



C&L Prime	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<ul style="list-style-type: none"> <li>* Children have a daily RWI phonics lessons and activity</li> <li>*Children have new vocabulary with dictionary definitions for all focus lessons.</li> <li>*Adults model and repeat back correctly, grammatically, and will encourage those high quality interactions between children and adults.</li> <li>*Adults are language radiators.</li> <li>* Children are constantly encouraged to discuss, make comments and ask questions throughout the day.</li> <li>* Children are encouraged to understanding between the times for active listening and active discussion.</li> <li>*Children learn and practise a Nursery Rhyme.</li> <li>*Children have access to child initiated learning time and encouraged to further develop their communication and language skills with peers and adults for support.</li> <li>*Daily stories read to them involving high quality texts.</li> </ul>	<ul style="list-style-type: none"> <li>*Children have a story read to them on a daily basis and talk about the story.</li> <li>*Every child will be spoken to and have a conversation with an adult where adults are 'language radiators'.</li> <li>*Adults model and repeat back correctly grammatically.</li> <li>*Children are active participants</li> <li>*Children learn and practise a Nursery Rhyme.</li> <li>*All children have opportunity to share news and views at the end of each day during circle time</li> <li>*Where English is an additional language children are supported to learn key words using their home language where possible.</li> <li>* Makaton signs are used alongside everyday language.</li> <li>*Children engage with self-chosen activities and encouraged to develop their communication language and language skills with their peers as well as supporting adults.</li> </ul>	<ul style="list-style-type: none"> <li>*Children have a story read to them on a daily basis.</li> <li>*Every child will be spoken to and have a conversation with an adult.</li> <li>*Adults are language radiators.</li> <li>*Adults model and repeat back correctly grammatically / extending the phrases e.g. 'apple. .It is an apple'.</li> <li>*Children are encouraged to engage and communicate during the start of their session at circle time where we complete self-registration, discuss the weather, days of the week and the session routine.</li> <li>*Children participate in daily activities where communication is always encouraged.</li> <li>*Makaton is used alongside speech throughout the day to Promote Communication.</li> </ul>
	<p>Reception Early Learning Goal</p> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>*Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Able to speak in sentences of 4 to 6 or more words.</li> <li>*Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.</li> <li>*Can understand and respond appropriately to a 'why' question.</li> <li>*Able to sit for short, carpet time teaching (like listening to a story)</li> <li>*Able to communicate with their peers whilst they play, making relevant comments to the conversation / activity.</li> <li>*Enjoys listening to stories and talking about the pictures and what happened in the story with an adult.</li> </ul> <p>Sing a large repertoire of songs, know many Nursery Rhymes and be able to talk about familiar books and be able to tell a long story.</p> <p>Can start a conversation with an adult or friend and continue it for many turns.</p> <p>Use talk to organise play .. You sit there...I'll be the driver</p>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Can understand and respond appropriately to a 'what' question</li> <li>* Can focus on an activity for a short amount of time with an activity of their own choice.</li> <li>*Can successfully pronounce multisyllabic words such as 'banana' or 'computer'.</li> <li>*Can understand and follow simple instructions such as 'give that to me' or 'sit down' etc..</li> <li>*Can communicate and be understood by using simple phrases e.g. 'my juice', 'all gone' etc. . .</li> <li>*Start to say how they feel using words as well as actions.</li> </ul>

PD Prime	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<p>Reception Early Learning Goal</p> <p><u>Cross Motor Skills</u></p> <ul style="list-style-type: none"> <li>*Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>*Demonstrate strength, balance and coordination when playing.</li> <li>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</li> <li>*Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>*Begin to show accuracy and care when drawing.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Able to make marks on paper whilst developing their pencil grip and control and show preference for a dominant hand</li> <li>*Able to catch a large ball</li> </ul> <p>Able to use scissors confidently and safely to make snips in paper or cut round simple shapes</p> <p>Continue to develop their movements balancing, skipping, hopping, jumping</p> <p>Be increasingly independent when dressing and undressing eg putting coats on and doing up zips.</p> <p>Be increasingly independent with meeting their own care needs eg. brushing own teeth, using the toilet and washing and drying hand thoroughly.</p> <p>Make healthy choice with regard to food and drink.</p> <p>.</p>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Able to use the Little Learners push along's without much adult support</li> <li>*Children will use a palmer grasp to make marks using things like chunky crayons / felts.</li> <li>*Children can move in a variety of ways</li> <li>*Children can use a spoon independently and feed themselves with 'finger foods'.</li> <li>*Able to kick a ball Try hard to throw and catch.</li> <li>*Children are able to jump with both feet leaving the ground.</li> <li>*Children explore different materials and tools to make marks.</li> </ul>

PSED Prime	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<p><u>Reception Early Learning Goal</u> <u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>*Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>*Explain the reasons for rules know right from wrong and try to behave accordingly.</li> <li>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>*Work and play cooperatively and take turns with others.</li> <li>*Form positive attachments to adults and friendships with peers.</li> <li>*Show sensitivity to their own and to others' needs.</li> </ul>	<p><u>Nursery Goal</u></p> <ul style="list-style-type: none"> <li>*Able to play alongside other children in the setting independently.</li> <li>*Able to understand and follow the class and school rules.</li> <li>*Have at least one good friend who they share experiences with.</li> <li>*Beginning to understand how others are feeling and show empathy is a child is sad or upset</li> <li>*Able to share resources, sometimes needing support from an adult.</li> <li>*Able to move from activity to activity independently during child initiated time, sometimes with support from an adult.</li> <li>*Able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands)</li> </ul>	<p><u>Little Learners Goal</u></p> <ul style="list-style-type: none"> <li>*Able to tell an adult when they need to use the toilet and are beginning to become more independent.</li> <li>*Able to wait for their turn, sometimes with an adult to support.</li> <li>*Able to communicate their own feelings to others.</li> <li>*Children have developed their own friendships with other children.</li> <li>*Children understand how to use 'kind hands' with support from an adult.</li> </ul>
	<ul style="list-style-type: none"> <li>*Children are encouraged to work as a team and be a 'good partner'.</li> <li>**Children are given opportunities to respond to an instruction given by an adult.</li> <li>*Resilience is actively encouraged through discussions and modelling of behaviour from the adults.</li> </ul>	<ul style="list-style-type: none"> <li>*Children join in daily discussions in regards to school and classroom rules.</li> <li>*Daily carpet time encourages children to talk about and understand their feelings</li> <li>*Positive relationships are promoted through daily 'tidy up time' where the benefits of team work are celebrated</li> <li>*Resources are limited to promote 'good sharing' and children are supported to share them fairly and are taught to resolve their own conflicts.</li> <li>Children are encouraged to respect each other and have respect for resources and they will learn how to look after them</li> </ul>	<ul style="list-style-type: none"> <li>*Children are encouraged to be kind to others and share their toys.</li> <li>*Children have the chance to sit together as a group throughout the session.</li> <li>*Children are encouraged to talk about their feelings.</li> <li>*During circle time, children are encouraged to discuss their Emotions.</li> <li>*Children are given a choice on what toys they access, and we follow the children's interests during their play.</li> <li>*Provide a nurturing environment where children feel safe and have a good relationship with their key workers</li> </ul>

Literacy Specific	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<p>Reception Early Learning Goal</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>*Anticipate (where appropriate) key events in stories.</li> <li>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>*Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>*Read words consistent with their phonic knowledge by sound blending.</li> <li>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>*Write recognisable letters, most of which are correctly formed.</li> <li>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>*Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Able to write the majority of their first name.</li> <li>*Recognise their own name on a name card from a small choice of 5.</li> <li>*Able to hear and identify the initial sound in words that are said orally</li> <li>*Beginning to understand oral blending from an adult e.g. Look Nursery I have on my head a h-a-t...hat!</li> <li>*Able to identify the initial sound in words</li> <li>*Understand that print has meaning and can name the different parts of a book.</li> <li>Use some of their print and letter knowledge in their early writing for example writing a pretend shopping list.</li> <li>Able to spot and suggest rhymes and clap out syllables in words.</li> </ul>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Able to repeat words and phrases from a familiar story.</li> <li>*Make marks and give meaning to the marks e.g. that says Mummy or that is my name.</li> <li>*Develop play around stories.</li> <li>*Sing songs independently</li> </ul>
	<ul style="list-style-type: none"> <li>*Children receive a daily phonics lesson (RWI) and will practice recognising sounds, reading tricky words, segmenting, blending and writing words and then sentences.</li> <li>*Children have words orally segmented to them so they practise their oral blending skills.</li> <li>*Children have daily access to a writing and or reading activity during child initiated activity both indoors and outdoors.</li> <li>*Children have access to a fine motor activity on a daily basis through child-initiated activities.</li> <li>*Children have high quality texts read to them to further encourage use of aspirational vocabulary.</li> <li>* Children practise writing their name on a daily basis using a writing over frame or a name label.</li> <li>*Pencil grip is corrected</li> <li>*Children have access to a variety of mark making / writing materials within continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>Children receive a daily RWI phonics lesson or phase 1 phonics</li> <li>*Children have a story read to them / shared with them every day.</li> <li>*Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>*Children have access to a range of age appropriate books within continuous provision.</li> <li>*Children experience practising oral blending with an adult throughout the day e.g. 'Go and get on your c-oa-t...coat.</li> <li>*Children practise a Nursery Rhyme</li> <li>*Children are encouraged to find their own name card during registration</li> <li>*Adults model writing on a whiteboard and other surfaces throughout the session and emphasise pencil grip</li> <li>*Adults plays games such as 'spy' to develop awareness of initial sound</li> </ul>	<ul style="list-style-type: none"> <li>*Children have a story read to them / shared with them every day.</li> <li>*Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>*Children have access to a range of age appropriate books within continuous provision.</li> <li>*Children have a music and movement every session and are encouraged to join in and sing along.</li> <li>*Children have access to the whiteboard and pens to mark make freely.</li> <li>*Children are encouraged to hold the mark making tools correctly for their age.</li> <li>*During self-registration children are supported to select their picture and name to stick on a board to encourage name recognition.</li> </ul>

Maths Specific	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<p>Reception Early Learning Goal</p> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>*Have a deep understanding of number to 10, including the composition of each number.</li> <li>*Subitise (recognise quantities without counting) up to 5.</li> <li>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</li> <li>*Can complete 'inset' puzzles.</li> </ul> <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>*Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>*Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Able to subitise to 3 (using numicon or dice)</li> <li>*Have a deep understanding of numbers to 5 (to include counting using a 5 frame, recognising the numerals, talking about more and less)</li> <li>*Able to name and recognise some 2D shapes (square, triangle, rectangle and circle) and begin to explore 3D shapes</li> <li>*Able to verbally count up to 10 (and possibly beyond to 20) confidently by rote</li> <li>*Able to use words like long, short, tall and short and understand their meaning.</li> <li>*Able to touch count accurately up to 5</li> <li>*Can create and continue ABAB patterns.</li> </ul>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Engage in number songs and rhymes with an adult.</li> <li>*Able to use gestures or simple phrases to compare objects e.g. small, big, heavy, little.</li> <li>*Able to count orally within everyday contexts</li> <li>*Able to count items.</li> <li>*Notice patterns and arrange things in patterns</li> <li>*Can complete inset puzzles</li> </ul>

EAD Specific	<p>Reception Daily Offer</p> <ul style="list-style-type: none"> <li>*Children have free access to a range of musical instruments through continuous provision, including tuned and un tuned percussion instruments.</li> <li>* Children have free access to a range of artistic resources, such as glue, collage, felts, pencil crayons etc. . . through continuous provision.</li> <li>*Children have at least one EAD child initiated activity.</li> <li>*Children learn about a few, key artists across the year and develop their skills in this area using a variety of methods.</li> <li>*Children are taught EAD skills throughout the year with an adult.</li> <li>*Children have lessons taught to them by a music specialist every week.</li> <li>*Children listen to various music every day during child initiated learning and given the opportunity to dance along, if they wish to do so.</li> <li>*Children have direct access to a variety of construction, such as wooden building blocks, natural resources, small bricks and Lego to design and build their own models and structures.</li> </ul>	<p>Nursery Daily Offer</p> <ul style="list-style-type: none"> <li>*Children sing on a daily basis, including a variety of Nursery Rhymes – revisiting 5 main ones (Twinkle, twinkle little star, Humpty Dumpty, Baa Baa Black sheep, Old McDonald, caught a fish alive)</li> <li>* A range of creative resources are freely available to children through continuous provision and children are encouraged to select independently and request any additional equipment they need.</li> <li>*Children listen to a range of music throughout the session and have the opportunity to make up their own dances.</li> <li>*Children sing and practise a nursery rhyme daily.</li> <li>*Children have opportunity to engage in ‘helicopter story’ sessions.</li> <li>*Children are introduced to the artistic methods of key artists over the year and have opportunities to incorporate them during child initiated learning.</li> <li>*Children learn to name colours and are encouraged to explore what happens when they are mixed during continuous provision</li> </ul>	<p>Little Learners Daily offer</p> <ul style="list-style-type: none"> <li>*Children sing on a daily basis, including a variety of Nursery Rhymes</li> <li>*Children have access to the role-play and home corner resources.</li> <li>*Resources are used to make simple models to express the children’s ideas during play.</li> <li>*Children partake in a Music and movement exercise.</li> <li>*Painting, sticking and messy play activities are set up during the session.</li> <li>*The water tray or sand tray is made available with a variety of different colours and textures.</li> </ul>
	<p>*Children sing and practise a nursery rhyme every week</p> <p>Reception Early Learning Goal</p> <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> <li>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>*Share their creations, explaining the process they have used.</li> <li>*Make use of props and materials when role-playing characters in narratives and stories.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>*Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>*Sing a range of well-known nursery rhymes and songs.</li> <li>*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Knows and sings familiar Nursery Rhymes.</li> <li>*Able to safely use tools like scissors and tweezers</li> <li>*Able to draw with increasing detail, like including eyes and a mouth on a face.</li> <li>*Take part in imaginative play, taking on roles.</li> <li>*Explore musical instruments and enjoy making different sounds.</li> <li>* Explore mixing colours.</li> <li>*Experiments with creating models using different materials, talking about what they are going to make before or during the process.</li> </ul>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Knows and sings familiar Nursery Rhymes with support from an adult.</li> <li>*Create drawings and are able to say what it is.</li> <li>*Take part in imaginative play with support from an adult (pretending to make a cup of tea, bake a cake etc. . .)</li> <li>*Use materials to create different models.</li> <li>*Able to successfully name most primary and secondary colours.</li> </ul>

UW	Reception Daily Offer	Nursery Daily Offer	Little Learners Daily offer
	<ul style="list-style-type: none"> <li>*Children have access to the outdoor area on a daily basis and are encouraged to explore the natural world.</li> <li>*Adults support conversations and observations of the natural world by making comments and asking leading questions.</li> <li>*Children use the calendar on a daily basis, and revisit the seasons through this with pattern.</li> <li>* Children are taught key skills and knowledge with an adult every other week with a UW focus.</li> </ul>	<ul style="list-style-type: none"> <li>*Children complete a daily weatherboard and are supported to discuss their observations of the world during circle time.</li> <li>*Family photographs are on display for both children and staff and these are referred to frequently.</li> <li>*Children have access to some multi-cultural resources within continuous provision.</li> <li>* Children have free access to the outdoor area and are encouraged to explore the natural world daily.</li> <li>*Adults support children's observations with a range of provocations and leading questions.</li> <li>*Children are encouraged to make links between the environments they encounter through carefully chosen, high quality texts and those they have experienced themselves.</li> </ul>	<ul style="list-style-type: none"> <li>*Children have access to natural materials both indoors and outdoors.</li> <li>*The children discuss the weather daily during circle time and Talk about weather</li> <li>*The self-portraits and our family photos are on show for the children to make connections between their families and other children's families.</li> </ul>
	<p>Reception Early Learning Goal</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>*Talk about the lives of the people around them and their roles in society.</li> <li>*Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</li> <li>*Understand the past through settings, characters and events encountered in books read in class.</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>*Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>*Show an interest in different local occupations and wider ones.</li> <li>*Know and enjoy celebrating a wide range of religious celebrations.</li> <li>*Enjoy exploring and talking about changes they see, such as the seasons.</li> <li>*Talk about things that have happened in the past, such as Birthdays or celebrations.</li> <li>*Able to talk about different environments such as mountains, deserts, forests and the ocean.</li> <li>*Understand where they live and their street.</li> </ul>	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>*Know they live at home and are able to talk about it.</li> <li>*Enjoy exploring natural materials both indoors and outdoors.</li> <li>*Notice and talk about changes, such as the weather (rain, sun etc ..)</li> <li>*Make comments about their own families, using photos to support.</li> <li>*Notice differences between people.</li> </ul>