

EYFS Curriculum 2022/2023

Area of learning		<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Communication & Language Listening, Attention and Understanding - Speaking	Nursery	<p><u>Listening, Attention and Understanding -</u> Pay attention to one thing at a time - Listen 1:1 to develop independence within daily routine. Participate in short multi-sensory Key Person group time. Enjoy listening to stories and begin to remember much of what happens - Listen to short stories with illustrations / props / sounds. Recall key events / name key characters. Begin to join in text retell with some actions. Follow an instruction with one part - Linked to daily routine, key person group activities, special events such as an Autumn walk. Understand simple questions about who, what and where - Get to know one another and their new learning space. Find body/move different body parts. Recount of an Autumn walk. Begin to understand some 'why' questions related to own experiences - Autumn experiences.</p> <p><u>Speaking -</u> Begin to use a wider range of vocabulary - linked to daily routine or themes, Learn new rhyme and begin to develop a repertoire of songs - Join in with actions and props. Fill in some missing words. Begin to talk about a familiar book one-to-one - Comment on an illustration. Comment on a favourite character or part of the story. Develop communication, begin to use different tenses. Begin to use longer sentences of 4 to 6 words. Start a conversation with an adult or friend. Begin to use talk to organise themselves and their play.</p>	<p><u>Listening, Attention and Understanding -</u> Enjoy listening to stories and remember much of what happens. Begin to shift attention from one thing to another when needed and given a prompt. Begin to understand and follow a two-part instruction. Understand some 'why' questions. Begin to show an understanding of some prepositions. Begin to listen to others in a small group.</p> <p><u>Speaking -</u> Use a wider range of vocabulary. Continue to develop and sing a repertoire of songs. Sing a range of rhymes/songs as part of a group. Talk about a familiar book and begin to tell a simple story. Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4 or 6 words. Begin to join sentences with and. Start a conversation with an adult or friend and begin to continue it with many turns. Use talk to organise themselves and their play. Begin to retell a simple past event in correct order. Begin to express a point of view.</p>	<p><u>Listening, Attention and Understanding -</u> Enjoy listening to longer stories (with increased attention) and can remember much of what happens. Shift their attention from one thing to another when needed and given a prompt. Understand and follow a two-part instruction. Understand and respond confidently to simple 'why' questions. Show an understanding of some prepositions. Listen to others in a small group.</p> <p><u>Speaking -</u> Uses a wider range of vocabulary in a range of contexts. Sing a large repertoire of songs. Sing a range of songs/rhymes as part of a group and independently. Talk about a familiar book and tell a longer story. Develop communication, begin to use a wider range of tenses (with correct use of most tenses) Use sentences joined by other words such as like/because. Start a conversation with an adult or friend, and continue it with many turns. Retell a simple past event in correct order. Use talk more confidently to organise themselves and their play. Express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p>
	Reception	<p><u>Listening, Attention and Understanding -</u> Understand a question or instruction that has two parts - Daily routines (tidy up time, challenges) Understand 'why' questions. Understand how to listen carefully and why listening is important. Learn new vocabulary linked to the daily routine or theme (see UW - Me and my family, Autumn, Celebrations) Begin to engage in story time - Join in with repeated refrains / fill in rhyming words. Listen to and begin to talk about stories to build familiarity and understanding - Discuss characters, events, setting. Listen carefully to rhymes and songs and begin to pay attention to how they sound - Learn rhymes, songs and poems. Anticipate words, begin to adapt phrases (with support)</p> <p><u>Speaking -</u> Use new vocabulary throughout the day. Begin to ask questions to find out more and to check they understand what has been said to them - Model and encourage questions after instructions. Begin to articulate their ideas and thoughts in well-formed sentence - Express ideas to friends and book talk. Begin to connect one ideas or action to another using a range of connectives (because, although, but) Begin to describe events in some detail. Develop social phrases - Routines of the day and greetings "How are you?" Friendships "Would you like to..." Begin to retell a simple story, once they have developed a deep familiarity with the text. Some as exact repetition and some in their own words - Focussed and linked texts / within small words and role play</p>	<p><u>Listening, Attention and Understanding -</u> Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Begin to understand humour such as nonsense rhymes and jokes.</p> <p><u>Speaking -</u> Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one ideas or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems, organise thinking and activities, explain how things work and why things happen. Develop and use social phrases with confidence. Retell a simple story, once they have developed a deep familiarity with the text. Some as exact repetition and some in their own words.</p>	<p><u>Listening, Attention and Understanding -</u> 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. Understand humour more readily such as nonsense rhymes and jokes.</p> <p><u>Speaking -</u> 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>

Personal Social & Emotional Development

Self-Regulation
Managing Self
Building Relationships

<p>Nursery</p> <p>(Jigsaw is also being used alongside to enhance) our PSED curriculum)</p>	<p>Self-Regulation - Show effortful control - With support follow the daily routine. Play with others, sharing resources and taking turns. Begin to talk about feelings - (happy, sad, because) Show/imitate different emotions and label. I am happy or sad, because. Begin to show awareness of how others might be feeling - Offer comfort to a child who is upset/laugh with others. Identify feelings of main characters in texts, looking carefully at illustrations. Begin to recognise that some actions can hurt the feelings of others - Identify action that made someone else upset. With support, begin to find solutions to some conflicts - Sharing resources/taking turns.</p> <p>Managing Self - Show interest in a range of experiences, indoors and outdoors - Familiar and some new. Begin to select and use continuous provision resources, with help when needed - Make independent learning choices. Put resources back in the right place once used. With support, begin to follow classroom routines and rules. Begin to be independent within self-care routines - Toileting/Handwashing/Snack time/Outdoor time.</p> <p>Building Relationships - Begin to play with one or more other children - Child-initiated learning/small group activities. Begin to see themselves as part of a community - Key person group/nursery/family</p>	<p>Self-Regulation - Talk about feelings using words like happy and sad and begin to use other words. With support, begin to understand and talk about how others might be feeling and the reasons why. Begin to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. With support, begin to talk with others to resolve conflicts.</p> <p>Managing Self - Begin to select and use activities and resources to achieve a set goal. Settle to an activity of choice for some time. Increasingly follow classroom routines and rules (with reduced practitioner guidance) Develop independence within self-care routines.</p> <p>Building Relationships - Play with one or more other children. Take part in pretend play with one or more children. See themselves as part of a community. Begin to share and take turns with others. Begin to extend and elaborate play ideas with others.</p>	<p>Self-Regulation - Talk about their feelings using a range of words. Begin to understand how others might be feeling. Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Managing Self - Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them. Settle to an activity for some time. Increasingly follow rules, understanding they are important. Do not always need an adult to remind them of a rule. Be increasingly independent in meeting own care needs. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Building Relationships - Develop sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.</p>
<p>Reception</p> <p>(Jigsaw is also being used alongside to enhance) our PSED curriculum)</p>	<p>Self-Regulation - Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries (fair, agree, turns, together, share) - How to compromise and negotiate to solve problems. Use book talk, puppets, real life experiences. Begin to express feelings and consider the feelings of others - Identify and name emotions. Link book character's emotions to own experiences. Begin to set own goals and show resilience and perseverance in the face of challenge - Set a shared goal with a friend. Begin to identify to identify and moderate own feelings socially and emotionally - Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves)</p> <p>Managing Self - Manage own self-care needs - Independent use of zips, buttons, coats, shoes. Develop confidence to try new activities and show independence - Access all types of enhancements (indoors & outdoors) Know and begin to talk about the different factors that support their overall health and wellbeing - Toothbrushing - importance and how. Talk about importance of daily exercise and healthy eating.</p> <p>Building Relationships - Begin to see self as a valuable individual - Describe self, positively (proud, special, love) Begin to build constructive and respectful relationships - Use social language to develop friendships (see CL)</p>	<p>Self-Regulation - Express feelings and consider the feelings of others. Set own goals and show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Managing Self - Manage own self-care needs. Know and talk about the different factors that support their overall health and wellbeing - sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p> <p>Building Relationships - See self as a valued individual. Build constructive and respectful relationships.</p>	<p>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>Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for the 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.</p> <p>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. Continue to see self as a valuable individual.</p>

Physical Development Gross Motor Skills Fine Motor Skills	Nursery (PE Hub is also used alongside to enhance our PE skills)	Gross Motor Skills - Continue to develop movement skills of walking and running - Negotiating space and beginning to adapt speed and direction to avoid obstacles. Continue to develop climbing skills - Use stairs using alternate feet, and with support explore climbing frame. Continue to develop balancing skills - Completing low level obstacle courses, walking up and down a ramp, standing still and standing on one leg. Begin to learn to hop. Continue to develop riding skills on a scooter/trike/balance bike - Use a bike track, following a track, going in the right direction and starting and stopping. Continue to develop ball skills - Rolling to a partner or in circle games and kicking a ball. Begin to use large-muscle movements to - wave flags and streamers (top to bottom & anti-clockwise) and to paint and make marks (top to bottom & anti-clockwise) Fine Motor Skills - Learn to use the toilet with help and then independently. Begin to show a reference for a dominant hand. Begin to learn to use a knife and fork. Begin to get dressed independently for outdoor play. Use some one-handed tools and equipment - Across different areas of provision, pouring, filling, stirring, mixing, rolling, painting, drawing and mark making. Begin to develop a comfortable grip when using pencils and pens - Model and encourage a tripod grip.	Gross Motor Skills - Continue to develop movement of walking and running. Continue to develop climbing and balancing skills. Learn to hop. Begin to learn to skip. Continue to develop riding skills and ball skills. Use large muscle movements. Begin to remember some sequences and patterns of movement related to music and rhythm. Begin to take part in some group team activities. Begin to match developing physical skills to tasks and activities in setting. Chose the right resource to carry out chosen plan. Begin to collaborate with others to manage large items. Fine Motor Skills - Show preference for a dominant hand. Continue to learn to use a knife and fork. Increase independence getting dressed and undressed. Use a range of one-handed tools and equipment. Continue to develop a comfortable grip with good control when holding pens and pencils.	Gross Motor Skills - Begin to refine movement of walking and running. Begin to refine climbing and balancing skills. Learn to skip. Continue to develop riding skills and ball skills. Use large muscle movements. Remember some sequence and patterns of movement related to music and rhythm. Take part in some group team activities. Match developing physical skills to tasks and activities in setting. Choose the right resource to carry out chosen plan. Collaborate with others to manage large items. Fine Motor Skills - Use one-handed tools and equipment. Eat independently using a knife and fork. Be increasingly independent getting dressed and undressed. Use a comfortable grip with good control when holding pens and pencils.
	Reception (PE Hub is also used alongside to enhance our PE skills)	Gross Motor Skills - Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing) - Engage in and develop confidence in actions. Begin to develop overall body-strength, balance, co-ordination and agility - Use above actions, within obstacle courses. Set own physical challenge. Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (straight, upright, flat) Begin to combine different movements with ease and fluency, be able to change movements and directions quickly. Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Understand rules and reasons. Further develop and refine a range of ball skills including throwing, catching and kicking - Use different sizes and types of balls, alone and in pairs. Further develop the skills they need to manage the school day successfully, including lining up and queuing, mealtimes and personal hygiene. Fine Motor Skills - Use a comfortable grip with good control when holding pens and pencils - Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools to include pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - Ensure regular engagement and develop confidence in use of tools (grip, steady, snip, twist, curve, straight)	Gross Motor Skills - Continue to refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Begin to progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including passing, batting and aiming. Fine Motor Skills - Develop small motor skills so that they can use a range of tools competently, safely and confidently. Using pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Begin to develop the foundations of handwriting style, which is fast, accurate and efficient, consolidating an effective pencil grip and correct letter formation (see writing)	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. 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, paint brushes and cutlery. Begin to show accuracy and are when drawing.

Literacy Comprehension Word Reading Writing	Nursery	<u>Level 1 Phonics / Reading -</u> Begin to develop phonological awareness - Join in with level 1 activities, Distinguish between different sounds - Environmental sounds, Instrumental sounds, Body percussion. Rhythm and rhyme - begin to develop awareness of words that sound the same. Alliterative activities - begin to identify words starting with the same phoneme within names. Explore and copy different voice sounds. Begin to understand some of the five key concepts about print - Handle books carefully and correctly. Name some book parts (front cover, back cover, page, title) Learn that print has meaning (familiar logos, environmental labels with photograph) Understand print is read left to right. Enjoy sharing a book with an adult - One to one and during small group time (fiction and non-fiction) Begin to read own name with visual support. <u>Writing -</u> Add some marks to their drawings, which they give meanings to. For example, "That says mummy". Make marks on picture to represent name. Begin to attempt to write name with some recognisable letters - First letter of name. To begin to understand that own marks represent meaning - Point to marks, talk about made marks, label marks.	<u>Level 1 Phonics - Reading -</u> Continue to develop phonological awareness - Join in with level 1 activities. Listen, remember and talk about different sounds - Environmental, Instrumental, Body percussion. Rhythm and rhyme - develop awareness of words that sound the same. Tune into alliterative words, begin to identify and hear some initial phonemes in words. Explore and begin to talk about different voice sounds. Begin to participate in oral blending and segmenting activities. Clap syllables in own name. Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary. Continue to develop and understand the five key concepts about print - Handle books carefully and correctly. Name some book parts (title, blurb) Learn that print has meaning, recognise some new logos. Begin to understand what a word/letter is (letter, word) Follow print left to right and begin to use 1:1 correspondence. Know where to start reading (first) Read own name without visual support. <u>Writing -</u> Begin to use some print/letter knowledge in writing - Symbols (lines, circles) Recognisable letters. Left to right directionality. Top to bottom directionality. Ascribe meaning / point to directionality. Begin to engage in purposeful mark making. Attempt to write name, using name card, with some recognisable letters, some correctly formed.	<u>Level 1 Phonics / Reading -</u> Develop phonological awareness - Join in with level 1 activities. Listen, remember and talk about different sounds with increasing vocabulary - Environmental, Instrumental, Body percussion. Talk about rhyming words and begin to create rhyming strings. Hear and say initial sound in words. Explore and talk about different voice sounds, enunciating some phonemes correctly. Participate in oral blending/segmenting activities. Clap syllables in words. Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary. Use the five key concepts about print - Identify a word in a sentence and understand it carries meaning. Identify a letter in a word. Name parts of a book and show awareness of page number. Continue to develop understanding of word/letter. Follow print, know it is read from top to bottom and use 1:1 correspondence. Read own name in a variety of fonts/context. <u>Writing -</u> Use knowledge of print / letter knowledge in writing - Recognisable letters. Left to right / top to bottom directionality. Top to bottom directionality. Ascribe meaning. Begin to match some letters to phonemes (m for mummy) Engage in purposeful early writing. Attempt to write 'some' of their name from memory, with correct letter formation.
	Reception	<u>Comprehension / Word Reading -</u> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary - Recall key events. Talk about main characters (character, beginning, middle, end) Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Understand the five key concepts about print, with a focus on - Left to right. 1-1 correspondence (word, letter, first, last) Continue to develop level 1 phonological awareness, focussing on - Rhythm and rhyme, alliteration, oral blending and segmenting. Read individual letters by saying the sounds for them - Secure level 2 phonics (phoneme, grapheme, alphabet) Blend sounds into words, so that they can read short words made up of known GPCs - Phase 2 phonics, VC words, CVC words. Begin to read a few common exception words matched to the school's phonic programme (I, go, to, the, no, into) Begin to read simple phrases/sentences. Read guided reading books aligned to phonic knowledge. <u>Writing -</u> Attempt to write name correctly - Use correct letter formation. Use some of their print and letter knowledge in their early writing. Begin to form lower-case letters correctly. Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs - Use initial sounds, VC, CVC words. Write labels. Begin to write lists and captions. Begin to re-read what they have written.	<u>Comprehension / Word Reading -</u> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (fiction, non-fiction, set) - Retell story in small world / role play, in correct sequence (beginning, middle, end, set) Take on role of character using some story language. Talk about like and dislikes of texts, rhymes and poems. Choose a book and begin to explain why (because) Begin to anticipate, where appropriate, some key events in stories (predict, prediction) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Continue to develop level 1 phonological awareness, focussing on - Oral blending and segmenting. Begin to read words consistent with their phonic knowledge. Read some common exception words matched to the school's phonic programme. Read simple phrases / sentences. Read guided reading books aligned to phonic knowledge. <u>Writing -</u> Form most lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter. Write captions / phrases and begin to write simple sentences using known GPCs Include word spacing. Orally rehearse caption of sentence before writing. Re-read what they have written to make sure it makes sense.	<u>Comprehension / Word Reading -</u> Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (sequence) 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 - Begin to notice some relationships between one text and another. Begin to comment on perceived links with own life experiences or other experiences, e.g., Films, books) Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge. <u>Writing -</u> Write recognisable letters, most of which are formed correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words. Write simple phrases and sentences that can be read by others.
Phonics - Twinkl	Nursery	Level 1		
	Reception	Recap Level 1 + Levels 2-4		

Mathematics

Numerical Pattern
-
Number
(Shape, Space & Measure added for reference)

<p>Nursery</p>	<p>Numerical Pattern / Number - Begin to compare quantities (group, lots, more, same, less) Sort, match and label groups. Find the group with more/the same/less. Notice, identify and talk about patterns around them - Clothing/Autumn. Begin to copy and talk about a pattern (ABAB) - Patterns with objects/actions. Give pattern a name. Begin to recite numbers to 5 in correct order. Explore 1:1 correspondence - Heuristic play free exploration. Begin to say one number for each item to 3 - Join in with number rhymes/songs with props and actions. Use some number names in play.</p> <p>Shape, Space & Measure - Begin to select shapes for appropriate tasks - Show interest in shapes in the environment. Manipulate and turn shapes. Begin to talk about shapes (round, pointy, spotty, stripy) Make comparisons between objects using appropriate vocabulary - Size - big, small, bigger, smaller. Understand positional language within daily routine - in, on, under. Begin to understand the language of time within the daily routine - next, later, after.</p>	<p>Numerical Pattern / Number - Name and talk about patterns. Continue and talk about a pattern (ABAB) Recite numbers to 5. Join in with number rhymes to 5 using props and fingers. Use fingers to represent numbers with increasing accuracy. Use some number names in play with some accuracy. Sort and match objects accordingly (size / shape) Begin to compare quantities using (more than / fewer than) Fast recognition of objects up to 1 and sometimes 2 (subitising) Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks.</p> <p>Shape, Space & Measure - Select shapes appropriately in a range of contexts. Begin to combine shapes to make new ones. Talk about shapes. Make comparisons between objects using appropriate vocabulary. Understand positional language. Begin to use some language of time within the daily routine. Begin to describe a familiar route. Begin to describe a sequence of events (first / next)</p>	<p>Numerical Pattern / Number - Extend and create ABAB patterns. Recite numbers past 5. Fast recognition of up to 3 objects (subitising) Say one number for each item in order (1,2,3,4,5) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Show 'finger numbers' up to 5. Link numerals and amounts up to 5. Experiment with own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language (more than / fewer than)</p> <p>Shape, Space & Measure - Talk about and explore 2D and 3D shapes. Understand position through words. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately (flat surfaces for building, a triangular prism for a roof etc.) Combine shapes to make new ones. Talk about and identifies the patterns around them. Extend and create ABAB patterns. Begin to describe a sequence of events, real or fictional, using words such as first and then.</p>
<p>Reception</p>	<p>Numerical Pattern / Number - Recite numbers to 10 - Forward & backward, finger rhymes, passing games. Break counting chain (not always starting from 1) Talk about position (before / after) Count objects, actions and sounds - Up to 5, in context, daily routine, sharing, turn taking. Count objects in an irregular arrangement. Subitise 3 or 4 objects (quick recall without counting) Matching children to images in workshop areas. Fast recognition of dice patterns. Link the number symbol (numeral) with its cardinal number value to 5. Compare quantities up to 5 (more than, less than, fewer, who has one more, one less) Understand 'one more/less than' to 5 - Use sentence with support 'Three is one more than two'. Explore the composition of number to 5 - Recognise total is still the same. Using variety of resources (more, less, makes, equals, altogether) Begin to explore number bonds to 5 - Use a range of resources. Understand how to use a flip flap to 5.</p> <p>Shape, Space & Measure - Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Create shape picture, consolidate, 2D shape names. Put shapes together to make new shape (fit, turn) Continue, copy and create repeating patterns - Talk about pattern (repeat, next, before, after, in between) Begin to compare length, weight and capacity - Order 2/3 items by length or weight (heavier, heaviest, lighter, lightest, longer, longest, shorter, shortest)</p>	<p>Numerical Pattern / Number - Recite numbers to 20 - Backward from 10 and begin to recite backwards from 15. Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5 and begin to talk about position up to 10. Count objects, actions and sounds - Up to 10, in context of daily routine, sharing, turn taking. Count objects in an irregular arrangement. Begin to estimate number of objects up to 10 then check by counting. Subitise 5 objects (quick recall without counting) Link the number symbol (numeral) with its cardinal number value to 10. Compare quantities up to 10. Understand 'one more/less than' to 10 - Use sentence 'six is one more than five'. Begin to explore the composition of numbers to 0. Recall number bonds to 5 - Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives (altogether, more/now) Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives (left) Begin to share, double and half up to 10 objects.</p> <p>Shape, Space & Measure - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Begin to compose and decompose shapes within practical activities. Continue, copy and create repeating patterns. Compare length, height, weight and capacity - Order 2-3 items by capacity and height. Begin to order and sequence familiar events - Become familiar with a clock face and hands. Measure short periods of time.</p>	<p>Numerical pattern / Number - Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise 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. 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>Shape, Space & Measure - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes within practical activities. Continue, copy and create more complex repeating patterns. Compare length, height, weight and capacity. Measure and compare short periods of time.</p>

Understanding the World

Past and present (History)
 People, Culture & Communities (R.E / Geography)
 Natural World (Geography / Science)

	<p>Nursery</p>	<p><u>Past and present -</u> Begin to make sense of their own life history - When I was a baby (baby, new, grow) The people in my family (family, brother, sister) My birthday (birthday, party, presents) Christmas time.</p> <p><u>People, Culture & Communities -</u> Begin to show an interest in different occupations - People who help us (doctor, nurse, hospital) People who help our pets (vets, pets) Notice differences between people - babies and children (similarities/differences/body parts/hair colour)</p> <p><u>Natural World -</u> Begin to use some of their senses in hands on exploration of natural materials - Getting to know new outdoor learning space. Begin to explore collections of materials with similar and/or different properties - Autumn collection (leaves/pine cones/conkers/twigs) Talk about what they see, beginning to use a wider vocabulary. Explore how things work - my favourite toy (toy/push/pull/bend) Party objects/Christmas decorations. Begin to explore and talk about different forces they can feel - Push and pull toys (push/pull) Begin to understand the need to respect and care for the natural environment - nursery outdoor learning space. Begin to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>	<p><u>Past and Present -</u> Make sense of their own life history.</p> <p><u>People, Culture & Communities -</u> Continue to show an interest in different occupations. Begin to develop positive attitudes about the differences between people. Participate in visits.</p> <p><u>Natural World -</u> Begin to use all their senses in hands on exploration of natural materials. Begin to explore collections of materials with similar and/or different properties. Talk about what they see, continuing to use a wider vocabulary. Begin to understand the need to respect and care for the natural environment. Begin to know that there are different countries in the world. Explore how things work. Begin to explore and talk about different forces they can feel. Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>	<p><u>Past and Present -</u> Make sense of their own life history. Begin to make sense of family's history.</p> <p><u>People, Culture & Communities -</u> Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Participate in visits.</p> <p><u>Natural World -</u> Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>
	<p>Reception</p>	<p><u>Past and Present -</u> Begin to make sense of their own life-story and family's history. Begin to comment on images of familiar situations in the past - When mum and dad were little (past, history, long ago)</p> <p><u>People, Culture & Communities -</u> Talk about members of their immediate family and community - Describe family members (grandparent, older, younger) Understand that there are many different types of families (parent, stepsister, brother, mum, dad, similar, different) Name and describe people who are familiar to them - People in their local/school community (site manager, office manager, lolly pop person, shop keeper) Begin to understand that some places are special to members of their community - Talk about special places they go with their family (places of worship visited by children) Begin to recognise that people have different beliefs and celebrate special times in different ways - Understand how different people celebrate birthdays. Develop a knowledge and awareness of other festivals.</p> <p><u>Natural World -</u> Explore the natural world around them - Leaves - sort by shape/size, begin to identify some local tree species (nature/natural) Describe what they see, hear and feel whilst outside - Leaf shape, size and colour (long, spiky, gold, rust, orange) Understand the effect of changing seasons on the natural world around them - Autumn into Winter - Observe & talk about changing seasons (season, summer, autumn, winter, temperature, change, hibernation, darker, weather, wind) Develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>	<p><u>Past and Present -</u> Comment on images of familiar situations in the past.</p> <p><u>People, Culture & Communities -</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and other countries.</p> <p><u>Natural World -</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>	<p><u>Past and Present -</u> 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><u>People, Culture & Communities -</u> 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><u>Natural World -</u> 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. Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.</p>

Expressive Arts & Design

Being Creative
Being Imaginative & Expressive

	<p>Nursery</p> <p>Charanga is also used alongside to enhance our EA&D curriculum)</p>	<p>Being Creative - Begin to explore different materials and textures - Free exploration/collage. Introduction to glue to join (spread, press). Create lines and circles using a range of different media. Explore printing using hands, fingers, feet, leaves etc. Create enclosed shapes to represent self, using a range of media - body/face (key features, circle, line). Begin to explore colour - free exploration, self-portraits, Autumn/Christmas.</p> <p>Being Imaginative - Begin to take part in pretend play. Imitating home experiences (home corner). Imitating life experiences linked to different seasons. Celebrations - birthday party, cards and presents. Begin to create own small world scenes linked to interests. Begin to create simple stories using small world, imitate own experiences (home/nursery) Autumn walk - people, trees, animals. Listen with increased attention to sounds. Tune into body percussion sounds (body parts) Begin to move to a steady beat (beat/march) Sing and remember some simple rhymes and songs. Play instruments with increasing control - free exploration of musical instruments. Learn to play (tapping, banging, shaking)</p>	<p>Being Creative - Explore different materials freely and begin to develop own ideas about how to use them and what to make. Continue to explore different textures. Begin to join different materials. Begin to create closed shapes to represent objects. Begin to draw with increasing detail. Use drawing to represent ideas like movement. Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. Begin to explore colour mixing.</p> <p>Being Imaginative - Begin to respond to what they have heard, expressing their thoughts and feelings. Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person (pitch match) Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Take part in simple and pretend play and begin to use an object to represent something else. Begin to develop complex stories using small world equipment. Begin to make imaginative and complex 'small worlds'</p>	<p>Being Creative - Develop their own ideas and decide which materials to use to express them. Explore different textures. Join different materials. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. 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> <p>Being Imaginative - Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. Take part in simple pretend play sing an object to represent something else even though they are not similar. Develop complex stories using small world equipment. Make imaginative and complex 'small worlds'</p>
	<p>Reception</p> <p>(Charanga and Kapow are being used alongside to enhance our EA&D curriculum)</p>	<p>Creating with Materials - Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in drawings and paintings. Continue to explore colour and colour mixing. Safely use and explore a variety of materials and tools. Explore new techniques. Talk about new creations. Begin to return to and build upon previous learning.</p> <p>Being Imaginative & Expressive - Take part in simple pretend play - Family/play date role play (role, pretend, imagine) Begin to develop complex stories using small world equipment. Begin to develop storylines in their pretend play, including those linked to focus texts (story language, character, beginning, middle, end) Begin to listen attentively, move to and talk about music, expressing their feelings and responses - How does the music make me feel? (see PSE) Begin to watch and talk about dance and performance art - What type of dance/music is it? Use adjectives to describe music such as happy, sad, slow, fast, bouncy) Watch live music/dance performances linked to festivals (perform, celebrate, audience, musician, dancer) Sing in a group or on their own - Engage in circle and partner songs. Begin to make own verse for familiar song. Begin to explore and engage in music making and dance - Invent and dance/play music to show different emotions. (see PSE)</p>	<p>Creating with Materials - Explore and use 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.</p> <p>Being Imaginative & Expressive - Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>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>Being Imaginative & 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>