

## Milestones Curriculum - Nursery

Overarching Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<p><i>Super Duper Me</i> Possible themes: Special People (to me) My Home People who help us Aspirations Superheroes</p>	<p><i>Let's Celebrate!</i> Possible themes: Autumn/Winter Halloween/Magic Christmas Diwali Bonfire Night</p>	<p><i>Once Upon a Time</i> Possible themes: Right and Wrong Buildings and Structures Fairytale characters Pirates/Dinosaurs</p>	<p><i>Down at the Bottom of the Garden</i> Possible themes: Spring Minibeasts Growing Nature</p>	<p><i>What a Wonderful World</i> Possible themes: My Town Animals Space Oceans</p>	<p><i>You are my Sunshine</i> Possible themes: Summer Holidays Travel Seaside Achievements</p>
<b>Possible Texts</b>	<p>Not Now Bernard Elmer Colour Monster On the Way Home Room on the Broom</p>	<p>The Leaf Thief <i>Goldilocks and the three Bears</i> <i>Gingerbread Man</i> The Dinosaur that Pooped Christmas</p>	<p><i>3 Little Pigs</i> The Runaway Wok In Every House on Every Street Billy's Bucket The Life of a Little Cardboard Box <i>Lifesize Dinosaurs</i></p>	<p><i>3 Billy Goats Gruff</i> What the Ladybird heard The Very Hungry Caterpillar The Tiny Seed <i>The Water Cycle</i> Oliver's Vegetables</p>	<p><i>Jack and the Beanstalk</i> Farmyard Hullabaloo My Pet Star How to Catch a Star Rumble in the Jungle</p>	<p>Rosie's Walk We're Going on a Bear Hunt Snail and the Whale Sharing a Shell Commotion in the Ocean</p>
<b>Nursery Rhymes</b>	<p>Head, Shoulders, Knees and Toes 1 finger 1 thumb Dingle Dangle Scarecrow</p>	<p>Twinkle Twinkle Christmas songs</p>	<p>5 Cheeky Monkeys 1 potato, 2 potato 1,2 Buckle my Shoe</p>	<p>5 Little ducks 5 Currant Buns 5 fat sausages</p>	<p>Humpty Dumpty 5 Little men in a Flying saucer Zoom Zoom Zoom</p>	<p>Sleeping Bunnies Consolidation</p>
<b>End points – prime areas</b>	<p><u>Autumn:</u> I can: Separate from my caregiver to confidently access activities in the environment. I show confidence in sharing my likes/dislikes, communicate my needs and feelings. I use my communication skills to verbalise in short sentences and conversations as I build positive relationships and learn new vocabulary. I can listen for short periods and recall information I have heard. I can hear and describe sounds. I understand the rules and boundaries and follow these most of the time with encouragement. I show increasing confidence in gross motor movements such as balancing, hopping and jumping with both feet. I am able to use some one handed tools with increasing skill and control such as scissors and tweezers. I can put on my coat and attempt zips and buttons.</p>		<p><u>Spring:</u> I can: Begin to regulate my behaviour and emotions, recognising and responding appropriately to the feelings of others as I build friendships through collaborative play which I can maintain for increasing periods. I remember rules and boundaries and make the right choices. I am using longer sentences beyond 6 words and recalling new vocabulary with increasing clarity in my pronunciation. I show developing listening skills as I follow 2 part instructions, recall details in stories and build a large repertoire of songs/rhymes and remembering patterns and sequences using music and movement. I am showing a preference for a dominant hand as my control and skill using fine motor tools increases. I am making marks of different varieties in a multitude of ways. I can run, balance, jump and hop steadily. I am able to toilet, snack and wash my hands with a little support.</p>		<p><u>Summer:</u> I can: Play cooperatively, initiating and maintaining group activities in which I listen to and build on ideas with others. I can resolve conflict in my friendship groups appropriately using my communication skills, taking into account the feelings of others and regulating my own impulses and behaviour. I understand I am part of a community where everyone has different thoughts, ideas and feelings and show tolerance and respect. I know many rhymes and stories and can talk about them in detail. I speak and listen in turn with others, using sentences with varying tenses. I can make my own stories using a wide range of vocabulary. I can 'listen and do', showing increased attention to what is said even when occupied. I am beginning to follow instructions with 3 and 4 parts. I use a comfortable grip with mark making tools, forming letters from my name and a variety of detailed marks. I show control and stability in my gross motor movements and can ride a bike, throw and catch a ball and link appropriate movements to end goals.</p>	

**End points - Specific areas**

I can:  
Listen to sounds and describe what I can hear, including clapping syllables from words. I sing a variety of songs remembering words and actions. I know print carries meaning and words can be read left to right in a variety of contexts. I understand story structure and can name parts of a book. I mark make and give meaning to my marks.  
I understand the 5 principles of counting.  
I show my mathematical understanding as I begin to sort and classify objects and talk about patterns and properties. I can continue AB patterns and create patterns of my own, in doing so I use language such as first, next, after; showing an understanding of sequencing. I use role play to explore and share experiences and show confidence in using my senses to explore new objects as my vocabulary increases. I am beginning to make sense of my family and our culture. I explore creative materials and processes, including construction, joining, colour and colour mixing. I show interest in the natural world using my senses to explore and appreciate how to care for the things around me.

I can:  
Show increasing phonological awareness as I follow rhythms, clap syllables and match rhyming sounds. As my mark making develops I show an awareness of print knowledge as I begin to make marks in lines from the top of paper or left to right representing written text. I show increasing detail in my drawings such as circles for faces. I am beginning to use some marks to represent numbers. I have an embedded knowledge of numbers 1 to 6 including recognising the numeral, counting an amount and I know the last number of objects I count is the total. I can recognise more and fewer when comparing groups of objects. I sing with increasing awareness of pitch, volume and melody. I explore and talk about differences in materials and use this knowledge in my construction and creations. I use small world and role play to develop storylines and combine this with materials and learnt processes to achieve set goals. I explore how things work, making predictions and talking about what I hear, see, feel, smell and taste, sharing my thoughts and feelings confidently. I explore growth and change in the natural environment understanding simple life cycles such as plants, animals and people.

I can:  
Show skill in phonological awareness as I begin to recognise words with the same initial sound, continue rhyming strings and link some letters to their sounds. I am able to form letters from my name and some other letters with good pencil control. My mark making shows skill as I represent movement, sounds and feelings in my drawings. I can use my number knowledge to solve mathematical problems such as comparing more and fewer and sharing objects equally. I am able to recognise and match numeral to quantity 1 to 6. I can name 2D shapes, understanding the difference between 'flat 2D' and 'solid' 3D shapes. I use describing words such as straight, curved, corners and sides when talking about shape properties. I can combine these shapes to make new ones. I am able to compare and talk about size, length, weight and capacity in simple terms. I can use my knowledge of positional language to describe routes or give instructions. I can spot errors in AB patterns and create more complex ABB patterns. I am developing an awareness of different countries, cultures and communities beyond my own and can talk about similarities and differences I can see in pictures, stories and experiences. I am interested in occupations and can link some of my own experiences to discussions. I construct and roleplay using my learnt knowledge to develop complex small worlds and narratives, which I can describe. I use different materials to join and create and choose processes for suitable purposes. I am in tune with the natural world and understand changes in seasons, weather and nature. I enjoy singing, dancing and often create my own songs, rhymes and movements.

## Milestones Curriculum - Reception

Overarching Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<p>Incredible You!</p> <p>Possible themes:</p> <p>Who I am</p> <p>The Human Body</p> <p>Special People (to me)</p> <p>Aspirations</p>	<p>Fantastic Festivals</p> <p>Possible themes:</p> <p>Autumn/Winter</p> <p>Halloween/Magic</p> <p>Christmas</p> <p>Diwali</p> <p>Bonfire Night</p>	<p>Happy Ever After</p> <p>Possible themes:</p> <p>Good &amp; Evil</p> <p>Mythical Creatures</p>	<p>How Does Your Garden Grow?</p> <p>Possible themes:</p> <p>Life Cycles</p> <p>Spring</p> <p>Nature</p>	<p>No Place Like Home</p> <p>Possible themes:</p> <p>My Country</p> <p>Habitats</p> <p>The World</p> <p>Space</p>	<p>The Land Before Time</p> <p>Possible themes:</p> <p>Past &amp; Present</p> <p>Dinosaurs</p> <p>How I Have Grown</p> <p>Memories</p>
Possible Texts	<p>Incredible You</p> <p>Super Duper Me</p> <p>Colour Monster at School</p> <p>Finn's Little Fibs</p> <p>There's Only One You</p> <p>Christopher Pumpkin</p> <p>My Family, Your Family</p>	<p>The Day the Crayons Quit</p> <p>Elves &amp; The Shoemaker</p> <p>Rama &amp; Sita</p> <p>Santa Post</p> <p>Snowball</p> <p>Festivals &amp; Celebrations</p>	<p>Dragon Post</p> <p>No Dragon in this Story</p> <p>Unicorns don't like Sparkles</p> <p>Monstersaurus</p>	<p>Life Cycle of a Bean</p> <p>Eddie's Garden</p> <p>The Oak Tree</p>	<p>Man on the Moon</p> <p>The Boy Who Sailed the World</p> <p>Atlas of the World</p> <p>Town Mouse &amp; Country Mouse</p>	<p>Memory Bottles</p> <p>Lifesize Dinosaurs</p> <p>Lost in the Toy Museum</p>
Nursery Rhymes	<p>1,2,3,4,5 once I caught a fish alive</p> <p>Wind the Bobbin up</p>	<p>Row Row Row Your Boat</p> <p>Christmas Songs</p>	<p>There Was a Princess Long Ago</p> <p>Hickory Dickory Dock</p>	<p>Old McDonald had a Farm</p> <p>This Old Man</p>	<p>10 Green Bottles</p> <p>Jack &amp; Jill</p>	<p>Grand Old Duke of York</p> <p>London Bridge</p>
End points - prime areas	<p><u>Autumn:</u></p> <p>I can:</p> <p>Demonstrate effective listening skills, sitting still using my core strength and focusing on what is being said, recalling information and sharing thoughts and ideas through class discussions, conversations with peers/adults and following instructions correctly. I enjoy joining in with rhymes and stories, making predictions, describing characters, events and settings and retelling with detail. I can converse with others, speaking and listening in turn, using new vocabulary and a range of connectives. I build upon friendships showing an increasing awareness for the feelings of others and how to be considerate and respectful. I resolve conflict appropriately, and regulate my impulses. I can follow boundaries and routines. I can move with stability in a</p>		<p><u>Spring:</u></p> <p>I can:</p> <p>Demonstrate my understanding of new vocabulary as I use this in a variety of contexts. I question appropriately to develop and check my understanding and I can explain my experiences and understanding in detailed conversations. I listen and talk about stories in depth, retelling stories and creating my own detailed narratives. I see myself as an individual and respect others around me. I understand I am responsible for my behaviour and how to support my overall health and wellbeing through positive choices. I am aware how my actions affect others and how to regulate my own behaviour. I am developing resilience and perseverance when faced with challenges and recognising my achievements. I can manage my own basic needs competently. I demonstrate control, co-ordination and agility in my increasing use of fine and gross motor physical literacy.</p>		<p><u>Summer:</u></p> <p>I can:</p> <p>Listen attentively, even when engaged in activity, responding with questions, comments and vocabulary to demonstrate understanding. I am confident in sharing my ideas, thoughts and feelings in a variety of contexts, referring to past and present experiences. I regulate my own behaviour, set goals and show resilience and perseverance. I can control my emotions/impulses when my needs are not met and when involved in conflict, taking in to account the feelings and perspectives of others. I competently manage my own needs throughout the daily routine and can seek support when required. I can maintain positive relationships with peers and adults through my understanding of others feelings and my own identity. I show competence in gross and fine motor skills including physical agility, balance and coordination and the ability to write and use small tools with fluency.</p>	

	<p>range of ways, showing control and awareness. My fine motor skills demonstrate control and competency as I use small tools, scissors and cutlery. I can form letters with good pencil control. I can participate in daily routines such as lining up and lunch time.</p>		
<p><b>End points – Specific areas</b></p>	<p>I can: Talk about people who are special to me and how my life experiences show similarities and differences to others. I can draw upon past experiences and compare with my experiences today. I use my own and others experiences to develop stories in my play. I engage with the natural world and describe changes I can see happening, explaining how and why. I enjoy singing, matching pitch and melody with refined listening skills. I enjoy performing stories, dance and music in groups. I share how music and movement makes me feel. I am developing an embedded understanding of numbers to 5 including counting, comparing, composition and problem solving. I recognise and link numerals to quantity and can subitise to 5. I understand more and less relationships between numbers and sequencing in number and patterns. I can match, sort and compare objects by various properties. I can compare size, mass and capacity. I name 2D shapes and describe their properties. I am able to recall grapheme phoneme correspondences taught and apply these to reading sounds and letter groups. I am competent in blending known sounds into words and segmenting words into their individual sounds. I can recognise taught common exception words. I am beginning to use my phonic knowledge in forming letters and words.</p>	<p>I can: Explain my knowledge of the changing seasons, natural world and life cycles and how this impacts the world around us. I understand information can be taken from maps and symbols and use these to follow directions and within my play. I am able to create collaboratively revisiting taught concepts and skills to plan and achieve goals using appropriate resources and processes. My creations have detail and I can explain what I have created and how. I talk about performance art and engage in music, understanding elements of musical composition. I am confident in numbers 1 to 10 understanding 1:1 correspondence, addition, subtraction, estimating, comparing and recognising numerals. I can select shapes for purpose based on their properties and recognise how shapes can have shapes within them; I can build and continue complex patterns. Comparisons in length, weight, height, capacity and patterns become increasingly apparent within my play and adult instruction as I use appropriate vocabulary and reasoning. I am applying my phonetic knowledge of known sounds, including digraphs, trigraphs and common exception words to read fluently books of the correct banding. I am using my phonic knowledge to begin to spell words, write captions independently and dictated sentences. I engage with non-fiction texts, using questions and recall to develop understanding of new learning and vocabulary.</p>	<p>I can: Describe in detail the environment around me and how environments around the world may differ, including people, religion and culture. I observe the natural world and can document changes, explaining how and why these happen. I can predict and test theories involving materials and matter. I understand how things change over time and can comment on the past through experiences, pictures and stories. I know I am a valued individual and understand people around me and their roles in society. My increasing knowledge of the world is evident in my play and the narratives I create and expand on with others. I am able to use props and resources to support my play and express my ideas. I create with purpose showing competence in using a variety of tools, techniques, form and function. I know many songs and rhymes and can accompany these with performance art individually or with others. I show interest in music and movement as form of expression. I have an embedded understanding of number composition to 10 and can recall number bonds, doubles and halves. I can count to 20 and beyond following the counting pattern and have knowledge of odd and even numbers. I can apply my number knowledge to solve number problems and show developing reasoning. I name 2D and 3D shapes, describing their differences and use shapes for purpose. I am a confident story teller using story structure and expression to recall known stories and create my own. I can read books consistent with my phonic knowledge, recognising taught sounds, digraphs, trigraphs and common exception words. I read with increasing accuracy and fluency, adding expression and tone. I can apply my phonic knowledge to my writing, creating simple captions and sentences to write independently and with letters which are mostly correctly formed.</p>