

Nursery KKP Document: Stanhope Primary School

Writing - Grammar

- GN.1 Know that an adult means more than one when adding an 's' on the end of words verbally. (E.g: can I have the pens?)
- GN.2 Know how to begin using plurals in their talk to represent singular or multiple things
- GN.3 Know how to use 'I' first person correctly when they are talking about themselves. (E.g: I would like a cake.)
- GN.4 Know that events have happened in the past and begin to explore vocabulary to talk about them
- GN.5 Know how to verbally use descriptive language
- GN.6 Know how to talk in a simple sentence, using 4-6 words
- GN.7 Know how to verbally use past tense with some accuracy, correcting their spoken language when modelled by an adult

Writing - Punctuation

- PUN.1 Know that words can be read
- PUN.2 Know what a symbol is and that they have meaning
- PUN.3 Show an awareness of the different symbols in books/texts. (? . !)
- PUN.4 Know why adults change their voice when reading a story
- PUN.5 Know that their voice can be changed to alter how they are feeling
- PUN.6 Know that they can use expression within play and when reading stories, by changing their voice
- PUN.7 Know what a question is and begin to answer and ask their own
- PUN.8 Demonstrate an awareness between lower-case and upper-case letters
- PUN.9 Know and recognise that their name starts with a capital letter
- PUN.10 Demonstrate an awareness of the letters in the alphabet and some of their accompanying sounds

Writing – Handwriting

- HN.1 Know how to sit upright without leaning or resting on a support
- HN.2 Know how to sit appropriately on a chair with their feet on the floor for short periods of time.
- HN.3 Know how to copy a simple sequence with ease, using both sides of my body to support bi-lateral movement
- HN.4 Know how to effectively complete activities that cross the midline with increased ease
- HN.5 Know and use tables effectively to complete short tasks
- HN.6 Know and become comfortable holding different mark making tools
- HN.7 Know and practise how to hold a pencil with the correct grip (tripod)
- HN.8 Know how to trace lines and patterns
- HN.9 Know how to copy an adult to practice both clockwise and anti-clockwise movements
- HN.10 Know how to form some letter shapes with increased accuracy. (Usually letters within their name)
- HN.11 Know that numbers have different formations, and some rhymes that accompany
- HN.12 Know how to trace number formation
- HN.13 Know that not all letters look the same and take interest in their formation
- HN.14 Know to practice following words with their fingers, whilst an adult reads
- HN.15 Know that letters make up words
- HN.16 Know that words work in a sequence, with spaces between them, when observing an adult modelling writing

Writing – Composition

- CN.1 Know that communication is for a purpose
- CN.2 Know that they can express their ideas through talk
- CN.3 Know and increasingly apply new vocabulary
- CN.4 Know how to verbally sequence a short story, event or activity using prompts
- CN.5 Know how to develop narrative within play
- CN.6 Know how to repeat a sentence when modelled by an adult if incorrect
- CN.7 Know to add or adapt work when supported by an adult
- CN.8 Know how to ascribe meaning to the marks they have made
- CN.9 Know how to share ideas aloud in a small group
- CN.10 Have an awareness of different writing genres (e.g: letters, invitations)
- CN.11 Know and talk about the different genres within play. (E.g: I am going to invite you to my party)

Reading

- RP N.1 Accesses reading areas with increased interest
- RP N.2 Seeks out books, texts and reading opportunities within the environment.
- RP N.3 Enjoy listening to longer stories and can remember much of what happens
- RP N.4 Looks at books with increased independence
- RP N.5 Looks and share books with their peers
- RP N.6 Asks to have books read to them
- RP N.7 Listens to stories with increased attention and interest
- RP N.8 Engage in daily story time, answering simple questions asked
- RP N.9 Show an increased interest in different text types as shared by the adult
- RP N.10 To have an awareness of both fiction and non-fiction
- RSU N.1 Make links to their own life and experiences from what they hear in books
- RSU N.2 Discuss what they have read with an adult to clarify understanding
- RSU N.3 With support can begin to ask what or why questions, during play or interaction to improve understanding
- RSU N.4 Scan the picture to locate specific information, based on question asked by an adult
- RSU N.5 Use of visual prompts and dual-coding opportunities to infer the meaning of unfamiliar words
- RSU N.6 *Adults to listen to the children's suggestions and highlight the correct meaning
- RSU N.7 To ask an adult what a word means, when they are unsure Children to show confidence in asking an adult for clarification on vocabulary that is new to them.
- RSU N.8 Visualise their understanding through talking about what they see in pictures
- RSU N.9 Make a prediction about what might happen next
- RSU N.10 Listen carefully to the stories that are shared
- RSU N.11 Make sense of what has been read by asking questions
- RV N.1 To increasingly apply new vocabulary, which they have acquired over the year in their talk
- RV N.2 Use of visual prompts and dual-coding opportunities to infer the meaning of unfamiliar words
- RRP N.1 Use picture or sequencing cards to represent understanding when asked a question about a story
- RRP N.2 Answer 'why' questions with increased confidence
- RRP N.3 Begin to use the word 'because' to explain
- RRP N.4 To ask an adult what a word means, when they are unsure
- RRP N.5 Begin to join in with oral recall of introduced poems, when supported by an adult
- RRP N.6 Engage with increasing confidence in oral story-telling using both talk and actions
- RRP N.7 Begin to develop story-telling narrative within their play
- RUW N.1 With some support is able to Link familiar story themes to their own experiences, e.g. illness, getting lost, going away
- RUW N.2 Know that stories have structure and can discuss some elements with an adult (beginning, middle, end)
- RUW N.3 Knows that the text is read left to right
- RUW N.4 Knows how to hold a book appropriately, turning the pages effectively
- RUW N.5 Have an awareness that the same story can often be written in different ways. (e.g alternate versions of traditional tales)
- RUW N.6 Discuss key and familiar elements of story telling language, applying it into play and learning
- RUW N.7 With support identify key parts of the text that they like/enjoy
- RR N.1 Know who key characters in stories are
- RR N.2 Can talk with some support about events within a familiar story
- RR N.3 Listen to the new words that are highlighted by an adult during reading
- RR N.4 With support can begin to ask 'what' questions when listening to a story
- RI N.1 Discuss what is happening in a picture and generate inference with support from an adult
- RI N.2 Make a prediction about what might happen next
- RI N.3 Learn repeated phrases from familiar stories
- RI N.4 Begin to understand new vocabulary and its meaning
- RI N.5 Listen to adult's model asking questions and take part in hot seating activities
- RI N.6 Begin to demonstrate an awareness between the story they hear and their own experiences
- RF N.1 Show an awareness towards retrieval through picture clues, and the information they have heard
- RF N.2 With some support is able to ask a simple question
- RF N.3 Shows awareness to the difference in layout between fiction and non-fiction
- RF N.4 Discuss the meaning of significant words met in reading linked to particular topics
- RF N.5 Have an awareness of what a non-fiction text is

History	
HN.1 know about and discuss an event that happened the previous day.	
HN.2 know who is in their family and their place within it	
HN.3 know about the lives of people who are familiar to them	
HN.4 know and talk about significant events, from their own experience	
HN.5 know that stories can tell you about the past	
HN.6 know how old they are and that they get older each year	HN.7 know the
words today, yesterday, tomorrow, before and after	HN.8 know what the words
'same' and 'different' mean	HN.9 know that some things change over time
HN.10 know that an action has an impact	

Computing
CN.1 know how to complete a simple program on an electronic device, (e.g. iPad, beebot)
CN.2 know how to acquire basic skills in turning on and operating some ICT equipment
CN.3 know how to operate simple equipment (e.g. turn on CD player, use a remote control, navigate touch-capable technology with support)
CN.4 know that an adult must be present when using the internet

Geography
GN.1 know there are different countries in the world
GN.2 know there are differences between countries and can talk about these, from experiences or photographs
GN.3 know the name of the town in which we live
GN.4 know the name of different features and objects in their immediate environment
GN.5 know that small world opportunities link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes)
GN.6 know how to use questions to find about the place where they live and the natural world
GN.7 know how to respect and care for the natural environment
GN.8 know how their behaviour can affect the environment
GN.9 know how to use simple observational equipment to support exploration of the natural environment

PE
PEN.1 know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability
PEN.2 know how to skip and hop on one leg
PEN.3 know how to stand on one leg and hold a pose for a game like musical statues
PEN.4 know how to maintain balance using hands and body to stabilise
PEN.5 know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes)
PEN.6 know how to throw a ball with increasing force and accuracy
PEN. 7 know how to catch a large ball by using two hands and their chest to trap it
PEN.8 know how to kick a stationary ball with either foot
PEN.9 know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike)
PEN.10 know how to run taking into account spatial awareness, adjusting speed to avoid obstacles
PEN.11 know how to listen and follow one simple instruction in a game
PEN.12 know how to run safely on whole foot
PEN.13 know how to walk, run and climb on different levels and surfaces
PEN.14 know how to jump up into the air with both feet leaving the floor
PEN.15 know how to jump forward a small distance
PEN.16 know how to follow adult-led instructions about moving safely
PEN.17 know how to move in response to music or rhythms heard
PEN.18 know how to take turns and share resources when playing games, with adult support
PEN.19 know that we breathe faster during exercise

RE (Nottinghamshire)	
REN.1 Know a collection of stories that are special	
REN.2 Know who is special to them	
REN.3 Know what times are special to them E.g. birthday, Christmas	
REN.4 Know what places are special to them	
REN.5 know that they belong in Nursery	REN.6 know how we care f
our immediate environment, e.g. classroom environment	

PSHE
PSHEN.1 know how to make healthy food choices during snack time
PSHEN.2 know there are healthy and unhealthy foods
PSHEN.3 know how to join in with whole group physical activities
PSHEN.4 know when we may sleep, e.g. nap time, bedtime
PSHEN.5 know how to look after our teeth
PSHEN.6 know when they need to go to the toilet
PSHEN.7 Know how to hand wash
PSHEN.8 know to wear a hat when it is sunny
PSHEN.9 know how to recognise their feelings using gestures and simple words, like “happy”, “sad”, “angry” or “worried”
PSHEN.10 know when you may need help
PSHEN.11 know what makes you happy
PSHEN.12 know likes and dislikes
PSHEN.13 know who can help
PSHEN.14 knows their own name
PSHEN.15 knows how to talk about themselves, sharing feelings and experiences with a familiar adult
PSHEN.16 know how to show confidence in new social situations, e.g. coming into Nursery.
PSHEN.17 know and develop appropriate ways of being assertive
PSHEN.18 know simple parts of the body, through song and rhyme, e.g. head, shoulders, knees and toes
PSHEN.19 know adults should help to keep us safe
PSHEN.20 know there are somethings we should not touch
PSHEN.21 know that we cross the road with a familiar adult
PSHEN.22 know some strangers are safe and others are not, e.g. policeman, unknown adult
PSHEN.23 know not to put unknown objects in their mouth
PSHEN.24 know who is special in their lives
PSHEN.25 know who their close friends are
PSHEN.26 know the people that make up their family
PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas
PSHEN.28 know how to develop friendships with other children.
PSHEN.29 know how to seek out others to share experiences
PSHEN.30 know friends might feel and think different things, and that is ok
PSHEN.31 know to look for a supportive adult for help in resolving conflict with peers
PSHEN.32 know actions have consequences
PSHEN.33 know that some things are private, e.g. toileting
PSHEN.34 know that their key worker will listen to worries, and act on them
PSHEN.35 know how to cooperate with familiar people, e.g. turn taking
PSHEN.36 know how others might be feeling.
PSHEN.37 know how to follow simple rules, without adult reminders
PSHEN.38 know they have responsibilities in Nursery
PSHEN.39 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on
PSHEN.40 know how to use money to buy objects, in imaginative play
PSHEN.41 know and explore, through play, that people have jobs

Art
ADN.1 know how to hold a pencil demonstrating, using a developmentally appropriate grip ADN.2 know how to effectively make marks on paper ADN.3 know how to use closed shapes with continuous lines ADN.4 know (S) and practice a range of gross motor movements that support the mechanics of drawing ADN.5 know how to represent a person ADN.6 know how to use drawing to represent ideas ADN.7 know that drawing communicate meaning ADN.8 know paint can be used to capture known experiences ADN.9 know the names of at least five different colours ADN.10 know how to explore colour mixing to create different colours ADN.11 know that different resources can be used for painting ADN.12 know how to explore and select materials expressing their own ideas ADN.13 know how to make cuts in different materials using a range of tools ADN.14 know how to select one-handed tools for different purposes ADN.15 know how to make snips in paper using scissors ADN.16 know how to use a rolling pin to alter the appearance of malleable materials ADN.17 know what an artist is ADN.18 know and discuss what they have created in their artwork

DT
DTN.1 know what they are going to make before they make it DTN.2 know how to share what they are doing with their key worker DTN.3 know how to safely explore a variety of tools DTN.4 know how to explore joining different materials together DTN.5 know how to thread DTN.6 know what they like about their creation DTN.7 know how to make their creation more stable (e.g. a tower) DTN.8 know how to distinguish between moving and non-moving elements DTN.9 know which foods they like to eat DTN.10 know there are healthy and unhealthy foods DTN.11 know how to use a knife and fork when supported by an adult DTN.12 know how to wash hands before and after eating DTN.13 know how to combine different ingredients to create a dish with adult support

Music
MN.1 know how to sing, listening to the pitch of another person MN.2 know how to sing simple songs to self MN.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) MN.4 know a repertoire of familiar songs MN.5 know a range of nursery rhymes off by heart MN.6 know how to make different sounds with instruments, (e.g. loud/quiet) MN.7 know that the way we play an instrument effects the sound it makes MN.8 know how to create sounds by rubbing, shaking, tapping, striking or blowing MN.9 know that sounds can be different (e.g. quiet, loud, soft, scratchy) MN.10 know how to move in time to a piece of music MN.11 know playing instruments can express their feelings and ideas MN.12 know how to listen with increasing attention to sounds MN.13 know how to create sounds to accompany stories MN.14 know how to create and use sounds intentionally MN.15 know how to tap out simple repeated rhythms using an instrument including their own body

--

Science		
WSN.1 know how to talk about what they see WSN.2 know how to use simple scientific vocabulary in their talk WSN.3 know how to ask simple who, what and why questions WSN.4 know how to talk about what is happening WSN.5 know the words; full, empty, long, short, fast, slow		
Biology SBN.1 know the name of some living things that are within the immediate natural environment (S) SBN.2 know how to observe plants, animals, natural and found objects (P) SBN.3 know how to care for living things and the environment SBN.4 know how to explore natural materials, using their senses SBN.5 know how to meet own care needs, (e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly) SBN.6 know how to make healthy food and drink choices SBN.7 know how to look after teeth SBN.8 know how exercise makes us feel SBN.9 know what an animal is and talk about the life cycle SBN.10 know what a seed is and that it will turn into a plant SBN.11 know how to plant a seed	Physics SPN.1 know the words; push, pull, stretch, twist SPN.2 know the difference between day and night SPN.3 know some objects need electricity to work SPN.4 know how to keep safe around electricity SPN.5 know we use our ears for listening SPN.6 know that sounds come from different objects SPN.7 know the different types of weather, (e.g. sunny, raining, cloudy)	Chemistry SCN.1 Know the names of some simple materials SCN.2 know how to explore collections of materials, with similar and/or different properties