to speak.
- Begin to understand and use new vocabulary during play and daily interactions.
- Listen to and follow simple instructions and routines with increasing confidence.
- Hear and practise new words modelled by adults throughout the day.
- Explore new vocabulary through stories, songs and topics, with adults helping to explain and use the words in context.
- Share a range of high-quality books with adults, developing a love of stories.
- Take part in small group discussions and begin to rehearse simple ideas with others.
- Begin to understand that we speak in different ways in different situations (e.g. at story time, in the playground or when talking to new people).
- Take part in WELLCOMM sessions

| Autumn | Spring | Summer |
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Listening, Attention and Understanding

- Listen to stories and begin to respond with simple comments, actions or joining in.
- Begin to join in with small group or whole class discussions by making simple comments about what they hear.
- Take part in short back-and-forth conversations with adults and other children.

- Enjoy listening to longer stories and begin to remember parts of what happens.
- Begin to understand how to listen and why listening is important.
- Listen to and talk about stories to build familiarity and understanding.
- Join in with rhymes and songs, beginning to notice how they sound and repeat.

| Communication and language | | |
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| • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books.<br>• Enjoy listening to longer stories and can remember much of what happens.<br>• 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".<br>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"<br>• Use longer sentences of four to six words.<br>• Pay attention to more than one thing at a time, which can be difficult.<br>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."<br>• Start a conversation with an adult or friend and continue it for many turns. | • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.<br>• Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.<br>• 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. |

**Progression into Reception**

Listening, Attention and Understanding

Children at the expected level of development will:

- Be able to listen to familiar stories, songs, and conversations with growing attention.

- Respond appropriately to simple instructions and questions.
- Begin to understand and follow routines.
- Join in with discussions.
- Show understanding by responding to what they hear, see, and experience.

Speaking / Communication and Language

Children at the expected level of development will:

- Begin to communicate confidently with adults and peers, using simple sentences to share ideas, needs, and experiences.
- Develop a growing vocabulary.
- Begin to ask and answer questions.
- Talk about familiar events.
- Use language within play and social interactions.

| Prime Area of Learning |
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| **Physical Development**<br>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. |
| • Enjoy being active and begin to understand that exercise helps keep their bodies healthy.<br>• Begin to learn simple ways to keep their bodies healthy, such as being active and eating well.<br>• Develop balance, coordination and strength through play.<br>• Move in different ways such as running, jumping, climbing and dancing with increasing confidence. |

- Begin to use mark-making tools such as pencils and crayons for drawing and early writing.
- Explore using paintbrushes and other tools for creative activities.
- Use a range of tools and resources, especially outdoors, to build and make (e.g. pegs, simple tools, Forest School activities).
- Begin to use scissors safely to cut materials with support.
- Develop independence in self-care, including using cutlery for eating and helping with simple food preparation.

| Autumn | Spring | Summer |
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| Gross Motor Skills | | |
| • Use large-muscle movements to wave flags and streamers, paint and make marks.<br>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>• Be increasingly independent as they get dressed and undressed, for example, putting coats on. | • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>• Start taking part in some group activities which they make up for themselves, or in teams.<br>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.<br>• Go up steps and stairs, or climb up apparatus, using alternate feet.<br>• 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. | • Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>• Start taking part in some group activities which they make up for themselves, or in teams.<br>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. |

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| | • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | |
| Fine Motor Skills | | |
| • Show a preference for a dominant hand.<br>• Use a comfortable grip with good control when holding pens and pencils.<br>• Be increasingly independent as they get dressed and undressed, for example, doing up zips. | • Show a preference for a dominant hand.<br>• Use a comfortable grip with good control when holding pens and pencils. | • Show a preference for a dominant hand.<br>• Use a comfortable grip with good control when holding pens and pencils.<br>• Use one-handed tools and equipment, for example, making snips in paper with scissors. |

Our handwriting implementation is supported by PenPals five developmental stages. The rate of progress children make through sequence may need to be adapted to the needs of individual children or identified groups of children. Nursery learning underpins and supports a firm foundation to learning in Reception when handwriting will be explicitly modelled by teachers using the letters families and practiced discretely as well as in the context of other learning.

**Stage 1: Physical preparation for handwriting 3-5 years**

| Developing gross motor skills- the control and co-ordination of the big movements the body can make. |
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| Whole-body responses to the language of movement |
| Large movements with equipment |
| Large movements with equipment |
| Large movements with malleable materials |
| Body responses to music |

| Developing fine motor skills- being able to fine-tune the movements of the arm, hand and fingers. |
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| Hand and finger play: threading, popping, using tweezers, finger gym |
| Making and modelling: scissor practice, playdough |
| Messy play, creating marks with fingers in a variety of media and substances: sand play, scrunching paper |
| Links to art, using a variety of soft and hard mark making tools |
| Using one-handed tools and equipment: chalk, scissors |
| Hand responses to music |

| Developing patterns-progression in visual and spatial control |
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| Pattern-making |
| Investigating dots |
| Investigating straight lines and crosses |
| Investigating circles |
| Investigating curves, loops and waves |
| Investigating joined straight lines and angled patterns |
| Investigating eights and spirals |

**Progression into Reception**

Gross Motor Skills

Children at the expected level of development will:

- Move confidently in a range of ways, including running, climbing, balancing, jumping, and using large equipment safely.
- Show increasing control, coordination, and spatial awareness during both indoor and outdoor play.

Fine Motor Skills

Children at the expected level of development will:

- Develop increasing control and coordination in their hands and fingers, using tools such as pencils, paintbrushes, scissors, and cutlery with growing confidence.
- Show a preference for a dominant hand.

- Use small movements to support mark-making, creative activities, and self-care tasks independently.

| Prime Area of Learning |
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| **Personal, Social and Emotional Development**<br>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 |

| Children begin their journey to recognise and understand our school Christian values. |  |  |  |  |  |  |
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- Begin to understand simple rules and routines and feel secure with consistent expectations.
- Make positive behaviour choices with adult support, learning to be kind, safe and respectful.
- Begin to recognise and talk about their feelings using simple language.
- Learn ways to manage their emotions with support, such as through circle time and simple strategies.
- Develop confidence in their behaviour and begin to understand what is expected of them.
- Learn and practise basic hygiene routines, such as handwashing and toileting, with adult guidance.
- Begin to understand the importance of keeping healthy, including eating well and keeping clean.
- Be supported to respond to challenges with help from adults, learning simple ways to solve problems.
- Begin to develop independence in managing their own needs, with visual prompts and support where needed.
- Feel proud of their achievements, with positive behaviour and effort recognised and valued.
- Build positive relationships with adults who listen, support and engage with them in their learning.

- Experience a learning environment where adults model positive behaviour and praise children's efforts.
- Have opportunities to be listened to and express their ideas and feelings.
- Access engaging activities that reflect their interests and support their individual needs.
- Experience consistent approaches to behaviour and expectations across the setting.

| Autumn | Spring | Summer |
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| Self-Regulation, Managing Self and Building Relationships | | |
| • Show more confidence in new social situations.<br>• Increasingly follow rules, understanding why they are important.<br>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.<br>• Develop their sense of responsibility and membership of a community.<br>• Become more outgoing with unfamiliar people, in the safe context of their setting. | • Remember rules without needing an adult to remind them.<br>• 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.<br>• Play with one or more other children, extending and elaborating play ideas.<br>• Understand gradually how others might be feeling. | • Develop appropriate ways of being assertive.<br>• Talk with others to solve conflicts.<br>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.<br>• Make healthy choices about food, drink, activity and tooth brushing. |

**Progression into Reception**

Self-Regulation

Children at the expected level of development will:

- Begin to recognise and talk about their feelings and emotions, with support from adults.
- Start to follow simple rules and routines, manage transitions with increasing confidence.
- Begin to understand expectations within the nursery environment.

Managing Self
Children at the expected level of development will:

- Growing independence in managing their personal needs (toileting, handwashing, putting on coats, and selecting resources).
- Begin to make choices, try new activities, and show confidence in exploring and learning independently.

Building Relationships
Children at the expected level of development will:

- Play alongside and with others, sharing resources and taking turns with support.
- Form positive relationships with adults and peers.
- Begin to understand kindness and cooperation.
- Develop confidence within group play and activities.

| Specific Area 1 | | |
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| 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).<br>Core Texts form the 'spine' of literature used in Nursery, additional texts are used and developed to support successful outcomes for all children. | | |
| Literacy-Language Comprehension | | |
| Autumn | Spring | Summer |

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| • Understand the five key concepts about print:<br>- print has meaning<br>- print can have different purposes<br>- we read English text from left to right and from top to bottom<br>- the names of the different parts of a book<br>- page sequencing | • Engage in extended conversations about stories, learning new vocabulary.<br>• Develop their phonological awareness, so that they can:<br>- spot and suggest rhymes<br>- count or clap syllables in a word<br>- recognise words with the same initial sound, such as money and mother | • Write some or all of their name.<br>• Write some letters accurately.<br>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. |
| ***Core Texts:***<br><br>**The Colour Monster** – Anna Llenas<br>**The Colour Monster goes to school** – Anna Llenas<br>**I like myself** – Karen Beaumont<br>***A Colourful Story*** – Arree Chung<br>**My presents** – Rod Campbell<br>**Dear Santa** – Rod Campbell | **When You're Fast Asleep** – Peter Arrhenius<br>**The Enormous Turnip** – Retold by Irene Yates<br>**Dear Zoo** - Rod Campbell<br>**I Went Walking** – Sue Williams<br>**The Same But Different Too** – Karl Newson<br><br>**A hero like you** – Nikki Rodgers<br>**The smartest giant in town** – Julia Donaldson<br>**The Tiger who came to tea** – Judith Kerr<br>**Farmer Duck** – Martin Waddell<br>**Emergency!** – Margaret Mayo & Alex Ayliffe | **Let's go for a Walk** – Ranger Hamza<br>**Oliver's fruit salad** – Vivian French<br>**We're going on a bear hunt** – Michael Rosen<br>**Kitchen disco** – Clare foges<br>**Eat Your Peas** – Kes Gray & Nick Sharratt<br><br>**Don't touch that flower** – Alice Hemming<br>**Veg patch party** – Clare Foges<br>**The very hungry Caterpillar** – Eric Carle<br>**The runaway pea** – Kjartan Poskitt<br>**Off to the market** – Alice Oehr<br>**I Don't Want to Wash My Hands!** – Tony Ross |
| ***Core Poetry and Rhyme***<br><br>**Ten little lights** – Twinkl | **Brown bear** - Eric Carle<br>**What the Ladybird heard** – Julia Donaldson<br><br>**Polar bear** – Eric Carle | **A little seed** – Mabel Watts<br>**When I Grow Up – Tim Minchin**<br><br>**The very busy bee** – Jack Tickle |

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| **The smeds and the smoos** – Julia Donaldson<br>**Little Glow** – Katie Sahota | **There's a rumble in the jungle** – Giles Andreae | |
| ***Core Non-Fiction***<br><br>**I hear** – Helen Oxenbury<br>**I see** - Helen Oxenbury | **Real life superheroes** – Julia seal<br>**Whose Tools?** – Toni Buzzeo<br><br>**Helpful heroes** – Roger Priddy | **Life cycle stories Chick** – Flora Lily<br>**Germs Are Not for Sharing** – Elizabeth Verdick<br><br>**Caterpillar to butterfly** – life cycles<br>**Where does my food come from?** - Annabel Karmel |

Across all areas of learning by:

• Begin to show understanding of stories that are read to them by responding with simple comments, actions or joining in with repeated phrases.
• Begin to anticipate what might happen next in familiar stories with adult support.
• Start to learn and use new vocabulary introduced through stories, songs and play.
• Begin to talk about stories and events in their own words, using simple language.
• Join in with repeated words and phrases in stories, rhymes and poems.
• Use new words they have learned during role-play and everyday interactions.

**Progression into Reception**

Language Comprehension

Children at the expected level of development will:

- Enjoy listening to stories, rhymes, songs, and conversations.
- Understand and talk about what they have heard.
- Develop understanding of new vocabulary.
- Follow simple instructions.

- Begin to answer questions about familiar texts and experiences.

| Literacy-Skilled Word Reading (Read Write Inc Phonics) | | |
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| Autumn | Spring | Summer |
| • Join in with familiar rhymes, songs and stories.<br>• Begin to develop phonological awareness by hearing and enjoying sounds in language.<br>• Listen for and recognise environmental sounds, instrumental sounds and rhythm.<br>• Begin to recognise rhyming words and join in with repeated phrases.<br>• Show interest in books, handling them correctly and looking at pictures.<br>• Begin to understand that print carries meaning.<br><br><u>RWI links:</u><br>• Focus on listening and sound discrimination (no formal phonics yet)<br>• Introduce Fred Talk (oral blending) informally (e.g. "c-a-t") | • Begin to spot and suggest rhymes.<br>• Clap or count syllables in familiar words.<br>• Recognise words with the same initial sound (alliteration).<br>• Begin to hear and say the initial sound in words.<br>• Continue to enjoy stories and begin to join in with repeated language.<br>• Start to give meaning to marks they make (early writing attempts).<br><br><u>RWI links:</u><br>• Introduce Set 1 sounds (orally first, then some visual exposure)<br>• Continue oral blending (Fred Talk)<br>• Begin recognising a small number of letter sounds (informally, through play)<br>• No expectation to read words independently | • Begin to recognise some familiar letters and their sounds.<br>• Continue to identify initial sounds in words.<br>• Join in with and remember longer rhymes and stories.<br>• Begin to re-read familiar books with growing confidence.<br>• Use some of their developing phonics knowledge in early writing (e.g. writing initial sounds like "m" for mummy).<br>• Show increasing interest in print and symbols around them.<br><br><u>RWI links:</u><br>• Secure some Set 1 sounds recognition.<br>• Continue oral blending and segmenting.<br>• Begin to match sounds to letters (very early stage). |

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| • Lots of story reading and language development | | • Reading is still mainly shared and supported, not independent. |

Phonics in nursery is implemented using the Read Write Inc. (RWI) programme in a developmentally appropriate way, focusing on early speaking, listening and phonological awareness skills. Children are supported through rhymes, stories and sound play to recognise rhyme, rhythm and alliteration, while being introduced to oral blending (Fred Talk). As they progress, they begin to explore Set 1 sounds through interactive and playful activities. The emphasis remains on building confidence, enjoyment of reading, and early sound recognition, preparing children for more structured phonics learning in Reception.

Across all areas of learning by:

- Delivering the Read Write Inc. (RWI) programme in a developmentally appropriate way, focusing on early phonological awareness and listening skills to build strong foundations.
- Introducing children to sounds, rhymes and oral blending (Fred Talk) before expecting formal reading.
- Using familiar and meaningful words within the learning environment (e.g. names, labels, displays) to support early recognition.
- Creating a print-rich environment where children can notice and respond to books, labels and signs around them.
- Providing regular opportunities to share and re-read familiar books, building confidence and enjoyment in reading.
- Using ongoing observations and interactions to informally assess children's progress and identify next steps.
- Revisiting and reinforcing learning through play and daily routines, helping children to build on what they already know.

**Progression into Reception**

Word Reading

Children at the expected level of development will:

- Develop an enjoyment of books, rhymes, and songs.
- Begin to notice print, symbols, and environmental sounds around them.
- Join in with repeated phrases.
- Recognise familiar logos or signs.
- Begin to develop early listening and phonological awareness skills through stories and rhyme.

| Literacy- Writing | | |
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| Autumn | Spring | Summer |

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| • Makes random marks with meaning (scribbles, lines, circles).<br>• Begins to hold a pencil/crayon with increasing control.<br>• Explores different mark-making tools (paint, chalk, pens, brushes).<br>• Shows interest in making marks to represent ideas.<br>• Begins to give meaning to marks (e.g. "That's my mummy").<br>• Starts to develop gross motor strength (arm movements, shoulder control). | • Draws recognisable shapes (circles, lines, crosses).<br>• Begins to copy simple patterns (zigzags, lines, dots).<br>• Shows emerging hand dominance.<br>• Uses tools with increasing control and purpose.<br>• Begins to attempt own name marks/letters.<br>• Makes marks that resemble writing (pretend lists, labels). | • Begins to form some letters, especially in own name.<br>• May write some recognisable letters (not always correctly formed).<br>• Uses marks to represent ideas more clearly.<br>• Attempts to label drawings with letters/initial sounds.<br>• Shows awareness that writing has meaning and direction.<br>• Increasing control in pencil grip and letter-like shapes. |

Across all areas of learning by:

• Encouraging children to say out loud what they want to write, sharing their ideas before mark-making.
• Providing opportunities for mark-making and early writing using a range of tools (e.g. pencils, crayons, paint).
• Supporting children to develop fine motor skills and pencil control, with guidance on how to hold and use tools.
• Modelling simple writing, showing children how marks and symbols can represent meaning.
• Creating engaging and meaningful opportunities for writing through play (e.g. role play, making lists, drawing and labelling).
• Introducing early letter shapes and some familiar sounds through play-based activities, without expectation of correct formation.
• Talking through ideas with children and modelling simple language to support early composition.
• Encouraging children to talk about and give meaning to their marks, beginning to recognise that writing communicates ideas.
• Valuing all attempts at mark-making and early writing, building children's confidence and enjoyment.

**Progression into Reception**

Writing

Children at the expected level of development will:

- Begin to give meaning to the marks they make through drawing, painting, and early mark-making activities.

- Develop increasing control when using tools.
- Begin to make marks, symbols, and patterns to represent their ideas, experiences, and interests.

**Expected Outcomes** - handwriting.
Children at Foundation 1 will be able to demonstrate developments in gross motor control, fine motor control, visual control and spatial control.

- show control and co-ordination of the big movements their body can make,
- able to fine-tune the movements of the arm, hand and fingers,
- hand and eye movements are working well together,
- able to move themselves confidently in a space with an awareness of direction (left/right) and plane (horizontal/vertical) and eventually helping them to transfer that sense of space on to paper.

| Specific Area 2 | | |
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| 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 | | |
| Mathematics | | |
| Autumn | Spring | Summer |
| • Compare quantities using language: 'more than', 'fewer than'.<br>• Talk about and explore | • Say one number for each item in order: 1,2,3,4,5.<br>• Show 'finger numbers' up to 5. | • Extend and create ABAB patterns – stick, leaf, stick, leaf |

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| • 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)<br>• Recite numbers past 5.<br>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').<br>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.<br>• Make comparisons between objects relating to size, length, weight and capacity. | • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br>• using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.<br>• Discuss routes and locations, using words like 'in front of' and 'behind'.<br>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.<br>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.<br>• Combine shapes to make new ones – an arch, a bigger triangle, etc.<br>• Describe a familiar route. | • Notice and correct an error in a repeating pattern.<br>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'<br>• Experiment with their own symbols and marks as well as numerals.<br>• Solve real world mathematical problems with numbers up to 5. |
| Across all areas of learning by:<br>• Delivering the White Rose Maths scheme in a developmentally appropriate, play-based way to build early mathematical understanding. | | |

- Providing daily opportunities to count, recognise numbers and solve simple problems through routines (e.g. counting how many children are present, matching items to people, and managing spaces in areas).
- Using a range of number rhymes, songs and stories to develop counting skills and number awareness.
- Supporting children to show amounts in different ways, such as using fingers, objects, actions and early numerals.
- Encouraging children to explore and talk about numbers, patterns and quantities through play and everyday experiences.
- Revisiting and reinforcing key mathematical ideas regularly to help children build confidence and understanding.

**Progression into Reception**

Number

Children at the expected level of development will:

- Begin to develop an understanding of number through songs, rhymes, play, and practical experiences.
- Explore counting, recognising small groups of objects, and comparing amounts.
- Using number language within everyday activities and play.

Numerical Pattern

Children at the expected level of development will:

- Begin developing an awareness of numerical patterns by noticing and talking about patterns around them.
- Identifying simple repeating patterns (such as ABAB) in everyday play.
- Copying and continuing patterns using objects, sounds or actions, and beginning to describe patterns using informal language.
- Start to recognise regularities in sequences and rhythms, supporting early mathematical thinking and prediction skills.

White Rose Scheme of Learning (summary)

The White Rose Nursery maths scheme supports the EYFS framework by promoting a practical, play-based approach to developing early mathematical skills, thinking and language. It provides a structured progression through 24 flexible blocks that can be followed in sequence, helping children build understanding in number, shape, measure and spatial awareness. Key concepts are revisited and developed over time to deepen learning, with a balance of adult-led activities and continuous provision. The scheme emphasises hands-on experiences and embeds the five counting principles throughout, ensuring children gain strong foundations in early mathematics.

| Specific Area 3 | | |
|---|---|---|
| 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. | | |
| Understanding the world | | |
| Autumn | Spring | Summer |
| • Begin to make sense of their own life-story and family's history.<br>• Use all their senses in hands-on exploration of natural materials.<br>• Explore collections of materials with similar and/or different properties.<br>• Talk about the differences between materials and changes they notice.<br>• Talk about what they see, using a wide vocabulary. | • Show interest in different occupations.<br>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br>• Explore how things work.<br>• Explore and talk about the forces they can feel. | • Begin to understand the need to respect and care for the natural environment and all living things.<br>• Plant seeds and care for growing plants.<br>• Understand the key features of the life cycle of a plant and an animal. |
| Across all areas of learning by:<br>• Providing opportunities for children to talk about their own lives and experiences, helping them to make sense of their world.<br>• Supporting children to learn about people and communities, including their own families, and begin to notice similarities and differences.<br>• Encouraging children to explore different occupations and roles through play and discussion.<br>• Creating opportunities to explore the natural world, including plants, animals, weather and seasonal changes.<br>• Giving children time to observe, explore and talk about what they see, hear and feel in different environments. | | |

- Using stories, discussions and play to introduce new vocabulary linked to the world around them.
- Supporting children to ask simple questions and develop their curiosity about how things work.
- Providing a rich outdoor and indoor environment where children can investigate and explore safely.
- Revisiting experiences and learning to help children build understanding over time.

**Progression into Reception**

Past and present
Children at the expected level of development will:
• Begin to make sense of their own life-story and talk about events that have happened in their lives.
• Recognise and talk about important people in their lives, such as family members and familiar adults.
• Use simple language to describe what they remember, beginning to understand the difference between past and present.

People, culture, and communities
Children at the expected level of development will:
• Talk about members of their immediate family and community, describing familiar people and roles.
• Show interest in different occupations and ways of life within their community.
• Begin to notice similarities and differences between themselves and others, including families, traditions and celebrations.
• Develop positive attitudes towards differences and diversity.

The Natural world
Children at the expected level of development will:
• Explore the natural world around them, making observations about plants, animals and their environment.
• Talk about what they see, hear and feel when they are outdoors and in different environments.
• Begin to recognise changes in weather and seasons.
• Show curiosity by asking questions and beginning to make simple links and observations.

## Specific Area 4

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.

| Expressive arts and design | | |
|---|---|---|
| Autumn | Spring | Summer |
| • Take part in simple pretend play, using an object to represent something else even though they are not similar.<br>• Remember and sing entire songs.<br>• Sing the pitch of a tone sung by another person ('pitch match').<br>• Explore colour and colour-mixing.<br>• Explore different materials freely, to develop their ideas about how to use them and what to make.<br>• Develop their own ideas and then decide which materials to use to express them.<br>• Join different materials and explore different textures. | • Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>• Respond to what they have heard, expressing their thoughts and feelings.<br>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.<br>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br>• Play instruments with increasing control to express their feelings and ideas.<br>• Create their own songs or improvise a song around one they know.<br>• Use drawing to represent ideas like movement or loud noises.<br>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |

Across all areas of learning by:

- Providing opportunities for children to explore a range of materials, tools and techniques through play and creative activities.
- Encouraging children to experiment with colour, texture, shape and form, developing their own ideas.
- Supporting children to use their imagination in play, developing simple role-play, stories and characters.

- Offering regular opportunities to sing songs, rhymes and chants, building confidence and enjoyment.
- Encouraging children to move to music and explore rhythm through dance and action songs.
- Providing open-ended resources to support creative expression and independent exploration.
- Talking with children about their creations, helping them to express their ideas and describe what they have made.
- Creating a stimulating environment where children feel confident to share, perform and express themselves.
- Revisiting and building on creative experiences to support confidence and skill development.

**Progression into Reception**

Creating with materials
Children at the expected level of development will:
• Explore and use a variety of materials, tools and techniques to create simple representations.
• Begin to express their ideas and feelings through art, using colour, texture, shape and form.
• Experiment with mixing colours, joining materials and making simple models.
• Talk about what they have created, describing the process and the choices they have made using simple language.

Being imaginative and expressive
Children at the expected level of development will:
• Use their imagination in play, developing and acting out simple stories and roles.
• Sing a range of familiar songs, rhymes and chants, sometimes matching pitch and rhythm.
• Explore and respond to music through movement, dance and actions.
• Begin to perform in front of others, sharing songs, role play or creative ideas with confidence.