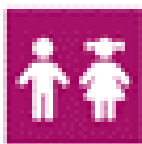


CGPS Nursery Coverage Map 2021-22



Personal Social and Emotional Development

Personal,
Social &
Emotional
Development

	Autumn	Spring	Summer
Building Relationships	<p><i>I can keep my play going by responding to what others are saying or doing.</i></p> <p><i>I can demonstrate friendly behaviour and form good relationships with peers and familiar adults.</i></p>	<p><i>I can play with one or more other children, extending and elaborating play ideas.</i></p>	<p><i>I have developed a sense of responsibility and membership of a community.</i></p>
Managing Self	<p><i>I can select and use activities and resources, with help when needed. This helps me achieve my chosen goal or one which is suggested to me.</i></p> <p><i>I welcome and value praise for what I have done.</i></p>	<p><i>I show more confidence in new social situations.</i></p> <p><i>I show confidence in asking adults for help.</i></p>	<p><i>I am more outgoing with unfamiliar people, in the safe context of my setting.</i></p> <p><i>I enjoy the responsibility of carrying out small tasks.</i></p>
Self-Regulation	<p><i>I can talk about my feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</i></p> <p><i>I am increasingly following rules, understanding why they are important.</i></p>	<p><i>I do not always need an adult to remind me of a rule.</i></p> <p><i>I am beginning to understand how others might be feeling.</i></p> <p><i>I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</i></p> <p><i>I can talk with others to solve conflicts.</i></p>	<p><i>I am developing appropriate ways of being assertive.</i></p> <p><i>I can help to find solutions to conflicts and rivalries.</i></p> <p><i>I can usually adapt my behaviour to different events, social situations and changes in routine.</i></p>

CGPS Nursery Coverage Map 2021-22





Communication and Language

Communication & Language

	Autumn	Spring	Summer
Listening, attention and understanding	<p>I can find it difficult to pay attention to more than one thing at a time.</p> <p><i>I can listen to others one to one or in small groups.</i></p> <p><i>I can focus my attention without adult support</i></p>	<p>I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p><i>I can join in with repeated refrains and anticipate key events in rhymes and stories</i></p>	<p>I enjoy listening to longer stories and I can remember much of what happens.</p> <p>I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</p>
Speaking	<p>I can use longer sentences of four to six words.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p><i>I can retell a simple past event in the correct order.</i></p>	<p>I can use a range of tenses (play, playing. Played), but sometimes</p> <p>I have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>I can usually pronounce most words correctly but I may have problems saying: -Some sounds: r, j, th, ch, and sh Multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>I can use talk to connect ideas, explain what is happening and anticipate what might happen next.</p>	<p>I can use a wider range of vocabulary.</p> <p>I can sing a large repertoire of songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books</p> <p>I can tell a long story.</p>

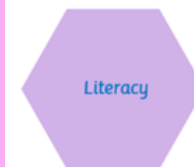
CGPS Nursery Coverage Map 2021-22

 <h2 style="margin: 0;">Physical Development</h2> 			
	Autumn	Spring	Summer
Gross Motor Skills	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example,</p> <p>I can decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>I am developing my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>I am beginning to take part in some group activities which I make up for myself, or in teams.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I am beginning to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
Fine motor	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I am beginning to eat independently using a knife and fork.</p> <p>I can show a preference for a dominant hand.</p>	<p>I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel.</p> <p>I can independently put my coat on.</p> <p>I am becoming more independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>I can trace some letters and numbers.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to zip up my coat.</p> <p>I can make healthy choices about food, drink, activity and toothbrushing.</p> <p>I can copy some letters from my name.</p>

CGPS Nursery Coverage Map 2021-22





Literacy



	Autumn	Spring	Summer
Reading-Comprehension	<p>I understand more complex sentences e.g. put your toys away and then we can read a book.</p>	<p>I understand the use of objects e.g. what do we use to cut things?</p> <p>I can respond to a sentence containing 3 information carrying words e.g give the blue cup to the doll.</p>	<p>I am beginning to understand how questions.</p>
Reading -Word reading	<p>I can look at books independently.</p> <p>I can handle a book carefully.</p> <p>I can hold books the correct way up and turn the pages one at a time.</p> <p>I can say and perform actions to a familiar nursery rhyme.</p>	<p>I can listen to stories with increasing attention and recall.</p> <p>I know that when I read I start at the top and go left to right.</p> <p>I can talk about the illustrations and print in books.</p> <p>I can count and clap syllables in a word</p> <p>I can join in conversations about stories, learning new vocabulary.</p> <p>I can say the rhyming word at the end of a familiar rhyme.</p>	<p>I can describe the characters in a story.</p> <p>I can name the different parts of a book.</p> <p>I can spot and suggest nursery rhymes.</p> <p>I can hear and sort objects by their initial sounds.</p> <p>I can read my name.</p> <p>I can recognise words with the same initial sounds.</p>
Writing	<p>I can break the flow of speech into words.</p> <p>I can draw/copy patterns.</p>	<p>I can copy my first name</p> <p>I can talk about the marks I have made when drawing, writing and painting.</p> <p>I can group my symbols and letters so they look like words.</p>	<p>I can write my first name from memory.</p> <p>I can write some letters in the alphabet accurately.</p> <p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>

CGPS Nursery Coverage Map 2021-22

		<h2>Mathematics</h2>			
	Autumn	Spring	Summer		
Number	<p>I can show 'finger numbers' up to 5.</p> <p>I can link numerals and amounts for 1, 2 and 3</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>I can link numerals and amounts (up to 5)</p>	<p>I can experiment with my own symbols and marks as well as numerals.</p>		
Numerical patterns	<p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p>I can quickly recognise up to 3 objects, without having to count them individually ('subitising').</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can match quantities of the same amount.</p>		
Shape, Space and Measures	<p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>I can understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>I can talk about and identifies the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>I can describe a familiar route.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>I can create and extend ABAB patterns – stick, leaf, stick, leaf.</p>	<p>I can combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I notice and correct an error in a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		

CGPS Nursery Coverage Map 2021-22



Understanding the World

Understanding the World

	Autumn	Spring	Summer
People, Culture and Communities	<i>I can show an interest in the lives of people who are familiar to me.</i>	<p>I can show an interest in different occupations and ways of life.</p> <p>I am developing continually a positive attitude about the differences between people.</p>	<p>I understand that there are different countries in the world.</p> <p>I can talk about the differences I have experienced or see in photos.</p>
Past and Present	<i>I can remember and talk about significant events in my own experience.</i>	<i>I can recognise and describe special times or events for my family or friends.</i>	<i>I am beginning to understand my own life-story and my family's history.</i>
The Natural World	<p>I can use all my senses in hands-on exploration of natural materials.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things</p>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I enjoy Planting seeds and caring for growing plants.</p> <p>I am beginning to explore how things work.</p>	<p>I can talk about what I see, using a wide vocabulary.</p> <p>I can understand the key features of the life cycle of a plant and an animal.</p> <p>I can explore and talk about different forces I can feel.</p> <p>I can talk about the differences between materials and changes I notice.</p>

CGPS Nursery Coverage Map 2021-22



Expressive Arts and Design

Expressive Arts
& Design

	Autumn	Spring	Summer
Creating with Materials	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I am beginning to be interested in and describe the texture of things.</p>	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can join different materials and explore different textures.</p>	<p>I can explore colour and how colour can be changed.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p>
Being Imaginative and Expressive	<p>I engage in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I can listen with increased attention to sounds.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p>	<p>I am beginning to develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>I can remember and sing entire songs.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can create my own songs, or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>