

Writing Area



	Nursery	Reception
Vocabulary, grammar and punctuation – grammar rules, concepts and terminology	Communicate their ideas and thoughts with others.	Talk in full sentences and connect ideas and actions making use of simple conjunctions.
Vocabulary, grammar and punctuation – sentences and punctuation	Begin to understand that writing is a representation of speech.	Break the flow of speech into words. Begin to use punctuation with support (capital letters and full stops).
Vocabulary, grammar and punctuation – verbs and tenses	Begin to use regular tenses and plurals correctly when talking e.g. play and played, clean and cleaned, one banana and three bananas.	Use regular tenses and plurals e.g. jump, jumped and jumps, and begin to use irregular tenses correctly e.g. go – went/gone or swim – swam.
Composition – audience and purpose	Recognise that marks can have different purposes e.g. a list, a label, a poster, a story, a picture.	Use writing to support their play. Use writing to communicate thoughts, ideas, experiences and events.
Composition – planning	Talk about their pictures and give meaning to the marks they are making as they are drawing, writing or painting.	Use talking to support the writing process, saying words, captions and sentences aloud before writing.
Composition – sentences	Begin to use mark making to communicate thoughts.	Break the flow of speech into words to write simple phrases and sentences that can be read by others.
Composition – narrative	Begin to use letters and shapes to communicate meaning.	Put words in order to write simple phrases or sentences.
Composition – evaluating and editing	Talk about their drawing and mark making with the adults in Nursery.	Talk about their writing with the adults in Reception.
Composition – performing and presenting	Share their mark making with others.	Share their writing with others, reading it aloud where appropriate.
Transcription – spelling – spelling rules and strategies	During phonics – hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.
Transcription – spelling – alphabet	Use some of their print and letter knowledge in their early writing.	Say a sound for each letter in the alphabet.
Transcription – spelling – prefixes, suffixes, morphology and etymology	During phonics – join in with oral segmenting activities.	Use phonic knowledge to spell words.

Transcription – spelling – common exception words and frequently misspelt words	Use mark making to represent familiar people and events. Copy the letters in their own name.	Begin to spell some simple common exception words, such as 'the', 'to', 'no', 'go' and 'I'. Write their own name from memory.
Handwriting – letter formation	Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils.	Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.

Reading Area



	Nursery	Reception
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	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.
Questioning	Understand and ask 'why' questions and a variety of two-part questions.	During small group, class and 1:1 discussions, ask questions to understand what has been said.
Vocabulary	Extend their vocabulary by exploring and using a wide range of new words.	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.
Articulation and clarity	Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	Talk about stories and make connections with events in their own lives or other familiar stories.
Comprehension – inference	Talk about the pictures in storybooks.	Talk about the pictures in storybooks and use them to discuss how characters might be feeling.
Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comprehension – questioning and explaining	Begin to use recently introduced vocabulary to talk about the principal characters in stories.	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.
Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.
Comprehension – retrieval	Begin to talk about the main events and principal characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and

		small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.
Comprehension – types of writing and conventions	Join in with repeated refrains and phrases when being read to.	Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.
Comprehension – writer's craft	Handle books and identify the title and how a book should be read.	Be aware of how the title and blurb give information about a book.
Comprehension – predicting	Suggest how a story might end.	Anticipate key events that might happen in a story where appropriate.
Word reading – common exception words	Recognise familiar words and signs, such as their own name and advertising signs.	Read some common exception words.
Word reading – reading aloud	Listen to stories and rhymes in a small group.	Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.
Word reading – fluency	Have favourite stories that they enjoy listening to.	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Outdoor Area



	Nursery	Reception
Articulation and clarity	Express their ideas and feelings about their experiences using sentences.	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from adults.
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	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.
Communication	Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.
Evaluation	Take part in different games and activities and begin to talk about which ones they enjoy.	Talk about games and activities that they have taken part in and how it made them feel and their preferences.
Questioning	Ask or answer a simple scientific question.	Ask a relevant scientific question to find out more, explain how things work and why they might happen.
Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.	Observe how activities are going and adapt their ideas if necessary.
Staying safe	Show an understanding that tools and equipment need to be used safely and collaborate with others when moving large equipment. Begin to talk about why it is important to wear a hat and sunscreen on sunny days.	Follow rules and instructions to keep safe. Talk about why it is important to stay safe in the sun.
Gymnastics	Travel with confidence and skill around, under, over and through balancing and climbing equipment (climbing frame); stands on one foot momentarily when shown.	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.
Athletics	Negotiate space successfully when running, jumping, hopping, skipping and throwing.	Adjust speed when running, and jump off objects and land successfully.
Sending and striking	Throw, catch, pat, aim, bat and kick a large ball.	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.
Team Games	Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.	Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic

		movements, such as jumping, skipping, hopping, running and climbing.
Dance	Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm.	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.
Outdoor or adventurous activity	Travel with confidence and skill, using alternate feet, around, under, over and through equipment and on different terrains, such as the climbing frame and in The Paddock.	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.
Setting goals	Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed.	Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.
Unacceptable behaviour	Be aware of their own feelings and actions and is developing appropriate ways of being assertive. Beginning to follow rules and understand the need for them.	Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.
Speaking, listening and sharing	Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas.	Play cooperatively with others and take turns.
Consumers	Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.	Understand that they must wait for their turn to use equipment or take part in activities.
Earth	Say what the daily weather is like.	Describe simply how weather changes as the seasons change.
Phenomena	Notice and begin to describe natural phenomena, such as weather, rainbows and clouds.	Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow and the speed of clouds moving across the sky.
Forces	Talk about and play with objects that float and sink and describe different forces that they can feel.	Describe, predict and sort things that float and sink and talk about the forces that they can feel.
Environment	Show care for living things and the environment.	Describe how they can look after their environment.
Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	With support, observe, record and talk about materials and living things.
Physical things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.	Compare and group objects and materials according to simple given criteria.

Creative Area



	Nursery	Reception
Articulation and clarity	Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Human form	Use a variety of marks to represent the human form, from observation, imagination or memory.	Represent different parts of the human body from observation, imagination or memory with attention to some detail.
Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	Create art in different ways on a theme, to express their ideas and feelings.
Evaluation	Say what they like or dislike about their work. Share their creations with others and respond to questions and suggestions about how it was made.	Share their creations with others, explaining their intentions and the techniques and tools they used. Adapt and refine their work as they are constructing and making.
Generation of ideas	Talk about and represent ideas, sounds, movement and emotions through their creations. Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.	Communicate their ideas as they are creating artwork. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
Structures	Make simple structures and models using a range of materials.	Construct simple structures and models using a range of materials.
Malleable materials	Explore ways of changing the shape or texture of malleable materials.	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
Paint and colour	Explore colour and application of paint using a range of different tools.	Use primary and other coloured paint and a range of methods of application.
Paper, fabric, metal and plastic	Use a variety of paper and fabric to make images. Explore and choose freely from a variety of materials when making.	Cut, tear, fold and stick a range of papers and fabrics. Select appropriate materials when constructing and making.
Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.
Pencil, ink, charcoal and pen	Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Select appropriate tools and media to draw with.

Natural Art	Explore and choose freely from a variety of materials when making.	Use natural materials and loose parts to make 2-D and 3-D art.
Landscapes	Create pictures of places from imagination or experience.	Draw or paint a place from observation or imagination.
Comparison	Say how their artwork is the same or different to someone else's. Share their creations with others and begin to notice how the work of others is the same or different to their own.	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Describe what, why and how something was made and compare with others.
Significant people, artwork & movements	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.
Staying safe	Begin to talk about what they would do if they saw something online that makes them sad, scared or worried.	Describe what they would do if they saw something online that made them sad, scared or worried.

Construction Area



	Nursery	Reception
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	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.
Mechanisms and movement	Explore, build and play with a range of resources and construction kits with wheels.	Explore, build and play with a range of resources and construction kits with wheels and axles.
Evaluation	Say what they like or dislike about their work. Share their creations with others and respond to questions and suggestions about how it was made.	Share their creations with others, explaining their intentions and the techniques and tools they used. Adapt and refine their work as they are constructing and making.
Generation of ideas	Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.	Communicate their ideas as they are creating artwork. Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
Structures	Make simple structures and models using a range of materials.	Construct simple structures and models using a range of materials.
Malleable materials (playdough)	Explore ways of changing the shape or texture of malleable materials.	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.

Role Play Area



	Nursery	Reception
Discussion	Participate in discussions and take part in pretend play that is largely based on first hand experiences. Develop stories using props to organise themselves and their play.	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking/ideas and activities and explain how things work and why they might happen.
Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.
Consumers	Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.	Understand that they must wait for their turn to use equipment or take part in activities, negotiating this with others.

Small World Area



	Nursery	Reception
Discussion	Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play.	Create miniworld and scenarios, some familiar real world and some fictional. Use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.
Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.
Consumers	Recognise that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.	Understand that they must wait for their turn to use equipment or take part in activities. Practise resolving differences and conflict.
Physical development – fine motor	Arrange small world toys and props such as model animals and people, finger puppets, vehicles and furniture.	Manoeuvre small world resources with ease.

Computers



	Nursery	Reception
Communication	Use a variety of digital technology, such as smartphones and tablets.	Explain that digital technology is used in the home and at school for communication.
Staying safe	Begin to talk about what they would do if they saw something online that makes them sad, scared or worried.	Describe what they would do if they saw something online that made them sad, scared or worried.
Media	Use a variety of technological equipment.	Talk about how digital technology is used in the home and at school.
Hardware and software	Be aware of a range of computing hardware. Begin to use age-appropriate software.	Explore how to use different computing hardware. Use age-appropriate software independently.
Real world	Use a variety of digital technology, such as technological toys and mobile devices.	Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.

Snack Time



	Nursery	Reception
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	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.
Questioning	Understand and ask 'why' questions and a variety of two-part questions.	During small group, class and 1:1 discussions, ask questions to understand what has been said.
Healthy lifestyle	Wash and dry hands after going to the toilet and before eating. Eat healthy choices of food and drink.	Wash and dry hands regularly and say why this is important. Talk about what constitutes a healthy lifestyle. Make healthy choices.
Personal hygiene	Be increasingly independent in meeting their own care needs, including washing and drying their hands and applying sanitiser.	Look after basic hygiene and personal needs and talk about the importance of good oral health.
Nutrition	Help to prepare a range of healthy snacks.	Suggest healthy ingredients that can be used to make simple snacks.
Rights of others	Begin to show an understanding of the things people need to be happy and healthy.	Be aware that people and other living things are entitled to the things that they need to survive and feel safe.
Following routines	Follow known sequence of events – wash hands, choose drink & fruit, eat & drink, litter in bin, plate in sink.	Follow known sequence of events – wash hands, get plate, get milk/water, get fruit, eat & drink, litter in bin, wash plate.

Cloakroom



	Nursery	Reception
Personal Care	Be increasingly independent when washing and drying their hands and applying sanitiser.	Independently wash and dry hands, including applying sanitiser.
	Use the toilet with increasing independence.	Independently use the toilet.
	Put their coat, hat and shoes/wellies on with increasing independence.	Independently put on their coat and fasten it. Independently put on their hat and shoes/wellies.
	Locate some of their belongings with increasing independence, including water bottle, coats, hat & gloves.	Independently locate their belongings including water bottle, coats, hat & gloves.