

\*Please also refer to Development Matters 3&4 year old checkpoints regularly to support assessment with Nursery.

	<b>Autumn -</b>	<b>Spring -</b>	<b>Summer -</b>
C&L	<p>Understand how to listen carefully and why listening is important. Engage in story times. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Begin to describe events in some detail with support. Begin to connect one idea or action to another using a range of connectives.</p> <p>Listen to short stories Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Sing a large repertoire of songs. 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 • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p>	<p>Begin to ask questions to check they understand what has been said to them. Describe events in some detail. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell familiar stories with some exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs.</p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use longer sentences of four to six words. Use a wider range of vocabulary</p>	<p>Ask questions to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems, organise thinking and activities, and explain how things work and why they might happen.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
<p>Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more. Engage in non-fiction books. Aiming for all children to have learned and be able to independently perform (as individuals or a group) 10 Nursery rhymes - <a href="https://www.pacey.org.uk/news-and-views/pacey-blog/2019/october-2019/the-importance-of-nursery-rhymes-in-early-childhood/">https://www.pacey.org.uk/news-and-views/pacey-blog/2019/october-2019/the-importance-of-nursery-rhymes-in-early-childhood/</a></p>			

Dovecot EYFS Long Term Skills Plan 2022-23 (Reception and Nursery) **Intent** (Any areas in red are shared objectives)

<p>PSED</p>	<p>Build constructive and respectful relationships. See themselves as a valuable individual. Manage their own needs.</p> <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. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspective of others.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling.</p>	<p>Express their own feelings and consider the feelings of others.</p> <p>Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>
<p style="text-align: center;"><b>Show resilience and perseverance in the face of a challenge.</b></p> <p style="text-align: center;">Know and talk about the different factors that support their overall health and wellbeing. Tooth brushing and oral health, screen time, healthy balanced diet, the importance of movement and exercise.</p> <p style="text-align: center;">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.</p>			
<p>PD</p>	<p>Further develop the skills they need to manage the school day successfully. Revise and refine the fundamental movement skills already acquired. Use their core muscle strength to achieve good posture when sitting at a table or on the floor. Develop overall body strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills. Progress towards a more fluent style of moving, with developing control and grace. Develop small motor skills so they can use a range of tools competently, confidently and safely.</p>	<p>Develop the foundations of a handwriting style that is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>

	<p>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. Be increasingly independent as they get dressed and undressed - putting coats on/off. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><i>Cooperation/turn taking games</i> <i>Spatial awareness games</i> <i>Climbing - outdoor equipment</i> <i>Different ways of moving</i> <i>Rolls/jumps/balance</i> <i>Yoga</i></p>	<p>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 example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed - jumpers on/off. Use a comfortable grip with good control when holding pens and pencils.</p> <p><i>Cooperation/turn taking games</i> <i>Spatial awareness games</i> <i>Athletics including basic ball skills</i> <i>Using equipment</i></p>	<p>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. Be increasingly independent as they get dressed and undressed - doing up zips. Show a preference for a dominant hand.</p> <p><i>Cooperation/turn taking games</i> <i>Spatial awareness games</i> <i>Team games/Ball games</i> <i>Bikeability</i> <i>Dance</i></p>
	<p><b>Autumn -</b></p>	<p><b>Spring -</b></p>	<p><b>Summer -</b></p>

<p>L (inc RWI)</p>	<p>Read individual letters by saying the sound for them. Orally blend (RWI)</p> <p>RWI - set 1 sounds</p> <p>Can spot and suggest rhymes. 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.</p>	<p>Read some letter groups that each represent one sound and say sounds for them (special friends RWI) Read a few common exception words matched to the school phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>RWI - set 2 sounds Ditties - Feb Red - April (most of April in Spring term 21/22 and two weeks is Easter break)</p> <p>Count or clap syllables in a word. Write some or all of their name.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Reread what they have written and check it makes sense. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Red - April Green - May Green/Purple - July</p> <p>Recognise words with the same initial sound. Engage in extended conversations about stories. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy.</p> <p><b>Nursery 2 only - final term - RWI</b></p>
<p>Blend some sounds into words so that they can read short words made up of known letter sound correspondences. (set 1C Dec RWI) Spell words by identifying sounds and then writing the sound with letter/s – spelling linked to word time/ditties/books.</p>		<p>Need to be able to say a sound for each letter in alphabet and read at least 10 digraphs for ELG*</p>	
<p>Learn new vocabulary.</p>			

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<p>M</p>	<p>Count objects. Explore the composition of numbers 0-5 – see maths LTP Understand the one more one less relationship between consecutive numbers 0-5 Count beyond ten*</p> <p>Recite numbers past 5. Show ‘finger numbers’ up to 5. Experiment with their own symbols and marks as well as numerals. 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’.</p>	<p>Count actions and sounds. Explore the composition of numbers 6-10 – see maths LTP Understand the one more one less relationship between consecutive numbers 6-10</p> <p>Say one number for each item in order: 1,2,3,4,5. Compare quantities using language: ‘more than’, ‘fewer than’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 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.</p>	<p>Automatically recall number bonds for numbers to ten (addition facts to ten, subtraction to five, including double facts)</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones – an arch, a bigger triangle, etc. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>*ELG verbally count beyond 20 recognising the pattern of the counting system. *ELG odds and evens – introduce this throughout number work as part of composition of numbers.</p>
<p>Subitise. Autumn with small amounts and then through S/S using larger amounts where smaller groups are subitised and then added for total. Link the number symbol (numeral) with its cardinal number value N to 5 R to 10 and beyond. Compare size (length and height) mass and capacity Continue, copy and create repeating patterns. Compare numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it (tangrams etc) 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’</p>			
	<p><b>Autumn -</b></p>	<p><b>Spring -</b></p>	<p><b>Summer -</b></p>

<p>UW</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work</p> <p>AUTUMN WALK/TRIP (POSS WINTER WALK/TRIP)</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ^ These may be looked at in Summer depending on CLI/topics etc.</p> <p>Talk about what they see. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>(POSS WINTER WALK/TRIP) SPRING WALK/TRIP</p>	<p>Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. ^ These may be looked at in Spring dependent on CLI/topics etc.</p> <p>Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>SUMMER WALK/TRIP</p>
	<p>Understand the effect of changing seasons on the natural world around them – explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> <p>Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people.</p>		

<p>EAD</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.                  Return to and build on that previous learning, refining ideas and developing their ability to represent them.                  Create collaboratively, sharing ideas, resources and skills.                  Listen attentively, move to and talk about music, expressing their feelings and responses.                  Watch and talk about dance and performance art, expressing their feelings and responses.                  Sing in a group or on their own, increasingly matching the pitch and following the melody.                  Develop storylines in their pretend play.                  Explore and engage in music making and dance, performing solo or in groups.</p> <p>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.                  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.</p>		
	<p>Joins and builds using materials and techniques which are familiar to them, begins to explore new joining techniques with adult support.</p>	<p>Joins and builds using a variety of materials and techniques with developing skill.</p>	<p>Joins and builds using a variety of materials and techniques with confidence and is able to recognise when a certain material or technique is more suitable.</p>

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<p>Knows where to get junk modelling, aprons and collage resources, and is able to return them tidily to the correct place.</p> <p>Knows where to access paper and how to put it on the drying rack (with some support as needed)</p> <p>Is able to ask an adult for help putting up paper to paint.</p>	<p>Knows where to access poster paints and how to independently put out and clean away poster paint after use.</p> <p>Knows how to stick paper onto the easel with blutack and is beginning to be able to access the twist clamp at top of easel (with support as needed) to put up paper to paint.</p>	<p>Is able to access and put up paper (using twist clamp or blu tack as age, motor skill and height appropriate) collect and use the resources needed to paint a picture using poster paint or watercolours, and clean up when finished.</p>
<p>Use playdough to make models using hands and tools.</p>	<p>Use plasticine to make models using hands and tools.</p>	<p>Use clay to make models using hands and tools.</p>
<p>Use poster paint to paint a picture (teaching ch to access poster paint independently and how to clean resources after use)</p> <p>Is able to mix primary colours of poster paint to create secondary colours.</p>	<p>Use watercolour paints effectively to paint a picture (teaching ch to access independently and how to clean resources and paints after use)</p> <p>Mix colours to make a colour for a purpose e.g. using yellow and blue to make green for grass.</p>	<p>Beginning to make powder paint and use to paint a picture ( teaching ch to access independently, mix to create paint, and how to clean resources after use)</p> <p>Mix a range of colours and tones for a purpose.</p>
<p>Is able to move and use scissors safely and with increasing control to cut different materials, lines and shapes.</p>	<p>Use scissors safely to cut different materials, lines and shapes with increasing accuracy.</p>	<p>Use scissors to cut a range of different materials, lines and shapes accurately.</p>
<p>Draws a simple representation of a person/animal/place using closed shapes</p> <p>Mark makes using a range of shapes and lines, beginning to identify what they have drawn.</p>	<p>Draw an increasingly complex representation of a person/animal or place – adding further detail such as hair/fingers/windows etc.</p> <p>Mark makes using some closed shapes and a selection of other marks to represent a person/animal/place</p>	<p>Draw detailed representations of people/animals/places etc. looking in depth at what makes it unique (i.e. drawing a picture of family and making adults taller, hair different lengths, correct/close colours for eyes and skin etc.)</p> <p>Draws a simple representation of a person/animal/place using closed shapes</p>

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		and can identify different parts of their picture.	
Focus artists	Autumn 1 - exploring own skills Autumn 2 - Jackson Pollock - splatter painting and making patterns/trails	Alma Thomas and Wassily Kandinsky - circles, anti clockwise movements Frida Kahlo - flowers and plants/people and portraits	Edgar Degas and Alison Wilding - sculpture Henry Matisse and Eric Carle - collage