

Subject	22-36 months objectives	30-50 months objectives	40-60 months objectives	ELG objectives/Skills	Vocabulary
<b>Physical Development</b>					
Moving and Handling	<p>2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>3. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>5. Turns pages in a book, sometimes several at once.</p> <p>6. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>7. Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>8. Imitates drawing simple shapes such as circles and lines.</p> <p>10. May be beginning to show preference for dominant hand.</p>	<p>1. 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.</p> <p>4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>5. Can stand momentarily on one foot when shown.</p> <p>7. Draws lines and circles using gross motor movements.</p> <p>8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>9. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>11. Can copy some letters, e.g. letters from their name.</p>	<p>1. Experiments with different ways of moving.</p> <p>3. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>7. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>8. Shows a preference for a dominant hand.</p> <p>9. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>10. Begins to form recognisable letters.</p> <p>11. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>	<p>Run</p> <p>Walk</p> <p>Skip</p> <p>Jump</p> <p>Climb</p> <p>Hop</p> <p>Dance</p> <p>Cut</p> <p>Write</p> <p>Draw</p> <p>Colour</p> <p>Line</p> <p>Circle</p> <p>Book</p> <p>pages</p> <p>Turn</p> <p>Step</p> <p>Over</p> <p>Under</p> <p>Around</p> <p>Letters</p> <p>Balance</p> <p>Equipment</p>

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Health and Self-care	<p>3. Clearly communicates their need for potty or toilet.</p> <p>4. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>5. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>6. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>1. Can tell adults when hungry or tired or when they want to rest or play.</p> <p>2. Observes the effects of activity on their bodies.</p> <p>3. Understands that equipment and tools have to be used safely.</p> <p>4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>5. Can usually manage washing and drying hands.</p> <p>6. 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.</p>	<p>1. Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>3. Shows some understanding that good practices with regard to eating and hygiene can contribute to good health.</p> <p>5. Shows understanding of how to transport and store equipment safely.</p> <p>6. Practices some appropriate safety measures without direct supervision.</p>	<p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>	Toilet Fasten Zip Unzip Up Down Hungry Full Tired Thirsty Tap Sink Soap Wash Dry Clean Spoon Knife Fork Eat drink
<b>Understanding The World</b>					
People and Communities	<p>2. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>3. Beginning to have their own friends.</p>	<p>2. Remembers and talks about significant events in their own experience.</p> <p>5. 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.</p>	<p>1. Enjoys joining in with family customs and routines.</p>	<p><b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>	Family Me Friends Same Different Unique Strengths Weaknesses Difficult Easy Celebrations Theatre Easter Mother's day Shrove Tuesday World Book Day Comic Relief

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The World	<ol style="list-style-type: none"> <li>1. Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>2. Notices detailed features of objects in their environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>3. Talks about why things happen and how things work.</li> <li>4. Developing an understanding of growth, decay and changes over time.</li> <li>5. Shows care and concern for living things and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Looks closely at similarities, differences, patterns and change.</li> </ol>	<b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>	Grow/growing/growth Plants Trees Branches Leaves Roots Sticks Spring New life Animals (animal names and sounds) Outdoor area Environment Similarities Differences Change Pattern Decay
Technology	<ol style="list-style-type: none"> <li>1. Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>2. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>2. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>4. Knows that information can be retrieved from computers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completes a simple program on a computer.</li> <li>2. Uses ICT hardware to interact with age-appropriate computer software.</li> </ol>	<b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b>	Computer Mouse Keyboard Screen Click Lift Press Push Pull Turn Twist



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Expressive Arts and Design					Sing Song Bang Shake Tap Music Sound Instrument Dance Build Construct Balance Materials Textures Rough Smooth Hard Soft Sticky Spongy squash

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Exploring and using media and materials	<ol style="list-style-type: none"> <li>1. Joins in singing favourite songs.</li> <li>2. Creates sounds by banging, shaking, tapping or blowing.</li> <li>3. Shows an interest in the way musical instruments sound.</li> <li>4. Experiments with blocks, colours and marks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games.</li> <li>2. Sings a few familiar songs.</li> <li>3. Beginning to move rhythmically.</li> <li>4. Imitates movement in response to music.</li> <li>7. Explores colour and how colours can be changed.</li> <li>8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>10. Uses various construction materials.</li> <li>11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>12. Joins construction pieces together to build and balance.</li> <li>13. Realises tools can be used for a purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begins to build a repertoire of songs and dances.</li> <li>3. Explores what happens when they mix colours.</li> <li>5. Understands that different media can be combined to create new effects.</li> <li>6. Manipulates materials to achieve a planned effect.</li> <li>7. Constructs with a purpose in mind, using a variety of resources.</li> <li>8. Uses simple tools and techniques competently and appropriately.</li> <li>9. Selects appropriate resources and adapts work where necessary.</li> <li>10. Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ol>	<p><b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p>Draw Colour Pencil Pencil crayons Paint Sing Share Play</p> <p>N/B* Vocabulary will be linked to their own role-play experiences.</p>

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Being Imaginative	<ol style="list-style-type: none"> <li>1. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>2. Beginning to make-believe by pretending.</li> </ol>	<ol style="list-style-type: none"> <li>2. Uses movement to express feelings.</li> <li>3. Creates movement in response to music.</li> <li>4. Sings to self and makes up simple songs.</li> <li>6. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>7. Engages in imaginative role-play based on own first-hand experiences.</li> <li>8. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>9. Uses available resources to create props to support role-play.</li> <li>10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create simple representations of events, people and objects.</li> <li>2. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>3. Chooses particular colours to use for a purpose.</li> <li>4. Introduces a storyline or narrative into their play.</li> <li>5. Plays alongside other children who are engaged in the same theme.</li> <li>6. Plays cooperatively as part of a group to develop and act out a narrative.</li> </ol>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	

EYFS HNB

Jungle/Animals

Spring

