

# Banks Lane Infant and Nursery School EYFS Provision map: Nursery



Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<ul style="list-style-type: none"> <li>*Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</li> <li>*Feels strong enough to express a range of emotions.</li> <li>*Feel confident to move around Nursery, and enjoy exploring new places with their key person.</li> <li>*Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries).</li> </ul>	<ul style="list-style-type: none"> <li>*Be increasingly able to talk about and manage their emotions</li> <li>*Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>*Develop friendships with other children.</li> <li>*Safely explore emotions beyond their normal range through play and stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>*Develop their sense of responsibility and membership of a community.</li> <li>*Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>*Show more confidence in new social situations.</li> <li>*Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>*Increasingly begin to follow rules, understanding why they are important.</li> <li>*Do not always need an adult to remind them of a rule.</li> <li>*Develop appropriate ways of being assertive.</li> <li>*Talk with others to solve conflicts.</li> <li>*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>*Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>*To be able to play in a group with friends, and make up ideas of things to do and games to play.</li> <li>*To begin to manage feelings and talk about emotions</li> <li>*To understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>*To be responsible and be confident to be part of my community.</li> <li>*To be ready for new experiences like starting school.</li> <li>*To learn how to be assertive.</li> <li>*To be able to follow rules and know why they are important.</li> <li>*To begin to find solutions to quarrels and rivalries.</li> <li>*To be able to follow the rules without an adult reminding me.</li> </ul>
C&L	<ul style="list-style-type: none"> <li>*Understand and act on longer sentences like make teddy jump or find your coat.</li> <li>*Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>* Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>*Identify familiar objects and properties for practitioners when they are described. For example: 'Jack's coat', 'blue car', 'shiny apple'.</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoy listening to longer stories and can remember much of what happens.</li> <li>*Can find it difficult to pay attention to more than one thing at a time.</li> <li>*Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>*Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>*Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>*Learns lots of new words and use them in play.</li> </ul>	<ul style="list-style-type: none"> <li>*Starts a conversation with adults and friends.</li> <li>*Enjoys listening to longer stories and can remember what happens in them.</li> <li>*Understand a question with two parts like "Can you get your coat and wait by the door please?"</li> <li>*Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</li> <li>*Focuses on a chosen activity for at least ten minutes.</li> </ul>	<ul style="list-style-type: none"> <li>*Join in at group time by putting up hand and waiting their turn to talk.</li> <li>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions.</li> <li>*Uses longer sentences of four to six words when talking</li> <li>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</li> <li>*Sits quietly and listen for fifteen minutes.</li> <li>*Able to move away from distractions when concentrating.</li> </ul>
PD	<ul style="list-style-type: none"> <li>*Continue to develop their movement, balancing, riding (scooters and trikes) and ball skills.</li> <li>*Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>*Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>*Uses large muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>*Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<ul style="list-style-type: none"> <li>*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>*Use a comfortable grip with good control when holding pens and pencils.</li> <li>*Start to eat independently and learning how to use a knife and fork.</li> <li>*Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>*Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>*Make healthy choices about food, drink, activity.</li> <li>*Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	<ul style="list-style-type: none"> <li>*Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands.</li> <li>*Goes up steps and stairs, or climb up apparatus, using alternate feet</li> <li>*Uses large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>*Continue to develop movement, balancing, riding (scooters and trikes) and ball skills.</li> <li>*Able to eat independently and use a knife and fork</li> <li>*Uses a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>*Is independent and helps to get dressed and undressed.</li> <li>*Makes healthy choices about food, drink, activity and tooth brushing</li> <li>*Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>*To have an awareness of safety and manage own risks.</li> <li>*Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>*Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</li> <li>*Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line</li> <li>*Beginning to write letters or marks that can be recognised.</li> </ul>
Lit	<ul style="list-style-type: none"> <li>*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</li> <li>*Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>*Repeat words and phrases from familiar stories.</li> <li>*Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>*Make marks on their picture to stand for their name (recognise important prints to me).</li> <li>*Name and talk about the different parts of a book (front cover / back cover / spine / pages).</li> <li>*To know that text has a meaning.</li> <li>*To know that text is read from left to right and top to bottom in English.</li> </ul>	<ul style="list-style-type: none"> <li>*Engage in extended conversations about stories, learning new vocabulary</li> <li>*Enjoy drawing freely.</li> <li>*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>* Make marks on their picture to stand for their name.</li> <li>* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>*Begin to explore initial sounds in familiar words.</li> <li>*To know that letters are used to make up words.</li> <li>*To know that each letter makes a sound – focussing on sounds in their names.</li> <li>*Learn that stories have a character, setting, problem and solution.</li> <li>*Begin to acknowledge initial sounds and their relevance in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>*Begin to write familiar letters (letters in their name).</li> <li>*Adults will consistently model correct formation.</li> <li>*Find and identify familiar letters (letters in their name).</li> <li>*Talk about and retell a range of familiar stories.</li> <li>*To know that each letter makes a sound.</li> <li>*Join in with repetition within stories and rhymes.</li> <li>*Be able to talk about stories (character, setting, problem and solution).</li> </ul>	<ul style="list-style-type: none"> <li>* Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>-Page sequencing</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>* Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> </ul> </li> <li>*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>*Clap out syllables in a word</li> <li>*Begin to form some letters correctly (letters in their name).</li> <li>*Be able to talk about their marks with confidence.</li> <li>*Be able to talk about sounds they have identified from Unit 1 Phonics International.</li> <li>*Join in with repetition within stories.</li> <li>*Be able to talk about the different parts of a story.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>*Says what the marks, shapes, letters and pictures that they make mean.</li> <li>*Able to 'map' out a familiar story through drawing.</li> <li>*Knows that stories have beginnings and endings and sometimes guess how the story will end.</li> <li>*Has conversations about stories and learn new vocabulary.</li> <li>*Hear and says the first sound in a word when you say the word and be able to sign the letter.</li> <li>*Able to make up own stories, with a character, setting, problem and solution.</li> <li>*Recognise words with the same initial sound orally</li> <li>*Writes some letter sounds accurately.</li> <li>*To know that blending sounds makes words.</li> <li>*Join in repetition within stories.</li> <li>*Be able to talk about the different parts of a story.</li> </ul>	<ul style="list-style-type: none"> <li>*To write some or all of my name.</li> <li>*To write some letters accurately.</li> <li>*To talk about the places and people in stories and the important things that are happening.</li> <li>*To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word.</li> <li>*To understand that different words and print have different purposes.</li> <li>*Able to say lots of words that rhyme with a word like 'cat'.</li> <li>*To be able to Orally segment and Blend CVC words.</li> <li>*to know that letters make sounds.</li> <li>*To use some of their letter sound knowledge in their early writing.</li> <li>*To mark make for a purpose and be able to talk about the marks.</li> <li>To join in repetition in stories.</li> <li>*To engage in extended conversations about stories.</li> <li>*Make predictions about a story using the relevant vocabulary with confidence.</li> </ul>

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Pre PI	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination)</li> <li>*Introduce the whole alphabet linked to first names.</li> </ul>	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination).</li> <li>*Introduce a letter name and sound each week – The alphabet order.</li> <li>*Continue Pen disco and large body movements, writing the sound in the air.</li> </ul>	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination).</li> <li>*Listening to and remembering letter name and sounds.</li> <li>*Continue 1 letter name and sound per week.</li> <li>*Continue writing the sounds in the air, move to pen if appropriate.</li> <li>*Fred talk – verbally segmenting and blending.</li> </ul>	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination).</li> <li>*Listening to and remembering letter name and sounds</li> <li>*Continue 1 letter name and sound per week.</li> <li>*Continue writing the sounds in the air, move to pen if appropriate.</li> <li>*Fred talk – verbally segmenting and blending.</li> </ul>	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination).</li> <li>*Continue to introduce 1 letter name and sound a week and writing sounds.</li> <li>*Fred talk continued.</li> <li>*Introduce non decodable words.</li> </ul>	<ul style="list-style-type: none"> <li>*Tuning in to sounds (auditory discrimination).</li> <li>*Complete and review the alphabet names and sounds.</li> <li>*Continue Fred talk.</li> <li>*Continue non decodable words.</li> <li>*Continue CVC word cards / group reading sessions.</li> </ul>
Math	<ul style="list-style-type: none"> <li>Geometry:</li> <li>*Colours 2 weeks – recognising, naming and matching colours.</li> <li>*Sorting 2 weeks – Sorting by various attributes.</li> <li>*Pattern 2 weeks – Continuing AB patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement:</li> <li>*Size 1 week – using the language of size.</li> <li>Number and Place value:</li> <li>*Counting principles 2 weeks</li> <li>*Comparing 2 weeks – comparing amount of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value:</li> <li>*Exploring and understanding number 1 (2 weeks).</li> <li>*Exploring and understanding number 2 (2 weeks).</li> <li>*Exploring and understanding number 3 (2 weeks).</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value:</li> <li>*Exploring and understanding number 4 (2 weeks).</li> <li>*Exploring and understanding number 5 (2 weeks).</li> <li>*Exploring and understanding number 6 (2 weeks).</li> </ul>	<ul style="list-style-type: none"> <li>Shapes:</li> <li>*Focus on properties of shapes.</li> <li>*Selects a particular shape.</li> <li>*Talk about and explore “D and 3D shapes (e.g. circles, rectangles, cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>*Begin to use words like round and flat when talking about shapes.</li> <li>*Chooses the right shape for a task like a flat surface for building, a triangular prism for a roof etc.</li> <li>*Able to combine shapes to make a new one.</li> <li>*Recognise and name all 2D and 3D shapes.</li> <li>My Day:</li> <li>*Ordering events of the day.</li> <li>Length and height:</li> <li>*Long, short, tall and comparing lengths.</li> </ul>	<ul style="list-style-type: none"> <li>Weight:</li> <li>*Light and heavy and comparison.</li> <li>Capacity:</li> <li>*full, half full, empty and comparison.</li> <li>Positional language:</li> <li>*Using language related to position and direction.</li> <li>*Understand position through words alone.</li> <li>*Discuss routes and locations using words like ‘in front of’ or ‘behind’.</li> </ul>
UW	<ul style="list-style-type: none"> <li>*Make connections between the features of their family and other families.</li> <li>*Notice differences between people.</li> <li>*Explore and respond to different natural phenomena in their setting.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to make sense of their own life-story and family’s history</li> <li>*Explore how things work.</li> <li>*Plant bulbs and care for growing plants.</li> <li>*To be able to identify similarities and differences between themselves and their peers.</li> <li>*to know that some celebrations are specific to some cultures, e.g. Diwali is celebrated by Hindus, Hannukah is celebrated by Jewish people and Christmas is celebrated by Christians</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to understand the key features of the life cycle of a plant and an animal.</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>*To learn about Chinese New Year.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to talk about the differences between materials and changes they notice.</li> <li>*Continue to develop positive attitudes about the differences between people.</li> <li>*Shows an interest in different occupations.</li> <li>*To learn about Easter.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses all of their senses to explore natural materials.</li> <li>*Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently.</li> <li>*Talks about plants and animals that interest them, like next door’s dog that barks and the really tall tree in the park</li> <li>*Talks about people and times that are special to them and their family and friends, like “remember the party when we had fireworks and big bangs.</li> <li>*Joins in with routines, like going shopping, and times that are special to them and their family like birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>*Understands the key features of the life cycle of a plant and an animal.</li> <li>*Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</li> <li>*Begin to make sense of their own life-story and my family’s history</li> <li>*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</li> </ul>
EAD	<ul style="list-style-type: none"> <li>*Use their imagination as they consider what they can do with different materials.</li> <li>*Make simple models which express their ideas.</li> <li>*Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> <li>*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>*Listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>*Join different materials and explore different textures.</li> <li>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>*Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<ul style="list-style-type: none"> <li>*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>*Plays instruments with increasing control to express feelings and ideas.</li> <li>*Remember and sing whole songs.</li> <li>*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark.</li> </ul>	<ul style="list-style-type: none"> <li>*Safely uses and explores lots of different tools such as scissors.</li> <li>*Makes up stories when playing, like superheroes rescuing people from a building.</li> <li>*Chooses the things they want to use to make something. If their ideas don’t work, they can choose something else or change the way they do something.</li> <li>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</li> <li>*Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features.</li> <li>*Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>