

EYFS progression plan 2026

Curriculum Intent

At Burnside, we offer a rich and engaging curriculum rooted in wonder, exploration and memorable experiences. Guided by our core values of **Be Safe, Be Smart and Be Kind**, we create a nurturing and inclusive environment where all children feel secure, valued and respected. Our intent is to support children's physical, verbal, cognitive and emotional development while fostering confidence, independence and a love of learning. Through positive relationships, consistent routines and high expectations, children learn how to keep themselves and others safe, make thoughtful choices and show kindness in their interactions. Play is central to our Early Years curriculum and, through a balance of adult-led learning and uninterrupted child-initiated play, children develop curiosity, resilience and self-belief, building strong foundations for future learning.

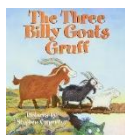
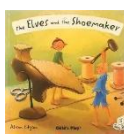
Curriculum Implementation

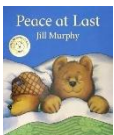
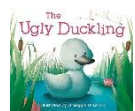
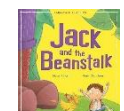
We meet all welfare and safeguarding requirements of the EYFS Statutory Framework, ensuring children learn in an environment where they are supported to **Be Safe** physically and emotionally. We prioritise a language-rich environment, using songs, rhymes, stories and high-quality interactions to help children **Be Smart** communicators who can express themselves confidently. Early reading is promoted through a love of books and the systematic teaching of phonics using Read Write Inc., while mathematical thinking is developed through direct teaching, exploration and real-life problem solving. Our indoor and outdoor environments support physical development, encouraging children to manage risks safely, strengthen their bodies and explore their natural surroundings in all weathers. Learning is shaped around engaging topics enhanced by quality texts yet remains flexible to reflect children's interests. Through skilled adult interaction, children learn to work collaboratively, manage their emotions and demonstrate empathy, supporting them to **Be Kind** to themselves and others. Strong partnerships with parents are central to our approach, with knowledge organisers, Tapestry and regular communication enabling families to support learning at home. Ongoing assessment informs planning and next steps, supporting progress towards the Early Learning Goals.

Curriculum Impact

Our curriculum enables children to make strong progress from their individual starting points and work towards a Good Level of Development by the end of Reception year. Children leave Early Years as confident, curious and capable learners who demonstrate our core values in their learning and behaviour. They know how to keep themselves safe, think independently and act with kindness towards others. Children can apply their learning across a range of contexts, make connections, explain their thinking and reflect on challenges and successes. Our high standards are achieved through a carefully planned environment, an enriched play-based curriculum, high-quality teaching and robust assessment, ensuring children are well prepared for a successful transition into Year One.

Budding Explorers - Communication and Language						
	24 months			30 months		
Core Nursery rhyme	Hickory Dickory Dock	Twinkle, Twinkle	Humpty Dumpty	The Grand Old Duke of York	Baa Baa Black Sheep	Mary had a little lamb
I can ...	<i>I can explore new environments, play alongside other children, talk about my interests, and communicate my needs using words or gestures.</i>	<i>I can identify my feelings using simple words, pictures or gestures, join conversations with others even when they choose the topic, and engage in pretend play using ideas from my own experiences.</i>	<i>I can join in conversations, tell others what I need using words, and talk about my play using familiar words.</i>	<i>I can listen to familiar stories and talk about what is happening using the pictures, describe objects using simple words, recognise familiar items, notice signs of spring, and find my own coat peg.</i>	<i>I can listen to longer sentences from adults, understand what is being asked, follow simple instructions like “put your coat on” with some independence.</i>	<i>I can respond to simple questions and answer who, what and where questions when looking at picture books.</i>

Nursery - Communication and Language						
	Nursery Ready		Nursery mid point		Reception Ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Little Red Hen 	Gingerbread man 	Goldilocks and the Three bears 	The Three Billy Goats Gruff 	The Elves and the Shoemaker 	Hansel and Gretel 
I can ...	<i>I can sing nursery rhymes, look at picture books, talk about myself, my family, and characters in stories, and communicate so others can understand me.</i> <i>I can talk about celebrations and festivals, listen to stories, follow simple instructions, and practise using new words in my play.</i>		<i>I can talk about topics using new vocabulary, develop my speech by using short sentences, and follow instructions while answering questions.</i> <i>I can listen to traditional stories, remember key vocabulary, talk about settings and characters, and use simple connectives.</i>		<i>I can answer questions, share opinions, explain about stories in more detail, name living things, and discuss habitats using relevant vocabulary.</i> <i>I can join in with familiar nursery rhymes confidently, recall and explain stories, express my ideas and opinions. I can take part in meaningful conversations with others.</i>	

Reception - Communication and Language						
Core text	Peace at last 	The story of Rama and Sita 	The Ugly Duckling 	The Three Little Pigs 	Jack and the beanstalk 	Little Red Riding hood 
I can ...	Listening, Attention and Understanding: I can listen attentively and respond to familiar songs and rhymes with relevant actions, comments, and questions during whole-class and small-group times. Speaking: I can express my ideas and feelings about other people and their experiences using full sentences. I can describe different stories and non-fiction texts, beginning to use recently introduced vocabulary modelled by my teacher.	Listening, Attention and Understanding: I can listen to others and make comments or ask questions about what I have heard. I can understand and offer explanations for why things happen, using newly learned vocabulary. Speaking: I can participate in class discussions about different festivals, celebrations, and how different people help us, offering my own ideas and using recently introduced vocabulary.	Listening, Attention and Understanding: I can listen attentively to traditional stories, making comments about the characters and events, and asking questions to clarify my understanding. Speaking: I can express my thoughts, feelings, and experiences- including how to keep my body healthy through food and exercise- using well-formed full sentences, including past, present, and future tenses.	Listening, Attention and Understanding: I can offer explanations for why things happen and how things work using 'because', making active use of new vocabulary from our stories and non-fiction texts. Speaking: I can identify different features of stories and non-fiction texts, expressing my thoughts and explaining my thinking using full sentences with conjunctions such as and, but, and because.	Listening, Attention and understanding: I can listen to others in small groups and build on what someone else has said. I can ask relevant questions to find out more and clarify my understanding during discussions. Speaking: I can participate in discussions about living things and habitats, offering and justifying my own opinions and confidently using technical, newly introduced vocabulary.	Listening, Attention and understanding: I can hold a conversation, engaging in active back-and-forth exchanges with my teacher and my peers, showing that I have listened to and understood their ideas. Speaking: I can recall and share a range of facts about a subject (such as life cycles) in detail, explaining how things work using extended sentences and topic vocabulary.

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Budding Explorers - Physical development						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can join in with action rhymes, clap and stamp to music, move my body in different ways, and explore outdoor spaces.</i>	<i>I can build using blocks, fit into spaces like tunnels and boxes, throw and kick balls, and ride or push wheeled toys.</i>	<i>I can walk, run, jump and climb, use stairs with support, pour drinks, and begin to manage my clothes.</i>	<i>I can use large and small movements to do things independently, peel fruit, pull up clothes, and use tools like glue pens and paint.</i>	<i>I can use buttons and zips, dress up for role play, explore tools and materials, and show control when using my hands.</i>	<i>I can move confidently, manage my self-care needs, use tools with control, and show independence in everyday routines.</i>

This progression document is a guide to support curriculum sequencing and planning. It is not to be used as a checklist for individual child assessment, in alignment with Ofsted guidelines to reduce staff workload.

Nursery - Physical development						
	Nursery Ready		Nursery mid point		Reception Ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can manage my toileting needs, begin to use a preferred hand, climb safely, handle books correctly, and take care of my personal hygiene.</i>	<i>I can put on my coat with support, move my body to different rhythms, use mark-making tools, and show confidence in dressing and self-care.</i>	<i>I can use tools with a dominant hand, explore fine motor activities, pour carefully, move in different ways, and make healthy food choices.</i>	<i>I can begin to use a tripod grip, form some letters and numbers, balance on equipment, follow movement sequences, and look at books independently.</i>	<i>I can hold my pencil using a tripod grip, use scissors with one hand, form letters, run skilfully, and move safely around others.</i>	<i>I can begin to write my name, hold my pencil correctly, use tools safely, take part in group games, and move confidently in different ways.</i>

Reception - Physical development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	Fine motor: I can use one hand more often when drawing, writing and using tools, identify the hand I use for writing, make marks and begin to form recognisable letters, use scissors to make snips and cut along simple lines and zigzags Gross motor: I can use climbing equipment safely with growing confidence. I can move in various ways including crawling, jumping.	Fine motor: I can use my dominant hand consistently for a range of activities, begin to make anticlockwise movements and retrace vertical lines when drawing and writing and use scissors effectively with increasing control and accuracy. Gross motor: I can use climbing equipment safely and competently, move confidently and negotiate space effectively around others and obstacles.	Fine motor: I can use scissors effectively with increasing control and accuracy. Gross motor: I can show good habits for exercise, healthy eating, sleep and hygiene, balance and coordinate my movements safely, and chose an appropriate way to move whilst negotiating space effectively around others and obstacles	Fine motor: I can handle tools, objects, construction materials and malleable materials safely with increasing control. Gross motor: I can move confidently and negotiate space effectively around others and obstacles, understand the importance of using different apparatus safely.	Fine motor: I can use a pencil effectively to form recognisable letters, most of which are formed correctly and use scissors effectively with confidence. Gross motor: I can show good control and coordination in both large and small movements,	Fine motor: I can handle a range of equipment and tools effectively, and use scissors confidently and accurately for a variety of tasks with precision. Gross motor: I can move fluently with developing control in a variety of ways.

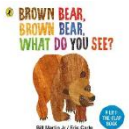
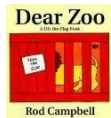
Budding Explorers - Personal, Social and Emotional Development						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can go to my key person at nursery when I need comfort or help. I can talk about myself using my words, actions, or gestures to share how I am feeling.</i>	<i>I can try new things in my nursery environment and explore with confidence. I can choose what I would like at snack time and show my preferences using words, gestures, or actions, beginning to make my own decisions. I can play alongside other children and engage with them using gestures, eye contact, and talk.</i>	<i>I can say goodbye to my caregiver at the nursery door and begin my day with support from my key person. I can manage changes in my day, such as moving between activities, with growing confidence. I can recognise when I need a nappy change or when my nappy is wet.</i>	<i>I can begin to calm myself when things don't go the way I expect. I can talk about how I am feeling and about the people who are special to me.</i>	<i>I can notice and talk about differences between people in my nursery, such as hair, skin colour, or what makes us special. I can also identify differences between characters in stories and begin to build friendships by playing with other children.</i>	<i>I can take part in pretend play to show feelings like happy or sad based on stories and my own experiences. I can recognise simple emotions, such as the colour monsters for happiness or sadness, and talk about how I am feeling.</i>

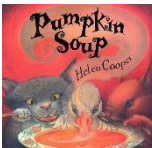
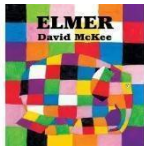
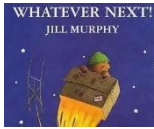
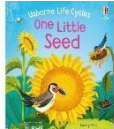
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Nursery - Personal, Social and Emotional Development						
	Nursery Ready		Nursery mid point		Reception Ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can separate from my main carer, begin to settle into Nursery, choose activities with support, follow simple routines, and ask adults for help when I need it.</i>	<i>I can follow classroom rules, understand behaviour expectations, take care of my personal hygiene, and ask adults confidently for support.</i>	<i>I can share resources, take turns, follow rules, talk about my feelings, and begin to manage my emotions in different situations</i>	<i>I can explore the Nursery environment independently, manage my self-care needs, follow rules, and seek adult support when needed</i>	<i>I can initiate play with peers, show confidence in new social situations, understand others' feelings, and begin to solve conflicts.</i>	<i>I can talk confidently to adults and peers, be assertive when needed, speak politely, and understand that kindness is important when challenging others.</i>

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Reception – Personal, Social and Emotional development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	Self-Regulation: I can listen attentively during short carpet-time activities with support and follow simple, one-step instructions. Managing Self: I can confidently try a new classroom activity even if I feel hesitant or shy. Building Relationships: I can describe a friend, understand what makes a good friend, and demonstrate friendly behaviour.	Self-Regulation: I can focus on a chosen activity for 10 minutes, ignoring mild distractions, and follow two-step instructions in order. Managing Self: I can identify how I am feeling and use simple language to express my emotions to a trusted adult. Building Relationships: I can talk about different festivals, understand why people celebrate different things, and share important dates in my life.	Self-Regulation: I can focus during longer teacher-led activities, ask relevant questions, and follow three-step instructions independently. Managing Self: I can understand right from wrong, make positive choices, and show resilience by trying again when a task is challenging. Building Relationships: I can understand that my choices have consequences and affect those around me.	Self-Regulation: I can ignore minor distractions to finish a task, showing pride in my work, and use simple co-regulation strategies to manage big emotions. Managing Self: I can explain why rules are important and adjust my behaviour to follow them. Building Relationships: I can understand how my behaviour affects others' feelings and identify ways of being helpful.	Self-Regulation: I can actively listen during whole-class discussions, waiting my turn to speak and responding appropriately to others. Managing Self: I can confidently tackle unfamiliar or complex tasks with a "can-do" attitude, regulating my own behaviour. Building Relationships: I can talk about similarities and differences in the world, understanding that people have different experiences and viewpoints.	Self-Regulation: I can focus for extended periods during carpet sessions and independent tasks, successfully blocking out distractions. Managing Self: I can bounce back quickly from mistakes or disappointments, showing excellent resilience and self-correcting my work. Building Relationships: I can talk about my family and friends, resolve minor conflicts with peers, and negotiate fair play to prepare for Year 1.

Budding Explorers - Literacy						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	The Leaf Thief 	Stick man 	Brown Bear, Brown bear What do you see? 	Jaspers Beanstalk 	Dear Zoo 	Who's Hiding at the Seaside 
I can ...	<i>I can join in with familiar nursery rhymes and enjoy listening to songs and rhymes. I can listen carefully and respond to repeated songs, paying attention to the sounds, rhythms, tunes, and tempo.</i>	<i>I can sing familiar nursery rhymes with a small group and begin to sing songs I know without being prompted. I can say some of the words in songs and rhymes and practise action rhymes using my body.</i>	<i>I can enjoy sharing books with an adult in the quiet reading area. I can pay attention to stories, point to pictures, and say words that are part of the story.</i>	<i>I can join in with repeated refrains and say words and phrases from familiar stories. I can ask questions, make comments, and share my own ideas about the books I enjoy.</i>	<i>I can use story props to act out my favourite topic books and familiar stories. I can notice print in my environment, such as the first letter of my name, numbers on doors or buses, and familiar logos.</i>	<i>I can access the drawing area on my own and enjoy drawing freely. I can make marks on my drawings and give them meaning, such as saying, "That says mummy."</i>

Nursery - Literacy						
	Nursery Ready		Nursery mid point		Reception Ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	Pumpkin Soup 	Elmer 	Whatever next! 	One Little Seed 	A peep inside the farm 	Commotion in the ocean 
I can ...	<i>I can mark make and recognise my marks, notice familiar logos and labels, handle books correctly, and understand that text has meaning.</i>	<i>I can identify letters in my name, explore initial sounds, retell familiar stories, and understand that letters make sounds and stories have a sequence.</i>	<i>I can attempt to write letters in my name, recognise familiar letters, retell stories, join in with repeated phrases, and talk about different parts of a story.</i>	<i>I can give meaning to my marks, identify groups of words with the same initial sound, form some letters correctly, and talk confidently about stories and sounds.</i>	<i>I can identify sounds and pictures linked to RWI, blend sounds orally, make predictions about stories, and talk about different parts of a story.</i>	<i>I can blend and segment familiar CVC words, identify initial sounds, mark make for a purpose, and talk confidently and in detail about stories.</i>

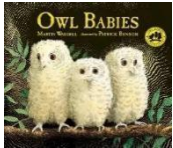
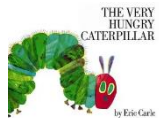
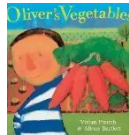
Reception - Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Autumn	Festivals Christmas	Vehicles	African Animals Healthy Eating	Growing Minibeasts	Down by the rockpools
I can ...	Comprehension: I can handle books correctly, turn pages the right way, and understand that print carries meaning. I can also listen to stories attentively and join in with repeated phrases. Word Reading: I can say the first half of RWI Set 1 sounds. I can also spot rhyme and alliteration in nursery rhymes. Writing: I can write early Set 1 letters using RWI mnemonics and identify the first sound in spoken words. I can also talk about my drawings and dictate my ideas to an adult.	Comprehension: I can name the characters and settings in stories read to me. I can also predict what happens next and ask questions about the illustrations. Word Reading: I can say all 25 Set 1 single-letter sounds. I can also orally blend words using "Fred Talk". Writing: I can write single letters to represent sounds I hear and pinch CVC sounds using "Fred Fingers". I can also write simple two-word captions with adult support.	Comprehension: I can retell a simple story using picture prompts. I can also understand and use new vocabulary from our core texts. Word Reading: I can blend and read print CVC words independently. I can also read short RWI Ditty stories and recognize basic Red Words on sight. Writing: I can form letters with clear ascenders and descenders. I can also use "Fred Fingers" to segment and spell simple words, and write short captions using finger spaces.	Comprehension: I can answer simple questions about a book I have read or heard. I can also explain how a character is feeling based on story events. Word Reading: I can say all Set 1 "Special Friends" digraphs. I can also read RWI Red Storybooks containing three- and four-sound words. Writing: I can hold a simple sentence in my head and write it down. I can also spell common Red Words and attempt to use capital letters and full stops.	Comprehension: I can make sensible predictions about unfamiliar stories. I can also tell the difference between fiction and non-fiction. Word Reading: I can read RWI Green Storybooks containing early Set 2 sounds. I can also read high-frequency Red Words automatically. Writing: I can form capital and lowercase letters in the correct relative size and spell words with Set 1 and early Set 2 sounds. I can also write a simple sentence independently with finger spaces.	Comprehension: I can retell a story in my own words, describing characters and key events. I can also explain key details and vocabulary to show my understanding. Word Reading: I can read RWI Green or Purple Storybooks fluently and recognize most Red Words on sight. I can also read aloud simple, decodable sentences. Writing: I can write short, multi-sentence narratives independently. I can also use capital letters, finger spaces, and full stops consistently, and read my own writing back to check that it makes sense.

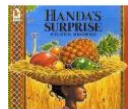
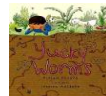
Budding Explorer - Maths						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can sing number songs and take part in finger rhymes that use numbers. I can build a tall tower using blocks and enjoy stacking and combining different objects.</i>	<i>I can access the outdoor area and explore different ways of moving. I can climb, squeeze into spaces, and build using both small and large blocks and a range of resources.</i>	<i>I can compare small amounts of objects, such as counting ladybird spots, up to three. I can notice when an amount changes and begin to use words like “lots”, “more”, or “the same”.</i>	<i>I can look closely at animal fur and notice that it is not all the same. I can also notice patterns and begin to arrange objects in simple patterns.</i>	<i>I can compare objects in different ways, such as noticing sunflower height or whether containers in the water area are full or empty. I can use words and gestures to describe size, weight, and height, like “bigger,” “smaller,” “tall,” or “heavy.”</i>	<i>I can count objects during play, like cakes in the kitchen or coins from a purse. I can use numbers in everyday situations, even if I sometimes skip numbers, like saying “1-2-3-5.”</i>

Nursery - Mathematics						
	Nursery ready		Nursery Mid point		Reception ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can rote count to 5, sort objects by colour, size and type, sequence simple events, notice patterns around me, and recognise numbers 1 and 2</i>	<i>I can count objects to 5, compare big and small, identify basic shapes, and describe shapes using words like sides, corners and round.</i>	<i>I can count to 5 knowing, show finger numbers to 5, compare length and height, and recognise a cube.</i>	<i>I can rote count to 10, identify more and less, match objects, and use positional language such as on, under and next to.</i>	<i>I can count to 10 accurately, subitise to 3, describe mass and capacity, make pictures using shapes, and solve simple number problems to 5.</i>	<i>I can recognise numerals 1–3, make and correct repeating patterns, and describe locations using positional language.</i>

Reception - Mathematics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	Number: I can represent, compose and compare numbers to 3. I can compare amounts. Numerical Patterns: I can match and sort objects in different ways. I can compare size and capacity, and create and continue simple AB patterns.	Number: I can represent, compose and compare numbers to 5. I can identify one more and one less than a number. Numerical Patterns: I can identify and describe circles, triangles, squares and rectangles. I can use positional language such as under, over, around and through.	Number: I can identify 0, know number bonds to 4, and represent, compose and compare numbers to 8. Numerical Patterns: I can compare mass and capacity. I can find and make pairs.	Number: I can know number bonds to 5. I can combine two groups to find a total and compare numbers to 10. Numerical Patterns: I can explore and compare length, height and time. I can identify and describe a cube, sphere, cylinder and cone, and create and continue ABB and AAB repeating patterns.	Number: I can recall some number bonds to 10. I can count forwards and backwards within 10, build and identify numbers to 20, and add more and take away within 20. Numerical Patterns: I can match and create patterns using tangrams and shapes.	Number: I can double numbers within 10 and share objects equally into two groups. Numerical Patterns: I can identify even and odd numbers to 10. I can count verbally beyond 20.

Budding Explorers - Understanding the world						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Autumn wonders	Nursery Rhymes!	Wheels!	From a tiny seed...	Welcome to the zoo!	Oh we do love to be beside the seaside!
I can ...	<i>I can repeat actions that have an effect and explore how things work. I can use instruments freely and notice the different sounds they make.</i> <i>I can explore natural materials both indoors and outdoors. I can notice and talk about the differences between inside and outside.</i> <i>I can explore materials with different properties and notice that not everything feels the same. I can compare textures, like hard and soft objects, and use simple words to describe how they feel.</i>			<i>I can explore and notice different natural phenomena in my setting. I can talk about the weather and notice changes outside, like wind moving the trees or rain making puddles.</i> <i>I can make connections between my family and other families. I can name members of my immediate and extended family and notice similarities and differences. I can also point to and say the names of zoo animals and describe how they are different, like big, small, or furry.</i> <i>I can notice differences between people, like hair, skin, and eye colour. I can explore seaside animals and compare them to zoo animals, noticing how some animals, like seals or dolphins, can live in the sea.</i>		

Nursery -Understanding the world						
	Nursery ready		Nursery mid point		Reception ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Owl Babies 	Confetti! 	Through my window 	The Hungry Caterpillar 	Oliver's vegetables 	Lost and Found 
I can ...	<i>I can talk about my body and what it can do, recognise similarities and differences between myself and others, talk about my family, and share simple information about events that are important to me.</i> <i>I can talk about special events and celebrations, recognise that people celebrate in different ways, explore simple technology, and notice changes in my environment.</i>		<i>I can talk about how I travel and how people help me, explore my environment using my senses, notice differences between transport and places, and talk about jobs people do.</i> <i>I can observe plants and how they grow, recognise simple life cycles, talk about Easter and explore other celebrations. I can understand that we should care for living things and our environment.</i>		<i>I can talk about animals and compare where they live, describe habitats, talk about where food comes from, and explore the natural world around me.</i> <i>I can talk confidently about past events in my life. I can explore materials and investigate floating and sinking making predictions, compare animals and habitats, and show care for the world around me.</i>	

Reception -Understanding the world						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	Stanley's stick 	The Jolly Christmas Postman 	The Lost property office 	Handa's Surprise 	Yucky Worms 	Sharing a Shell 
I can ...	Past and Present: I can talk about members of my immediate family and community, describing who they are and their relationship to me. I can share memories of significant events in my own life (e.g., my birthday, starting school). I can talk about how I have changed and grown since I was a baby. People, Culture and Communities: I can describe features of my immediate environment (our school, our classroom) using simple observations and maps. I can recognize that people celebrate special times in different ways (e.g., Diwali, Bonfire Night). I can show interest in and show respect for different cultural celebrations within our classroom community. The Natural World: I can describe seasonal changes that occur in autumn and winter (e.g., falling leaves, weather getting colder). I can use all of my senses to explore natural materials (e.g., leaves, pumpkins, ice). I can distinguish between diurnal and nocturnal animals (linking to autumn/dark nights).		Past and Present: I can talk about the roles of different people in our society who help us (e.g., doctors, firefighters, police officers). I can identify similarities and differences between things now and in the past, drawing on stories read in class (e.g., comparing old and new fire engines or school days). I can sequence 3 or 4 simple events using basic time-related vocabulary (yesterday, today, tomorrow). People, Culture and Communities: I can draw information from a simple map of our local area or a story map. I can explain how different community helpers make our local area safe and supportive. I can understand that some places are special to different members of our community (e.g., places of worship, libraries). Natural World: I can observe and describe changes in our environment as winter transitions into spring (e.g., buds appearing, warmer weather). I can plant seeds, care for them, and talk about what a plant needs to grow healthy and strong. I can group and describe everyday materials based on their physical properties (e.g., hard, soft, rough, smooth).		Past and Present: I can talk about characters, settings, and events from stories set in the past. I can compare the past to the present by looking at historical artifacts, images, or stories (e.g., how seaside holidays have changed over time). I can use past and present tenses accurately when describing events that have already happened. People, Culture and Communities: I can recognize that the United Kingdom is part of a wider world and point to our country on a simple globe. I can explain simple similarities and differences between life in this country and life in another country (e.g., climate, houses, landscapes), drawing from stories and non-fiction. I can explain some similarities and differences between different religious and cultural communities in this country. The Natural World: I can explore and ask questions about the natural world around me, including plants, insects, and animals. I can understand and describe the key stages of a life cycle (e.g., a butterfly or frog). I can show care and concern for the natural environment and living things around me. I can observe and describe changing states of matter (e.g., ice melting, water evaporating).	

Budding Explorers - Expressive art and design						
	24 months			30 months		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can show attention to sounds and music and join in with songs and nursery rhymes, making my own sounds. I can explore instruments and other sound-makers and notice that they can all make different sounds.</i>	<i>I can move and dance to music and enjoy joining in with action songs like "Twinkle Twinkle Little Star." I can notice patterns, especially ones that look like faces, and explore different instruments and sounds.</i>	<i>I can respond to music with my body and my feelings, noticing how it changes. I can explore paint using my fingers, brushes, sponges, or even other parts of my body, and I can begin to use objects to pretend, like using a block as a phone.</i>	<i>I can join in with rhymes and songs, anticipating the words and actions, like in Brown Bear, Brown Bear. I can start to make marks on paper or other surfaces and know that my marks mean something.</i>	<i>I can explore my voice and enjoy making different sounds. I can make rhythmical and repetitive sounds and notice that songs are made up of words that have meaning.</i>	<i>I can express my ideas and feelings by making marks and sometimes give meaning to what I create. I can explore different materials, using my senses to investigate and play with them.</i>

Nursery- Expressive art and design						
	Nursery ready		Nursery mid point		Reception Ready	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	<i>I can listen to and join in with nursery rhymes, explore sounds using musical instruments, and use construction materials to build and create.</i>	<i>I can sing familiar songs, explore colour and materials to create patterns and models, make decorations and cards, join construction pieces together, and notice what happens when colours are mixed.</i>	<i>I can use scissors, sing familiar or made-up songs, explore instruments with more control, use my imagination in role play, and build using blocks and construction materials.</i>	<i>I can explore different textures, describe what I feel, act out stories using puppets and props, sing familiar nursery rhymes, and create recognisable shapes and drawings.</i>	<i>I can use props and costumes to act out stories, make masks and puppets, sing songs with changing tone, draw with more control, and show emotions in my pictures.</i>	<i>I can play instruments and follow a rhythm, move my body to music, build enclosures with bricks and blocks, explore materials freely, and talk about textures and choices I make.</i>

Reception - Expressive art and design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can ...	Creating with Materials: I can give meaning to the marks I make when drawing, painting, and creating, using them to express my thoughts and represent my ideas. Being Imaginative and Expressive: I can explore and describe the different sounds made by a range of musical instruments, showing curiosity about how they sound and how they can be changed.	Creating with Materials: I can design a Rangoli pattern, experimenting with colour, texture, and shapes. I can safely use simple tools and joining techniques to create artwork and models, talking about my design choices. Being Imaginative and Expressive: I can use simple role play, props, and costumes to recreate the roles of people who help us and show how they support our community. I can use musical instruments appropriately during class songs and play.	Creating with Materials: I can draw with increasing complexity and detail, representing the things around me. I can select and use a variety of resources to construct with a purpose in mind. Being Imaginative and Expressive: I can create my own props using a range of classroom resources to support and extend my pretend play. I can play instruments to a simple, steady beat with adult support.	Creating with Materials: I can manipulate and join different materials safely to achieve a planned effect. I can identify and select the correct tools and resources for a particular purpose, evaluating how well they worked. Being Imaginative and Expressive: I can use a wide range of resources, costumes, and props to support, enhance, and lead collaborative role-play scenarios. I can play instruments independently to a simple, steady beat.	Creating with Materials: I can use media and materials in increasingly independent ways, choosing appropriate resources, explaining my design choices, and adapting my work when things do not go as planned. Being Imaginative and Expressive: I can move and dance confidently and in time to the beat of familiar songs and music. I can construct models with a clear purpose in mind, beginning to evaluate my designs.	Creating with Materials: I can safely use and explore a wide variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. I can confidently select and use appropriate tools to shape, assemble, and join materials together. Being Imaginative and Expressive: I can move expressively and in time to the beat of a familiar song. I can share my creations, explaining the process and techniques I have used to others, and use my imagination to build on my previous designs.