<table>
<thead>
<tr>
<th>Year Group Nursery</th>
<th>Half Term 1</th>
<th>Half Term 2</th>
<th>Half Term 3</th>
<th>Half Term 4</th>
<th>Half Term 5</th>
<th>Half Term 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>8 weeks</td>
<td>7 weeks</td>
<td>6 weeks</td>
<td>5 weeks</td>
<td>6 weeks</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

**Whole Academy Theme**

- **So it Begins...**
  - Literacy
- **Time Travelers**
  - History
- **Dreams and Goals**
  - P.S.H.E.
- **Eat Well, Move More**
  - Science
- **Nature and Beyond**
  - Art/D.T./Science
- **The World We Live In**
  - Geography

**Name of project**

- **So it begins...**
- **Old and New...**
- **When I grow up...**
- **Healthy Me...**
- **Animals...**
- **Around the world...**

### 'Hook' – first-hand experience

- **Library Van – Read stories about starting school**
- **Parent event – Bring in their old toys and compare to the toys within nursery**
- **Father Christmas**
- **Different professionals to visit nursery**
- **Smoothie making**
- **Toothbrushing lady to come in**
- **Parents invited**
- **Sam’s Safari to come into OADV**
- **Food tasting from around the world**
- **Visit Yorkshire Wildlife?**

### Parental engagement event/session/exhibition

- **Stay and play – Parents to bring in their old toys**
- **Stay and play – Any professional parents to come in and speak about their jobs**
- **Stay and play – Any professional parents to come in and speak about their jobs**
- **Stay and play**
  - **Animal Party**
  - **Parents to bring in traditional foods of their culture.**

### Curious Questions

- **Who lives in my house?**
- **What do I know about me?**
- **Who can I ask for help?**
- **How do I feel about starting nursery?**
- **Which is the oldest?**
- **Which is the newest?**
- **What is your favourite toy?**
- **Who would you go and see if you are poorly?**
- **What do you want to be when you grow up?**
- **What does a...do?**
- **Who would you go and see if you are poorly?**
- **What is your favourite fruit and why?**
- **What things do we need to keep our bodies healthy?**
- **How do you feel after you have been running?**
- **Which foods are healthy and which foods are unhealthy? (Display pictures)**
- **Where do I live? (animal pictures)**
- **What do I turn into? (picture of a caterpillar)**
- **What do living things need to survive?**
- **Do I have fur, stripes or scales?**
- **Where have you visited?**
- **What place did you like the best?**
- **How did you get to...?**
- **Where do you live?**

### PSHE – Jigsaw

- **Who am I?**
- **How am I feeling today?**
- **Being at nursery I like to...**
- **How do we use our hands?**
- **Gentle hands**
- **Routines and boundaries within nursery...**
- **September - Getting things together**
  - **Being the best versions of ourselves**
- **November – Being helpful**
  - **December – Being joyful**
- **‘A Passion to include everyone’**
  - **Being Welcoming**
  - **Team Work**
  - **Including everyone**
- **January – Being patient**
  - **February – Compassionate**
- **‘A desire to treat people equally respecting differences’**
  - **I am unique**
  - **Likes and dislikes**
  - **Respecting differences**
- **Healthy Me**
  - **(KUW)**
  - **Everybody’s body**
  - **We like to move it move**
  - **Food glorious food**
  - **Sweet dreams**
  - **Keeping clean**
  - **Stranger danger**
- **March – Forgiving**
  - **April – Considerate**
- **‘A Commitment to healthy open relationships’**
- **August – Change**
  - **September – Self control**
  - **October – Developing the best versions of ourselves**
  - **November – Being helpful**
  - **December – Being joyful**

### Relationships

- **My family and me**
- **Make friends, make friends never ever break friends – Part 1 and 2**
- **Falling out and bulling – Part 1 and 2**
- **How to be a good friend**
- **May – self control**
- **June – Humble/humility**
- **July Honesty**
- **‘A sense of perseverance to keep going for the long haul’**
  - **Being Patient**

### Changing me

- **(KUW)**
- **My body - Naming body parts**
- **How to look after our bodies**
  - **Growing up**
  - **How I grow and change**
  - **Celebrations**
- **June – Humble/humility**
  - **July Honesty**
- **‘A sense of perseverance to keep going for the long haul’**
  - **Being Patient**
### Safeguarding

**Positive and negative touches**
- Who to tell
- Communicating freely about home and community

**Hygiene’s**
- Handwashing and tooth brushing
- Safe use of equipment and tools
- Can express hunger and tiredness

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### Key Text

**All kinds of people**
- Emma Damon
- Mine! – Rachel Bright
- Incredible Me – Kathi Appelt
- You are new – Lucy Knisley

**Now and then toys**
- Topsy and Tim go to the dentist – Jean Adamson
- Rescue day – Will Vinton
- People who help us – Full set

**Handa’s Surprise**
- Eileen Browne
- Motion – Darlene Stille
- Yoga Babies – Fearne Cotton

**Very Hungry Caterpillar**
- Eric Carle
- Giraffes can’t dance – Giles Andreae
- Sam plants a sunflower – Kate Petty

**Jasper’s beanstalk**
- Nick Butterworth

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### Phonics

**Phase 1 – Phonics**

- **International Literacy Day** (8 September)
- **Roald Dahl Day** (13 September)
- **Jeans for Genes** (week begins 16 September)
- **International Day of Peace** (21 September)
- **European Day of Languages** (26 September)
- **Rosh Hashanah** (begins 29 September)
- **Rosh Hashanah** (ends 1 October)
- **Black History Month** (begins 1 October)
- **Walk to School Day** (2 October)
- **World Space Week** (begins 4 October)
- **National Braille Week** (begins 7 October)

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### Festivals and celebrations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 October</td>
<td><strong>Halloween</strong></td>
</tr>
<tr>
<td>1 November</td>
<td><strong>All Saints’ Day</strong></td>
</tr>
<tr>
<td>5 November</td>
<td><strong>Guy Fawkes Day</strong></td>
</tr>
<tr>
<td>10 November</td>
<td><strong>World Science Day</strong></td>
</tr>
<tr>
<td>11 November</td>
<td><strong>The Prophet Muhammad’s birthday</strong></td>
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<tr>
<td>11 November</td>
<td><strong>Armistice/Remembrance Day</strong></td>
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<tr>
<td>11 November</td>
<td><strong>Anti-Bullying Week</strong></td>
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<tr>
<td>12 November</td>
<td><strong>Birthday of Guru Nanak</strong></td>
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<tr>
<td>18 November</td>
<td><strong>Road Safety Week</strong></td>
</tr>
<tr>
<td>20 November</td>
<td><strong>World Religion Day</strong></td>
</tr>
<tr>
<td>21 January</td>
<td><strong>Dr Martin Luther King Jr Day</strong></td>
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<tr>
<td>25 January</td>
<td><strong>Burns Night</strong></td>
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<tr>
<td>25 January</td>
<td><strong>Chinese New Year</strong></td>
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<tr>
<td>27 January</td>
<td><strong>Holocaust Memorial Day</strong></td>
</tr>
<tr>
<td>1 February</td>
<td><strong>LGBT History Month</strong></td>
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<tr>
<td>7 February</td>
<td><strong>Charles Dickens’ birthday</strong></td>
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<tr>
<td>10 February</td>
<td><strong>Tu B’Shevat (Arbor Day)</strong></td>
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<tr>
<td>12 February</td>
<td><strong>Darwin Day</strong></td>
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<tr>
<td>14 February</td>
<td><strong>Valentine’s Day</strong></td>
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<tr>
<td>25 February</td>
<td><strong>Shrove Tuesday</strong></td>
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<tr>
<td>26 February</td>
<td><strong>Ash Wednesday (Lent begins)</strong></td>
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<tr>
<td>27 February</td>
<td><strong>Women’s History Month (starts 1 March)</strong></td>
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<tr>
<td>1 March</td>
<td><strong>St David’s Day</strong></td>
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<tr>
<td>5 March</td>
<td><strong>World Book Day</strong></td>
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<tr>
<td>1 March</td>
<td><strong>British Science Week begins 6 March</strong></td>
</tr>
<tr>
<td>8 March</td>
<td><strong>International Women’s Day (8 March)</strong></td>
</tr>
<tr>
<td>10 March</td>
<td><strong>Holli Purim 10 March</strong></td>
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<tr>
<td>14 March</td>
<td><strong>Pi Day (14 March)</strong></td>
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<tr>
<td>17 March</td>
<td><strong>St Patrick’s Day</strong></td>
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<tr>
<td>17 March</td>
<td><strong>World Poetry Day</strong></td>
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<tr>
<td>21 March</td>
<td><strong>World Water Day</strong></td>
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<tr>
<td>22 March</td>
<td><strong>Mother’s Day</strong></td>
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<tr>
<td>28 March</td>
<td><strong>Eid ul-Fitr begins</strong></td>
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<tr>
<td>21 April</td>
<td><strong>Tom HaShoah</strong></td>
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<tr>
<td>22 April</td>
<td><strong>Earth Day</strong></td>
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<td>22 April</td>
<td><strong>Stephen Lawrence Day</strong></td>
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<tr>
<td>23 April</td>
<td><strong>Shakespeare’s birthday</strong></td>
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<tr>
<td>24 April</td>
<td><strong>Ramadan begins</strong></td>
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<tr>
<td>1 May</td>
<td><strong>World Press Freedom Day</strong></td>
</tr>
<tr>
<td>3 May</td>
<td><strong>Bike to School Day</strong></td>
</tr>
<tr>
<td>6 May</td>
<td><strong>International Day against Homophobia, Transphobia, and Biphobia</strong></td>
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<tr>
<td>23 May</td>
<td><strong>Ramadan</strong></td>
</tr>
<tr>
<td>25 May</td>
<td><strong>World Environment Day</strong></td>
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<tr>
<td>5 June</td>
<td><strong>Anniversary of D-Day</strong></td>
</tr>
<tr>
<td>6 June</td>
<td><strong>World Oceans Day</strong></td>
</tr>
<tr>
<td>8 June</td>
<td><strong>Millicent Garrett Fawcett’s birthday</strong></td>
</tr>
<tr>
<td>11 June</td>
<td><strong>World Refugee Day</strong></td>
</tr>
<tr>
<td>20 June</td>
<td><strong>Father’s Day</strong></td>
</tr>
<tr>
<td>21 June</td>
<td><strong>Windrush Day</strong></td>
</tr>
<tr>
<td>22 June</td>
<td><strong>Celebration of Partition</strong></td>
</tr>
<tr>
<td>25 June</td>
<td><strong>Eid ul-Fitr</strong></td>
</tr>
<tr>
<td>Whole Academy events</td>
<td>Parent talks</td>
</tr>
<tr>
<td>----------------------</td>
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<td>Yom Kippur begins (8 October)</td>
<td>Advent (begins 1 December)</td>
</tr>
<tr>
<td>Yom Kippur ends (9 October)</td>
<td>International Day for the Abolition of Slavery (2 December)</td>
</tr>
<tr>
<td>Sukkot begins (13 October)</td>
<td>Human Rights Day (10 December)</td>
</tr>
<tr>
<td>Advent (begins 1 December)</td>
<td>Jane Austen’s birthday (16 December)</td>
</tr>
<tr>
<td>International Day for the Abolition of Slavery (2 December)</td>
<td>Hanukkah (begins 22 December)</td>
</tr>
<tr>
<td>Human Rights Day (10 December)</td>
<td>Christmas Day (25 December)</td>
</tr>
<tr>
<td>Jane Austen’s birthday (16 December)</td>
<td>Good Friday (10 April)</td>
</tr>
<tr>
<td>Hanukkah (begins 22 December)</td>
<td>Easter Monday (13 April)</td>
</tr>
</tbody>
</table>

### Prime areas of learning

#### Communication and language

**30-50 months**
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

**30-50 months**
- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.

**30-50 months**
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

#### Physical development

**30-50 months**
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.

#### Characteristics of effective learning

**Playing and exploring – engagement**
- Finding out and exploring is concerned with the child’s open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.
- Using what they know in their play describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.
- Being willing to have a go refers to the child finding an interest, initiating activities, seeking challenge, having a ‘can do’ orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

**Active learning – motivation**
- Being involved and concentrating describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.
### Specific areas of learning

<table>
<thead>
<tr>
<th>Personal, social and emotional development</th>
<th>30-50 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows curiosity about print.</td>
<td>• Can select and use activities and resources with help.</td>
</tr>
<tr>
<td>• Beginning to represent numbers using fingers, marks on paper or pictures.</td>
<td>• Welcomes and values praise for what they have done.</td>
</tr>
<tr>
<td>• Knows that numbers identify how many objects are in a set.</td>
<td>• enjoys responsibility of carrying out small tasks.</td>
</tr>
<tr>
<td>• Recites numbers in order to 10.</td>
<td>• is more outgoing towards unfamiliar people and more confident in new social situations.</td>
</tr>
<tr>
<td>• Uses some number names accurately in play.</td>
<td>• Confident to talk to other children when playing, and will communicate freely about own home and community.</td>
</tr>
<tr>
<td>• Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</td>
<td>• Shows confidence in asking adults for help.</td>
</tr>
<tr>
<td>• Can usually manage washing and drying hands.</td>
<td>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</td>
</tr>
<tr>
<td>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</td>
<td>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</td>
</tr>
<tr>
<td>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</td>
<td>• Can usually adapt behaviour to different events, social situations and changes in routine.</td>
</tr>
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<table>
<thead>
<tr>
<th>Literacy development</th>
<th>30-50 months</th>
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<tr>
<td>• Enjoys rhyming and rhythmic activities.</td>
<td>• Can select and use activities and resources with help.</td>
</tr>
<tr>
<td>• Shows awareness of rhyme and alliteration.</td>
<td>• Welcomes and values praise for what they have done.</td>
</tr>
<tr>
<td>• Recognises rhythm in spoken words.</td>
<td>• enjoys responsibility of carrying out small tasks.</td>
</tr>
<tr>
<td>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</td>
<td>• is more outgoing towards unfamiliar people and more confident in new social situations.</td>
</tr>
<tr>
<td>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</td>
<td>• Confident to talk to other children when playing, and will communicate freely about own home and community.</td>
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<tr>
<td>• Beginning to be aware of the way stories are structured.</td>
<td>• Shows confidence in asking adults for help.</td>
</tr>
<tr>
<td>• Suggests how the story might end.</td>
<td>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</td>
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<td>• Listens to stories with increasing attention and recall.</td>
<td>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</td>
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<tr>
<td>• Describes main story settings, events and principal characters.</td>
<td>• Can usually adapt behaviour to different events, social situations and changes in routine.</td>
</tr>
<tr>
<td>• Shows interest in illustrations and print in books and print in the environment.</td>
<td>• Can select and use activities and resources with help.</td>
</tr>
<tr>
<td>• Recognises familiar words and signs such as own name and advertising logos.</td>
<td>• Welcomes and values praise for what they have done.</td>
</tr>
<tr>
<td>• Looks at books independently.</td>
<td>• enjoys responsibility of carrying out small tasks.</td>
</tr>
<tr>
<td>• Handles books carefully.</td>
<td>• is more outgoing towards unfamiliar people and more confident in new social situations.</td>
</tr>
<tr>
<td>• Knows information can be relayed in the form of print.</td>
<td>• Confident to talk to other children when playing, and will communicate freely about own home and community.</td>
</tr>
<tr>
<td>• Holds books the correct way up and turns pages.</td>
<td>• Shows confidence in asking adults for help.</td>
</tr>
<tr>
<td>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</td>
<td>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</td>
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<table>
<thead>
<tr>
<th>Mathematics development</th>
<th>30-50 months</th>
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<tbody>
<tr>
<td>• Uses some number names and number language spontaneously.</td>
<td>• Can select and use activities and resources with help.</td>
</tr>
<tr>
<td>• Uses some number names accurately in play.</td>
<td>• Welcomes and values praise for what they have done.</td>
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<tr>
<td>• Recites numbers in order to 10.</td>
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<tr>
<td>• Knows that numbers identify how many objects are in a set.</td>
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<tr>
<td>• Beginning to represent numbers using fingers, marks on paper or pictures.</td>
<td>• Confident to talk to other children when playing, and will communicate freely about own home and community.</td>
</tr>
<tr>
<td>• Sometimes matches numeral and quantity correctly.</td>
<td>• Shows confidence in asking adults for help.</td>
</tr>
<tr>
<td>• Shows curiosity about numbers by offering comments or asking questions.</td>
<td>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</td>
</tr>
<tr>
<td>• Compares two groups of objects, saying when they have the same number.</td>
<td>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</td>
</tr>
<tr>
<td>• Shows an interest in number problems.</td>
<td>• Can usually adapt behaviour to different events, social situations and changes in routine.</td>
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</table>

### Mathematics
- **30-50 months**
  - Can tell adults when hungry or tired or when they want to rest or play.
  - Observes the effects of activity on their bodies.
  - Understands that equipment and tools have to be used safely.
  - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
  - Can usually manage washing and drying hands.
  - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Personal, social and emotional development
- **30-50 months**
  - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
  - Initiates play, offering cues to peers to join them.
  - Keeps play going by responding to what others are saying or doing.
  - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Literacy development
- **30-50 months**
  - Can select and use activities and resources with help.
  - Welcomes and values praise for what they have done.
  - Enjoys responsibility of carrying out small tasks.
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  - Can tell adults when hungry or tired or when they want to rest or play.
  - Observes the effects of activity on their bodies.
  - Understands that equipment and tools have to be used safely.
  - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
  - Can usually manage washing and drying hands.
  - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
### Separating and Recognising Numbers
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

**30-50 months**

### Shows Interest in Shape and Space
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

### Understanding the World
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**30-50 months**

### Expressive Arts and Design
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

**30-50 months**

### Developing Preferences for Forms of Expression
- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

**30-50 months**

###知 more information please contact us.**