



Early Years Curriculum

Nursery

MISSION STATEMENT

*In God's family, we grow and learn in love, hope and faith.
Loving hands, loving hearts, loving minds.*

A sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Article 28: Your right to learn and to go to school

Article 31: Your right to relax and play

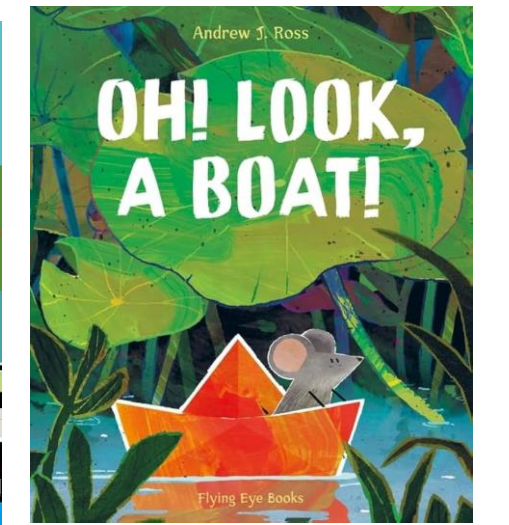
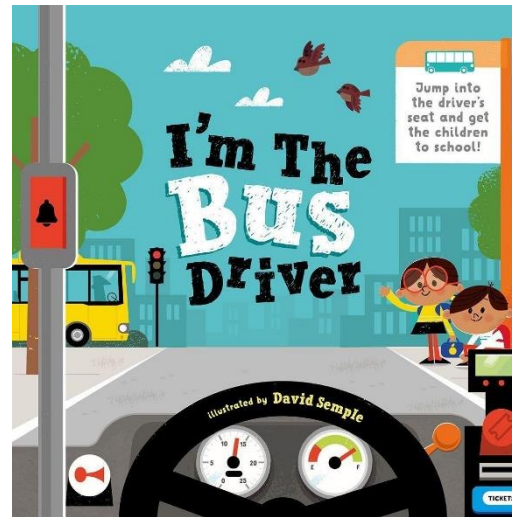
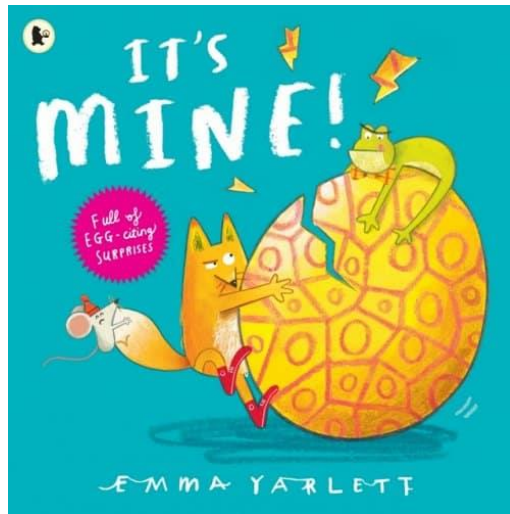
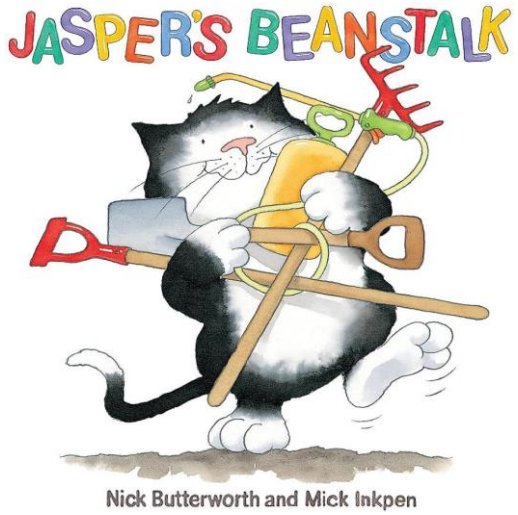
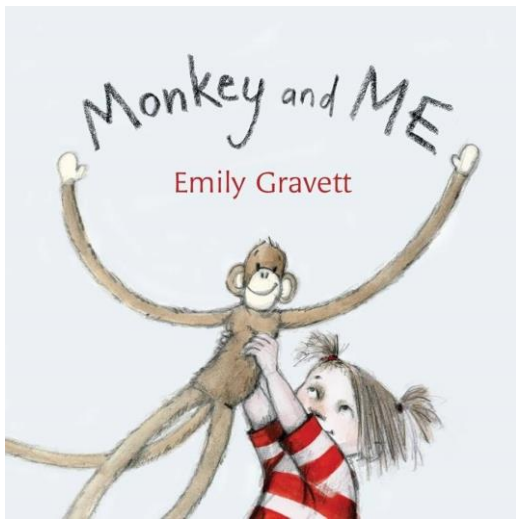
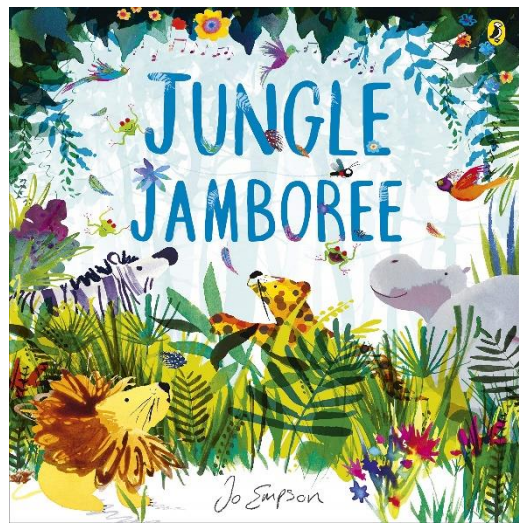
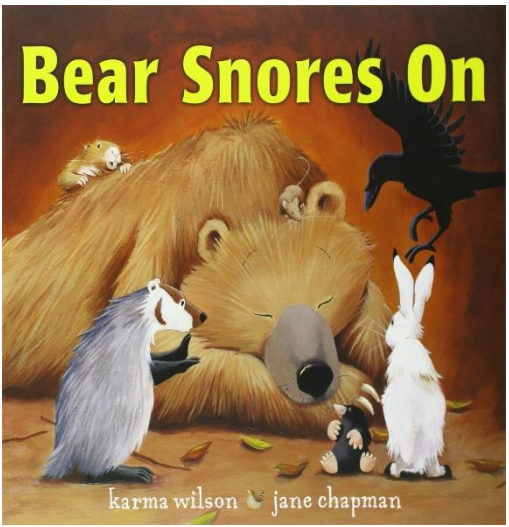
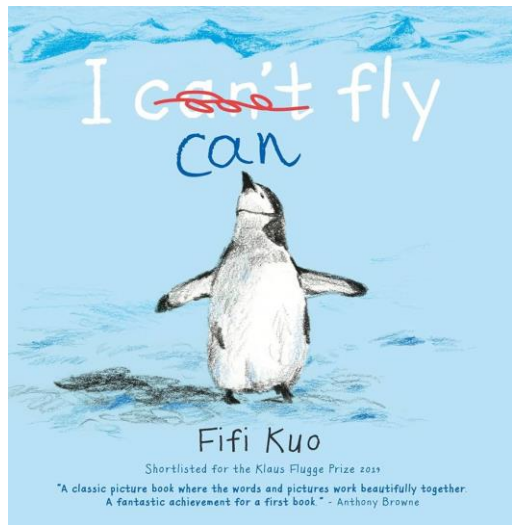
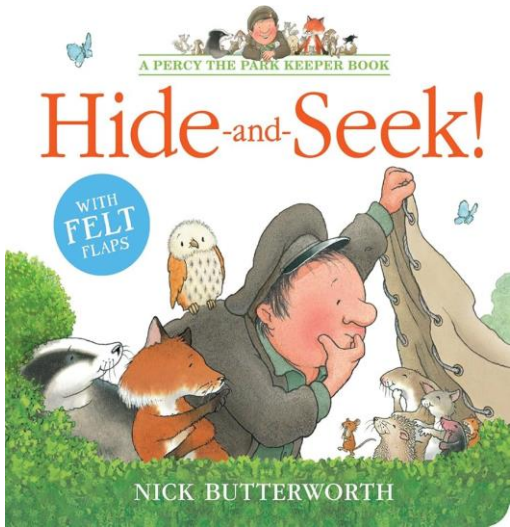
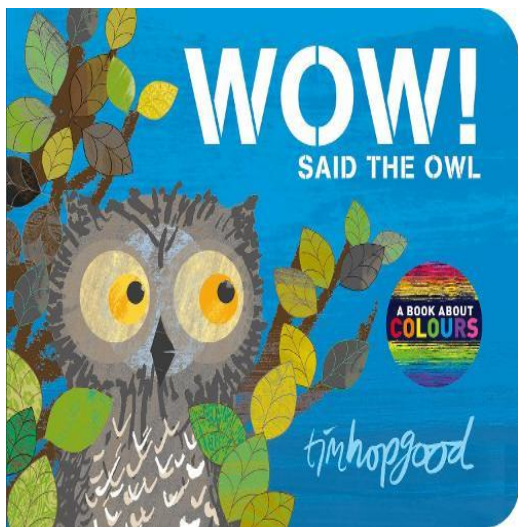
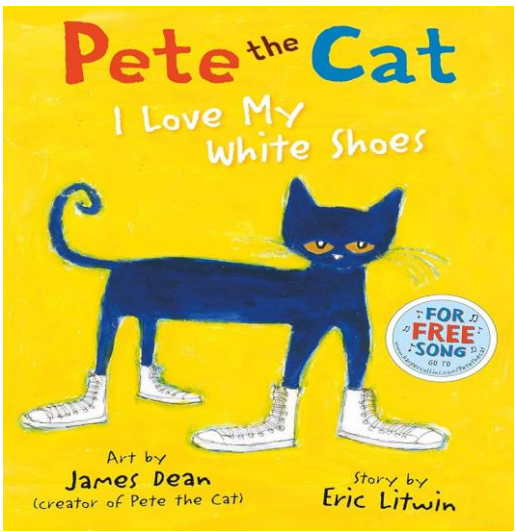
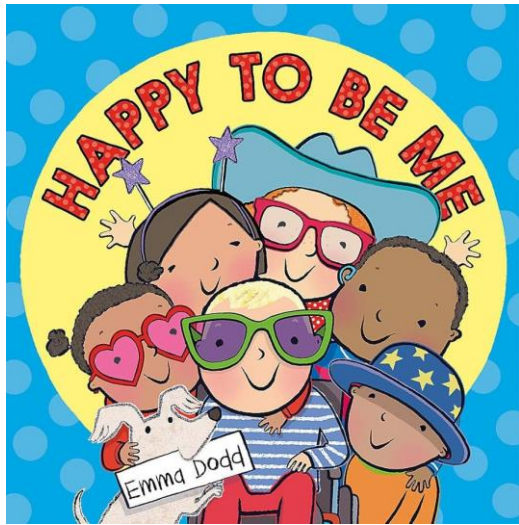
INTENT

At St Ambrose RC Primary School we recognise the unique value of every child. Our curriculum is sequenced, ambitious and motivating for all children with early language at the centre of everything we do. Our Early years considers the various starting points children enter our school and through a holistic, developmentally-appropriate play based curriculum, we ensure all children are prepared for the next stage of their education and are ready to access the National Curriculum. All decisions are made on current research and child development knowledge to ensure our children make outstanding progress. We create memorable moments, hooks and experiences to ensure a love of learning that lasts a lifetime.

When we give every child the best start in Early Years, we give them what they need today. We also set them up with success tomorrow’.

Development Matters 2021

EYFS: Nursery English Core Texts



Core Texts (Please note- All themes/core books are subject to change and adaptation depending on the needs and interests of the children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	All about me	Autumn/Woodland	Animals in cold places	Animals in hot places	My garden	Journeys and Transport
Big Question	What makes me unique?	What do we see in Autumn?	Why do animals live in cold places?	Why do animals live in hot places?	What might I see in a garden?	How do we go on journeys?
Learning overview	On transition into Nursery we get to know each other. We learn each other's names, make friends and think about what makes us the same and what makes us different.	As the season changes, we observe what happens. We observe what happens to the weather, the trees and describe how we know it is Autumn and how it is different to other seasons they know.	As we continue through Winter, we observe what happens in this season. We think about the different animals that live in cold places, naming and describing them and where they live.	In contrast to Winter, we start to think about some of the animals that don't live in cold places. We name and describe them and compare them to the animals we learn about in Spring 1.	Linked to our Autumn topic, we think about what we may see in garden and how we look after our gardens and flowers. We have a go at planting our own seeds learn about how we make them grow.	For our final topic we think about what journeys we have taken, where we might go and how we get there. We will take our own journeys and introduce the idea of simple maps.
Key vocabulary	front cover, back cover, mouth, toes, thumbs, fingers, hands, smile, giggle, wiggle, touch, hold, ears, eyes, head, arms, see, look, watch, tears, hug, nose, tongue, legs, lips, teeth, heart, smell, taste, nap, sip, chew, eat, drink, love, top, bottom, down, page, street, pile, puddle farm, tail, ears, whiskers, paws, fur, looking, licking, drinking, balancing	owl, sleep, night, night-time, day, daytime, favourite, colour/s, pink, red, white, orange, yellow, green, blue, grey, binoculars, hide/hiding, friends, mouse/mice, rabbits, owl, in, hide-and-seek, long, behind, under hedgehog, mole, fox, badger, squirrel, long,	wings, body, flippers, waddle/d, flap/ped, slip/ped, trip/ped, bump/ed, fly/flew. sad, frustrated, happy, pleased, in front of, behind, below, question, exhausted, sleep, den, snore, label, title, author, characters, hare, gopher, wren, white corn, divvy up, first, last, paw, hibernate, trap (trapping), catch (catching), fluffy, claws, strips	Lion, bird, zebra, leopard, hippopotamus size, short, long, big, pattern, stripes. spot/spotty, roar/ed, chirp/ed, snort/ed, whisper/ed, sigh/ed, run, hop, jig, monkey, kangaroo, bat, elephant, hot, bigger, smaller, before, after, then, next, pouch, swoop, stomp, sway, rhinoceros, giraffe	Illustrator, grow, plant, first, last, bean, soil, found, dug, rake, spray, hoe, mow, long time later, sprout, root, leaf, list, blurb, hatch, zigzag, patterned, need, perfect, excited, cross, angry, scared	Bus, bus stop, driver, passenger, uniform, wheels, engine, steering wheel, lever, windscreen wiper, indicator, keys, ticket, coins, traffic light, vehicle, ambulance, lorry, bike, car, aeroplane, Pirate, sea, river, rocks, island, volcano, storm, fog, sun rise, ice, boat, ship, sail boats, tug, tanker, explore / adventure, float, past, seal, crab, gull, whale
Linked texts	Non-fiction and rhyme: Busy Kitties - John Schindel The Babies and Kitties Book - John Schindel The Babies and Doggie Book - John Schindel Socks - Nick Sharratt We're Going to the Dentist - Big Steps My First Body - DK Head, Shoulders, Knees and Toes - Annie Kubler	Non-fiction and rhyme: Percy the Park Keeper 123 - Nick Butterworth Percy the Park Keeper Opposites - Nick Butterworth Percy the Park Keeper ABC - Nick Butterworth Who is Hiding in the Woods - Katherine McEwan Peep Inside the Forest - Anna Milbourne	Non-fiction and rhyme: Busy Bear Cubs - John Schindel Cubs - Sasha Morton [Big Cats] Bear and Hare - Where's Bear? - Emily Gravett Bear Counts - Karma Wilson & Jane Chapman Winter - Alice Busby	Non-fiction and rhyme: Safari - Jane Ormes Jungle - Jane Ormes Who's Hiding on Safari? - Axel Schessler Who's Hiding on Jungle? - Axel Schessler Who's Stripes? - Fiona Phillipson Busy Monkeys - John Schindel	Non-fiction and rhyme: Watch the Bean Grow - Kelly Gaffney Plant the Tiny Seed - Christie Matheson Seeds - John Townsend How Does a Seed Sprout - Eric Carle Mary, Mary Quite Contrary - Traditional Who is in the Egg? - Alexandra Milton	Non-fiction and rhyme: I'm the Fire Engine Driver; I'm the Train Driver; I'm the Digger Driver; I'm the Tractor Driver; & I'm the Bin Lorry Driver - David Semple Wheels on the Bus (BSL) - Anthony Lewis The Dinos on the Bus - Peter Millet

	<p>Time to Get Dressed - Penny Tassoni</p> <p>Fiction:</p> <p>Matilda's Cat - Emily Gravett</p> <p>I'm Thinking of a Pet - Adam & Charlotte Guillian</p> <p>Cat Chat - Dr Jess French</p> <p>Lulu Gets a Cat - Anna McQuinn</p> <p>Amazing Me! Dance - Carol Thompson</p> <p>Amazing Me! Dressing Up! - Carol Thompson</p> <p>I'm Big Now! - A Simmons & Georgie Birkett</p> <p>So Much! - Trish Cooke & Helen Oxenbury</p>	<p>Autumn - Alice Busby</p> <p>Woods - Anne-Kathryn Behl</p> <p>Time to Go to Bed - Penny Tassoni</p> <p>Busy Birdies - John Schindel</p> <p>Fiction:</p> <p>Owl Babies - Martin Waddell</p> <p>Oliver's Wood- Sue Hendra</p> <p>It Was a Cold, Dark Night - Tim Hopgood</p> <p>A Busy Day for Birds - Lucy Cousins</p> <p>Percy and the Badger - Nick Butterworth</p> <p>Percy and the Rabbit - Nick Butterworth</p> <p>One Snowy Night - Nick Butterworth</p> <p>Hedgehog Howdedo - Lynn Dodd</p> <p>Owl Babies - Martin Waddell</p> <p>Pete the Cat Plays Hide and Seek - Kimberly and James Dean</p>	<p>Winter is Here - Kenvin Henkes</p> <p>Busy Penguins - John Schindel</p> <p>Over in the Artic - Marianne Berkes</p> <p>Snowy Animals - First Explorers</p> <p>Fiction:</p> <p>Bear and Hare Snow! - Emily Gravett</p> <p>Big Bear, Little Bear - David Bedford & Jane Chapman</p> <p>Iris and Isaac - Catherine Rayner</p> <p>I Love You to the Moon and Back - Amelia Hepworth</p> <p>Penguin says please - Michael Dahl</p> <p>Well Done Mummy Penguin - Chris Haughton</p> <p>Be Brave Little Penguin - Giles Andreae</p> <p>Tiger, It's Snowing! - Daishu Ma</p>	<p>Busy Elephants - John Schindel</p> <p>Hang On Monkeys - National Geographic</p> <p>Five Little Monkeys Jumping on the bed - Eileen Christelow</p> <p>Fiction:</p> <p>Little Why - Jonny Lambert</p> <p>Dear Zoo - Rod Campbell</p> <p>Have You Seen Elephant - David Barrow</p> <p>Roar! - Katherine Kerouli</p> <p>Are You Sleeping? Constanze Kitzing</p> <p>Monkey and Me - Emily Gravett</p> <p>The Animal Boogie - Debbie Harter</p> <p>Augustus and His Smile - Catherine Rayner</p> <p>Slow Down Monkey - Jess French</p> <p>Kangaroo Kisses - Nanada Dev Sen</p>	<p>Busy Chickens / Barnyard - John Schindel</p> <p>Ducks and Ducklings - Carl Sommer</p> <p>See How They Grow Farm - DK</p> <p>Big Outdoors for Little Explorers, Farm - Anne-Kathrin Behl</p> <p>Five Little Ducks - Ladybird</p> <p>Sing-Along Rhymes</p> <p>Fiction:</p> <p>The Odd Egg - Emily Gravett</p> <p>Daisy and the Egg - Jane Simmons</p> <p>The Hungry Caterpillar - Eric Carle</p> <p>Who's in the Egg? - Dean Grey</p> <p>The Crocodile Who Didn't Like Water - Gemma Merino</p> <p>Ergo - Alexis Deacon</p> <p>Lulu Loves Flowers - Anna McQuinn</p> <p>The Tiny Seed - Eric Carle</p> <p>Ten Seeds - Ruth Brown</p> <p>Jack and the Beanstalk - Traditional</p> <p>We Found a Seed - Rob Ramsden</p>	<p>The Bus is for Us - Michael Rosen</p> <p>Big Outdoors for Little Explorers: (i) Seaside (ii) River - Anne Katherin Behl</p> <p>Peep Inside the Pond - Anna Milbourne</p> <p>We Need Water - Charles Ghigna</p> <p>Brilliant Boats - Tony Mitton</p> <p>Boats are Busy - Sara Gillingham</p> <p>Row, Row, Row Your Boat - Anni Kubler</p> <p>Go, Go, Pirate - Catrina Charman & Nick Sharratt</p> <p>Fiction:</p> <p>The Whales on the Bus - Katrina Charman</p> <p>Diggersaurs - Michael Whaite</p> <p>The Train Ride - June Crebbin</p> <p>We Catch the Bus - Katie Abey</p> <p>How to Lose a Lemur - Frann Preston - Gannon</p> <p>Mr Gumpy's Outing - John Burningham</p> <p>Together - Emma Dodd</p> <p>The Flying Bath - Julia Donaldson</p> <p>My Pet Goldfish - Catherine Rayner</p> <p>The Storm Whale - Benji Davies</p> <p>Sharing a Shell - Julia Donaldson</p> <p>Hooray For Fish - Lucy Cousins</p>
Poetry	<p>Poem: We Can - by Michael Rosen</p> <p>Poetry Book: A Great Big Cuddle - Poems for the Very Young - Michael Rosen & Chris Riddell</p>		<p>Poem: Snowflakes, Snowflakes Everywhere - Adaptation of Teddy Bear, Teddy Bear (Traditional)</p> <p>Linked Text: I can fly</p>		<p>Poem: Little Seed - Anon</p> <p>Linked Text: Jasper's Beanstalk</p>	
Parental engagement	<p>Meet the teacher meeting</p> <p>Afternoon Stay and Play</p> <p>Breakfast with a book</p>	<p>Nativity</p> <p>Nursery Rhyme Event</p> <p>Reading cafe</p>	<p>Love and Sparkle Event</p> <p>Home learning celebration</p> <p>Stay and Play</p>	<p>Dance party</p> <p>Bedtime Story Event</p> <p>Family Dough Disco</p>	<p>Let's get cooking</p> <p>Reading café</p> <p>Stay and Play</p>	<p>Stay and Play</p> <p>Sports Day</p> <p>Breakfast with a book</p>

Celebrations, events and experiences	St Ambrose feast day	Diwali Celebrations Remembrance Day Nursery Rhyme Week Christmas Pantomime	Chinese New Year Mystery Reader Valentine's day Storytelling week	Mobile farm Duck hatching Easter Eid Mother's Day	Butterfly life cycle Weekly Forest school Father's Day	Beach trip Picnic in the Park
Nursery rhymes	Row row row your boat 5 fat sausages It's raining it's pouring Incy wincy spider Twinkl twinkle Wheels on the bus	12345 once I caught a fish alive 5 little men in a flying saucer 10 green bottles Humpty dumpty If you're happy & you know it The grand old duke of York	Hickory dickory dock Old Macdonald 5 little ducks Baa baa black sheep Mary had a little lamb Pat a cake	Three blind mice Two little dickie birds 5 little speckled frogs 5 currant buns 5 little monkeys Ten in a bed	This old man One finger one thumb Alice the camel Miss Polly had a dolly Little miss muffet Bingo	Head shoulder knees and toes Hey diddle diddle I'm a little teapot Wind the bobbin up Sleeping bunnies Jack and Jill
RE	Domestic Church, Belonging, Advent/Christmas		Local Church, Eucharist, Lent/Easter		Pentecost, Reconciliation, Laudato Si	

<i>Characteristics of Effective Learning</i>			
	<i>Play and Exploring</i>	<i>Active Learning</i>	<i>Creating and Thinking Critically</i>
Autumn	Children learn to: <ul style="list-style-type: none"> ✓ Explore different resources and materials ✓ Begin to make independent choices ✓ Follow their own interests 	Children learn to: <ul style="list-style-type: none"> ✓ Participate in routines ✓ Begin to correct their mistakes ✓ Begin to keep on trying when things are getting difficult 	Children learn to: <ul style="list-style-type: none"> ✓ Take part in simple pretend play ✓ Sort materials
Spring	Children learn to: <ul style="list-style-type: none"> ✓ Respond to new experiences ✓ Share own interests and experiences ✓ Follow and develop their own interests ✓ Make independent choices 	Children learn to: <ul style="list-style-type: none"> ✓ Show goal-directed behaviour ✓ Keep on trying when things are difficult ✓ Correct their mistakes themselves 	Children learn to: <ul style="list-style-type: none"> ✓ Take part in pretend play ✓ Begin to concentrate on achieving something that is important ✓ Begin to feel more confident developing their own ideas
Summer 1	Children learn to: <ul style="list-style-type: none"> ✓ Plan and think ahead about how they will explore or play with objects ✓ Begin to guide their own thinking and actions by talking to themselves whilst playing ✓ Respond to new experiences that are brought to their attention ✓ Do things independently that they have previously been taught 	Children learn to: <ul style="list-style-type: none"> ✓ Begin to predict sequences ✓ Use a range of strategies to reach a set goal 	Children learn to: <ul style="list-style-type: none"> ✓ Begin to solve real problems ✓ Use pretend play to think beyond the 'here and now' ✓ Make links across ideas ✓ Begin to review their progress as they try to achieve a goal

Personal Social and Emotional: Educational Programme: 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.

Implementation

From the start of their school life, we make sure children learn to understand their emotions. Morning check ins encourage the children to identify how they are feeling and have an opportunity to discuss it with staff. Through all our teaching we use every opportunity to teach about emotional wellbeing e.g. discussing character’s feelings. Our high quality provision enables children to learn to play co operatively together and as they move through the early years, they become more confident at solving disagreements without an adult. With Christ at the centre of everything we do, we are taught regularly how to show love and kindness to others. Our RE curriculum ties in very closely and weekly gospel assemblies also reinforce our mission statement of ‘Loving hands, loving hearts, loving minds.’ Our move towards becoming a Trauma informed school is enabling children to self-regulate with support from highly skilled adults and is promoting resilience amongst our children. Our therapeutic environments also allow children to work productively and calmly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social and Emotional Development Self-Regulation Managing Self Building Relationships (PHSE)	Emotional Self-regulation Learn how to separate from carers, parents and siblings. Know how to ask when they need help or are upset. Personal Managing self Learn hygiene before and after going to the toilet. Know how to carry and use equipment - scissors Learn how to hold a fork and a spoon. Know how to be safe when walking around the school grounds. Begin to regulate their behaviour to make sure everyone is happy. Start to understand the notion of sharing. Social/ building relationships Learn what to do in a fire drill. Learn how to hold the door for others. Learn how to tidy their space. Stop what they are doing when requested. Learn how to stop to a tambourine or stop signal.	Emotional Self-regulation Know some common emotions and some typical pictures that can represent them - happy, sad, angry In festivals know how to show kindness and generosity and manners e.g. when receiving presents. Personal Managing self Learn how to take off and put on coat. Know and recognise their personal belongings. Understand how and why they wash hands. Know how to use forks, spoons and plates. Begin to know what a knife is used for. Social/ building relationships Learn how to look after someone else. Learn how to sit still and quietly in adult-led time such as phonics on the carpet, story time. Learn to say please and thank you. Learn how to stand still and form a queue.	Emotional Self-regulation Use an emotions board to show what they are feeling - happy, sad, angry. Learn what caring means. Learn how to behave with others so that other children feel happy. Learn that words and looks can hurt. Personal Managing self Know how to manage how they act to others. Learn how to blow noses, cough in hands so we don't spread germs. Learn how to care for their teeth and why it is important. Social/ building relationships Learn how to take turns and how to share with others. Build on manners: letting someone go first; taking turns when speaking. Know how to be quiet in different circumstances such as in assembly, when waiting for lunch. Know how to welcome new people.	Emotional Self-regulation Take care ofr an animal and a plant. Learn that pets have emotions and can be scared, excited so we have to be gentle. Learn how to protect animals. Understand why it is wrong to harm or hurt animals. Know that everyone is valued in the class for their contribution. Personal Managing self Understand the concept of right and wrong. Know how to act in the right ways and what to do when they have done something wrong. Learn how to clear up rubbish and not throw litter. Social/ building relationships Understand the idea of fair and unfair and how this relates to building relationships with others. Learn how to work with someone else to complete an activity.	Emotional Self-regulation Building on caring: learn about some jobs in which people care for others. Build on the emotions they have learned. Understand how to cope with disappointment, frustration and making mistake. Personal Managing self Learn about the right and wrong ways of acting e.g. in your job/with customers. Learn who you can go to if worried or upset (professions) Know that people are different and that some people find things funny and others find the same thing upsetting. Know how to stop themselves and learn the right choices. Social/ building relationships Learn the notion of truth and lie. Show sensitivity to others. Show patience.	Emotional Self-regulation Learn to talk about feelings when things change and that change can sometimes be good. Learn how to prepare for a change -change of class. Understand that different is neither better nor worse. Personal Managing self Learn how to protect yourself in the summer. Know that sun is good for you but how to stay safe - e.g. sun cream, wear a hat. Understand how to manage words and looks to be kind and helpful to others. Social/ building relationships Role play meeting someone new at the beach, camp site, hotel, city. Learn to start valuing others' contributions. British Values Learn to respect people's differences of opinion, e.g. games they like to play on holiday, where they like to sit, things they like to do. Diversity

	<p>British Values Know our school rules.</p> <p>Diversity Learn about people with different disabilities and how we can respect them.</p> <p>Finance Know that some belongings are personal and some can be shared. Learn to respect equipment because they cost money to replace. Black History Month</p>	<p>Learn how to build a friendship with someone they have only just met.</p> <p>British Values Learn that there are rules about using fireworks and how to behave at different festivals.</p> <p>Diversity Learn that there are different festivals and celebrations and we respect them.</p> <p>Finance Understand the idea of someone lending something and someone giving something. Remembrance Anti-Bullying Week</p>	<p>British Values Learn that it is fine to like different things and have different views of the same thing and we should respect each other.</p> <p>Diversity Understand that colours are not matched to gender. Learn that boys and girls can all cook and do housework and play with same toys. Know that we respect each other and there are many different families in Britain.</p> <p>Finance Understand how we can save money for example e.g. switching lights off Children's Mental Health Awareness</p>	<p>British Values Learn about right and wrong, truth and lie, and that they have choices. Learn the good choices that people can make.</p> <p>Diversity Experience the awe and wonder of spring and new life, trees and plants blossoming and the diversity in the environment. Learn diversity in an animal such as the wide range of different dogs.</p> <p>Finance Understand the idea of waste and how expensive it is to waste equipment, materials, food, energy. Understand that looking after plants and animals costs money.</p>	<p>Understand the idea of being polite and friendly to customers. Understand that people have different needs and likes.</p> <p>British Values Learn about tolerance in different jobs.</p> <p>Diversity Building on what they learned about gender – link this to jobs e.g. nurses can be men; builders can be women and girls.</p> <p>Finance Know that we need a job to earn money so that we can buy things. Know that some jobs pay more than others. Mental Health Awareness</p>	<p>Know that other people speak different languages. Know that on holiday we sometimes see different people.</p> <p>Finance Role play buying things for their summer holiday from a shop in pound notes and/or pennies (no other denominations). Know that holidays cost money particularly hotels and air fares but also camp sites and trips and visits and how to appreciate those who buy us things.</p>
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Communication and Language: Educational Programme: 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, storytelling 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.

Implementation

Communication and Language is at the heart of our curriculum. Our quality texts are planned to ensure vocabulary development is progressive across Nursery and Reception. Children are immersed in stories, singing, and role play from the moment they step into our EYFS. Quality interactions between children and adults are vital to ensure our children’s progress. Adults use a variety of approaches to observe and listen before extending, consolidating and where appropriate teaching new skills. We engage parent’s in reading workshops and opportunities to promote the importance of shared stories at home. English as an additional language is identified at transition and we use wellcomm to identify gaps in learning. Our environments are language rich and we use Widgit to display key vocabulary and support vocabulary development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Communication and Language</i></p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<p>Listen and respond to their name. Gain their attention to stop an activity e.g. when the bell sounds stop, when the adult claps, they stop and clap. Follow a simple instruction e.g. get your coat</p>	<p>Listen to a rhyme or song. Listen to an instruction to move from one place to another, or one piece of equipment to another. Continue to follow simple instructions. Listen to simple stories and begin to show some</p>	<p>Listen to stories, poems, rhymes and non-fiction books. Remember two or three details from what is read. Remember the words of a song or poem. Begin to understand a question that starts with</p>	<p>Listen to books. Remember the title, author and most of the characters. Listen to a song or poem and out in some actions. Understand and respond to an instruction that starts with 'how?' e.g. how will the chick grow into a hen?</p>	<p>Listen to a range of books read. Remember the characters, author and two events. Listen to a song or a poem and watch and repeat the adults' actions Understand and respond to an instruction that starts</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time in a poem or song. Understand a question or instruction that has two parts, such as: "Get your</p>

	<p>Understand and follow a simple 2 word instruction</p> <p>Recognise and point to objects on request.</p> <p>Focus on an activity (child led)</p> <p>Identify familiar objects</p> <p>I can make eye contact with a familiar adult or peer</p> <p>Use 'what questions'</p> <p>Engage with a child or familiar adult in independent play.</p>	<p>understanding of what is happening, using the pictures.</p> <p>Listen to others when they speak.</p> <p>Identify action words by pointing at the right picture.</p> <p>Understand simple concepts e.g. big/little, open/shut</p> <p>Use pronouns (he, she, me)</p> <p>Use prepositions (in, on, under)</p> <p>Start to join in with familiar songs and nursery rhymes.</p> <p>Begin to start conversations with peers and familiar adults.</p> <p>Begin to answer 'who', 'what' and 'where' questions.</p>	<p>'which?' e.g. which wellies will you wear? Which colour will you use?</p> <p>Remember what happens in longer stories.</p> <p>Understand and follow a three key word sentence.</p> <p>Start to switch attention between a task and a speaker.</p> <p>Understand the use of objects.</p> <p>Use sentences of four to six words.</p> <p>Start to articulate multi-syllabic words.</p> <p>Start to use 'and' and 'because' to link sentences.</p> <p>Use language to retell a simple past event in order.</p> <p>Start conversations with adults and children.</p>	<p>Maintain their attention on an activity and concentrate for some time.</p> <p>Begin to understand 'why' questions.</p> <p>Understand a question or instruction with two parts.</p> <p>Begin to listen to longer stories.</p> <p>Understand prepositions such as 'under' 'on top of' 'behind'</p> <p>Begin to use future tense.</p> <p>Start to use 'where' and 'who' questions.</p> <p>Use a wider range of vocabulary in play and interactions.</p> <p>Sing familiar songs independently.</p>	<p>with who? Who looks after us in hospital?</p> <p>Switch their attention from one activity on the IWB and perform another e.g. Dance mat moves</p> <p>Listen carefully and begin to talk about why listening is important</p> <p>Join in at group time by putting up my hand and waiting for my turn to talk.</p> <p>Understand and answer 'how' questions.</p> <p>Use the past tense.</p> <p>Question why things happen.</p> <p>Sing an increasing repertoire of songs independently.</p>	<p>coat and wait at the door", 'after you have ...'</p> <p>Concentrate on an activity that uses two or three actions at once e.g. egg and spoon race</p> <p>Focus on a chosen activity for at least ten minutes.</p> <p>Sit quietly and listen for ten minutes.</p> <p>Move away from distractions when concentrating.</p> <p>Understand when asked questions like "Why do you want to wear your boots today?".</p> <p>Express a point of view.</p> <p>Use a wider range of vocabulary in my work.</p> <p>Sing a wide range of songs independently.</p>
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Physical development: Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁹. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Implementation

Children are given lots of opportunity to develop their gross and fine motor skills. This is done through quality provision and weekly PE lessons focussing on fundamental movement skills. The children are given opportunities to develop their core strength to enhance their writing skills through balance bikes, risky outdoor play and movement/dance breaks. Fine motor is planned for throughout provision and this is enhance throughout the year for different purposes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical development</p> <p>Gross motor skills</p>	<p>Learn how to negotiate space when on a scooter, balance bike or pedal bike.</p> <p>Learn how to hold rails for balance on the climbing frame.</p> <p>Learn how to use hand and foot holds on a climbing frame.</p> <p>Learn how to kick a ball.</p>	<p>Use construction materials to build.</p> <p>Step in a dance to music.</p> <p>Pull and push themselves over outdoor equipment such as a tunnel.</p> <p>Navigate hazards safely e.g. cleaning the sand pit and water area.</p>	<p>Jump into and out of puddles with one foot and two feet.</p> <p>Step forward, back, to the side.</p> <p>Build a den.</p> <p>Build a shelter from the rain.</p> <p>Navigate ice and snow safely.</p>	<p>Play hopscotch and learn to hop.</p> <p>On bikes, scooters, balance bikes, learn how to stop at a point or line, start again, turn left and right.</p> <p>Learn how to negotiate obstacles such as stop signs, cones, other bikes.</p>	<p>Learn how to stop balls that are rolling.</p> <p>Use moves to a song e.g. Hokey Cokey, Whigfield, heads, shoulders, knees...</p> <p>Balance on one leg.</p> <p>Jump from spot to spot on a route snaking through the outdoors area.</p>	<p>Shoulder spirals, jumping jacks, wall push ups, crab walk.</p> <p>Aim balls at a target.</p> <p>Multi-task running and walking such as: carrying a tray of things while stepping over a small hurdle; holding a pancake on a frying pan while dodging around cones.</p>

	<p>Learn how to dance and make moves to songs e.g heads, shoulders, knees and toes; Old Macdonald.</p> <p>Learn how to tip water from one container into another.</p> <p>Learn how to move sand and water from one place to another.</p> <p>Learn the concept of fast and slow.</p> <p>Put on a coat with support.</p> <p>Access and store equipment in their right place with support.</p>	<p>Access and store equipment in their right place with increasing independence.</p> <p>In sand, build/form a sand decoration e.g. coloured sand in a small test tube.</p> <p>In water, explore how one bottle of water can fill containers differently</p> <p>Learn how to jump onto 2 feet and how to run.</p> <p>Put on a coat.</p>	<p>Use a digger to move sand from one place to another.</p> <p>Use a bucket to move water from one place to another.</p> <p>Learn to skip.</p> <p>Walk and run and balance a zig zag line and an arched line.</p> <p>Throw bean bags into hoops.</p> <p>Learn to stretch, stand on tip toes.</p> <p>Learn how to balance, e.g. when walking along a bench, when on the climbing frame</p>	<p>Step in time to songs and music and use arm actions at the same time.</p> <p>Throw balls at a vertical target/ sticky Velcro balls.</p> <p>Large movement exercises e.g. hoola hoops, parachutes, skipping.</p> <p>Use equipment to vary the flow of water e.g. down a drain pipe.</p> <p>Ride bikes and scooters over uneven ground. Learn the idea of uphill and downhill.</p>	<p>Park bikes, scooters and cars in the car parking spaces.</p> <p>Use gymnastic ribbons to make shapes in the air.</p> <p>Learn to scoop, pat, mould, sieve, make a pattern in sand.</p> <p>Use funnels, squeezezy bottles.</p> <p>Use large anticlockwise movements.</p>	<p>Move to a song in time to the words e.g. the Macarena or dance step game on the interactive white board.</p> <p>Build a high tower so that it balances.</p> <p>Make large letter and number shapes with ribbons.</p> <p>Sieve solids from water.</p> <p>Re-direct a flow of water.</p> <p>Learn how to stop a ball going into the goal.</p> <p>Play a simple version of dodge ball.</p>
<i>Fine motor skills</i>	<p>Learn how to hold pencils, pens, crayons and brushes.</p> <p>Learn how to turn the pages of a book with care.</p> <p>Learn how to pick things up with tweezers such as conkers, buttons, etc.</p> <p>Thread beads onto string and cotton</p> <p>Pick up different objects of a range of sizes, shape and weight, move from one place to another.</p> <p>Learn how to open and close Velcro.</p> <p>Make some marks with different pencils.</p>	<p>Learn how to apply glue and pick things up to stick such as tissue paper, felt, papers</p> <p>Slide a car down a slope.</p> <p>Use fingers to pick up and move small objects such as marbles, pasta shapes</p> <p>Tap numbers on a telephone.</p> <p>Use scoopers to scoop up sand, playdough, slime.</p> <p>Carefully turn the pages of a book and place it back where it belongs.</p> <p>Make holes in clay, dough and playdough.</p>	<p>Use pencils, chalks, crayons and brushes to draw shapes.</p> <p>Use markers, pictures, paints etc to create a symbol for the day's weather.</p> <p>Use pincers to pick up and move an ice cube.</p> <p>Wrap a scarf around teddy.</p> <p>Add a hat and button up a jacket for the weather.</p> <p>Use scissors to cut out a shape.</p> <p>Thread alphabet lacing beads.</p> <p>Put pompoms in and out of an ice tray.</p> <p>Using pegs, pick up imaginary spiders from a web.</p> <p>Use a hole punch to make a pattern.</p>	<p>Use pipettes e.g. to water newly planted cress and plants, to drop paint on paper to make a spring picture e.g. to replicate blossom.</p> <p>Use pincers and tweezers to pick blossom up, to pick up small beads for a collage.</p> <p>Use pincers to pick up painted eggs to put in an egg box.</p> <p>Place buttons to cover a shape e.g. a snake.</p> <p>Use scissors to cut shapes e.g. sheep, chicks, eggs.</p> <p>Peg pictures on a line e.g. chicks in a row on a string line.</p> <p>Trace vertical and horizontal lines, spirals and anti-clock wise moves.</p>	<p>Write notes on a clipboard or pad e.g. when taking a call at the vets.</p> <p>Paint with a Q-tip or cotton bud.</p> <p>Trace words, letters etc in sand.</p> <p>Use pipe cleaners to make an animal to take to the vet.</p> <p>Weave string/wool around cardboard.</p> <p>Make a badge for a job.</p> <p>Make salt dough into a letter shape or number or shape.</p> <p>Finger paint a picture</p>	<p>Write their names.</p> <p>Fold clothes for a suitcase e.g. clothes for teddy.</p> <p>Make a tape resist painting.</p> <p>Create a collage for a seaside scene.</p> <p>Hand exercises and sign language, press fingers together; Spock (Star Trek) finger pattern; hook fingers; touch each finger to a thumb.</p> <p>Putty for strengthening hands: gross opposition, isolated opposition, finger flexion, finger extension, adduction, thumb extension.</p> <p>Learn how to button and unbutton.</p> <p>Wrap a parcel</p>

Literacy: Educational Programme: 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).

Implementation

Language comprehension is at the heart of our reading culture. The quality texts are planned to be sequential and progressive and enable adults to talk with children about the world around them. Children enjoy sharing a wide variety of books (fiction, non-fiction and rhyme) and sing together to develop their oracy skills.

Children in our Nursery are taught Phase 1 Phonics. They move through Aspects 1-6, learning and consolidating the associated skills. Aspect 7 runs alongside these throughout the year with children having lots of opportunity to develop their oral blending and segmenting skills in readiness for reading and writing. Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Aspect 6 Voice Sounds Aspect 7 Oral blending and Segmenting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy</i></p> <p><i>Comprehension</i></p> <p><i>Word reading</i></p> <p><i>Writing</i></p>	<p>Reading</p> <p>Hold a book and show some interest in the pictures, words and the story. Choose a book that they want to share or hear read. Handle books carefully Join in with nursery rhymes, and with books that are re-told and re-shared. Share books indoors and out e.g. with their favourite toys, friends etc.</p>	<p>Reading</p> <p>Know that print conveys meaning e.g. stop, danger, turn lights off, wash hands, reading area, writing area. Talk about characters in the book. Make animal sounds and instrument sounds to accompany a story. Make vocal sounds phone, car, train, alarm Share books with other and point to things. Talk about what they see.</p>	<p>Reading</p> <p>Know which is the title and which is the name of the author Talk about the pictures and illustrations and about the story and know they look different. Re-tell/play a story that they know. Describe a character in a book using some basic details. Using pictures from a story or rhyme that they know, re-tell the story. Act as a reader with a book turning the pages, reading top to bottom and left to right.</p>	<p>Reading</p> <p>Know the title, and author of each book. Talk about the plot of a story and in the correct order. Role/play a character or a book. Start to make comparisons between stories. Start to think about difference between 2 characters. In alliteration stress the initial sounds and listen for the initial letters. Recognise the initial letter of their names in different contexts.</p>	<p>Reading</p> <p>Talk about how the story could be changed. Talk about two different characters and settings. Learn to recognise key words around the class. Know that stories have a beginning and an end with events in the middle. Identify and then remember aspects of characters such as clothes, hair, colours. Recognise the initial letter of their names in different contexts.</p>	<p>Reading</p> <p>Recognise their own name in print when given 3 or 4 choices Know the names of authors, titles and illustrator. Role play a character, a scene, an event, and think about what would happen if they were in the story or things happened differently. Know what a character is, title and author of a book. Identify what characters are feeling. In a sentence say what they like in a book or a rhyme.</p>
	<p>Writing</p> <p>Explore making marks with different pencils, pens, crayons, brushes, chalks etc. Explore the effect on different papers and different colours of paper. Know the difference between drawing and writing. Sit in a balanced position. Hold pencils/pens using a palmar grip or five finger group. Make controlled marks in sand, shaving foam, using large chalk, paint easel. Begin to establish a dominant hand. Show interest in and recognise marks.</p>	<p>Writing</p> <p>Can engage in a range of mark making activities Using three fingers and the thumb to hold a pencil/pen Make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling. Distinguish and name marks. Copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</p>	<p>Writing</p> <p>Make small controlled marks (lines, dots, dashes, circles, etc). Use a two finger and thumb grip. Add some marks to drawings, giving meaning. Make marks on my picture that stand for their name.</p>	<p>Writing</p> <p>In play, write things down e.g. the name of someone phoning for a vet's appointment, Use a preferred hand when I use pens and pencils. Make small controlled marks (lines, dots, dashes, circles, etc). Add some marks to drawings, giving meaning. Make marks on my picture that stand for their name.</p>	<p>Writing</p> <p>Use their fingers on an I pad to copy letter shapes. Use anticlockwise movement and retracing vertical lines with different writing implements Write in mud, sand, water and paint. Begin to copy some recognisable letter shapes. Use some print and letter knowledge in early writing. Use a two finger, one thumb grip for appropriate activities/ tools. Understand a written word as a unit that conveys meaning. Begin to encode their own name.</p>	<p>Writing</p> <p>Know that words are constant and can be read back. Write some or all of their name. Write some letters accurately (lower case, plus capitals used for their name). Relate the meaning of the marks I make. 'Pretend' to write in different contexts.</p>

Maths: Educational Programme: 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.

Implementation

In maths, we use White Rose Maths as a basis for our learning. Using the objectives as a foundation, we teach key skills explicitly using a range of strategies. Practical opportunities are provided daily and once skills have been taught, the children are given lots of opportunities to practise and consolidate these skills independently. Teaching and learning is enhanced with rich quality mathematical tests, providing the basis for communication and development of mathematical vocabulary. We offer a rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including space, shape and measure. Maths vocabulary is a key focus within our indoor and outdoor provision, adults facilitate and extend learning thorough critiacl thinking skills and back and forth interactions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> <p>Number</p> <p>Numerical Pattern</p>	<p>Number</p> <ul style="list-style-type: none"> -Know one to one correspondence when counting to 3 -Children can assign one number name to each object that is being counted. -Children can count each object only once and they have counted every object. -Children can subitise different objects to 2 without counting them. -Children can compare the number of objects to 3 and say whether there are more or less in a group -Know how old they are. -Children can collect a number of objects in play. -Children can recite the number names to 3 in the correct sequence and back to 0 (without the symbols). <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> Children can recognise and repeat simple patterns. -Children understand the concepts of more and less. -Children can sort and match objects to the picture or symbol. 	<p>Number</p> <ul style="list-style-type: none"> -Children develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Children know one to one correspondence when counting to five. -Children know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Children can show 'finger numbers' up to 5. -Children can sing songs with number focus to 10. -Children can point to small groups of two or three objects: -Children can regularly say the counting sequence, in a variety of playful contexts, -Children can count things and then repeat the last number. <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> -Children understand the concept of more and less. -Children begin to understand the idea of 	<p>Number</p> <ul style="list-style-type: none"> -Children can subitise 4. -Children Understand that the number assigned to the final object in a group is the total number of objects in that group. -Children know how many there will be if there is 1 more or 1 less. - Children begin to use the numeral for 0, 1, 2, 3, 4 and 5 and learn how to write the numerals. -Children know how to pronounce the number correctly and match objects to the numeral. <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> -Children understand the concept of seasons in the year. -Children understand a day of the week as a unit of time. -Children understand the concept of early and late. -Children know that something is warmer, colder, cold and warm. -Children know the shapes: circle and square. 	<p>Number</p> <ul style="list-style-type: none"> Children can assign a number to the final object in a group and know the total number of objects in that group up to 10. -Children can link numerals and amounts: -Children can Subitise to 5. -Children can count up from 5 to count numbers to 10. -Children can use a number line and how it can help us to count. -Children can use one more and one less up to 10. -Children learn the ordinal numbers: 1st -Children can compare quantities using language: 'more than', 'fewer than'. <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> -Know how to sort objects into different groups (up to 5 and use physical venn diagrams (hoops) to sort the groups) -Order objects from tallest to shortest, longest to shortest. -Select a named shape from a mix of shapes. 	<p>Number</p> <ul style="list-style-type: none"> -Children understand that anything can be counted including things that can not be touched. -Children know how many there are after counting (cardinal principle.) -Children can say how many there might be before they count to give a purpose to counting: -Children know the key skills of counting objects including saying the numbers in order and matching one number name to each item to 10. -Children can count out a smaller number from a larger group: <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> -Children understand position through words alone -Children can describe a familiar route. -Children can use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. -Children understand the concept of 'o'clock. <p>Problem Solving and reasoning</p>	<p>Number</p> <ul style="list-style-type: none"> Children can count up and backwards from 10. (Children to also use 1p coins and understand the context of money.) -Children can match numbers to the number of objects to 10 -Children match cardinal with ordinal numbers to 10th. Children can count and sort objects up to 10 into different groups using hoops as a physical Venn diagram. -Children can extend number counting to 15. - Children can identify missing numbers on a number line to 15. -Children learn how to write numbers to 10. -Children can say the preceding and following number. -Children can say the number one more or one less than. <p>Spatial reasoning SSM</p> <ul style="list-style-type: none"> -Children can make comparisons between

	<ul style="list-style-type: none"> -Children can sort and group objects together based on their number. -Children know some routines linked to times of the day. -Children show an interest in shapes by playing with them.. -Children can play with jigsaws under 10 pieces. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can say simple sentences e.g. there are 2 flowers. -Children can say sentences using more or less -Solve the problem of an incorrect pattern. -Solve practical problems e.g. matching the correct picture to the time of the day; matching the line of water in the glass to be more or less. 	<p>taller, shorter, longer and shorter and compare objects.</p> <ul style="list-style-type: none"> -Children can describe a simple pattern. -Children learn the concept of most and least. -Children can match sets that have the same number of items. -Children can sort objects according to their own categories. -Children can play jigsaws up to 15 pieces. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can describe a pattern -Children can create their own pattern -Children can solve problems with a comparisons of length e.g. can anyone make a rolled playdough longer than this one? - Children can sort and match e.g. the number of bricks in one tower to the number in another. . 	<p>Children know the shapes: sphere; cone and cube.</p> <ul style="list-style-type: none"> -Children can count the sides of a shape. -Children can sort different shapes. -Children can complete patterns using shapes. -Children understand the concept of a pattern and when it is not a pattern. <p><u>Problem Solving and Reasoning</u></p> <p>Children can play games such as hopscotch and skittles with numerical representations.</p> <ul style="list-style-type: none"> -Children can identify when a number sequence is wrong and what the correct sequence is. -Children can identify shapes. -Children can match shapes. -Children can compare shapes. -Children can talk about how they know it is cold or warm from a picture. 	<p>Know which shapes cover a space.</p> <ul style="list-style-type: none"> -Understand the idea of equal. - Know the difference to a square and a cube. -Know that the day is divided into hours. -Recognise shapes in the environment. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can talk about shapes and patterns and explain what the pattern is. -Children solve real life problems including 'Is there enough?' and comparing differences. 	<ul style="list-style-type: none"> -Children can compare the difference and similarities between 2 shapes. -Children can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' 	<p>objects relating to size, length, weight and capacity.</p> <ul style="list-style-type: none"> -Children can combine shapes to make new ones. Children can extend and create ABAB patterns. -Children can describe a sequence of events. <p><u>Problem Solving and reasoning</u></p> <ul style="list-style-type: none"> -Children can count down to forthcoming events on a calendar in terms of number of days or sleeps. -Children can refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'
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Understanding the World: Educational Programme: 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.

Implementation

We use a cross curricular approach so that children can connect experiences with texts we read and exploring the themes in the world around us. Our quality texts form the basis of our termly topics and offer the children vocabulary development across a range of broad range of situations. We value the experiences when children start school and we build on what they know, making links to past and present. Seasonal and environmental changes are weaved in to the curriculum throughout the year so children can predict, observe and make conclusions about what they see in a range of contexts.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Understanding the World</div> <div>Past and Present</div> <div>People, Culture and Communities</div> <div>The Natural World</div>	History	<u>Past and Present</u> Begin to make sense of their own life history and explore family history. Children will learn about the history of seasonal celebrations.	<u>Past and Present</u> Begin to develop vocabulary of time in the context of daily routines <i>e.g. day/night, later, next, after</i> Children will learn about the history of seasonal celebrations.	<u>Past and Present</u> Begin to use sequencing vocabulary <i>e.g. before, next, after, end</i> Children will learn about the history of seasonal celebrations.	<u>Past and Present</u> Begin to use sequencing vocabulary <i>e.g. before, next, after, end</i> Children will learn about the history of seasonal celebrations.	<u>Past and Present</u> Understand and begin to use the vocabulary of time <i>e.g. night / day, a long time ago / later</i> Know that there are different days of the week Children will learn about the history of seasonal celebrations.	<u>Past and Present</u> Begin to talk about familiar journeys <i>e.g. coming to school</i> . How do they travel? What do they see? What other types of transport do they see? Children will learn about the history of seasonal celebrations. Children will begin to understand that at the moment they are in Nursery but soon they will go to Reception.
	Geography	<u>People, Culture and Communities</u> Children will explore our EYFS environment and find out where different places are <i>e.g. toilets, mud kitchen, Reception</i> . Begin to show an interest in different occupations, <i>linked to body care - Dr, Dentist</i>	<u>People, Culture and Communities</u> Children will know that our school is in Chorlton. Begin to show an interest in different occupations <i>e.g. site manager, park keeper, gardener</i>	<u>People, Culture and Communities</u> Begin to know that there are different countries in the world Continue to show an interest in different occupations <i>e.g. vet / park keeper</i>	<u>People, Culture and Communities</u> Continue to show an interest in different occupations <i>e.g. vet / park keeper</i> Begin to know that there are different countries in the world	<u>People, Culture and Communities</u> Show an interest in different occupations <i>e.g. farmer, gardener</i> Talk about likes / dislikes (own and others) Children will know that we live in England. Children will find out about the England flag.	<u>People, Culture and Communities</u> Name and talk about variety of vehicles / transport. Begin to name some familiar places in the local environment <i>e.g. bus stop and library</i> Begin to talk about the occupation of vehicle drivers <i>e.g. bus / taxi driver</i> Children will begin to understand how we have to travel to different countries. Children will know that we live on Earth and that the globe represents the world.

	Science	<p><u>The Natural World</u> Name different family pets Begin to use all their senses in hands on exploration of natural materials Explore different types of weather Begin to talk about changes in materials Talk about what they see, beginning to use a wider vocabulary ... Name key body parts Name key body parts of a cat / pet. Begin to notice differences between people</p>	<p><u>The Natural World</u> Use all their senses in hands on exploration of natural materials Talk about what they see, begin to use a wider vocabulary Begin to understand the need to respect and care for the natural environment Begin to explore collections of materials with similar and/or different properties <i>e.g. Autumn collection - sorting, matching comparing</i> Begin to develop vocabulary of time in the context of daily routines <i>e.g. first, last, next, before, after</i> Begin to develop their curiosity and interest in weather, using □ vocabulary □ comparing □ appropriate clothing □ awareness of typical autumn weather</p>	<p><u>The Natural World</u> Talk about what they see, continuing to use a wider vocabulary Begin to understand the need to respect and care for the natural environment, Explore how things work Begin to explore and talk about different forces they can feel Begin to □ name some animals living in hot / cold places □ explore different animal habitats Begin to predict what might happen next Begin to develop an awareness of □ different seasons □ different clothing needed for weather</p>	<p><u>The Natural World</u> Begin to develop an awareness of □ different seasons □ different clothing needed for weather Begin to predict what might happen next Begin to use sequencing vocabulary <i>e.g. before, next, after, end</i> Begin to use all their senses in hands on exploration of natural materials 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 □ name some animals living in hot / cold places □ explore different animal habitats Explore how things work Begin to explore and talk about different forces they feel</p>	<p><u>The Natural World</u> Name different farm animals Match mother and baby animals Begin to name baby animals Begin to understand key features of the life cycle of animals and plants <i>e.g. baby animals grow into adult animals - cub / bear</i> Know some animals hatch from eggs. Begin to understand the need to respect and care for the natural environment and all living things <i>e.g. animals / plants gently</i> Develop curiosity and interest in weather, using □ vocabulary □ comparing □ appropriate clothing □ awareness of typical summer weather Begin to understand that plants & animals help each other Plant seeds and care for plants. Talk about changes they notice <i>e.g. the bean growing</i> Begin to recognise that different plants have different shaped leaves and different sizes of seeds.</p>	<p><u>The Natural World</u> Use all senses in hands on exploration of natural materials Talk about what they see Name some animals that live in / near the water <i>e.g. seal, crab, fish, whale</i> Explore and begin to talk about how things work <i>e.g. push / pull / wind</i> Explore floating and sinking Begin to understand the need to respect and care for the natural environment and all living things <i>e.g. animals living near and in water</i> Begin to understand some vocabulary to describe natural features in the environment and weather <i>e.g. sea, island, land, river, volcano, storm, fog</i></p>
	Computing	<p>Use and explore different forms of technology to see how to make them work <i>e.g. interactive whiteboard, ipad, camera, CD player</i>. Explore 'cause and effect' toys.</p>	<p>Take photos of autumn trees, flowers and displays using ipads. Know how to move objects on a touch screen. Know that buttons turn something on/off and makes something happen.</p>	<p>Learn that when they touch buttons on a computer the characters and avatars move. Learn how to switch on and off devices.</p>	<p>Learn how to be safe around computers <i>e.g. no water bottles or liquids, no food or snacks, taking care with leads and wires</i>. Children know how to use the interactive whiteboard for mark making.</p>	<p>Know how people use computers in their jobs. Give one instruction for a beebot to make it move.</p>	<p>Read a book and listen to a video on the computer. Use a range of technology independently <i>e.g. phones, ipads, interactive whiteboard, CD player</i>. Talking buttons/microphones.</p>

		<p>Expressive Arts and Design: Educational Programme: 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.</p> <p>Implementation</p> <p>We offer a wide range of opportunities to experiment with media and materials in our continuous provision. Children explore different materials freely, in order to develop their ideas about how to use them and what to make. They are introduced to a range of media such as pencils, chalks, pastels and different types of paint and they learn to develop the concepts of shape, form, colour, pattern, texture, print and space. They explore different tools and techniques in the malleable areas and through a variety of craft opportunities in their indoor and outdoor environment. Children develop their hand dexterity and control whilst allowing them to develop and refine their mark making and drawing skills. They start to approach their drawings, paintings and other artwork with a more focused purpose – planning what they wish to produce and adding more detail and expression as their skills develop. They learn to join materials, colour mix, explore different textures and show different emotions in their art work.</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Music	<p><u>Being Imaginative and Expressive</u></p> <p>Take part in pretend play</p> <p>Develop stories using small world</p> <p>Listen with increased attention to sounds</p> <p>Sing and remember some simple rhymes and songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Take part in pretend play, begin to use objects to represent something else</p> <p>Begin to develop stories using small world e.g. Owl story or recount autumn walk</p> <p>Begin to remember some simple rhymes / songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Begin to respond to what they heard, expressing own thoughts/ideas</p> <p>Take part in pretend play, using objects to represent something else</p> <p>Begin to develop more complex stories using small world</p> <p>Begin to make imaginative & complex small worlds</p> <p>Begin to remember entire simple rhymes / songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p> <p>Listen to music from a variety of countries / cultures</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Begin to respond to what they heard, expressing own thoughts/ideas</p> <p>Take part in pretend play, using objects to represent something else</p> <p>Begin to develop more complex stories using small world</p> <p>Begin to make imaginative & complex small worlds</p> <p>Begin to remember entire simple rhymes / songs</p> <p>Listen to music from a variety of countries / cultures</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Take part in simple pretend play, use an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world</p> <p>Listen with increased attention to sounds</p> <p>Sing linked rhymes / songs</p> <p>Sing a pitch of a tone sung by another person</p> <p>Sing the melodic shape of familiar songs</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Take part in pretend play</p> <p>Develop complex stories using small world resources</p> <p>Explore body percussion / voice sounds / instruments to represent vehicles, weather, movements etc</p> <p>Learn new songs linked to theme</p>
Creating with Materials Being Imaginative and Expressive							

	Art	<p><u>Creating with Materials</u> Explore different materials and textures Use lines / shapes to represent objects Begin to add more detail to their drawings Explore colour</p>	<p><u>Creating with Materials</u> Explore different materials & textures & begin to develop own ideas about how to use them Begin to join different materials Create lines and circles - using different media Use drawing to represent ideas Explore printing of natural resources Explore, talk about and sort colours</p>	<p><u>Creating with Materials</u> Explore different materials & textures & begin to develop own ideas about how to use them Join different materials Begin to create closed shapes to represent objects Use drawing to represent ideas Begin to draw with increasing detail Begin to show different emotions in drawings e.g. <i>happiness/sadness</i> Begin to explore colour mixing</p>	<p><u>Creating with Materials</u> Explore different materials & textures & begin to develop own ideas about how to use them Join different materials Begin to create closed shapes to represent objects / animals Use drawing to represent ideas Begin to draw with increasing detail Begin to show different emotions in drawings e.g. <i>happiness/sadness</i> Begin to explore colour mixing</p>	<p><u>Creating with Materials</u> Use printing techniques with increasing independence to makes patterns and pictures Use drawing tools with care and increasing precision. Begin to draw with increasing complexity and detail. Create drawings based on feelings, real/imaginative experiences and stories. Observe colour in nature and represent it in artwork; mix colours to match what they see. Make models with a purpose and with increasing skill (e.g. <i>shaping, moulding or combining pieces</i>) Begin to select a paint brush and use a 'dip, draw, wash & wipe' technique to keep the paints clean.</p>	<p><u>Creating with Materials</u> Use printing techniques with increasing independence to patterns and pictures, showing efficient fine motor skills. Paint / draw using enclosed shapes to make representations and label / talk about Begin to make constructions and models with a purpose, deciding/planning what to make. Use tools with increasing control to support model-making. Find, collect, arrange & stick material to make a pattern / picture Begin to be able to select a brush, 'dip, draw, wash & wipe' technique to keep colours clear. Begin to select colours to achieve desired effect</p>
	DT	<p><u>Creating with Materials</u> Begin to join different materials. Use drawing to represent ideas Explore a range of construction materials e.g. duplo, wooden blocks</p>	<p><u>Creating with Materials</u> Begin to create closed shapes to represent objects Use drawing to represent ideas</p>	<p><u>Creating with Materials</u> Join different materials Begin to create closed shapes to represent objects / animals Use drawing to represent ideas</p>	<p><u>Creating with Materials</u> Begin to make constructions and models with a purpose, deciding/planning what to make.</p>	<p><u>Creating with Materials</u> Use tools with increasing control to support model-making. Prepare fruit and vegetables - washing, peeling, chopping.</p>	<p><u>Creating with Materials</u> Design their own transport with wheels (draw, annotate). Make a wheel using card. Draw a wheel and cut out accurately using cutting techniques.</p>