



Nash Mills CofE Primary School

EYFS Curriculum Ambitions

We aim for all of our children to be confident and competent early readers.

Sequence of Learning		What our Adults will do	
These skills run in parallel with phonics teaching, which takes place every day.			
36-48 months			
<ul style="list-style-type: none">To be able to choose a book and look through it independently.Joins in the whole class when reading a story - shows interest.Can remember parts of some stories and joins in when they are being read.Explains what a story means		<ul style="list-style-type: none">Read lots of books to us and involve us with reading.Make sure that there are always exciting and attractive books available for us to read.Key books chosen to focus on each topic.Provide phonics teaching every day.Make sure that we have books and, sometimes, sound cards for us to take home to practice our skills.Write in our Reading Records regularly to share what we are doing well with reading.	
48-60 months			
<ul style="list-style-type: none">Can hold a book the correct way around.Can look at the pictures and suggest what might happen in a story.Can use their finger to follow a story.			
60-71 months			
<ul style="list-style-type: none">Demonstrates reading left to right.Can identify the title and author of a story.Can read longer strings of words with adult support and gaining fluency.Can use a reading voiceBegins to self-correct errorsSearches for meaning whilst reading and uses this to predict next steps.			
How the environment will enable this			
		<ul style="list-style-type: none">Tidy and attractive reading corners in each room with a range of books available.Times during the day to sit and be calm.Words displayed in all learning areas linked to what we have been learning in phonics for us to practice our reading throughout the day.Whole-class reading every day.	
Links to Development Matters (Nursery)		Links to Development Matters (Reception)	
<ul style="list-style-type: none">Understand key concepts:<ul style="list-style-type: none">print has meaningthe names of the different parts of a bookpage sequencingwe read English text from left to right and from top to bottomEngage in extended conversations about		<ul style="list-style-type: none">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Learn new vocabularyLearn rhymes, poems and songs.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	



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We aim for all of our children to be able to recognise and write their name.

Sequence of Learning	What our Adults will do
<p>36-48 months</p> <ul style="list-style-type: none">• Mark make• Trace straight line• Trace curved line• Recognise initial letter of name• Recognise other letters in name	<ul style="list-style-type: none">• Provide lots of opportunities to see our names and the sounds within our names.• Will ask pupils in Reception (and some in Nursery) to write our names on work completed instead of doing it for them.• Will remind us to use a tripod grip.
<p>48-60 months</p> <ul style="list-style-type: none">• Attempts to make name by copying using magnetic letters• Hold pencil in preferred hand to mark make• Use a pincer grip to hold and operate objects eg pegs• Hold a pen in a pincer grip - pinch and flick• Paint initial letter• Trace letter in sand or with finger paints	
<p>60-71 months</p> <ul style="list-style-type: none">• Trace initial letter• Trace name• Write some letters from name on w/boards• Write whole name left to right on w/boards• Write whole name on paper using pencil• Write full name, including surname.	<p>How the environment will enable this</p> <ul style="list-style-type: none">• Our names will be on display throughout the setting.• For Reception, we will self-register each morning, choosing our names from a selection.• The writing area in each room will allow pupils to develop writing skills by being able to write with a range of implements.
Links to Development Matters (Nursery)	Links to Development Matters (Reception)
<ul style="list-style-type: none">• Write some or all of their name.• Write some letters accurately• Use a comfortable grip with good control when holding pens and pencils.	<ul style="list-style-type: none">• Form lower-case and capital letters correctly• Develop the foundations of a handwriting style which is fast, accurate and efficient.



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We aim for all of our children to be able to show care and empathy as Good Samaritans.

Sequence of Learning	What our Adults will do
<p style="text-align: center;">36-48 months</p> <ul style="list-style-type: none"> To know the names of some different feelings and to be able to say how I feel. Express feelings and consider the feelings of others through how they behave and how they look. 	<ul style="list-style-type: none"> Always model good relationships and show us how we can help each other. When watching something on the TV or reading a story, to point out how people are feeling and why. To also find examples of when people have been kind. Remind us of the story of The Good Samaritan. Model things to say "I saw that you held the door open for someone then. I think that must have made them feel very happy".
<p style="text-align: center;">48-60 months</p> <ul style="list-style-type: none"> Recognise that people are different inside and out. Understand what it is to be kind and show kindness to others. To suggest ways that we could help people who need it. 	
<p style="text-align: center;">60-71 months</p> <ul style="list-style-type: none"> Seeks out companionship Recognise that groups of people have different beliefs and celebrate special times in different ways. Shows confidence in speaking to others about their own needs and wants. To show an interest in how other people live their lives and be able to suggest why they make some of the choices that they do. Is increasingly socially skilled and will take steps to resolve conflict by negotiating or finding a compromise. 	
Links to Development Matters (Nursery)	How the environment will enable this
<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Develop appropriate ways of being 	<p style="text-align: center;">Links to Development Matters (Reception)</p> <ul style="list-style-type: none"> See themselves as a valuable individual Express their feelings and consider the feelings of others.



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We aim for all of our children to be able to communicate effectively in a multitude of ways, including through music and performance.

Sequence of Learning	What our Adults will do
<p style="text-align: center;">36-48 months</p> <ul style="list-style-type: none"> Sit still and quietly when listening to someone during carpet time. To respond appropriately to whole group instruction. To pay attention, showing good listening skills, such as making eye contact. Join in with songs and rhymes. 	<ul style="list-style-type: none"> Model positive conversational language. Help us to learn the correct ways of forming sentences; if we make a mistake, the adult will repeat back the correct sentence. Provide regular opportunities for us to stand up and speak in front of others. Provide lots of opportunities to sing and practice rhymes.
<p style="text-align: center;">48-60 months</p> <ul style="list-style-type: none"> Move at the same time as their group during PE or dance. To perform as part of a group to a small audience. 	
<p style="text-align: center;">60-71 months</p> <ul style="list-style-type: none"> Memorise and recite words so that an audience can hear them when singing. To read or recite a short sentence to a larger audience, such as during a whole school assembly. To stand and deliver a short presentation to the class, such as a show-and-tell. 	
Links to Development Matters (Nursery)	How the environment will enable this
<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> There will be resources available to use for performing, including a range of musical instruments. Role play and small world activities will be available for pupils to practice speaking. Adults will engage us in valuable conversations throughout the day to help us develop our conversational skills.
Links to Development Matters (Reception)	
	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Articulate their ideas and thoughts in well-



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We aim for all of our children to be able to play together, finding ways to disagree well.

Sequence of Learning	What our Adults will do
<p style="text-align: center;">36-48 months</p> <ul style="list-style-type: none"> To be able to take turns during a game with and then without adult prompting. Listen to and remember the rules of game. To seek comfort from an adult or friend when something has gone wrong. Can recognise that some actions can harm or hurt others. 	<ul style="list-style-type: none"> Provide opportunities for us to play different games, including board games. Where needed, the adults will help us with this. Model how to speak to each other during a game, including what we might say when someone else wins. Praise us for showing good skills during games, such as waiting for others or talking nicely, rather than focusing on who wins. Adults will ask us for suggestions on how to help someone when they are sad.
<p style="text-align: center;">48-60 months</p> <ul style="list-style-type: none"> To be able to encourage others, knowing when to be supportive. To know when to be patient with others. To be able to carry out skills to play certain games, for example rolling a dice (so it doesn't fall off the table) Maintain attention, not just when it's your go. 	
<p style="text-align: center;">60-71 months</p> <ul style="list-style-type: none"> To manage feelings, even if you don't win. To be able to congratulate others when they win. To be able to resolve issues and conflict with others during games. Is able to manage feelings and tolerate situations where their wishes cannot be met. 	
	How the environment will enable this
<p style="text-align: center;">Links to Development Matters (Nursery)</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Begin to understand how others might be feeling. Develop appropriate ways of being 	<ul style="list-style-type: none"> Daily opportunities for CIL, where children will have the opportunity to play. Games provided within the environment for pupils to access and play. Plan circle times and sessions to explore emotions. Use dolls to role play disagreements. Offer stimulating environments alongside calm and comfortable spaces.
	<p style="text-align: center;">Links to Development Matters (Reception)</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspectives of others. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.



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We aim for all of our children to be able to develop a sense of spirituality, having a relationship with the natural world and knowing how things develop and grow around them.

Sequence of Learning	What our Adults will do
<p style="text-align: center;">36-48 months</p> <ul style="list-style-type: none"> To be able to sit in quiet for short periods of time. To understand the changes of the weather and seasons and spend time looking at these changes outdoors. To know how plant comes from a seed and need sun and water to grow. To dig a hole or fill a pot with soil using a trowel. 	<ul style="list-style-type: none"> Make sure we have times to be quiet each day. Use 'I wonder' statements to help us question the things we see around us, for example "I wonder if the rain is warm or cold". Engage us in conversations about the things we see around us. Take us on visits around the local community. Provide stories that help us to reflect about the world around us.
<p style="text-align: center;">48-60 months</p> <ul style="list-style-type: none"> To remember to water plants regularly by filling a watering can, using a tap and move water from one place to another To show care and concern for living things To notice changes through time and talk about it - compare using mathematical language 	
<p style="text-align: center;">60-71 months</p> <ul style="list-style-type: none"> To be able to respond to 'I wonder' statements. To be able to suggest 'I wonder' statements. To notice what others say and do and respond thoughtfully. Make careful observations about the world around them. 	
Links to Development Matters (Nursery)	How the environment will enable this
<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community. 	<p style="text-align: center;">Links to Development Matters (Reception)</p> <ul style="list-style-type: none"> Think about the perspectives of others. Express their feelings and consider the feelings of others. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.



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We aim for all of our children to know how they can grow to be safe and healthy.

Sequence of Learning	What our Adults will do
<p style="text-align: center;">36-48 months</p> <ul style="list-style-type: none"> To be able to listen carefully to adult instruction. To be able to ask an adult for help. To independently drink water throughout the day. To understand key imperative commands. To be able to walk alongside an adult when going from one place to another. 	<ul style="list-style-type: none"> Teach us specific skills and knowledge, such as healthy eating, which will be revisited throughout the year. Encourage us to eat healthy snack and drink our water throughout the day. Adults will demonstrate key skills, such as "I am about to have a snack so I am going to wash my hands". Make sure the different skills are part of our everyday routines.
<p style="text-align: center;">48-60 months</p> <ul style="list-style-type: none"> To remember to wash hands after using the toilet and before meals. To be aware of the need for eating healthier foods. To know the importance of brushing teeth. To be able to suggest how something may be unsafe and describe how to make it safe. To have tried a range of fruit and vegetables. 	
<p style="text-align: center;">60-71 months</p> <ul style="list-style-type: none"> To know how to cross the road safely with an adult. To know the risks of communicating with strangers. To know how to seek help from emergency services if needed. To know the importance of sleep. 	
Links to Development Matters (Nursery)	How the environment will enable this
<ul style="list-style-type: none"> 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 tooth brushing 	<ul style="list-style-type: none"> Water will be available throughout the day. Snack at set points. Food, teeth brushing, road safety and other areas of learning will be available to explore during CIL through role play (e.g. through shops or roads set up on the scooter track). Signs will be provided to remind key routines, such as washing hands. We will have specific days or weeks planned where we will learn about these things.
Links to Development Matters (Reception)	Links to Development Matters (Reception)
	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian



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We aim for all of our children to be independent and be able to care for themselves.

Sequence of Learning	What our Adults will do
<p>36-48 months</p> <ul style="list-style-type: none"> Take coat off Put coat on using floor method Pull trousers and pants down Pull trousers up Pull pants up using both hands Put shoes on independently 	<ul style="list-style-type: none"> Provide help for us to know what clothing we should wear and when. Let us try to put on our clothes independently. Teach us rhymes and songs to help us remember. Verbal prompts from staff to model certain situations "It's a bit hot in here so I'm going to take my jumper off", "I'm going outside and it's cold so I'm going to put my coat on" etc.
<p>48-60 months</p> <ul style="list-style-type: none"> To know when to put extra clothes on or take some off to keep the right temperature. Do zip up with adult starting it off Independent zipping Pull jumper off over head (adult to help with sleeves) Turn sleeves by pulling through Put jumper on independently Take shoes off and store independently 	<p>How the environment will enable this</p> <ul style="list-style-type: none"> We will have places to put our coats and shoes so that they are easy to store. We will have daily busy fingers activities to help us develop the skills we need. There will be signs and pictures to help us to remember what to wear.
<p>60-71 months</p> <ul style="list-style-type: none"> Place feet in correct shoes (l & r) Do fastening up Tie laces 	
Links to Development Matters (Nursery)	Links to Development Matters (Reception)
<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Manage their own needs. Further develop the skills they need to manage the school day successfully