



Nursery Curriculum Overview (Cycle A)

A progressive curriculum that covers essential knowledge, understanding and skills to ensure children make progress in their learning.



- Consideration has been given to the knowledge and understanding that children will need to confidently carry out key skills key to their overall development through nursery, reception and beyond.
- Children will be guided by the Effective Characteristics of Effective Teaching and Learning and the 15 Experts of Learning (See page).
- Although the long-term plan covers all the statutory areas of learning, Academies have ensured they have tailored their curriculum to meet the needs of the current cohort, taking into consideration the school context, priorities and data.
- The immediate community is also considered and merged into the long-term plans.
- The curriculum will be delivered through overarching themes personal to each Academy.
- Teaching and Learning will be driven by assessments and next steps.
- Priorities identified for each Academy can be found under the heading, “Learning Priorities”, at the start of each are of learning.
- The consolidation of new learning, (Knowledge, Understanding and Skills) will be through revisiting and the continuous and enhanced provision.

CHARACTERISTICS OF EFFECTIVE LEARNING:

Playing and Exploring (engagement)

Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go':

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning (motivation)

Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise
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Creating and Thinking Critically (thinking)

Having their own ideas:

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links:

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things:

- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Experts of Learning- Our aim is to ensure we develop the knowledge and skills children need to become the following experts before the end of Reception

<p>To become a</p> <p>Confident Communicator</p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>	<p>To become an</p> <p>Independent Individual</p> <p>who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p>Fantastic Friend</p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an</p> <p>Amazing Athlete</p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>	<p>To become a</p> <p>Talented Tool User</p> <p>who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>
<p>To become a</p> <p>Brilliant Bookworm</p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p>Wow Writer</p> <p>who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a</p> <p>Master of Maths</p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>	<p>To become a</p> <p>Compassionate Citizen</p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between place</p>	<p>To become an</p> <p>Exceptional Explorer</p> <p>who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.</p>
<p>To become a</p> <p>Super Scientist</p> <p>who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p>	<p>To become a</p> <p>Heroic Historian</p> <p>who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p>	<p>To become a</p> <p>Proud Performer</p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a</p> <p>Dynamic Designer</p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>	<p>To become a</p> <p>Budding Baker</p> <p>who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.</p>

Nursery Curriculum Cycle A

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Getting to know you	On the farm	Lets go on a journey	What makes a good pet?	Splish Splash	Growing and Changing
Quality text:	Elmer Five minutes peace Rainbow fish Colour Monster	Farmer duck What the ladybird heard Old Macdonald A squash and a Squeeze On the Farm Three little pigs Little Red Hen Look what I found on the farm	The train ride Going on a bear hunt Duck in a Truck	The tiger who came to tea Monkey puzzle Dear zoo Hairy Maclary from Donaldson dairy The bad-tempered ladybird Super worm The great pet sale Zog	Billy's bucket Polar bear polar bear what do you hear? Tiddler	Jack and the Beanstalk The hungry caterpillar Lulu's first day
Trips/Visitors Enrichments						
Celebrations / Festivals / Special Events	Black History Month Rosh Hashanah (2nd - 4th) World Space Week (4th - 10th) Harvest Festival (6th) Yom Kippur (11th - 12th) Sukkot (16th - 23rd) Halloween (31st)	Diwali (1st) Bonfire Night (5th) Remembrance Day (11th) World Nursery Rhyme Week (11th - 15th) Anti-Bullying Week (11th - 15th) St. Andrew's Day (30th)	Epiphany (6th) Burns Night (25th) Chinese New Year/Lunar New Year (29th) National Storytelling Week (30th Jan - 6th February) Valentine's Day (14th)	LGBT+ History Month Children's Mental Health Week (3rd - 9th) Safer Internet Day (11th) Ramadan (28th Feb - 30th Mar) Easter Sunday (20th)	St. George's Day (23rd)	Father's Day (15th) Eid-Al-Adha (6th - 10th)

Nursery Curriculum Cycle B

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Overarching Theme	Getting to know you	On the Farm	Out of this world	Who's egg is this?	Seaside Days	Superheroes
Quality text:	Elmer Five minutes peace Rainbow fish	Farmer duck What the ladybird heard Old Macdonald A squash and a Squeeze On the Farm Three little pigs Little Red Hen Look what I found on the farm	Aliens love underpants Whatever next Smeeds and the Smoos	Meet the dinosaurs Dinosaur romp Easter Story The ugly duckling The odd egg	Sharing a shell Night pirates Lighthouse keepers' lunch Snail and the whale Singing mermaid	What's my Super power Super Tato Ten little superheroes Zog and the flying doctors
Trips/Visitors Enrichments						
Celebrations / Festivals / Special Events	Black History Month Rosh Hashanah (2nd - 4th) World Space Week (4th - 10th) Harvest Festival (6th) Yom Kippur (11th - 12th) Sukkot (16th - 23rd) Halloween (31st)	Diwali (1st) Bonfire Night (5th) Remembrance Day (11th) World Nursery Rhyme Week (11th - 15th) Anti-Bullying Week (11th - 15th) St. Andrew's Day (30th)	Epiphany (6th) Burns Night (25th) Chinese New Year/Lunar New Year (29th) National Storytelling Week (30th Jan - 6th February) Valentine's Day (14th)	LGBT+ History Month Children's Mental Health Week (3rd - 9th) Safer Internet Day (11th) Ramadan (28th Feb - 30th Mar) Easter Sunday (20th)	St. George's Day (23rd)	Father's Day (15th) Eid-Al-Adha (6th - 10th)

COMMUNICATION & LANGUAGE:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding	Autumn	Spring	Summer
	<p>To enjoy listening to short stories.</p> <ul style="list-style-type: none"> To be able to remember one thing that happens in a story. To know how to listen to a daily story. To know how to share books throughout the day. <p>To be able to pay attention to more than one thing at a time.</p> <ul style="list-style-type: none"> To know how to switch my attention from what I am doing to what you are saying. To be able to listen to simple instruction. <p>To know a range of vocabulary.</p> <ul style="list-style-type: none"> To be able to listen to vocabulary within the provision and carpet time To be able to copy new vocabulary modeled by an adult To understand some new vocabulary To understand words and concepts which occur frequently within provision and carpet time. 	<p>To enjoy listening to longer stories</p> <ul style="list-style-type: none"> To be able to remember more than one thing that happens in a story. To be able to listen to a daily story time To be able to share any book throughout the day. <p>To be able to understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <ul style="list-style-type: none"> To understand what a question is To be able to follow two-part instructions. <p>To know and understand a wider range of vocabulary.</p> <ul style="list-style-type: none"> To be able to use new vocabulary in the environment To be able to use picture books to help learn new vocabulary and more complex forms of language 	<p>To enjoy listening to longer stories.</p> <ul style="list-style-type: none"> To be able to remember much of what happens in a story. To be able to listen to a daily story time with increased attention To be able to share favourite books throughout the day. <p>To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <ul style="list-style-type: none"> To know the meaning of why To be able to answer "Why", questions about what they are doing in the provision or about a story. To be able to answer "why", questions about things around them. <p>To be able to confidently use a wider range of vocabulary.</p> <ul style="list-style-type: none"> To be able to extend vocabulary, explaining unfamiliar words and concepts. To be able to begin to use more complex vocabulary in talk. i.e Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.
Speaking	<p>To begin to sing a song within nursery.</p> <ul style="list-style-type: none"> To be able to listen to a simple song To be able to join in with a simple song. 	<p>To be able to sing a selection of common songs.</p> <ul style="list-style-type: none"> To be able to join in with a larger range of 	<p>To be able to confidently sing a range of songs.</p> <ul style="list-style-type: none"> To be able to learn new songs

To become a **Confident Communicator** children will use their newly learnt skills to demonstrate their understanding and knowledge...

<p>To become a Confident Communicator children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p>To know some rhymes.</p> <ul style="list-style-type: none"> ○ To be able to listen to rhymes ○ To be able to join in with rhymes. <p>To be able to talk about familiar books.</p> <ul style="list-style-type: none"> ○ To know what a book is ○ To understand how we hold a book ○ To be able to comment when looking at the pictures in a book. ○ To be able to engage with a book when shown. <p>To begin to talk about an event</p> <ul style="list-style-type: none"> ○ To be able to say what I did. <p>To be able to know, how to use talk to organize myself: “Let’s go on a bus...”</p> <ul style="list-style-type: none"> ○ To know how to talk out loud ○ To know how to link words to my actions. 	<p>songs</p> <ul style="list-style-type: none"> ○ To be able to sing several familiar songs <p>To know many rhymes.</p> <ul style="list-style-type: none"> ○ To be able to join in with a larger range of rhymes. ○ To be able to sing several familiar rhymes <p>To be able to tell someone more about familiar books.</p> <ul style="list-style-type: none"> ○ To know what a book is and how to handle it ○ To be able to comment on books read in the provision. ○ To be able to tell someone what happens in a familiar book <p>To be able to talk about an event.</p> <ul style="list-style-type: none"> ○ To be able to say what happened/who I went with etc. <p>To be able to use talk to organize myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <ul style="list-style-type: none"> ○ To understand my surroundings ○ To understand and develop my words linked to actions. 	<ul style="list-style-type: none"> ○ To be able to confidently sing a large repertoire of songs. <p>To know a wide range of rhymes.</p> <ul style="list-style-type: none"> ○ To be able to learn new rhymes. ○ To be able to confidently sing a large repertoire of rhymes. <p>To be able to confidently talk about familiar books.</p> <ul style="list-style-type: none"> ○ To know what happens in a familiar book ○ To tell someone what happened in a familiar book ○ To talk about key events <p>To be able to confidently talk about a past event in detail.</p> <ul style="list-style-type: none"> ○ To be able to recall something I have done/happened and explain to others <p>To be able to have a simple conversation with others in my play</p> <ul style="list-style-type: none"> ○ To be able to say what I am going to do ○ To be able to listen to others respond.
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PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Area	Autumn	Spring	Summer
Self-Regulation To become an Independent Individual & a Fantastic Friend , children will use their newly learnt skills to demonstrate their knowledge and understanding...	To know how to talk about my feelings and use words like 'happy', 'sad', 'angry' or 'worried' <ul style="list-style-type: none"> To know how I feel To know what makes me feel this way To be able to begin to know how others might be feeling. <ul style="list-style-type: none"> To know happy and sad To know when someone is excited. To know that everyone has these feelings 	To understand and talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' <ul style="list-style-type: none"> To understand I have lots of feelings To understand what makes me feel this way and how I could change how I feel To understand how others might be feeling. <ul style="list-style-type: none"> To understand how others are feeling and what might make them feel that way To understand how feelings change 	To be able to confidently talk with friends about how I might be feeling. <ul style="list-style-type: none"> To be able to confidently identify different feelings To be able to confidently identify causes To be able to understand and say how others might be feeling. <ul style="list-style-type: none"> To be able to confidently identify feelings of others To be able to confidently describe their feelings To be able to talk to others about their feelings.
Managing Self To become an Independent Individual & a Fantastic Friend children will use their newly learnt skills to demonstrate their knowledge and understanding...	To know that we follow rules. <ul style="list-style-type: none"> To know what a rule is To know the class rules To know my sense of responsibility and membership of a community. <ul style="list-style-type: none"> To know my class is a group To know I play with a group of friends 	To understand how we follow the rules and why they are important. <ul style="list-style-type: none"> To understand why we have rules To understand the class rules and know when I am following them To understand how to work as a team <ul style="list-style-type: none"> To understand what a team is To understand how to work as a team 	To be able to follow the rules without needing an adult to remind them <ul style="list-style-type: none"> To be able to explain why we need rules To be able to know when I'm following the rules. To be able to follow the rules without reminders I can select and use activities and resources, with help when working as a team. <ul style="list-style-type: none"> To be able to problem solve To be able to join in with others.
Building Relationships To become an Independent Individual & a Fantastic Friend children will use their	To be able to become more outgoing with unfamiliar people, in the safe context of their setting. <ul style="list-style-type: none"> To know how to talk to staff and peers To know how to play with one or more other children.	To understand how to be confident in new social situations. <ul style="list-style-type: none"> To be able to be confident at circle time To be able to be confident to try new activities 	To be able to play with one or more other children, extending and elaborating play ideas. <ul style="list-style-type: none"> To be able to be confident to be more outgoing

newly learnt skills to demonstrate their knowledge and understanding...	<ul style="list-style-type: none"> ○ To know how to play ○ To know how to share ○ To know how to communicate with others during play 	<p>To understand how to play with one or more other children and begin to extend and elaborate play ideas.</p> <ul style="list-style-type: none"> ○ To understand how to keep play going, through communication ○ To be able to extend my ideas ○ To be able to wait for a turn 	<p>To be able to confidently find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> ○ To be able to share with other children ○ To be able to offer other solutions ○ To be able to play positively
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PHYSICAL DEVELOPMENT:			
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
Area	Autumn	Spring	Summer
<p>Gross Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p>To know how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> ○ To know how to balance ○ To know what a bike and scooter are ○ To be able to experiment using bikes and scooters ○ To experiment playing with different sized balls <p>To know how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> ○ To know how we go up steps and stairs ○ To know how to climb apparatus <p>To know how to skip, hop, stand on one leg and hold a pose for a game like musical</p>	<p>To understand how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> ○ To understand about balance and balancing ○ To understand how to make the scooter/ bike move ○ To understand how to catch and throw <p>To understand how and why we go upstairs/climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> ○ To understand how we use our hands and feet to go up and climb apparatus ○ To understand why we need to go up/climb <p>To understand how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>To be able to confidently move, balance ride (scooters, trikes and bikes) and have good ball skills.</p> <ul style="list-style-type: none"> ○ To be able to confidently ride a scooter and or bike ○ To be able to confidently catch and throw a ball ○ To confidently balance on equipment <p>To be able to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> ○ To be able to confidently climb <p>To be able to develop my skills of skipping hopping and standing on one leg and hold a pose for a</p>

	<p>statues.</p> <p>To know how to use large muscle movements to wave flags and streamers, paint and make marks with some control.</p> <ul style="list-style-type: none"> ○ To know how to use our arms to wave a flag and streamers ○ To be able to make marks with crayons/paint <p>To know that I need to be independent as I get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> ○ To understand why we need to get dressed and undressed ○ To know that we need to be able to dress and undress ourselves <p>To be able to increase independence in meeting my own care needs, e.g. using the toilet, washing and drying my hands.</p> <p>To be able to develop healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> ● To know and be able to discuss healthy choices during snacks times where only fruit is available 	<p>To understand how to use large muscle movements to wave flags and streamers, paint and make marks with control.</p> <ul style="list-style-type: none"> ○ To be able to develop confidence when using our arms ○ To be able to develop confidence when making marks. <p>To understand how to get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> ○ To know how to do buttons and zips ○ To be able to independently have a go at dressing/undressing <p>To be able to increase independence in meeting my own care needs, e.g. using the toilet, washing and drying my hands.</p> <p>To be able to develop healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> ○ To know and be able to discuss healthy choices during snacks times where only fruit is available. <p>To be able to take part in some group activities which I make up for myself or in teams.</p> <p>To know and understand how to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <ul style="list-style-type: none"> ○ To dance to music. ○ To copy moves to music 	<p>game like musical statues.</p> <p>To be able to use large muscle movements to wave flags and streamers, paint and make marks with good control.</p> <ul style="list-style-type: none"> ○ To be able to confidently move ○ To be able to confidently make marks. <p>To be able to how to get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> ○ To know how to do buttons and zips ○ To be able to independently dress/undress <p>To be able to constantly meet my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly.</p> <p>To be able to confidently make healthy choices about food, drink, activity and toothbrushing.</p> <ul style="list-style-type: none"> ○ To know the importance of eating healthily and teeth brushing ○ To be able to talk about the importance of washing hands carefully and when. <p>To be able to choose the right resources to carry out my own plan.</p> <p>To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <ul style="list-style-type: none"> ○ To be able to work with others to help me achieve my aims.
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<p>Fine Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p>To know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none">○ To identify scissors○ To know why we use scissors○ To know when it is suitable to use scissors for a job <p>To know how to experiment to find a preference for a dominant hand.</p>	<p>To understand how to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none">○ To be able to maneuver scissors to cut paper○ To be able to independently select tools for different jobs. <p>To know how to use a comfortable grip with good control when holding pens and pencils.</p> <p>To understand and show their preference for a dominant hand.</p> <p>To know how to eat independently and learn how to use a knife and fork.</p> <ul style="list-style-type: none">○ Understand how to use a fork○ Understand how to use a knife together	<p>To be able to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <ul style="list-style-type: none">○ To be able to maneuver scissors to cut paper○ To be able to independently select tools for different jobs. <p>Able to independently use a comfortable grip with good control when holding pens and pencils.</p> <p>To be able to confidently show a preference for a dominant hand.</p>
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Area	Autumn	Spring	Summer
Reading-Comprehension & Word Reading To become a Brilliant Bookworm & a Wow Writer children will use their newly learnt skills to demonstrate their knowledge and understanding...	To start understanding the five key concepts about print: <ul style="list-style-type: none">○ print has meaning○ print can have different purposes○ we read English text from left to right and from top to bottom○ the names of the different parts of a book○ page sequencing	To understand the five key concepts about print: <ul style="list-style-type: none">○ print has meaning○ print can have different purposes○ we read English text from left to right and from top to bottom○ the names of the different parts of a book○ page sequencing	To develop phonological awareness, so I am able to: <ul style="list-style-type: none">○ spot and suggest rhymes○ count or clap syllables in a word○ recognize words with the same initial sound, such as money and mother
Writing- To become a Brilliant Bookworm & a Wow Writer children will use their newly learnt skills to demonstrate their knowledge and understanding...	<ul style="list-style-type: none">– The Writing Progression statements were created through professional discussions with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, BSquare'd statements and Heidi Songs professional writing chart.– It should be noted that children develop at different rates and these statements should be viewed alongside gross motor and fine motor development, as well as pencil control.		
Imitating	<ul style="list-style-type: none">○ To watch an adult make marks.	<ul style="list-style-type: none">○ To see mark making in the environment	<ul style="list-style-type: none">○ To copy the pattern of an adult's writing using lines, shapes or symbols.○ To imitate the flow of writing from left to right.
Sensory exploration	<ul style="list-style-type: none">○ To explore mark making in a sensory way e.g. marks in sand.	<ul style="list-style-type: none">○ To make marks in different media with hands or tools.	<ul style="list-style-type: none">○ To make purposeful marks and patterns with a range of materials.
Using tools	<ul style="list-style-type: none">○ To have access to a range of different mark making tools and surfaces inside and outside e.g. chalks on pavement, pen on paper.	<ul style="list-style-type: none">○ To use a different range of writing tools such as crayons, brushes, pens and pencils to create marks on different surfaces.	<ul style="list-style-type: none">○ To increasingly use a pincer grip to hold mark making tools, using them with control.

	<ul style="list-style-type: none"> ○ To know how to choose a tool to make a mark. ○ To understand that I can use a tool to make a mark (cause and effect). 	<ul style="list-style-type: none"> ○ To use different mark making tools with increasing control. 	
Giving meaning	<ul style="list-style-type: none"> ○ Make random scribbles with no ascribed meaning. ○ Make marks and sometimes ascribe meaning although the meaning may change. 	<ul style="list-style-type: none"> ○ Sometimes give meaning to marks I make in paint, pen, etc. ○ Give meaning to my marks. ○ Draw a picture then add a mark which ○ Give meaning to e.g. 'that's my name/that's says mummy'. 	<ul style="list-style-type: none"> ○ Ascribe meaning to my marks and the meaning remains the same.
Shape of writing	<ul style="list-style-type: none"> ○ Make marks horizontally and vertically. ○ Make marks in a circular motion. 	<ul style="list-style-type: none"> ○ Make marks of different shapes and patterns. ○ Use these shapes and lines to create pictures e.g. face, person. 	<ul style="list-style-type: none"> ○ Use a combination of marks to write letters in my name. ○ Write some letters in my name. ○ Beginning to form the capital letter in my name. ○ Form some letters in my name correctly. ○ Attempt to write other letters e.g. 'm' for 'mummy'.
Purposeful writing	<ul style="list-style-type: none"> ○ Show enjoyment in mark-making. ○ Know my mark making is valued. 	<ul style="list-style-type: none"> ○ Make marks in my play. ○ Make messages for others. 	<ul style="list-style-type: none"> ○ Create 'shopping lists', 'cards', 'invitations' etc.

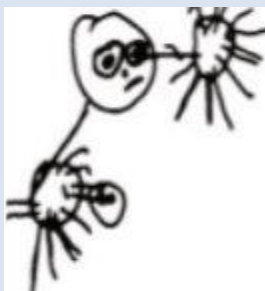
Random scribbling



Lines and circles



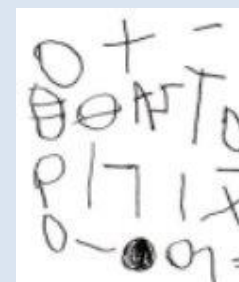
Pictures



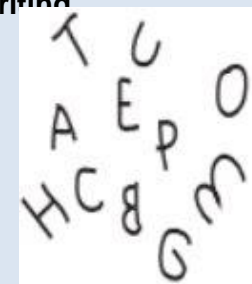
Scribble writing



Symbols representing writing



Letters & name writing



MATHEMATICS: □ Numerical Pattern □ Number

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Area	Autumn	Spring	Summer
Number	<ul style="list-style-type: none"> The number LTP, was created using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, the Master the Curriculum Document, White Rose guidance and the NCETM progression documents. Each block links to a Sequence of Learning – the number of days each unit take is flexible to the children's needs, but all children should work together on the same block with opportunity for scaffolding and going deeper dependent on each child's progress through the sequence. To become a Master of Maths, children will... use their newly learnt skills to demonstrate their knowledge and understanding... 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Block 1: Pattern - colours		Block 2: Comparison – objects, shape and size				Consolidation
	Baseline all new children						
Autumn 2	Blocks 3: Cardinality and counting - Number 1	Block 4: Cardinality and counting - Number 2		Block 5: Pattern – AB and ABC			Consolidation
Spring 1	Block 6: Cardinality and counting – Number 3		Block 7: Cardinality and counting – Number 4		Block 8: Cardinality and counting – Number 5		
Spring 2	Block 9: Cardinality and counting consolidation	Block 10: Cardinality and counting – Number 6	Block 11: Measures – length, mass, capacity			Consolidation	
Sum 1	Block 12: Measures – time	Block 13: Shape and space	Block 14: Comparison	Block 15: Measures – shape and space			

Sum 2	Block 16: Composition – numbers to 5	Block 17: Comparison – numbers to 5	Block 18: Counting and cardinality – numbers to 5	Block 19: Consolidation patterns	Block 20: Consolidation comparison	Week 8 Consolidation
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UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geog) □ Natural World (KS1: Geog / Science)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Area	Coverage for UTW <ul style="list-style-type: none"> – Skills and knowledge in this area will be covered when suitable throughout the terms, depending on the topic. – Teachers will ensure all the content has been covered by the end of the year. – Please cover your local area/community and local History – Areas of learning are linked to the National Curriculum to show Year 1 links 		
Understanding of the World History Geography Science To become an Exceptional Explorer who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs. To become an Compassionate Citizen who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between places	Key themes History: <ul style="list-style-type: none"> - Chronological Understanding - Historical Enquiry - Knowledge and interpretation Geography: <ul style="list-style-type: none"> -Locational and place knowledge -Human and Physical -Geographical skills and field work Science: <ul style="list-style-type: none"> -Living things and their habitats -Plants Animals including Humans Materials 		
	HISTORY-Past and Present Begin to make sense of my own life story and family history. <ul style="list-style-type: none"> ○ To know my family and their names. ○ To know what celebrations I celebrate. ○ To talk about photos. ○ To understand and talk about events that have 	SCIENCE – Use all my senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> ○ To know my 5 senses. ○To understand what I use them for. 	SCIENCE Explore and talk about different forces I can feel. <ul style="list-style-type: none"> ○To understand simple forces, like wind and pushing. ○To understand new vocabulary related to the exploration.

<p>To become an Heroic Historian who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p> <p>To become an Super Scientist.... who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p> <p>.... children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>happened.</p> <p>HISTORY –Past and Present Begin to make sense of my own life story and family history.</p> <ul style="list-style-type: none"> ○ To understand about starting something new ○ To understand how they grow over time ○ To be able to say what things I like to do ○ To be able to say what parents like to do. ○ <p>GEOGRAPHY-People, culture and Communities Begin to show interest in different occupations.</p> <ul style="list-style-type: none"> ○ To know about different occupations ○ To understand how they are different. <p>GEOGRAPHY- People, culture and Communities Begin to develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> ○ To understand about similarities and differences they notice between people, then families and communities. ○ To be able to talk positively about appearances- skin colours and hair types. 	<p>SCIENCE Explore collections of materials with similar and/or different properties.</p> <p>SCIENCE D&T Begin to explore how things work.</p> <ul style="list-style-type: none"> ○ To know how toys are different ○ To understand the differences between now and years passed. ○ To be able to Wind-up toys, use pulleys and sets of cogs with pegs and boards. <p>SCIENCE Begin to talk about the differences between materials and changes I notice.</p> <ul style="list-style-type: none"> ○Children change materials from one state to another. ○Leave water out with items in in the winter and watch them freeze- then how can we make the frozen water melt? ○ Cooking- combining ingredients <p>SCIENCE Talk about the differences between materials and changes they notice.</p> <ul style="list-style-type: none"> ○To understand how ice melts ○To understand that different materials sink and float. <p>GEOGRAPHY-People culture and communities Understand that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"> ○ To understand that people live in different countries ○ To be able to talk about how some things are different 	<p>SCIENCE Talk about what I see, using a wide vocabulary.</p> <ul style="list-style-type: none"> ○To be able to make connections with the world around ○To investigate. ○To be able to ask questions <p>SCIENCE Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> ○To know that plants grow ○To understand how they grow. <p>SCIENCE Understand the key features of the life cycle of a plant and an animal.</p> <ul style="list-style-type: none"> ○ To understand that plants and animals live and die <p>SCIENCE Understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> ○ To be able to look after plants and animals. ○To know and use new vocabulary related to the animals in the environment.
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive (D&T)			
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
Area	Autumn	Spring	Summer
DT Creating with Materials To become an Dynamic Designer children will use their newly learnt skills to demonstrate their knowledge and understanding....	<ul style="list-style-type: none"> Three- Four Years- Should be able to Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing <p>To do this, children must know and understand and demonstrate the skills below:</p>		
Tools	<ul style="list-style-type: none"> To be able to hold a paintbrush/ printing tools in the palm of my hand. 	<ul style="list-style-type: none"> To be able to use thick brushes. 	<ul style="list-style-type: none"> To be able to use a thick brush and hold it correctly (Tripod grip)
Scissors	<ul style="list-style-type: none"> To be able to hold scissors and open and close the blade 	<ul style="list-style-type: none"> To be able to make small snips into the paper 	<ul style="list-style-type: none"> To be able to hold scissors in the correct position (Thumb on top)
Colour	<ul style="list-style-type: none"> To be able to use pre-made paints To be able to name most colours. 	<ul style="list-style-type: none"> To be able to experiment with mixing different colours 	<ul style="list-style-type: none"> To be able to mix primary colours (red, yellow and blue)
Draw	<ul style="list-style-type: none"> To be able to make marks by drawing circles and lines. To know my marks do not always give meaning. 	<ul style="list-style-type: none"> To be able to draw enclosed spaces using lines and give meaning. To be able to draw faces with basic features. 	<ul style="list-style-type: none"> To be able to draw potato people with no body or missing arms/legs. To be able to draw simple shapes for other objects.
Join	<ul style="list-style-type: none"> To be able to use glue sticks to join pieces. 	<ul style="list-style-type: none"> To be able to use glue spatulas and PVA glue to join pieces 	<ul style="list-style-type: none"> To be able to join items using tapes - Masking and Sellotape To be able to cut lengths needed.
Sculpture	<ul style="list-style-type: none"> To be able to explore the clay/ dough. 	<ul style="list-style-type: none"> To be able to explore clay/dough tools 	<ul style="list-style-type: none"> To be able to make something and give meaning to it.
Collage (Materials)	<ul style="list-style-type: none"> To be able to begin to select different materials for my creation 	<ul style="list-style-type: none"> To be able to stick materials on paper to create pictures and patterns 	<ul style="list-style-type: none"> To be able to create collages that includes all one texture, with larger pieces and gaps between
Being Imaginative & Expressive To become a	To be able to take part in simple pretend play, using an object to represent something else even though they are not similar.	To be able to develop a story using small world equipment like animal sets, dolls and dolls houses etc.	To be able to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Proud Performer children will use their newly learnt skills to demonstrate their knowledge and understanding....	To be able to respond to what I have heard, expressing my thoughts and feelings. <ul style="list-style-type: none"> To be able to play, share and perform. 	<ul style="list-style-type: none"> To be able to negotiate roles in play and sort out conflicts. 	
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Music - Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Appraising:					
<div>Theme</div> <div>To become an Dynamic Designer children will use their newly learnt skills to demonstrate their knowledge and understanding....</div> <div>To become a Proud Performer children will use their newly learnt skills to demonstrate their knowledge and understanding....</div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none">To be able to begin to discriminate between different environmental sounds e.g. birds, cars and wind etc.To understand that instruments make different soundsTo be able to identify instruments that are played</div> <div>To be able to respond to what I have heard, expressing their thoughts and feelings. Remember and sing entire songs.</div> <div><ul style="list-style-type: none">To be able to listen to a sound and respond, e.g., to loud, don't like etc.To be able to draw and paint to music.To be able to notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</div> <div>To be able to join in with songs and rhymes</div> <div><ul style="list-style-type: none">To understand different melody and pitch</div> <div>To be able to play instruments with increasing control to express their feelings and ideas.</div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none">To be able to listen to sounds and develop awareness of sound and rhythm. (Body Percussion)To be able to remember patterns of soundsTo be able to listen to rhythm and rhyme</div> <div>To be able to respond to what I have heard, expressing my thoughts and feelings. To be able to remember and sing entire songs.</div> <div><ul style="list-style-type: none">To know that instruments make different sounds and select an instrument to represent feelings or mood.To be able to use ribbons, streamers and dance movements.To be able to respond to music and poems, expressing my thoughts and feelings and saying if I like it or not.</div> <div>To be able to sing songs and rhymes</div> <div><ul style="list-style-type: none">To understand different melody and pitch</div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none">To be able to notice and understand that the voice can be changed e.g. story characters, hiss like a snake and make your voice go down a slide.To be able to recognize that sounds can be long and short</div> <div>To be able to respond to what I have heard, expressing their thoughts and feelings. Remember and sing entire songs.</div> <div><ul style="list-style-type: none">To be able to simply describe a song e.g. happy/sad, Loud/quietTo be able to play instruments with increasing control to express my feelings and ideas e.g. big bangs for fireworks.To be able to dance and play instruments on the stage or in front of my class.To be able to listen to a variety of different composers and make preferences and comments on what I have heard</div> <div>To be able to create my own songs, or improvise a song around one I know</div> <div><ul style="list-style-type: none">To be able to confidently understand</div>			

	<ul style="list-style-type: none"> ○ To be able to explore the different sounds instruments make ○ To be able to choose the instrument they like ○ To know, remember & sing familiar songs e.g. pop songs, Nursery rhymes. ○ To be able to name my favourite rhyme/song. 	<ul style="list-style-type: none"> ○ To be able to join in with a rhythmic re-telling of a story e.g. The Bear Hunt. <p>To be able to play with increasing control to express my feelings and ideas.</p> <ul style="list-style-type: none"> ○ To be able to experiment in playing instruments in different ways ○ To know how to create and use sounds intentionally. ○ To be able to tap out simple repeated rhythms. ○ To be able to use sounds to accompany stories. ○ To understand the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<p>different melody and pitch</p> <ul style="list-style-type: none"> ○ To be able to create my own version of songs or improvise a song around one I know e.g. Baby Cat (from Baby Shark). ○ To be able to clap syllables in words. <p>To be able to play instruments with increasing control to express their feelings and ideas.</p> <ul style="list-style-type: none"> ○ To be able to play untuned instruments “in time” to music ○ To be able to stop and start at the right time.

Discovery RE- Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes people special?	What is Christmas?	What is Easter?	What can we learn from stories?	What makes places special?	
To become an Compassionate Citizen children will use their newly learnt skills to demonstrate their knowledge and understanding....	<p style="text-align: center;">To be able to:</p> <p style="text-align: center;">Practices and lifestyles: (What people do)</p> <ul style="list-style-type: none"> o Talk about what I have experienced or seen in photos o Compare the way of life for different families around the world. <p style="text-align: center;">Understanding values: (Making sense of right and wrong)</p> <ul style="list-style-type: none"> o Show interest in the lives of people who are familiar to me. o Enjoy joining in with my family customs and routines. o Understand reasons why Mansfield is special. <ul style="list-style-type: none"> o Make choices. <p style="text-align: center;">Reflecting identity and experience: (Making sense of who we are)</p> <ul style="list-style-type: none"> o Know some of the things that makes me unique. o Suggest ways I am similar to my friend and ways I am different to my friend. o Talk about some of the similarities and differences in relation to my family. o Understand there are different families around the world with different ideas and beliefs to mine. <p style="text-align: center;">Beliefs and teachings: (What people believe)</p> <ul style="list-style-type: none"> o Talk about my own life story and family history. o Have celebrated different religious festivals such as Diwali, o Christmas, Hanukkah, Chinese New Year, Easter, Holi and Eid. <p style="text-align: center;">Expression and language: (How people express themselves)</p> <ul style="list-style-type: none"> o Have positive attitudes about the differences between people. o Like meeting adults within the community who visit the Nursery. <ul style="list-style-type: none"> o Talk about a place that is special to me. 					

<u>Jigsaw- Overview</u>						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme To become an Independent Individual & a Fantastic Friend children will use their newly learnt skills to demonstrate their knowledge and understanding....	Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me

<u>Phonics (The Learning Lady)- Overview</u>						
	Listening and Attention Skills		Developing Phonological Awareness		Phonemic Awareness	
Term	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Theme To become a Brilliant Bookworm & a Wow Writer children will use their newly learnt skills to demonstrate their knowledge and understanding....	Let's learn to make, match and copy everyday sounds.	Let's learn to make, match and copy lots of sounds with our voices and bodies.	Let's learn to break words into syllables by playing with rhythm.	Let's learn to break spoken words into chunks by hearing, copying and making rhymes.	Let's learn to hear similarities and differences in spoken sounds at the start of words.	Let's learn to hear and say separate sounds in words, ready for making and reading words when school starts.

COMMUNICATION & LANGUAGE	PSED	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESSIVE ARTS & DESIGN
<p>ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognize quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



Reception Curriculum Overview

A progressive curriculum that covers essential knowledge, understanding and skills to ensure children make progress in their learning



- Consideration has been given to the knowledge and understanding that children will need to confidently carry out key skills key to their overall development through reception and beyond.
- Children will be guided by the Effective Characteristics of Effective Teaching and Learning and the 15 Experts of Learning (See page).
- Although the long-term plan covers all the statutory areas of learning, Academies have ensured they have tailored their curriculum to meet the needs of the current cohort, taking into consideration the school context, priorities and data.
- The immediate community is also considered and merged into the long-term plans.
- The curriculum will be delivered through overarching themes personal to each Academy.
- Teaching and Learning will be driven by assessments and next steps.
- Priorities identified for each Academy can be found under the heading, “Learning Priorities”, at the start of each are of learning.
- The consolidation of new learning, (Knowledge, Understanding and Skills) will be through revisiting and the continuous and enhanced provision.

CHARACTERISTICS OF EFFECTIVE LEARNING:

<u>Playing and Exploring (engagement)</u>	<u>Active Learning (motivation)</u>	<u>Creating and Thinking Critically (thinking)</u>
<p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none">○ Showing curiosity about objects, events and people○ Using senses to explore the world around them○ Engaging in open-ended activity○ Showing particular interests <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none">○ Pretending objects are things from their experience○ Representing their experiences in play○ Taking on a role in their play○ Acting out experiences with other people <p><u>Being willing to 'have a go':</u></p> <ul style="list-style-type: none">○ Initiating activities○ Seeking challenge○ Showing a 'can do' attitude○ Taking a risk, engaging in new experiences, and learning by trial and error	<p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none">○ Maintaining focus on their activity for a period of time○ Showing high levels of energy, fascination○ Not easily distracted○ Paying attention to details <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none">○ Persisting with activity when challenges occur○ Showing a belief more effort or a different approach will pay off○ Bouncing back after difficulties <p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none">○ Showing satisfaction in meeting their own goals○ Being proud of how they accomplished something – not just the end result○ Enjoying meeting challenges for their own sake rather than external rewards or praise○	<p><u>Having their own ideas:</u></p> <ul style="list-style-type: none">○ Thinking of ideas○ Finding ways to solve problems○ Finding new ways to do things <p><u>Making links:</u></p> <ul style="list-style-type: none">○ Making links and noticing patterns in their experience○ Making predictions○ Testing their ideas○ Developing ideas of grouping, sequences, cause and effect <p><u>Choosing ways to do things:</u></p> <ul style="list-style-type: none">○ Planning, making decisions and how to approach a task, solve a problem and reach a goal○ Checking how well their activities are going○ Changing strategy as needed○ Reviewing how well the approach worked

of Reception				
<p>To become a</p> <p>Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>	<p>To become an</p> <p>Independent Individual who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p>Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an</p> <p>Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>	<p>To become a</p> <p>Talented Tool User who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>
<p>To become a</p> <p>Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p>Wow Writer who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a</p> <p>Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>	<p>To become a</p> <p>Compassionate Citizen who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between place</p>	<p>To become an</p> <p>Exceptional Explorer who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.</p>
<p>To become a</p> <p>Super Scientist who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p>	<p>To become a</p> <p>Heroic Historian who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p>	<p>To become a</p> <p>Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a</p> <p>Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>	<p>To become a</p> <p>Budding Baker who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.</p>

Reception Curriculum

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Overarching Theme	Me and my Family	Autum Explorers	Ready Steady Go	Animals around the world	Down at the bottom of the garden	Once upon a time
Texts: As well as these texts linked to the theme, key books from the books spine and traditional tales will be used	I love you blue kangaroo Measuring me All are welcome The colour monster goes to school The Lion inside	Owl babies Stick man Gruffalo Leaf Thief Pat and Cyril Pumpkin Soup Olivers Vegetables Tidy	Lost and found Handa's surprise The Journey Home How to Catch a Star You Cant take an Elephant on the bus Here we are Baby goes to Market	Poo in the Zoo Someone swallowed Stanley Augustus and his smile Blown Away The Terrible Greedy Fossifoo The ugly five Who's egg is this?	Tad The girl who loves bugs Bog baby Oi Frog Jack and the beanstalk	Goldilocks and the three bears Gingerbread man Little red riding hood There is no dragon in this story The three billy goats gruff
Trips/Visitors Enrichments	Invite parents in from different cultures to talk about their families/culture. People who help us- police, fire, nurse, shopworker etc				Caterpillars Lion learners visit	
Celebrations / Festivals / Special Events	Black History Month Harvest Festival 6 th October Halloween 31 st October	Diwali 1 st November Bonfire Night 5 th November Remembrance 11 th November World Nursery Rhyme Week 11-15 th November Anti-Bullying week 11-15 th November Christmas December 25 th New Year 31 st December	Chinese /Lunar New Year 29 th January Children's mental health week 3-9 th February Internet safety day 11 th February Valentines Day 14 th February	Shrove Tuesday 4 th March World Book Day 6 th March Mother's Day 30 th March Easter Sunday 20 th April		Father's Day 15 th June

COMMUNICATION & LANGUAGE:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Area	Autumn	Spring	Summer
Listening, Attention and Understanding To become a Confident Communicator children will use their newly learnt skills to demonstrate their knowledge and understanding....	<p>To understand a question or instruction that has two parts</p> <ul style="list-style-type: none"> To understand Daily routines e.g. tidy up time, challenges... <i>instruction</i> To understand 'why' questions <p>To know how to listen carefully and understand why listening is important</p> <ul style="list-style-type: none"> To know how to listen To understand why it is important <p>To be able to begin to engage in story time</p> <ul style="list-style-type: none"> To be able to join in with repeated refrains To be able to fill in rhyming words <p>To be able to listen to and talk about stories to build familiarity and understanding</p> <ul style="list-style-type: none"> To be able to discuss characters, events, setting ... <i>character, happened</i> To be able to read books aloud To be able to link events in a story to their experiences <p>To be able to begin to listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <ul style="list-style-type: none"> To be able to learn rhymes, songs & poems To be able to anticipate words and <i>begin</i> to adapt phrases (<i>with support</i>) 	<p>To be able to develop holding a conversation when engaged in back-and-forth exchanges with teachers and peers.</p> <ul style="list-style-type: none"> To understand how to hold a conversation in everyday situations <p>To be able to listen carefully to and learn rhymes, poems and songs</p> <ul style="list-style-type: none"> To understand what a rhyme is To understand what a poem is To know some songs. <p>Continue to learn and understand new vocabulary</p> <ul style="list-style-type: none"> To be able to listen to daily routines To be able to listen to discussions about objects linked to theme To be able to talk about picture cards. Look at an object and focus on colour, shape, taste, smell, look, and feel. <p>To know how to listen to and talk about stories. To be able to build familiarity and understanding</p> <ul style="list-style-type: none"> To understand repetition of favourite stories in small groups To be able to use different voices for different characters/narrators To be able to practice possible conversations between characters <p>To understand how to listen to and talk about non-fiction books. To be able to develop a familiarity with new knowledge and vocabulary</p> <ul style="list-style-type: none"> To be able to listen to non-fiction books 	<p>To be able to confidently hold conversations in any situation.</p> <ul style="list-style-type: none"> To be able to articulate needs and wants with unfamiliar adults To be able to confidently hold conversations with peers and adults <p>To be able to 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</p> <ul style="list-style-type: none"> To be able to confidently use listening skills and express understanding To be able to listen with increased concentration for a sustained period of time To be able to ask questions using a range of question words e.g why, when, how, what and where. <p>To be able to confidently listen to and talk about stories to build familiarity and understanding</p> <ul style="list-style-type: none"> To be able to take on longer roles in imaginative play To be able to interact and negotiate with people in longer conversations To be able to talk about the plot and the main problem <p>To be able to confidently make comments about what I have heard and ask questions to clarify my understanding</p>

	<ul style="list-style-type: none"> To be able to say words clearly and emphasise words clearly so word boundaries are clear. 	<ul style="list-style-type: none"> To be able to select books containing photographs and pictures <p>To begin to understand humour</p> <ul style="list-style-type: none"> To understand nonsense rhymes / jokes are funny To understand why things are funny when listening to a story 	<p>To be able to confidently hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</p> <ul style="list-style-type: none"> To be able to talk to others during role play and involve others in my play To be able to talk to others during PE <p>To understand and be able to respond to humor more readily e.g. nonsense rhymes/jokes</p> <ul style="list-style-type: none"> To be able to listen to and respond appropriately to an adults request <p>To be able to listen carefully to rhymes and songs, paying attention to how they sound.</p> <ul style="list-style-type: none"> To be able to choose their favourite poem, song or rhyme To be able to clap out the beat structure. To be able to recreate the sounds
<p>Speaking</p> <p>To become a Confident Communicator children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>To be able to use new vocabulary throughout the day</p> <ul style="list-style-type: none"> To be able to use words and phrases relevant to the area being taught To understand what has been said to them To be able to ask questions after instructions to clarify understanding <p>To be able to begin to articulate my ideas and thoughts in well-formed sentence</p> <ul style="list-style-type: none"> To be able to build sentences using new vocabulary by rephrasing what they say and structure their responses using sentence starters <p>To be able to begin to connect one idea or action to another using a range of connectives... <i>because, although, but when ...</i></p> <p>To be able to begin to describe events in some detail</p>	<p>To be able to continue to use new vocabulary in different contexts</p> <p>To be able to develop using wider vocabulary in talk</p> <ul style="list-style-type: none"> To be able to continue to use new vocabulary in different contexts and use it repeatedly throughout the week. <p>To be able to ask questions to find out more and to check I understand what has been said to me</p> <ul style="list-style-type: none"> To be able to clarify understanding <p>To understand how to articulate my ideas & thoughts in well-formed sentences</p> <ul style="list-style-type: none"> To be able to answer open ended questions <p>To understand how connecting one idea or action to another using a range of connectives e.g and, because, so, but</p> <p>To know how to describe events in some detail</p>	<p>To be able to confidently participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> To be able to listen to and imitate new vocabulary To be able to speak in sentences or short phrases using new vocabulary To be able to make relevant comments or answer questions based on new vocabulary <p>To be able to confidently offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <ul style="list-style-type: none"> To be able to explain how changes occur To be able to think out loud about how to work things out

	<ul style="list-style-type: none"> ○ To be able to share family and personal news <p>To be able to begin to develop social phrases</p> <ul style="list-style-type: none"> ○ Routines of the day ... greetings, ○ How are you? ○ Friendship ... Would you like to...? <p>To be able to begin to retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> ○ To be able to retell stories I have heard. 	<ul style="list-style-type: none"> ○ To be able to retell a familiar event and begin to use the past tense more accurately <p>To be able to use talk to help work out problems, organise thinking & activities explain how things work/why things happen</p> <ul style="list-style-type: none"> ○ I think this might work.... ○ I'll try it this way.. ○ I wonder what would happen if... ○ Can you help me with..? <p>To understand some social phrases with confidence</p> <ul style="list-style-type: none"> ○ Can I join in with your game? ○ Can I have a turn next? ○ Can you show me how to do that? ○ Can I help you? ○ Are you upset? <p>To be able to become more confident at retelling a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <ul style="list-style-type: none"> ○ To be able to retell stories using props 	<ul style="list-style-type: none"> ○ To be able to use problem solving words and phrases to use in their explanations e.g 'so that' 'because' 'I think that' 'you could' 'it might be' <p>To be able to confidently describe events in some detail</p> <ul style="list-style-type: none"> ○ To be able to use sequencing words with emphasis to retell a story/event ○ To know that events/ideas/instructions need to be in the right order. <p>To be able to connect one idea to another using a range of connectives</p> <ul style="list-style-type: none"> ○ To be able to narrate events and actions linked to everyday events ○ To be able to extend thinking in everyday situations and play <p>To be able to confidently express my ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p> <ul style="list-style-type: none"> ○ To be able to express myself in full sentences ○ To be able to build confidence to speak in front of peers to explain their ideas/understanding <p>To be able to confidently use social phrases</p> <ul style="list-style-type: none"> ○ Can I join in with your game? ○ Can I have a turn next? ○ Can you show me how to do that? ○ Can I help you? ○ Are you upset? <p>To be able to confidently retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words</p> <ul style="list-style-type: none"> ○ To be able to retell stories using props and resources and puppets
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PSED: □ Self-Regulation □ Managing Self □ Building Relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple

goals, have confidence in their own abilities to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Area	Autumn	Spring	Summer
Self-regulation To become an Independent Individual & a Fantastic Friend children will use their newly learnt skills to demonstrate their knowledge and understanding....	To be able to begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> To be able to Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> To be able to link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i> To be able to begin to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> To be able to share goals with a friend To know how to identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> Focus on <input type="checkbox"/> keeping <i>calm</i> <input type="checkbox"/> being <i>patient</i> <input type="checkbox"/> waiting for a <i>turn</i> <input type="checkbox"/> <i>sharing</i> <input type="checkbox"/> tidying up after themselves Children recognize their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. 	To understand how to express feelings and consider the feelings of others <ul style="list-style-type: none"> To be able to model positive behaviour To be able to express my feelings if I feel hurt or upset, using descriptive language. To understand how to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> To be able to recognize their personal achievements. To be able to tell each other about their work and play. To be able to identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> To be able to think about my own feelings and those of others by giving explicit example of how others might feel in particular scenarios. To understand and think about the perspectives of others <ul style="list-style-type: none"> To be able to talk about the ideas arising from stories/discuss challenges, explaining how the different characters feel about these challenges and overcome them. 	To be able to confidently express feelings and consider the feelings of others <ul style="list-style-type: none"> To be able to show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly with a little support To be able to set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate To be able to 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. To be able to undertake specific activities that encourage talk about feelings and their opinions. To be able to explain to others what I thought about a problem or an emotion and how I dealt with it. To be able to talk with others to solve conflicts. <ul style="list-style-type: none"> To be able to help find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i> To know how to compromise and negotiate to solve problems <ul style="list-style-type: none"> To be able to use <input type="checkbox"/> book talk <input type="checkbox"/> puppets <input type="checkbox"/> real life experiences
Managing self To become an Independent Individual & a Fantastic Friend children will use their newly learnt skills to demonstrate their knowledge and understanding....	To be able to begin to manage my own self-care needs ... <ul style="list-style-type: none"> <i>fasten</i> To be able to show independent use of <input type="checkbox"/> zips <input type="checkbox"/> buttons <input type="checkbox"/> coats <input type="checkbox"/> shoes To be able to support good hygiene such as washing hands before snack/lunch. To be able to know the importance of 5 a day at snack time. 	To understand how to develop and manage my own self-care needs <ul style="list-style-type: none"> To be able to show increasing independence of changing for PE/ organizing own clothes into a neat pile/increasing independence with buttons To be able to know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' 	To be able to confidently manage my own needs <ul style="list-style-type: none"> To be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To be able to use picture books and other resources to explain the importance of a healthy lifestyle

	<ul style="list-style-type: none"> ○ To be able to have good personal hygiene such as handwashing after toileting. <p>To be able to begin to try new activities and show independence</p> <ul style="list-style-type: none"> ○ To be able to develop confidence to access all types of enhancements (indoors & outdoors) <p>To be able to begin to talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> ○ To know about toothbrushing – importance and how ... <i>clean, decay</i> ○ To be able to talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> 	<ul style="list-style-type: none"> □ having a good sleep routine □ being a safe pedestrian □ regular physical activity <p>To be able to develop the confidence to try new activities and show independence</p> <ul style="list-style-type: none"> ○ To be able to develop confidence to access all types of enhancements (indoors & outdoors) 	<p>To be able to try new activities and show independence, resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> ○ To be able to develop problem solving skills by talking through how they you and others resolved a problem or difficulty. ○ To be able to explain the reasons for rules, know right from wrong and try to behave accordingly
<p>Building relationships</p> <p>To become an Independent Individual & a Fantastic Friend children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>To be able to see myself as a valuable individual</p> <ul style="list-style-type: none"> ○ To be able to describe self, positively ... <i>proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')</i> <p>To know how to build constructive and respectful relationships</p> <ul style="list-style-type: none"> ○ To be able to use social language to develop friendships see CL ○ To be able to follow instructions, with high levels of support when necessary. ○ To be able to listen to each other as well as staff 	<p>To be able to see myself as a valuable individual and understand my talents</p> <ul style="list-style-type: none"> ○ To be able to begin to understand own strengths and talents ○ To be able to develop an awareness of own interests ○ To be able to build self- confidence and self esteem <p>To understand how to build constructive and respectful relationships</p> <ul style="list-style-type: none"> ○ To be able to widen friendship groups/developing stronger friendships ○ To be able to listen to each other and respect what they say and act upon it ○ Friendship groups as well as other groupings ○ Children help, listen and support each other. 	<p>To be able to see myself as a valuable individual and know the following</p> <ul style="list-style-type: none"> ○ To know my own strengths and talents ○ To know my own interests <p>To be able to confidently build constructive and respectful relationships</p> <ul style="list-style-type: none"> ○ To be able to work and play cooperatively and take turns with others ○ To be able to form positive attachments to adults and friendships with peers ○ To be able to show sensitivity to their own and to others' needs. <p>To be able to Continue to see self as a valuable individual</p>
<p>PHYSICAL DEVELOPMENT:</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
Area	Autumn	Spring	Summer

<p>Gross Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>To be able to revise and refine the fundamental movement skills I have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <ul style="list-style-type: none"> ○ To be able engage in and develop confidence in actions ○ To be able to take part in regular practising of physical skills such as lifting, carrying, pushing, construction, stacking and climbing. ○ To be able to create low pressure zones where less confident children can practise movement skills on their own, or with one or two others. <p>To be able to develop overall body-strength, balance, co- ordination and agility.</p> <ul style="list-style-type: none"> ○ To be able to use the above actions, within the obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> ○ To be able to set my own physical challenge ... <i>challenge, goal</i> ○ To be able to use range of wheeled resources for children to balance, sit or ride on, or pull and push. <p>To be able to develop overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> ○ To know that high activity and getting out of breath several times a day is part of exercise <p>To be able to begin to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ...</p> <ul style="list-style-type: none"> ○ To know correct posture. <p>To be able to use a range of large and small apparatus indoors and outside, alone and in a group</p> <ul style="list-style-type: none"> ○ To know how to use a wide range of equipment. ○ To be able to perform quick changes of speed <p>To know and refine a range of ball skills including <i>passing, batting and aiming</i></p> <ul style="list-style-type: none"> ○ To be able to begin to bat, pat and hit and aim a ball modelling how to do this and giving children time to practice it. 	<p>To be able to refine the fundamental movement skills I have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p>To be able to progress towards a more fluent style of moving, with developing control and grace</p> <ul style="list-style-type: none"> ○ To be able to provide regular opportunities to practice movement skills alone and with others. <p>To be able to understand my overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> ○ To know that high activity and getting out of breath several times a day is part of exercise ○ To be able to spin, rock, tilt and fall. <p>To know how to develop my core muscle strength and achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to combine different movements with ease and fluency</p> <ul style="list-style-type: none"> ○ To be create increasingly challenging obstacle courses with different heights and different movements required to complete it. <p>To be able to confidently use a range of large and small apparatus indoors and outside, alone and in a group</p> <ul style="list-style-type: none"> ○ To be able to use a wide range of equipment. <p>To be able to further develop and refine a range of ball skills including <i>passing, batting and aiming</i></p> <ul style="list-style-type: none"> ○ To be able to develop ball skills with a range of balls. 	<p>To be able to perform all movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <p>To be able to use a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> ○ To be able to onclude movements in balance and stillness. ○ To be able to negotiate space and obstacles safely, with consideration for themselves and others <p>To be able to combine different movements with ease and fluency</p> <ul style="list-style-type: none"> ○ To be able to perform precision and accuracy when beginning and ending movements <p>To be able to confidently demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> ○ To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <ul style="list-style-type: none"> ○ To be able to use a wide range of equipment. ○ To be able to provide opportunities for quick changes of speed. <p>To be able to show confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> ○ To know the rules of team games and consolidated ball skills.
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<p>Fine Motor Skills</p> <p>To become an Amazing Athlete & a Talented Tool User children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>To be able to use a comfortable grip with good control when holding pens and pencils</p> <ul style="list-style-type: none"> To be able to consolidate a tripod grip <p>To be able to show accuracy and care when drawing.</p> <p>To be able to develop small motor skills so I can use a range of tools competently, safely and confidently.</p> <p>To be able to know and suggest some tools:</p> <ul style="list-style-type: none"> To know that pencils are for drawing and writing. To know what paintbrushes, scissors, knives, forks and spoons are used for 	<p>To begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:</p> <p>To be able to use effective pencil grip To be able to use correct letter formation (see Writing)</p> <p>To be able to further develop small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>To understand and suggest tools:</p> <ul style="list-style-type: none"> To know that pencils are for drawing and writing, and what paintbrushes, scissors, knives, forks and spoons are used for To be able to develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> 	<p>To be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>To be able to confidently use a range of small tools, including scissors, paint brushes and cutlery</p>
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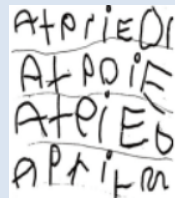
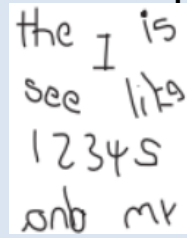
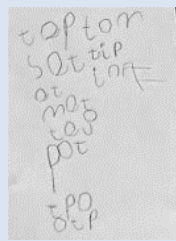

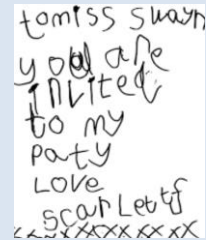



LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Area	Autumn	Spring	Summer
<p>Reading-Comprehension</p> <p>To become a Brilliant Bookworm & a Wow Writer children will use their</p>	<p>To be able to begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <ul style="list-style-type: none"> To be able to recall key events ... <i>event</i> To be able to talk about main characters... <i>character, beginning, middle, end</i> 	<p>To understand how to use some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...</p> <p>To be able to confidently retell a story in small world / role play (in correct sequence)</p>	<p>To be able to confidently demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> <i>To be able to accurately sequence a story</i> To be able to anticipate appropriate-key events in stories.

newly learnt skills to demonstrate their knowledge and understanding....		<ul style="list-style-type: none"> ○ <i>To know the...beginning, middle, end of a story</i> ○ To be able to take on a role of a character using some story language ○ To be able to talk about likes and dislikes of texts, rhymes and poems ○ To be able to choose a book and begin to explain why ...<i>because</i> ○ To be able to begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> 	<ul style="list-style-type: none"> ○ To be able to understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Reading- word reading To become a Brilliant Bookworm & a Wow Writer children will use their newly learnt skills to demonstrate their knowledge and understanding....	To be able to begin to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment <ul style="list-style-type: none"> ○ To understand the five key concepts about print, with a focus on ○ To know left to right correspondence ... word, letter, first / last To be able to begin to read simple phrases	To understand and continue to re-read books to build up my confidence in word reading, fluency and understanding and enjoyment To be able to read simple phrases / sentences	To be able to notice some relationships between one text and another To be able to confidently read simple phrases and sentences To be able to comment on perceived links with my own life experience or other experiences,

To become a Brilliant Bookworm & a Wow Writer children will use their newly learnt skills to demonstrate their knowledge and understanding.... Letter formation	<ul style="list-style-type: none"> - The Writing Progression statements were created through professional discussions with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, BSquared statements and Heidi Songs professional writing chart. - It should be noted that children develop at different rates and these statements should be viewed alongside gross motor and fine motor development, as well as pencil control. 		
	<ul style="list-style-type: none"> ○ To be able to begin to make letter type shapes to represent initial sounds in my name and familiar words e.g. mummy. ○ To be able to form 5 lower case letters. 	<ul style="list-style-type: none"> ○ To be able to form up to 15 lower case letters. 	<ul style="list-style-type: none"> ○ To be able to form all 26 lower case letters, mostly formed correctly. ○ To be able to start my sentence with a capital letter.
Words	<ul style="list-style-type: none"> ○ To be able to write strings of letters to represent words. ○ To be able to begin to write initial sounds in words with letters I have learnt. ○ To be able to begin to write end 	<ul style="list-style-type: none"> ○ To be able to begin to write VC and CVC words using letters I have learnt e.g. cat, dog, at, in. ○ To be able to start to use some tricky words in my writing e.g. to, the, I, no, go. 	<ul style="list-style-type: none"> ○ To be able to write a simple sentence with some words that are phonetically plausible. ○ To be able to write a simple sentence with most words spelt correctly. ○ To be able to use common exception words in my sentence.

	<p>sounds in words with letters I have learnt.</p> <ul style="list-style-type: none">To be able to begin to write short strings of letters to represent words, sometimes including beginning, middle and end sounds e.g. pto-potato.				
Sentences	<ul style="list-style-type: none">	<ul style="list-style-type: none">To be able to begin to write simple captions.To be able to orally compose a simple sentence and hold it in my head before writing it.	<ul style="list-style-type: none">To be able to write a simple phrase.To be able to write a simple sentence.To be able to end my sentence with a full stop.To be able to begin to put finger spaces between words.		
Purposeful writing	<ul style="list-style-type: none">To be able to give meaning to marks I make in pen, paint and typing.To be able to begin to mark make for different purposes e.g. lists, invitations and cards.To be able to copy words from the environment or words I see adults writing.	<ul style="list-style-type: none">To be able to have a go at labelling using my phonic knowledge.To be able to write simple lists.	<ul style="list-style-type: none">To be able to write a caption to match a picture.To be able to read my work.To be able to make writing clear so it can be read by others.		
Letter strings (from left to right)	Copying environmental print	CVC words	Beginning sounds	Purposeful writing	Captions, phrases and sentences to match pictures
					
Handwriting scheme	Pre writing shapes and straight line letter shapes	Curve to start and tunnel letter shapes		Diagonal and hoop, loops and line letter shapes	
					



MATHEMATICS: □ Numerical Pattern □ Number			
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>			
Area	Autumn	Spring	Summer
Numbers	<ul style="list-style-type: none"> The number LTP was created from professional discussion with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, the Master the \Curriculum Document, White Rose guidance and the NCETM progression document. 		
Matching and sorting			

<p>To become an Master of Maths children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p>Each block links to the relevant core content which is Mastering Number, a daily 15minute session for 4 days each week. This allows for a 15min input on a focus topic one day a week. Continuous provision and focussed teaching groups will be covered weekly using the focussed topic – this is directly taken from White Rose Maths and will be practical based learning across all areas of the provision.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Mastering Number Term 1 Weeks 1-5					Consolidation	Consolidation
	Positional language -setting introduction		Block 1 Match, sort and compare		Measure and pattern		
	Baseline all new children						
Autumn 2	Mastering Number Term 1 Weeks 6-10					Consolidation	Consolidation
	Subitising and counting to 3		Circles and triangles	Subitising and counting to 5		Shapes with 4 sides	
Spring 1	Mastering Number Term 1 Weeks 11-15					Consolidation	
	0-5, more and less		Mass and capacity	0-8 including odd, even and doubles			
Spring 2	Mastering Number Term 1 Weeks 16-20					Consolidation	
	Length height and time		Numbers to 10				
Summer 1	Mastering Number Term 1 Weeks 21-25						
	Exploring 3 D shapes		Numbers to 20 and beyond		Addition and subtraction		
Summer 2	Mastering Number Term 1 Weeks 26-31					Consolidation	
	Compose and decompose shapes		Sharing and grouping			Pattern	Consolidation

UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Area Understanding the World	<ul style="list-style-type: none"> - <u>Coverage for UTW</u> - Skills and knowledge in this area will be covered when suitable throughout the terms, depending on the topic. - Teachers will ensure all the content has been covered by the end of the year. - Please cover your local area/community and local history - 		
Past and Present History Geography Science To become an Exceptional Explorer children will... To become an Compassionate Citizen children will... To become an Heroic Historian children will... To become an Super Scientist children will...	<p>HISTORY-Past and Present To know key Vocabulary relating to past and present- Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p>HISTORY-Past and Present To be able to use language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays.</p> <p>HISTORY-Past and Present To be able to talk about the lives of the people around me and their roles in society</p> <p>HISTORY-Past and Present To be able to recognise some similarities and differences between things in the past and now Firefighter/nurse</p> <p>HISTORY-Past and Present To be able to understand and use vocabulary such as: how, why, because find out, I wonder what/if/when/why When Mum and Dad, gran, grandad were little ... <i>past, history, long ago</i> Discussing how events in the past affect the present. e.g. Guy Fawkes/Remembrance Day</p> <p>HISTORY-Past and Present To be able to comment on images of familiar situations in the past Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, because explain Know about some historic figures</p>	<p>HISTORY-Past and Present To know key Vocabulary relating to past and present - Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p>HISTORY-Past and Present To be able to understand and use language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays</p> <p>HISTORY-Past and Present To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>HISTORY-Past and Present To understand the past through settings and characters</p> <p>HISTORY-Past and Present To be able to compare and contrast characters from stories including from the past.</p>	<p>HISTORY-Past and Present To know key vocabulary relating to past and present- Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?</p> <p>HISTORY-Past and Present To be able to confidently use the language of time This morning, last night, yesterday, at the weekend, last week, in the summer holidays</p> <p>HISTORY-Past and Present To be able to recognise the difference between past and present, old and new</p> <p>HISTORY-Past and Present To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>HISTORY-Past and Present To understand the past through settings and characters</p> <p>HISTORY-Past and Present To be able to compare and contrast characters from stories including from the past. EG. What did a home look like long ago? Polly put the kettle on rhyme - focus on no electricity/gas cooker and heating water on a range. Jack and Jill - getting water from a well.</p>

	<p>HISTORY-Past and Present To be able to comment on images of familiar situations in the past</p> <p>HISTORY-Past and Present To be able to recognise the difference between past and present, old and new</p>		
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<p>People, Culture & Communities</p> <p>History Geography Science</p> <p>To become an Exceptional Explorer children will...</p> <p>To become an Compassionate Citizen children will...</p> <p>To become an Heroic Historian children will...</p> <p>To become an Super Scientist children will...</p>	<p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to talk about members of my immediate family and community</p> <ul style="list-style-type: none"> To be able to describe family members ... <i>grandparent, older, younger</i> To know that there are many different types of families ...<i>parent, step-sister / brother / mum / dad, similar, different</i> <p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to name and describe people who are familiar to me</p> <ul style="list-style-type: none"> To know people in their local / school community... <i>school cook, vet</i> <p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to talk about members of my immediate family, community and wider community</p> <ul style="list-style-type: none"> To be able to name and describe people who are familiar to me To be able to visit things local to me (e.g. library) To be able to ask releavnt questions <p>GEOGRAPHY-People, Culture and Communities</p> <p>To begin to understand that some places are special to members of my community</p> <ul style="list-style-type: none"> To be be able to talk about special places they go with their family... <i>places of worship visited by children e.g. church at Harvest/Christmas</i> <p>GEOGRAPHY-People, Culture and Communities</p> <p>To begin to recognize that people have different beliefs and celebrate special times in different ways)</p> <ul style="list-style-type: none"> To be able to develop a knowledge and awareness of other festivals ... <i>(Harvest, Diwali, Christmas)</i> 	<p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <ul style="list-style-type: none"> To know what a map is To be able to explore maps To be able to draw information from a map <p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to draw information from a simple map</p> <ul style="list-style-type: none"> To be able to look at the immediate environment around school. To know what road my school on To know how far I live from school To be able to discuss and share the things I pass on my way to school To be able to look at aerial views of the school setting and discuss what I notice, recognizing roads, open spaces roads and other simple features. To be able to describe the local area using relevant vocabulary To be able to use positional language to describe my local environment <p>GEOGRAPHY-People, Culture and Communities</p> <p>Understand that some places are special to members of my community</p> <ul style="list-style-type: none"> To know how the church prepares for Easter 	<p>GEOGRAPHY-People, Culture and Communities</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways</p> <p>(Chinese New Year /Pancake Day, Shrove Tuesday, Lent/Easter. Eid)</p> <ul style="list-style-type: none"> To be able to describe my immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps To know what a Mosque is like? To know how people pray in a Mosque?
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<p>Natural World</p> <p>History Geography Science</p> <p>To become an Exceptional Explorer children will...</p> <p>To become an Compassionate Citizen children will...</p> <p>To become an Heroic Historian children will...</p> <p>To become an Super Scientist children will...</p>	<p>SCIENCE To be able to explore the natural world around me</p> <ul style="list-style-type: none"> ○ To be able to begin to identify some local tree species ... <i>nature, natural</i> ○ To be able to learn and perform autumn songs ○ To be able to investigate autumn produce (e.g. pumpkins, conkers and shells, autumn flowers) ○ To be able to observe shadows in different lights ○ To be able to name /find out about nocturnal animals (linked with new vocab C + L) ○ To be able to use non fiction texts to find out about hedgehogs and mice <p>SCIENCE To understand the effect of changing seasons on the natural world around me – Autumn into Winter</p> <ul style="list-style-type: none"> ○ To be able to Observe / talk about changing seasons ○ To know that some trees don't lose their leaves in winter <p>SCIENCE To be able to describe what I see, hear and feel whilst outside</p> <ul style="list-style-type: none"> ○ To be able to use relevant vocabulary to describe my environment (e.g. It gets dark earlier. It is getting colder. It can be foggy/ misty /icy/windy/wet/clear/ cold/mild etc.) ○ To know if a tree is deciduous or evergreen 	<p>SCIENCE To be able to explore for the natural world around me</p> <ul style="list-style-type: none"> ○ To be able to observe and draw spring flowers/blossom ○ To be able to find out about and drawing animals ○ To be able to find out about animals ○ To be able to name baby animals ○ To be able to classify animals <p>SCIENCE To be able to describe what I see, hear and feel whilst outside To be able to understand the effect of changing seasons on the natural world around me</p> <ul style="list-style-type: none"> ○ To know seasons change from winter to spring/observing signs of spring ○ To be able to continue to develop interest in linked texts across themes, fiction and non-fiction ○ To know how to care for our oceans ○ To understand the effects of plastic and pollution on the natural environment <p>SCIENCE To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class</p> <ul style="list-style-type: none"> ○ To be able to identify habitats ○ To be able to observe ice melting, how can we speed up the melting process? ○ To be able to observe things that float and sink 	<p>SCIENCE To be able to explore the natural world around me, making observations and drawing pictures of animals and plants</p> <ul style="list-style-type: none"> ○ To be able to grow bean plants and sunflowers and observing growth- introduce appropriate vocabulary ○ To be able to measure growth using non-standard units e.g. cubes ○ To be able to name some common garden birds/minibeasts/plants <p>SCIENCE To understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> ○ To be able to observe the lifecycle of a caterpillar changing into a butterfly ○ To be able to use appropriate vocabulary
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Area	Autumn	Spring	Summer
Creating with Materials Design and Technology	<p>Children aged 4-5 years old should be able to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Creating with materials- ELG. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>In order to do this, children must know and understand the skills below:</p>		
Tools	<ul style="list-style-type: none"> To know how to use thin brushes to add detail To be able to hold the brush with a tripod grip. 	<ul style="list-style-type: none"> To be able to select the correct paintbrush for purpose 	<ul style="list-style-type: none"> To be able to independently select additional tools to add details and improvements to pictures, e.g., stamps and rollers.
Scissors	<ul style="list-style-type: none"> To be able to snip the paper and move the scissors forward. 	<ul style="list-style-type: none"> To be able to turn the paper to cut a simple shape 	<ul style="list-style-type: none"> To be able to cut a more complex shape with increased accuracy.
Colour	<ul style="list-style-type: none"> To be able to mix primary colours to make secondary colours, e.g. green, orange and purple. 	<ul style="list-style-type: none"> To be able to mix and match to a specific colour or shade needed. 	<ul style="list-style-type: none"> To be able to explore tones- To know to add white to make a colour lighter and black to make a colour darker
Draw	<ul style="list-style-type: none"> To be able to draw bodies and shapes for objects that are an appropriate size and have some features. 	<ul style="list-style-type: none"> To be able to draw with detail including finer details such as fingers, ears, hair styles or items onto features. 	<ul style="list-style-type: none"> To be able to draw from observation by making a careful study and then includes features and details in the pictures.
Join	<ul style="list-style-type: none"> To be able to join items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. 	<ul style="list-style-type: none"> To be able to join items which are cut torn and glued 	<ul style="list-style-type: none"> To be able to select the correct tool for purpose
Sculpture	<ul style="list-style-type: none"> To be able to manipulate clay/ dough by squashing, rolling, pinching, twisting and cutting. 	<ul style="list-style-type: none"> To be able to make something with clear intentions from start to finish. 	<ul style="list-style-type: none"> To be able to carefully select additional materials to incorporate and enhance my model
Collage (Materials)	<ul style="list-style-type: none"> To be able to tear media into smaller pieces, but with gaps between 	<ul style="list-style-type: none"> To be able to use the layering of smaller pieces is evident, so there are fewer gaps 	<ul style="list-style-type: none"> To be able to make collages/mosaics - adding details with a wide range of textures ensuring pieces are layers carefully, so there are no gaps
Being Imaginative & Expressive	<p>To know how to develop storylines in their pretend play.</p> <ul style="list-style-type: none"> To be able to begin to develop complex stories using small world equipment 	<p>To understand how to develop storylines in their pretend play.</p> <ul style="list-style-type: none"> To be able to develop complex stories using small world equipment 	<p>To be able to confidently develop storylines in their pretend play.</p>

	<p>To be able to watch and talk about dance and performance art, expressing my feelings and responses.</p> <ul style="list-style-type: none"> To be able to watch dances linked to festivals To be able to talk about how a dance makes me feel <p>To be able to explore and engage in dance, performing solo or in groups.</p> <ul style="list-style-type: none"> To be able to move my body to music To be able to experiment with different ways of moving my body 	<ul style="list-style-type: none"> To be able to develop storylines in my pretend play – including those linked to focus text ... story language, character, beginning, middle, end <p>To be able to watch and talk about dance and performance art, expressing my feelings and responses.</p> <ul style="list-style-type: none"> To be able to watch dances linked to festivals and discuss what I have seen To be able to talk about how a dance makes me feel and why To be able to discuss what type of dance it is (adjectives to describe the dance; e.g. happy, sad, slow, fast) <p>To be able to explore and engage in dance, performing solo or in groups.</p> <ul style="list-style-type: none"> To be able to move my body using fast and slow movements inline to the music To be able to experiment with ways of moving using resources e.g. scarves and streamers 	<ul style="list-style-type: none"> To be able to invent, adapt and recount narratives and stories with peers and teachers. <p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none"> To be able to watch dances linked to festivals and discuss what I have seen To be able to talk about how a dance makes me feel To be able to discuss what type of dance it is (adjectives to describe the dance; e.g. happy, sad, slow, fast) To be able to compare dances i have seen using correct vocabulary <p>To be able to explore and engage in dance, performing solo or in groups.</p> <ul style="list-style-type: none"> To be able to respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music To be able to combine different moves and resources together to create a dance
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Music - Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Theme	<p>To be able to begin to listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>To know how to sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> ○ To be able to use my voice to join in with well-known songs from memory ○ To know what pulse is ○ To be able to find the pulse ○ To be able to explore high and low sounds <p>To be able to explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> ○ To be able to invent a pattern to go with a song using 1 note ○ To be able to perform a 1 note pattern to friends ○ To be able to perform a 1 note pattern with friends 	<p>To understand how to listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>To understand how to sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> ○ To be able to remember and maintain my role within a group performance ○ To be able to sing along with a prerecorded song and add actions ○ To be able to invent ways to find the pulse ○ To be able to explore high and low pitch in the context of the songs <p>To be able to explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> ○ To be able to use the starting note to explore melodic patterns using 1 or 2 notes ○ To be able to perform a 1 or 2 note pattern to friends ○ To be able to perform a 1 or 2 note pattern with friends 	<p>To be able to Listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> ○ To be able to sing along with a backing track ○ To be able to be confident finding the pulse and show others my ideas ○ To be able to keep the beat of a song with a pitched note <p>To be able to explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> ○ To be able to enjoy playing patterns using a combination of 3 notes ○ To be able to perform a 3-note pattern to friends ○ To be able to perform a 3-note pattern with friends
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Discovery RE- Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes people special?	What is Christmas	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?

Jigsaw PSHE - Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me

RWI – Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Phonic Sounds: RWI Set 1 whole class (Autumn 1)</p> <p>RWI Differentiated groups</p>	<p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall, knowing that print is read from left to right.</p> <p>To identify taught sounds on a sound mat Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Differentiated Ditties / groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, e.g. 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Ditties / groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, e.g. 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Say the sound for each letter of the alphabet and for at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Phonic Sounds: RWI</p> <p>Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Transition work with Year 1 staff</p>	

End of Year Expectation

Children can read all Set 1 sounds and Set 2 sounds in words, including words with consonant blends.

Children build up the speed of reading some of these words and read them without hesitation.

Children move groups when they are ready, and children receive interventions where needed to catch up.

COMMUNICATION & LANGUAGE	PSED	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESSIVE ARTS & DESIGN
<p>ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognize quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>