



## Colney Heath Early Years Foundation Stage Curriculum 2025-26

At the heart of the Early Years Foundation Stage at Colney Heath Primary School and Nursery, we embrace an inclusive and holistic approach to learning, ensuring all children thrive and achieve, alongside our school values of 'We are kind, We are involved, We belong, We are learners.' We value and understand that early childhood education is the crucial time for building the knowledge and skills for securing foundational learning upon which children build the rest of their lives. Through developing strong partnerships, we can embrace all children's starting points in life and by building upon these, our intention is to give each child every possible opportunity to develop a love of learning, grow in confidence, and flourish as unique individuals. We aim to nurture curious, independent, and resilient learners who feel safe, valued, and motivated to explore the world around them. By offering rich, meaningful experiences across all areas of learning, we support children to develop secure communication and language skills, strong personal and social foundations, and the early literacy and mathematical understanding they need for future success. Our approach ensures that every child is recognised for their strengths, supported through challenges, and encouraged to take pride in their achievements. Through high-quality interactions, purposeful play, and a carefully planned environment, we strive to promote a lifelong enthusiasm for learning and help each child develop the confidence and skills they need to move forward positively into the next stage of their education.

While this document sets out a progressive and ambitious curriculum for the early years, we are fully committed to recognising the needs of individual children and adapting the curriculum accordingly to ensure each child is supported and able to thrive.

EYFS 2025-2026 Sequenced Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Where do I belong?	What makes me feel good?	Where could I go on an adventure?	How do I make things move?	How do things grow and change?	What lies deep in the ocean?
Key Concepts	School Myself Family Friends Where I live Feelings	Nocturnal Animals Light and Dark Space Celebrations	Hibernation Contrasting locations hot / cold Habitats Homes around the world Adaptation	How things move Vehicles Design Forces / Speed Flight Maps / Roads	Life cycles Change Growing Minibeasts	Rivers to sea Sea creatures Boats Floating / sinking Environmental
Key Texts	<p><i>You Choose</i> – Pippa Goodhart <i>Here We Are</i> – Oliver Jeffers <i>Who Are You?</i> – Smriti Halls <i>Starting School</i> – Janet &amp; Allan Ahlberg <i>I Am Absolutely Too Small for School</i> – Lauren Child</p> <p><i>I Like Myself!</i> – Karen Beaumont <i>What I Like About Me!</i> – Allia Zobel Nolan <i>It's Okay to Be Different</i> – Todd Parr <i>The Great Big Book of Families</i> – Mary Hoffman</p> <p><i>The Rainbow Fish</i> – Marcus Pfister</p> <p><i>Lost and Found</i> – Oliver Jeffers <i>Hug</i> – Jez Alborough <i>A Walk in London</i> – Salvatore Rubbino <i>In Every House, on Every Street</i> – Jess Hitchman <i>Welcome to Our World</i> – Moira Butterfield <i>The Colour Monster</i> – Anna Llenas</p> <p><i>The Worrysaurus</i> – Rachel Bright <i>Ruby's Worry</i> – Tom Percival</p> <p>Various Julia Donaldson stories</p>	<p><i>Owl Babies</i> – Martin Waddell</p> <p><i>The Very Noisy Night</i> – Diana Hendry</p> <p><i>Night Animals</i> – Gianna Marino <i>Can't You Sleep, Little Bear?</i> – Martin Waddell <i>The Dark</i> – Lemony Snicket <i>I Want My Hat Back</i> – Jon Klassen <i>Whatever Next!</i> – Jill Murphy</p> <p><i>Look Inside Space</i> – Usborne <i>Kipper's Birthday</i> – Mick Inkpen <i>Lighting a Lamp</i> – Jonny Zucker (Diwali) Jesus' Christmas Party - Nicholas Allan</p>	<p><i>Where's My Home?</i> – Naomi Jones <i>The Koala Who Could</i> – Rachel Bright <i>We're Going on a Bear Hunt</i> – Michael Rosen <i>The Way Back Home</i> – Oliver Jeffers <i>The Lion Inside</i> – Rachel Bright <i>Don't Wake the Bear, Hare!</i> – Steve Smallman <i>Bear Snores On</i> – Karma Wilson <i>The Emperor's Egg</i> – Martin Jenkins <i>Meerkat Mail</i> – Emily Gravett <i>The Busy Beaver</i> – Nicholas Oldland</p> <p><i>The Bog Baby</i> – Jeanne Willis <i>Homes Around the World</i> – Max Moore (non-fiction) <i>The Mixed-Up Chameleon</i> – Eric Carle <i>Little Penguin Gets the Hiccups</i> – Tadgh Bentley</p> <p>Polar bear, polar bear - Eric Carle</p>	<p><i>Push, Pull, Slide</i> (various titles in the Campbell Books series) <i>Move!</i> by Robin Page &amp; Steve Jenkins <i>Mr Gumpy's Motor Car</i> by John Burningham <i>The Train Ride</i> by June Crebbin <i>Naughty Bus</i> by Jan &amp; Jerry Oke <i>Oi! Get Off Our Train!</i> by John Burningham <i>Iggy Peck, Architect</i> by Andrea Beaty <i>Rosie Revere, Engineer</i> by Andrea Beaty <i>If I Built a Car</i> by Chris Van Dusen <i>Roller Coaster</i> by Marla Frazee <i>Go, Dog. Go!</i> by P.D. Eastman <i>Fast-Slow</i> (A DK Feelings &amp; Opposites title) <i>The Little Airplane</i> by Lois Lenski <i>The Journey</i> by Neil Griffiths <i>Follow That Map!</i> by Scot Ritchie</p> <p><i>Mrs Armitage on Wheels</i></p>	<p><i>A Seed in Need</i> – Sam Godwin <i>The Tiny Seed</i> – Eric Carle <i>Growing Frogs</i> – Vivian French <i>Tadpole to Frog</i> – Life Cycle series (various authors) <i>Caterpillar Butterfly</i> – Vivian French <i>From Egg to Chicken</i> – Gerald Legg <i>The Very Hungry Caterpillar</i> – Eric Carle <i>Once There Were Giants</i> – Martin Waddell <i>Jasper's Beanstalk</i> – Nick Butterworth &amp; Mick Inkpen <i>Errol's Garden</i> – Gillian Hibbs <i>Oliver's Vegetables</i> – Vivian French <i>Superworm</i> – Julia Donaldson <i>What the Ladybird Heard</i> – Julia Donaldson <i>Mad About Minibeasts</i> – Giles Andreae <i>Planting a Rainbow</i> – Lois Ehlert <i>Up in the Garden and Down in the Dirt</i> – Kate Messner <i>Tree: Seasons Come, Seasons Go</i> – Patricia Hegarty</p>	<p><i>Commotion in the Ocean</i> – Giles Andreae <i>The Deep Blue Sea</i> – Audrey Wood <i>Ocean Life</i> (National Geographic Kids) <i>A River</i> – Marc Martin <i>The River</i> – Hanako Clulow &amp; Patricia Hegarty <i>Over and Under the Pond</i> – Kate Messner <i>The Snail and the Whale</i> – Julia Donaldson</p> <p><i>Tickly Octopus</i> – Ruth Galloway <i>Bright Stanley</i> – Matt Buckingham <i>Mr Gumpy's Outing</i> – John Burningham <i>Who Sank the Boat?</i> – Pamela Allen <i>Boat</i> (Amazing Machines series) – Tony Mitton</p> <p>Jack and the Flumflum Tree Julia Donaldson <i>Somebody Swallowed Stanley</i> – Sarah Roberts <i>Clean Up!</i> – Nathan Bryon</p>
Significant figures	Anne Clark Julia Donaldson	Tim Peake Rama and Sita	Ernest Shackleton Chris Packham David Attenborough - Climate	Lewis Hamilton / Susie Wolff Amelia Earhart Isambard Kingdom Brunel	Eric Carle Wangari Maathai	David Attenborough - Plastic pollution Grace Darling Ellie Simmonds
Artists Cycle A Cycle B	Jackson Pollock Giuseppe Arcimboldo	Kandinsky Piet Mondrian	Emily Kame Kngwarreye Henri Rousseau	Bridget Riley Heather Day	Eric Carle Matisse	Barbara Hepworth Katsushika Hokusai

## COMMUNICATION AND LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.

Nursery	Reception
3 - 4 Development Matters	Reception Development Matters
<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

Area of Learning	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
Listening & Attention	<ul style="list-style-type: none"> <li>•Enjoy listening to short stories.</li> <li>•Responding to a stimulus and then individual name to stop what they are doing.</li> <li>•Understand a question that has one part.</li> <li>•Understand simple questions – who, what and where.</li> </ul>	<ul style="list-style-type: none"> <li>•Enjoys listening to short stories and can discuss in a group what happens.</li> <li>•Responding to a stimulus and then individual name to stop what they are doing then follow an instruction /answer a question.</li> <li>•Understand a question that has two parts.</li> <li>•Understand a why question, supported by visuals.</li> </ul>	<ul style="list-style-type: none"> <li>•Enjoy listening to longer stories and can remember much of what happens.</li> <li>•Pay attention to more than one thing at a time, which can be difficult.</li> <li>•Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” – and respond.</li> <li>•Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<ul style="list-style-type: none"> <li>•Engage in story times by answering specific questions.</li> <li>•Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>•Display signs of good listening (eyes forward, sitting still, comfortable hands).</li> <li>•Talk about plots and identify main characters.</li> <li>•Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>•Engage in story times and begin to develop opinions.</li> <li>•Understand how to listen carefully and why listening is important.</li> <li>•Learn new vocabulary.</li> <li>•Listen to and talk about stories (identifying plot, characters and main problem) to build familiarity and understanding.</li> <li>•Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•Children show good listening skills and can listen to one another, adults and new people with great skill.</li> <li>•Children attend to others in play.</li> <li>•Children show good levels of attention during learning tasks.</li> <li>•Children ask questions and for clarification on new knowledge.</li> <li>•Children explain themselves if misunderstood.</li> <li>•Children can retell a story showing a good understanding.</li> <li>•Children understand and use a large number of words and new vocabulary in their conversations and during discussions.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> <li>•Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>•Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>

Speaking	<ul style="list-style-type: none"> <li>•Speaking understood by a known adult - Tier 1 vocabulary.</li> <li>•Join in with class Nursery Rhymes and Songs.</li> <li>•Retell parts of taught fairy tales with adult support and use of visuals and prompts.</li> <li>•Develop conversation, talking about things that have happened in the past – eg, what did you do yesterday? I go to Nanny’s house.</li> <li>•Use speech sounds p, b, m w.</li> <li>•Pronounce: l, r, w, y, f, th, s, sh, ch, dz, j.</li> <li>•Use a phrase.</li> <li>•Can articulate their favourite from given choices.</li> <li>•Speaks to a friend in play.</li> </ul>	<ul style="list-style-type: none"> <li>•Use descriptive language eg in the mud kitchen – ‘It tastes sweet.’</li> <li>•Know some favourite songs and Nursery rhymes off by heart.</li> <li>•Retell stories and songs in play.</li> <li>•Develop communication – using regular past tense correctly e.g walked, jogged, played.</li> <li>•Pronounce multi syllabic words.</li> <li>•Use a simple sentence.</li> <li>•Respond to ‘I wonder?’ questions.</li> <li>•Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>•Use a wider range of vocabulary linked to topics – Tier 3.</li> <li>•Sing a large repertoire of songs.</li> <li>•Know many rhymes, be able to talk about familiar books, and be able to tell a long story – create own rhymes based on taught repetitive rhymes and stories.</li> <li>•Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>•Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>•Use longer sentences of at least 4 to 6 words.</li> <li>•Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>•Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>•Use new vocabulary when supported by adults.</li> <li>•Develop social phrases Eg good morning, how are you?</li> <li>•Ask questions to find out more.</li> <li>•Learn rhymes, poems and songs.</li> <li>•Connect one idea or action to another using a range of connectives.</li> <li>•Describe events in some detail.</li> <li>•Use talk to help work out problems and organise thinking and activities.</li> <li>•Retell the story, once they have developed a deep familiarity with the text, some as exact repetition.</li> </ul>	<ul style="list-style-type: none"> <li>•Use new vocabulary throughout the day.</li> <li>•Use new vocabulary in different contexts.</li> <li>•Ask questions to check they understand what has been said to them.</li> <li>•Articulate their ideas and thoughts in well-formed sentences.</li> <li>•Use talk to explain how things work and why they might happen.</li> <li>•Retell the story, once they have developed a deep familiarity with the text, some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>•Children create an imaginary story of their own in play.</li> <li>•Children speak clearly in well formed sentences.</li> <li>•Children use new vocabulary in different contexts.</li> <li>•Children use past, present, and future tenses in conversation with peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>•Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>•Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>•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.</li> </ul>
Makaton Progression	<p>Phase 1: Everyday Functional Signs (3–4 years)</p> <ul style="list-style-type: none"> <li>• More</li> <li>• Finished / All done</li> <li>• Help</li> <li>• Toilet</li> <li>• Stop / Wait</li> <li>• Drink</li> <li>• Eat</li> <li>• Yes / No</li> <li>• Mummy</li> <li>• Daddy</li> <li>• Teacher</li> <li>• Friend</li> </ul>	<p>Phase 2: Social Communication &amp; Feelings (3–4+ years)</p> <ul style="list-style-type: none"> <li>• Please</li> <li>• Thank you</li> <li>• Sorry</li> <li>• Happy</li> <li>• Sad</li> <li>• Angry</li> <li>• Scared</li> <li>• Excited</li> </ul>	<p>Phase 3: Play &amp; Learning Vocabulary (4–5 years)</p> <ul style="list-style-type: none"> <li>• Play</li> <li>• Look</li> <li>• Listen</li> <li>• Share</li> <li>• My turn / Your turn</li> <li>• Big</li> <li>• Little</li> <li>• Fast</li> <li>• Slow</li> <li>• Ball</li> <li>• Book</li> <li>• Car</li> <li>• Doll</li> </ul>	<p>Phase 4: Topic, Story &amp; Song Vocabulary (4–5 years)</p> <ul style="list-style-type: none"> <li>• Cat</li> <li>• Dog</li> <li>• Bird</li> <li>• Spider</li> <li>• Caterpillar / Butterfly</li> <li>• Bee</li> <li>• Ladybird</li> <li>• Sun</li> <li>• Rain</li> <li>• Wind</li> <li>• Snow</li> <li>• Bus</li> <li>• Train</li> <li>• Plane</li> <li>• Birthday</li> <li>• Christmas</li> <li>• School</li> </ul>	<p>Phase 5: Early Sentence Building (4–5 years)</p> <ul style="list-style-type: none"> <li>• I want...</li> <li>• I like...</li> <li>• I see...</li> <li>• More please</li> <li>• Finished now</li> <li>• Help me</li> </ul>		
Implementation	<p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Adults modelling listening to others speaking. Adults modelling turn taking and supporting children to converse. Modeling and asking and answering questions, asking children questions in a variety of situations. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>		<p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Carpet time, group work, assembly time, asking children questions and modelling questions. Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>				

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

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.

Nursery	Reception
3 - 4 Development Matters	Reception Development Matters
<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. - Personal hygiene.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> </ul>

Area of Learning	Autumn		Spring		Summer		ELG
Jigsaw	<b>Being Me in My World</b> 'Who am I and how do I fit?'	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique.	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Healthy Me</b> Being and keeping safe and healthy.	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change.	<p><b><u>Self-Regulation</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>
Key Concepts	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping Clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>
Nursery							<p><b><u>Managing Self</u></b> Be confident to try new activities and show independence, resilience and</p>

	<p><b>Self-Regulation</b></p> <p>Show effortful control.  With support, follow the daily routine.  Play with others, sharing resources / taking turns.  I know how it feels to be proud of something I am good at.  I can tell you one way I am special or unique.  Be increasingly able to talk about and manage their emotions.  Show / imitate different emotions.  I understand how feeling happy and sad can be expressed.  I am happy / sad because ...  Begin to show awareness of how others might be feeling.  Offer comfort to an upset child / share excitement or laughter with others.  Identify feelings of main characters in stories, looking carefully at illustrations.  With support, begin to find solutions to some conflicts... sharing resources / taking turns.  I can use my words to stand up for myself.</p> <p><b>Managing Self</b></p> <p>Find ways of managing transitions, from care givers.  Begin to select and use continuous provision resources.  Put resources back in the right place once used.  With support, begin to follow classroom routines and rules.  I am starting to understand children's rights... this means we should be allowed to learn and play.  I am learning what 'being responsible' means.  Begin to be independent with self-care routines; Toileting / eating / handwashing / putting outdoor clothing on.</p> <p><b>Building Relationships</b></p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, religion and so on.  Develop friendships with other children.  I understand how it feels to belong and that we are similar and different.  I can use gentle hands and understand that it is good to be kind to people.  Begin to play with one or more other children.  Begin to see themselves as part of a community.  I know that all families are different.  I know there are lots of different homes.  I can tell you how I could make new friends.</p>	<p><b>Self-Regulation</b></p> <p>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.  How do we identify different feelings?  Begin to help to find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.  With support, begin to talk with others to solve conflicts.  I can feel proud when I achieve a goal.</p> <p><b>Managing Self</b></p> <p>Begin to select and use continuous provision resources to achieve a set goal.  I understand what a challenge means.  I can set a goal and work towards it.  Settle to an activity of choice for some time.  I can keep trying until I can do something.  Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders).  Develop independence with self-care routines; Toileting / handwashing / brushing teeth.  I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.  I can tell you some of the things I need to do to be healthy.  I know what the word 'healthy' means and that some foods are healthier than others.  I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p><b>Building Relationships</b></p> <p>See themselves as part of a community.  Wider school life – joining with whole school activities. I can start to think about the jobs I might like to do when I'm older.  Play with one or more other children.  I know some kind words which can encourage people.  Engage in pretend play with one or more children.  Begin to share and take turns with others.  Begin to extend and elaborate on play ideas with others.  Start to negotiate different roles within play... "you be the... and I'll be the..."  I know who my safe adults are and how to stay safe.</p>	<p><b>Self-Regulation</b></p> <p>Talk about their feelings using a range of words and give reason... happy, sad, angry, worried, scared, excited, nervous.  Understand and talk about how others might be feeling and the reason why.  I can use mindful exercises and calm corners to manage my feelings.  Help to find solutions to conflict and rivalries, and begin to suggest other ideas.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Reflect on experiences and feelings.  Learn how to compromise and negotiate to solve problems.  I know what to say and do if somebody is mean to me.</p> <p><b>Managing Self</b></p> <p>Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them.  Settle to an activity for some time, adult led or child initiated.  Increasingly follow rules, understanding why they are important.  Do not depend on an adult to remind them of a rule.  Follow daily routine and self-organisation.  Be increasingly independent in meeting their own care needs.  Getting dressed and undressed independently.  Begin to make healthy choices about food, drink, activity and tooth brushing.  I can tell you some things I can do and some food I can eat to be healthy.  I can name parts of my body and show respect for myself.</p> <p><b>Building Relationships</b></p> <p>Develop a sense of responsibility and membership of a community.  Describe responsibilities within home and school.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Stay and Play opportunities for parents.  Transition to Reception.  I can tell you about my family.  Show more confidence in new social situations.  I understand how to make friends if I feel lonely.  Play with one or more other children, extending and elaborating play ideas.  Negotiate different roles within play.  Share ideas and take turns.  I can tell you some of the things I like about my friends.  I can work together and enjoy being with my friends.  Suggest ways to enhance play by introducing additional resources / reflecting on own experiences.</p>	<p>perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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			<p>I understand that we all start as babies and grow into children and then adults.  I know that I grow and change.  I can talk about how I feel moving through EYFS.  I can remember some fun things about this year.</p>	
<p>Reception</p>	<p><b>Self-Regulation</b>  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 and real-life experiences. Begin to express feelings and consider the feelings of others.  Identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited. Link book character's emotion to own experiences ... expression, mood, feeling/emotion.  Begin to recognise and manage feelings.  Begin to understand children's rights and that this means we should be allowed to learn and play.  Begin to understand which words to use to stand up for myself e.g. 'Please don't do that, I don't like it'.  Begin to understand what is special to me e.g. family, friends, home, school, pets.  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 and moderate own feelings socially and emotionally.  Focus on keeping calm, being patient, waiting for a turn, sharing and tidying up after themselves.  Begin to understand how it feels to belong and that we are similar and different.  Begin to understand what being responsible means. <b>Managing Self</b>  Be increasingly independent in managing own self-care needs.  Fasten zips, buttons, coats, shoes.  Develop confidence to try new activities and show independence.  Begin to identify something that I am good at.  Access all types of enhancements (indoors &amp; outdoors).  Know and begin to talk about the different factors that support their overall health and wellbeing: Toothbrushing – importance and how ... clean, decay. Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit.  Know why it is important to wash my hands before eating and after the toilet.  Begin to understand why it is good to be kind and have kind, gentle hands.  <b>Building Relationships</b>  Begin to see self as a valuable individual  Begin to understand that being different makes us special.  Describe self, positively.  Begin to build constructive and respectful relationships.  Use social language to develop friendships.  Begin to enjoy working with others, to make school a good place to be.  Begin to understand that everyone is good at different things.  Begin to understand and articulate how to be a kind friend.</p>	<p><b>Self-Regulation</b>  Express feelings and consider the feelings of others.  Set own goals and show resilience and perseverance in the face of challenge through daily play and interactions.  Identify and moderate own feelings socially and emotionally.  Think about the perspectives of others.  I understand that if I persevere, I can tackle challenges.  I can set a goal and work towards it.  I can tell you about a time I didn't give up until I achieved my goal.  I can say how I feel when I achieve a goal and know what it means to feel proud.  Begin to understand the link between what I learn now will help me when I am older.  <b>Managing Self</b>  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, E safety, road safety.  I understand that I need exercise to keep my body healthy.  I understand how moving and resting are good for my body .  I know which foods are healthy and not so healthy.  I can make healthy eating choices  I know how to help myself go to sleep.  I know why sleep is good for me  I can wash my hands thoroughly  I understand why it is important to wash my hands, especially before eating and after the toilet    <b>Building Relationships</b>  See self as a valuable individual.  I understand the link between what I learn now and the job I might like to do when I'm older  Build constructive and respectful relationships.  I can use kind words to encourage others.  I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p><b>Self-Regulation</b>  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.  I can identify some of the jobs I do in my family.  Being to understand the impact of unkind words.  Continue to use mindful techniques and resources to manage my feelings.  I can express how I feel about moving to Year One.  I can talk about my worries/things I am looking forward to about Year One.  I can share my memories of Reception.  <b>Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  I can name parts of the body. I can tell you some things I can do and some foods I can eat to be healthy.  I understand that we all grow from babies to adults.  <b>Building Relationships</b>  Continue to build constructive and respectful relationships.  I know how to be a good friend.  I can think of ways to solve problems and stay friends.  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.  Look back at achievements over the last year.  Continue to know who to make friends to stop myself from feeling lonely.</p>	

## PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>11</sup>. 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.

Nursery				Reception			
3 - 4 Development Matters				Reception Development Matters			
<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>				<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.</li> </ul>			
Area of Learning	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
Gross Motor Skills  Continuous provision during child initiated learning.	<ul style="list-style-type: none"> <li>•Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>•Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>•Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>•Climb on equipment safely using alternate hands and feet.</li> <li>•Start taking part in some group activities which they make up for themselves or in teams.</li> <li>•Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.</li> </ul>	<ul style="list-style-type: none"> <li>•Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>•Further develop the skills they need to manage the school day successfully: lining up and queuing.</li> <li>•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>•Safely use a range of apparatus indoors or outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>•Confidently use a range of apparatus indoors or outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate strength, balance and coordination when playing.</li> </ul>	<ul style="list-style-type: none"> <li>•Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>•Demonstrate strength, balance and coordination when playing.</li> <li>•Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

Fine Motor Skills	<ul style="list-style-type: none"> <li>•Hold a pencil (fisted/digital pronate grip) to make marks.</li> <li>•Pick up tiny objects using a fine pincer grasp.</li> <li>•Begin to do up my own large buttons.</li> <li>•Turn the pages in a book.</li> <li>•Fit the pieces of a puzzle together.</li> <li>•Use one – handed tools effectively in playdough (eg: cutters/rollers).</li> </ul>	<ul style="list-style-type: none"> <li>•Grip using five fingers or preferably two fingers and thumb for control.</li> <li>•Begin to show dominant hand</li> <li>•Use tweezers</li> <li>•Use one handed tools in play and directed activities such as using a spoon or hammer</li> <li>•Use one handed tools for mark making with control.</li> <li>•Take off and put on my own shoes (not laces).</li> <li>•Start snipping paper (not moving forward with the scissors but making small snips).</li> <li>•Begin to do up my own zip.</li> </ul>	<ul style="list-style-type: none"> <li>•Use a 4 finger grip to hold my pencil.</li> <li>•Show preference for dominant hand.</li> <li>•Use pincers, tweezers and threading equipment with increasing control and confidence.</li> <li>•Show increasing control over tools like pencils and crayons.</li> <li>•Choose the right resources to carry out their own plan – for example enlarging a hole they made with a trowel, using a spade.</li> <li>•Snips paper moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop static tripod grip.</li> <li>•Use a knife, fork and spoon accurately.</li> </ul> <p>Explore using a range of tools for drawing and painting – crayons, chalk, pencils, different sized paintbrushes, pens of varying thickness.</p>	<ul style="list-style-type: none"> <li>•Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table.</li> <li>•The index finger and thumb form an open space.</li> <li>•Movement comes from the fingertips.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop the foundations for a handwriting style that is fast, accurate and efficient - pencil grip and letter formation, including directionality</li> </ul>	<ul style="list-style-type: none"> <li>•Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>•Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>•Begin to show accuracy and care when drawing.</li> </ul>	
	Autumn		Spring		Summer			
Complete PE Scheme Skills covered during twice weekly EYFS PE sessions	Skill: Walking – personal space The focus of learning is for pupils to apply their understanding of walking, applying it into a game.	Skill: Dance: ourselves to explore movements such as creeping, tiptoeing and hiding. Using different body parts to create movements.	Skill: Gymnastics: High and low to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.	Skill: Dance: Nursery rhymes to explore character movements with a partner.	Skill: Locomotion: Jumping to explore hopping in a variety of ways; in different directions, at different speeds and different levels.	Skill: Rackets, Bats, Balls and Balloons to develop different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.		
	Skill: Play: playing through games to explore different ways of using equipment and other objects to travel to a destination.	Skill: Balls: Hands1 to explore different ways of using our hands to move with a ball, keeping control, rolling, pushing and bouncing a ball with a partner. What does 'defender' mean?	Skill: Gymnastics: Moving to introduce 'champion gymnastics' by moving and making shapes using different body parts.	Skill: Balls: Hands 2 to explore catching a beanbag and a small ball.	Skill: to explore different ways of using our feet to move with a ball.	Skill: Games for understanding to bring together the suggested sequence of learning into mini games. Attacker and defender - purposes.		
Implementation	<p>Daily Busy fingers. Discreet weekly PE sessions. Gross and fine motor continuous provision and enhancements. Pen disco. Yoga. Forest School.</p>							

## LITERACY

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).

Nursery	Reception
3 - 4 Development Matters	Reception Development Matters
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning.</li> <li>• Print can have different purposes.</li> <li>• We read English text from left to right and from top to bottom.</li> <li>• The names of the different parts of a book.</li> <li>• Page sequencing.</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound, such as money and mother.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

Area of Learning	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
<b>Word Reading</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>•Print has meaning</li> <li>•Print can have different purposes</li> <li>•We read left to right, top to bottom.</li> <li>•The names of the different parts of a book</li> <li>•Page sequencing.</li> </ul> <p>Begin to develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Spot rhymes in familiar stories and poems.</li> <li>•Count or clap syllables in a word.</li> <li>•Recognise words with the same initial sound.</li> </ul>	<ul style="list-style-type: none"> <li>•Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul> <p>Continue to develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Spot rhymes in familiar stories and poems.</li> <li>•Count or clap syllables in a word.</li> <li>•Recognise words with the same initial sound.</li> </ul>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Spot rhymes in familiar stories and poems.</li> <li>•Count or clap syllables in a word.</li> <li>•Recognise words with the same initial sound.</li> </ul>	<p>Begin to read individual letters by saying the sounds for them.</p> <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Sound talk and blend (oral segmenting and blending)</li> <li>•Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> <li>•Begin to read CVC words containing known letter-sound correspondences.</li> </ul>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Begin to use sound buttons to identify how many sounds are in a word.</li> <li>•Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> </ul>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>•Use sound buttons to segment and read words.</li> <li>•Spot known digraphs or trigraphs in words</li> </ul> <p>•Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<ul style="list-style-type: none"> <li>•Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>•Read words consistent with their phonic knowledge by sound-blending.</li> <li>•Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
				<p>Autumn 1: Phase 2 s a t p l n m d g o c k c k e u r h b f l Tricky Words: is I the</p> <p>Autumn 2: Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk Words with -s /s/ added at</p>	<p>Spring 1: Phase 3 ai ee igh oa oo ar or ur ow oi ear air er Words with double letters Longer words Tricky Words: was you they my by all are sure pure</p>	<p>Summer 1: Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words</p>	

				<p>the end (hats sits)</p> <p>Words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p>•Tricky Words: put pull full as and has his her go no to into she push he of we me be</p>		<p>Summer 2: Phase 4 Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC</p> <p>Words ending in suf xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est Longer words Tricky Words: Review</p>	
Comprehension	<ul style="list-style-type: none"> <li>•Enjoy sharing books with an adult.</li> <li>•Pay attention when listening to stories and respond to the pictures or the words.</li> <li>•Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> </ul>	<ul style="list-style-type: none"> <li>•Ask questions about the book.</li> <li>• Make comments and shares their own ideas.</li> <li>•Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>•Engage in extended conversations about stories, learning new vocabulary.</li> <li>•Repeat new vocabulary in a context of a story.</li> <li>•Repeat words and phrases from familiar stories.</li> <li>•Talks about events and principal characters in stories and suggests how the story might end</li> <li>•Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>•Knows that some books tell stories and some books give facts.</li> </ul>	<ul style="list-style-type: none"> <li>•Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>•Engage in extended conversations about stories, learning new vocabulary.</li> <li>•Retelling of stories. Editing of story maps and orally retelling new stories.</li> <li>•Begin to use modelled vocabulary during role play for example in the Small World.</li> <li>•Requests favourite stories and poems for example during Vote for a story.</li> </ul>	<ul style="list-style-type: none"> <li>•Answer questions about a text that has been read to them.</li> <li>•Begin to predict what might happen next in a story.</li> <li>•Seeks familiar texts or stories to re-read in the book area.</li> <li>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>•They develop their own narratives and explanations by connecting ideas or events</li> <li>•Can explain the main events of a story – Can draw pictures of characters/ event / setting in a story.</li> </ul>	<ul style="list-style-type: none"> <li>•Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</li> <li>•May include labels, sentences or captions.</li> <li>•Beginning to understand that a non-fiction is a non-story- it gives information instead.</li> <li>•Fiction means story. – Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> <li>•Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>•Anticipate – where appropriate – key events in stories.</li> <li>•Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>•Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.</li> <li>•Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning to give meaning to the marks I make.</li> <li>•Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Gives meanings to the marks made. Can pretend to write in a range of contexts.</li> <li>•Becoming more confident with name writing – I can write some or all of my name.</li> <li>•Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my own name).</li> </ul>	<ul style="list-style-type: none"> <li>•Form lowercase letters and capital letters correctly</li> <li>•Spell CVC words using phase 2 sounds by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>•Write short phrases or sentences with words with known sound- letter correspondences, including some digraphs.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to use a capital letter at the beginning of a sentence and a full stop at the end.</li> <li>•Use finger spaces most of the time.</li> <li>•Reread what they have written to check for sense</li> </ul>	<ul style="list-style-type: none"> <li>•Write recognisable letters, most of which are correctly formed.</li> <li>•Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>•Write simple phrases and sentences that can be read by others.</li> <li>•Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</li> </ul>
Vocabulary	Nursery rhymes, favourite, book, stories	Page, sound, name	Sounds, syllables, beginning, middle, end,	blend, word, retell, story map	Digraph, trigraph, characters setting, fiction, non – fiction sequence, once upon a time, happily ever after	Full stop, capital letter, finger spaces, spine, blurb, illustration, illustrator, author and title.	
Implementation	<p>Daily phonics – Phase 1 Message Centre in LTP</p> <p>Core text approach to teaching topics, cross curricular links to UW Rhyme Time Scribble Club</p> <p>Squiggle Whilst you Wiggle</p> <p>Writing opportunities planned into LTP</p>			<p>Daily Phonics (Little Wandle) Phase 2 – 4</p> <p>Core text approach to teaching topics, cross curricular links to UW Message Centre in LTP</p> <p>Writing opportunities planned into LTP</p>			

## MATHEMATICS

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.

Nursery	Reception
3 - 4 Development Matters	Reception Development Matters

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- 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: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their 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'.
- 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'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- 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 - an arch, a bigger triangle, etc.
- Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity

Area of Learning	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
1st Half Term	<ul style="list-style-type: none"> <li>•Join in with number rhymes</li> <li>•Say numbers to 3/5</li> <li>•Recognise small groups (1-2)</li> <li>•Explore AB patterns</li> <li>•Build with shapes and compare size</li> </ul>	<ul style="list-style-type: none"> <li>- Represent 1-3 using marks, objects, fingers</li> <li>- Understand "how many" (cardinality)</li> <li>- Explore simple paths &amp; maps</li> <li>- Create and follow patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Represent numbers to 5</li> <li>- Explore parts of 4 &amp; 5 ("3 and 2 make 5")</li> <li>- Count to 5 securely</li> <li>- Create AAB/ABB/ABC patterns</li> <li>- Predict what comes next</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise quantities up to 5 (subitising).</li> <li>• Match number names to quantities.</li> <li>• Count with accurate one-to-one correspondence.</li> <li>• Use stable order of numbers.</li> <li>• Compare objects by length/height/weight.</li> <li>• Notice and extend simple repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sets using counting</li> <li>• Identify numerical difference</li> <li>• Use spatial language for position &amp; direction</li> <li>• Follow and give simple instructions</li> <li>• Order numbers to 10</li> <li>• Make reasonable estimates</li> </ul>	<ul style="list-style-type: none"> <li>• Understand teen numbers as 'ten and some more'</li> <li>• Represent teen numbers using resources</li> <li>• Find one more/one less</li> <li>• Explore doubles and halves</li> <li>• Share equally between two groups</li> <li>• Solve simple doubling/halving problems</li> </ul>	<p><b><u>ELG Number</u></b> Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5.</p>
Vocabulary	number, count, one, two, next, more, pattern, repeat, circle, square, big, small, on top, under	show me, how many, altogether, route, over, under, through, pattern, same, different	four, five, make, parts, whole, rule, next, predict, build, arrange	<ul style="list-style-type: none"> <li>• zero, one, two, three, four, five</li> <li>• more, less, fewer, the same</li> <li>• long, short, tall</li> <li>• heavy, light</li> <li>• pattern, repeat, unit</li> </ul>	<ul style="list-style-type: none"> <li>• more than, less than, equal to</li> <li>• in, on, under, next to, behind, in front of, between</li> <li>• forwards, backwards, turn</li> <li>• order, first, next, last</li> <li>• estimate</li> </ul>	<ul style="list-style-type: none"> <li>• ten and some more</li> <li>• teen numbers</li> <li>• more, less</li> <li>• double, half</li> <li>• share, equal</li> </ul>	<p>Recall some number bonds to 10, including doubling facts.</p> <p><b><u>ELG Numerical Patterns</u></b> Verbally count beyond 20, recognising the pattern of the counting system.</p>

2nd Half Term	<ul style="list-style-type: none"> <li>- Order numbers to 3/5</li> <li>- Recognise 1–3 without counting</li> <li>- Copy &amp; continue AB patterns</li> <li>- Explore positions in play</li> </ul>	<ul style="list-style-type: none"> <li>Sort by size/colour/shape</li> <li>- Compare quantities using more/fewer/same</li> <li>- Notice dot patterns to 3</li> <li>- Create own repeating patterns</li> <li>- Explore early measure (length/weight/capacity)</li> </ul>	<ul style="list-style-type: none"> <li>- Compares larger quantities</li> <li>- Uses directional language</li> <li>- Solves practical problems</li> <li>- Explores shapes with mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• Sort using different criteria</li> <li>• Create own ways to classify</li> <li>• Count sets reliably and state 'how many'</li> <li>• Compare groups using numerical language</li> <li>• Explain differences between groups</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers are made of smaller parts</li> <li>• Partition numbers to 5 and 10</li> <li>• Combine parts to make a whole</li> <li>• Use part–whole models</li> <li>• Solve missing part/whole problems</li> <li>• Develop early addition language</li> </ul>	<ul style="list-style-type: none"> <li>• Identify odd and even through sharing</li> <li>• Sort numbers into odd and even sets</li> <li>• Count beyond 20 confidently</li> <li>• Recognise counting patterns</li> <li>• Explore tens and ones informally</li> </ul>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Vocabulary	order, first, second, third, subitise, copy, continue, behind, next to, more, fewer	match, sort, compare, more, fewer, same, heavy, light, full, empty, long, short, dot pattern	more than, equal, share, group, direction, around, through, map, estimate, pattern	• sort, group, set • same, different • more, fewer, most, least • how many? • count, total	• part, whole • add, altogether, total • take away, missing • make, build • number bond	• odd, even • share fairly • tens, ones • count on, count back • pattern, sequence	
Implementation	2 x week carpet sessions with a CPA approach, following LTP Continuous Provision Enhancements Maths area in LTP			Daily Mastering Number 15 – 20 minute carpet sessions with a CPA approach Pattern, Measure and Shape and Space units following WRM planning Continuous Provision Enhancements			

## UNDERSTANDING THE WORLD

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.

Nursery	Reception
3 - 4 Development Matters	Reception Development Matters
<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>

### Past and Present

	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
Chronology	<ul style="list-style-type: none"> <li>To use and understand a now/next board to follow the daily routine.</li> <li>To understand that their birthdays / key festivals are not celebrated every day.</li> <li>To predict what might happen the next day.</li> <li>To show awareness that there is a sequence of events to complete an activity.</li> <li>To understand daytime / night time.</li> <li>To recite days of the week / know what day it is.</li> <li>To develop an awareness of the season Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand and follow the daily routine with the use of a visual timetable.</li> <li>To recite days of the week.</li> <li>Begin to understand what might happen in the morning/ afternoon.</li> <li>Continue to develop an awareness that there is a sequence of events to complete an activity.</li> <li>To understand before, later, next and after.</li> <li>Begin to understand duration.</li> <li>To develop an awareness of the season Winter / Spring.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and follow the daily routine with the use of a visual timetable.</li> <li>Begin to understand that different things happen on different days of the week e.g. PE on Monday, yesterday, tomorrow.</li> <li>Understand and begin to predict what might happen in the morning / afternoon.</li> <li>Follow and describe a simple sequence of events to complete an activity e.g. first I wash my hands then I choose my snack.</li> <li>Understand duration of time e.g. that things take a shorter/ longer amount of time.</li> </ul>	<ul style="list-style-type: none"> <li>Follow, use and talk about the daily routine using a visual timetable ... morning, afternoon, next, in between.</li> <li>Begin to be aware of the months of the year.</li> <li>To understand that their birthday and some key festivals are annual and take place at different times of the year.</li> <li>To understand that there are four seasons across the year ... Autumn, Winter, Spring, Summer e.g. I know that bonfire night takes place in Autumn and the nights are longer.</li> <li>Understand, predict and talk about key events to complete an activity, e.g. How to prepare to play in the water area and complete a challenge.</li> <li>Begin to use some</li> </ul>	<ul style="list-style-type: none"> <li>Can predict what might happen next within the daily routine with some accuracy.</li> <li>Continue to use the names of the months.</li> <li>Can use some sequencing vocabulary... before, next, after, early, later.</li> <li>Use comparative language to measure time... shorter, longer, quicker, slower.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a monthly calendar.</li> <li>Recite the months of the year.</li> <li>Know that there is a repeated cycle of seasons.</li> <li>Know facts about each season.</li> <li>Talk about how trees change through the seasons.</li> <li>Use some sequencing vocabulary confidently, linked to stories e.g. The Very Hungry Caterpillar.</li> <li>With support identify the significant events of the reception year.</li> </ul>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

				sequencing vocabulary... first, last, day, night. •Begin to talk about duration e.g. quick / short / long story or activity. •Begin to understand when things happen... past, present, future.			
Own life story and family history	<ul style="list-style-type: none"> <li>•To understand that they were once a baby/ toddler. •To develop an understanding about who lives in their house.</li> <li>• To develop an awareness about different types of families.</li> <li>• To imitate everyday actions and events from everyday life in play.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to develop an awareness of themselves - I know who is in my family ... grandparent, grandma, grandad.</li> <li>•To imitate everyday actions and events from everyday life in play.</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about some people in my extended family e.g aunt, uncle, cousin.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying their family, commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>•Begin to share key family events and celebrations.</li> <li>•Talk about how I have changed since being a baby.</li> <li>•Understand that parents and grandparents were once babies and children.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to talk about past and present events in the context of their home / school life.</li> <li>•Discuss and share key achievements since starting school.</li> </ul>	<ul style="list-style-type: none"> <li>•Know that some things were different when my parents / grandparents were children e.g. How have holidays changed over time?</li> </ul>	
Familiar situations from the past	<ul style="list-style-type: none"> <li>•To develop an awareness of a past significant event - I can talk about a holiday I have been on.</li> </ul>	<ul style="list-style-type: none"> <li>•To remember and talk about something that has happened in the past - I can talk about the Autumn walk and say what is different on the Spring walk.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop an awareness of significant past nursery / school events - I can remember and talk about what happened on our school trip.</li> </ul>	<ul style="list-style-type: none"> <li>•Comment on images of familiar situations in the past.</li> <li>•Begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ... same, different, changed, past, history, long ago, linked to family celebrations and events.</li> </ul>	<ul style="list-style-type: none"> <li>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>•Know how transport has changed over time..</li> </ul>	<ul style="list-style-type: none"> <li>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>•Know how travel at sea has changed over time.</li> <li>•Comment on images of familiar situations in the past.</li> </ul>	
Figures / characters, settings and events from the past	<ul style="list-style-type: none"> <li>• To develop an awareness of characters, events and settings from the past (through nursery rhymes/stories e.g. Jack and Jill / Zog's castle).</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an awareness of characters, events and settings from the past (through nursery rhymes/stories e.g. Diddle Diddle Dumpling / Can't You Sleep Little Bear).</li> </ul>	<ul style="list-style-type: none"> <li>•To show an awareness of characters, events and settings from a long time ago (through nursery rhymes /stories e.g. Hickory Dickory Dock / How the Dinosaur Got to the Museum?)</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to understand the past through settings, characters and events encountered in books, nursery rhymes and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about the past through settings, characters and events encountered in books, nursery rhymes and storytelling.</li> <li>•Know that Ernest Shackleton was an explorer.</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Significant figure from the past: David Attenborough ... famous, important. • I know who David Attenborough is and why he is important.</li> </ul>	
<b>People, Culture and communities</b>							
My Family and Community	<ul style="list-style-type: none"> <li>•Make connections between the features of their family and other families.</li> <li>•Begin to develop positive attitudes about the differences between people.</li> <li>• Look closely at photos of their family. Comment on their family; name members of their family.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to develop positive attitudes about the differences between people.</li> <li>• Begin to be aware of and enjoy celebrating: Chinese New Year / Shrove Tuesday / Ramadan / Easter.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue developing positive attitudes about the differences between people.</li> <li>• Begin to be aware of and enjoy celebrating: Eid al-Fitr / Green Day / Earth Day / Eid Al-Adha</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about what they do with their family and places they have been together.</li> <li>•Read fictional stories about families and start to tell the difference between real and fiction.</li> <li>• Talk about members of</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about immediate family and community.</li> <li>•Talk about what they do with their family and places they have been with their family.</li> <li>•Recognise that people have different beliefs and</li> </ul>	<ul style="list-style-type: none"> <li>•Talk about immediate family and community.</li> <li>•Talk about what they do with their family and places they have been with their family.</li> <li>•Recognise that people have different beliefs and</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country,</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about people who are special to the children.</li> <li>• Begin to notice some differences between themselves and others... hair colour, skin colour, hair type.</li> <li>• Begin to be aware of and enjoy celebrating: Rosh Hashanah / Harvest / Black History Month / Halloween / Bonfire Night / Diwali / Hanukkah / Christmas.</li> <li>• Visit to St Marks church.</li> </ul> <p>• NATRE RE: Why is the word God so important to Christians? Key beliefs for Christians such as creation, stewardship and God. SPECIAL PLACES SPECIAL BOOKS</p> <ul style="list-style-type: none"> <li>•Begin to show interest in different occupations. Visit from police and firefighters.</li> </ul>	<p>•NATRE RE: Why is Christmas special for Christians? Learn the key events from, and beliefs linked to, the Christmas story. SPECIAL BOOKS SPECIAL TIMES SPECIAL PEOPLE</p> <p>•Show an awareness of different occupations through role-play; vet, shopkeeper, school cleaner.</p>	<p>•NATRE RE: Being special: where do we belong? Reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. Learn about key religious symbols for Christians, Muslims and Hindus. Find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. SPECIAL THINGS SPECIAL TIMES SPECIAL PEOPLE</p> <p>•Show interest in different occupations. Visit from Head Teacher and school cook.</p>	<p>their immediate family and community.</p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate times in different ways.</li> <li>•Develop an awareness and talk about some key celebrations e.g. Rosh Hashanah, Harvest, Diwali, Halloween, Bonfire Night, Remembrance Day, St Andrew's Day, Hanukkah, Christmas.</li> <li>• Visit to St Marks church.</li> </ul> <p>• NATRE RE: Why do Christians put a cross on their Easter Garden? Further develop their understanding of some key beliefs for Christians by finding out about the key events in the Salvation story. Build on their exploration of signs and linked to the celebration of Easter and be able to talk about why these are important. SPECIAL TIMES SPECIAL BOOKS</p> <p>•Name and describe community members who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Talk about key members in society who help. Visit from Dentist and Office Staff.</li> </ul>	<p>celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>•Develop an awareness and talk about some key celebrations e.g. Chinese New Year, St David's Day, St Patrick's Day, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Easter.</li> </ul> <p>• NATRE RE: Which places are special and why? Builds on learning about Muslims and Christians and focuses on special places. Develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. SPECIAL PLACES</p> <ul style="list-style-type: none"> <li>• Talk about key members in society who help us e.g. Site Manager, Plumber, Electrician, Builder, Bus/Taxi/Train Driver.</li> </ul>	<p>celebrate times in different ways.</p> <ul style="list-style-type: none"> <li>•Develop an awareness and talk about some key celebrations e.g. St George's Day, Eid al-Fitr, Eid Al-Adha.</li> </ul> <p>• NATRE RE: Which stories are special and why? Further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews including Christianity, Judaism and Islam and find out about why these might be special. SPECIAL BOOKS</p> <ul style="list-style-type: none"> <li>•Talk about key members in society who help us e.g. Year One Teachers, Post office workers. Visit Post office, meet new teacher.</li> </ul>	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Local Environment	<ul style="list-style-type: none"> <li>•Begin to identify features of where they live. Talk about what they see, using some vocabulary.</li> <li>• Explore local area; school and walk to church.</li> <li>• Where do you live? What is your home like?</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify features of where they live. Talk about what they see, using some vocabulary.</li> <li>• Explore local area; Spring walk, find the post box. What can you see near your home?</li> </ul>	<ul style="list-style-type: none"> <li>•Know many of the key features of where they live.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>•Explore our local area in more detail; What is in Colney Heath? What can you see near your home, why is it there?</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore local area; school and walk to church.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to talk about their local area and journey to school.</li> <li>•Draw and label a simple map of their journey to school, school grounds and immediate local areas.</li> <li>•Recognise some environments are different from the one in which they live.</li> <li>•Compare and contrast where we live with different environments e.g. desert, mountain ranges and rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.</li> <li>•Children to contribute to developing the school grounds through planting and recycling.</li> <li>•Create a common walk journey stick.</li> </ul>	

<p>Comparing the UK with other countries, including maps</p>	<ul style="list-style-type: none"> <li>•Begin to recognise that there are different countries in the world and talk about some of the differences they have experienced or seen in photographs.</li> <li>•Which country do I live in? •Where have I visited in the UK?</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to explore that there are different countries in the world and talk about a range of the differences they have experienced or seen in photographs.</li> <li>•Explore the Arctic / Jungle habitats.</li> <li>•Share some details about holidays outside of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>•Confidently share that there are different countries in the world and talk about differences they have experienced or seen in photographs.</li> <li>•Where are my family from?</li> <li>•Where would you like to visit on holiday?</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to understand what a map is and how it is used.</li> <li>• Draw information from a simple map.</li> <li>•Draw and label a map of the classroom</li> <li>•Use Beebot to follow a route on a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw information from a simple map.</li> <li>•Look at and share the world map and globe, locate the UK and Africa and discuss similarities and differences.</li> <li>•Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw information from a simple map.</li> <li>•Locate seaside holidays on a map.</li> </ul>	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>
<p>The Natural World</p>							
<p>Materials (including natural)</p>	<ul style="list-style-type: none"> <li>•Begin to use and talk about all their senses in hands-on exploration of natural materials.</li> <li>• Model new vocabulary to describe sensory features.</li> </ul>	<ul style="list-style-type: none"> <li>•Use all their senses in hands-on exploration of natural materials. Begin to explore collections of materials with similar and/or different properties.</li> <li>•Talk about what they see, using a range of vocabulary. How is this the same/different? Use magnifying glasses, containers, tweezers to explore.</li> <li>•Model new vocabulary to describe sensory features and observations.</li> </ul>	<p>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 widening vocabulary.</p> <ul style="list-style-type: none"> <li>• Indoor/outdoor provision I wonder if...?</li> </ul> <p>Model observational and investigational skills.</p> <ul style="list-style-type: none"> <li>•Model new vocabulary to describe sensory features, observations and change.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them.</li> <li>•Sort, match, and describe a variety of natural resources.</li> <li>•Experiment and begin to talk about what light looks like when it shines through different materials.</li> <li>•Begin to describe what they see, hear and feel whilst outside e.g. describe the things they see, hear, feel on an Autumn walk.</li> <li>•Name the five different senses. sight, hearing, touch, taste, smell.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them.</li> <li>•Join/mix different materials, observe, talk about and begin to predict what might happen when e.g. mix sand, soil and water.</li> <li>•Investigate and observe changes of state – melting ice, freezing water.</li> <li>•Describe what they see, hear and feel whilst outside using descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them. Test a range of different materials, with support, to find their properties including to see which are waterproof e.g. to create a waterproof boat and talk about which material is best.</li> <li>•Make predictions and share ideas, work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p>Living things – Animals (including humans)/ Plants</p>	<ul style="list-style-type: none"> <li>•Begin to find out about and name some local wildlife and woodland animals.</li> <li>•Recognise and name common farm animals.</li> <li>•Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>•To understand the need to respect and care for the natural environment and all living things.</li> <li>•Find out about Arctic / Jungle animals. What is their habitat like? What do they eat?</li> <li>•Explore tropical plants of the jungle/rainforest. Why do they grow there and not here?</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to understand the key features of a plant's life cycle.</li> <li>•Plant seeds and care for growing plants.</li> <li>•Plant seeds outside with appropriate tools... trowel, spade, seed, soil, water, digging, scooping, pouring.</li> <li>•Explore how plants grow, what do they need to survive? How do we take care of them?</li> <li>•Explore the lifecycle of a tadpole → frog.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore local animals and plants.</li> <li>•Recognise and name some nocturnal animals e.g. owl, fox, bat</li> <li>•Develop an awareness of Harvest celebrations.</li> <li>•Begin to identify seeds within fruit and vegetable and understand that they can be used to grow new food.</li> <li>•Begin to understand how different foods grow. Begin to describe what they see, hear and feel whilst outside.</li> <li>•Match adult farm animals to their offspring, talk about how animals including people change as they grow.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them observing plants and animals in the changing seasons.</li> <li>•Share a range of books and online resources to find out about contrasting environments e.g. deserts, rain forests etc. • Observe and talk about the homes/habitats of local wildlife e.g. birds, minibeasts and hedgehogs.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore the natural world around them.</li> <li>•Observe and learn about the lifecycles of plants.</li> <li>•Learn about the basic parts of a plant (e.g. stem, leave, roots)</li> <li>•Observe and grow plants.</li> <li>•Learn how to care for plants and experience handling plants.</li> <li>•Plant seedlings and plants/flowers and look after them.</li> <li>•Observe and learn about the growth and lifecycle of animals e.g. caterpillars – be involved in watching &amp; caring for eggs / caterpillars.</li> <li>•Describe what they see, hear and feel whilst outside.</li> <li>•Think about ways we can care for our outdoor environment .</li> </ul>	

<p>Natural Phenomena / Seasons</p>	<ul style="list-style-type: none"> <li>•Explore and respond to different natural phenomena, Autumn leaves.</li> <li>•Begin to identify a few key features about the current season.</li> <li>• Seasonal walk – features of Autumn.</li> <li>•Collect and compare acorns, conkers, pumpkin, and sycamore seeds.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to identify some key features about the current season.</li> <li>•Exploration of natural phenomena using our senses; - Winter ...ice, frozen, freeze, water, cold, shiver.</li> <li>• Seasonal walk – features of Winter.</li> <li>•Begin to notice seasonal changes: Winter turning to Spring.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify many key features about the current season.</li> <li>•Exploration of natural phenomena using our senses; - Spring / Summer ... warm, flowers, grow, plant, sunlight, garden.</li> <li>•Seasonal walk – features of Summer.</li> <li>•Begin to notice seasonal changes: Spring turning to Summer.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to understand the effect of the changing seasons on the world around them.</li> <li>•Observe and describe the weather. Know that the leaves fall off the trees in Autumn and the weather gets colder.</li> <li>•Know that there are four seasons, Autumn, Winter, Spring and Summer.</li> <li>•Begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>•Observe and make different shadows e.g. with sun and torch.</li> <li>•Observe and talk about how flour and water change when you mix them together to make bread dough. Dough changes when it is cooked e.g. to make bread.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand the effect of the changing seasons on the world around them.</li> <li>•Observe and talk about some signs of Spring e.g. blossom, buds, leaves growing on trees, Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>•Experiencing and exploring different weather: splashing in puddles, observe ice, snowflakes, icicles frost, mist etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how the seasons follow a cycle</li> <li>•Understand the effect of the changing seasons on the world around them.</li> <li>•Observe and talk about some signs of Summer e.g. warmer weather and increased daylight hours / more plant growth.</li> <li>•Understand some important processes and changes in the natural world around them e.g. experiencing and exploring different weather, and continue to explore shadows.</li> </ul>	
<p>How things work / different forces</p>	<ul style="list-style-type: none"> <li>•Begin to explore how things work.</li> <li>•Model and introduce a range of technology e.g. the interactive whiteboard, torches, projector, Beebots, microphones to record performances, microwave for porridge.</li> <li>•Begin to talk about the differences between materials and the changes they notice e.g. What happens when you mix flour and water together to make playdough?</li> <li>•How oats and milk change when you cook porridge?</li> <li>•How biscuit dough changes when it is cooked?</li> </ul>	<ul style="list-style-type: none"> <li>•Explore how things work. •Begin to learn how to use an Alexa for stories and songs.</li> <li>•Continue to use the Interactive Whiteboard for mark making and simple counting games.</li> <li>•Begin to explore and talk about different forces they can feel e.g. push, pull.</li> <li>•Continue to talk about the differences between materials and the changes they notice e.g. how water freezes in cold weather to make ice.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>•Continue to use Alexa or stories and songs.</li> <li>• Continue to use the Interactive Whiteboard to access music making programmes and software linked to curriculum areas.</li> <li>•Introduce children to the iPad camera.</li> <li>•Explore floating and sinking.</li> <li>•Explore and talk about different forces they can feel.</li> <li>•Talk about the differences between materials and the changes they notice e.g. begin to notice how the sun makes things warm/hot.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand some important processes such as forces.</li> <li>•Investigate how vehicles move, forces push and pull.</li> <li>•Exploring the effect of different pushes – hard / soft.</li> <li>•Continue to use Beebot and a range of technology.</li> <li>•Continue to use the Interactive Whiteboard to follow a simple programme.</li> <li>•Explore and use construction kits.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand processes such as forces.</li> <li>•Investigate how vehicles move, forces push and pull.</li> <li>• Exploring the effect of different pushes – hard / soft.</li> <li>•Continue to use Beebots and a range of technology e.g. iPad, Microphone recorder, use the camera tool on an iPad. Continue to use the Interactive Whiteboard to follow a simple programme.</li> <li>•Explore and use construction kits.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to use Beebots and a range of technology e.g. iPad, Microphone recorder, use the camera tool on an iPad.</li> <li>•Continue to use the Interactive Whiteboard to follow a simple programme.</li> <li>•Understand some important processes such as floating and sinking.</li> <li>•Explore different forces such as wind e.g. running in the wind, flying a kite, sailing a boat.</li> </ul>	

## Expressive Arts and Design

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.

Nursery		Reception					
3 - 4 Development Matters		Reception Development Matters					
<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
	Autumn	Spring	Summer	Autumn	Spring	Summer	ELG
Creating with Materials							Creating with Materials:
Drawing & Painting	Offer a variety of mark-making objects of different thickness (e.g. sticks, cotton buds, chinks, crayons, pencils, charcoal, brushes). Include a variety of surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps. Offer inside and outside experiences on a large and small scale with individual and collaborative projects.						Creating with Materials:
	<p>Explore mark-making:</p> <ul style="list-style-type: none"> <li>As early gestures of drawing (e.g. making horizontal lines, circular marks)line, circle</li> <li>*See PD Fine Motor</li> <li>In a variety of contexts (e.g. scribbles in response to music) experiment with the marks that can be made with different mark-makers, on a range of surfaces, finding ways to control the mark-maker; chalk on the playground, sticks in glitter/salt.</li> <li>Begin to explore colour.</li> <li>Choose and explore a variety of colour medium, colour mixing on a variety</li> </ul>	<p>Use mark-making to:</p> <ul style="list-style-type: none"> <li>Represent simple forms and movement</li> <li>Create shorter lines, curves, enclosed circles; discovering that lines can make shapes.</li> <li>Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces.</li> <li>Use mark-makers with increasing confidence and control.</li> </ul>	<p>Draw lines and shapes to:</p> <ul style="list-style-type: none"> <li>Represent simple ideas like sound and movement.</li> <li>Draw with increasing complexity to record observations and feelings; adding detail and meaning to pictures.</li> <li>Draw from imagination, using simple abstract lines and shapes.</li> <li>In painting, begin to be able to select a brush, ‘dip, draw, wash and wipe’ technique to keep colours</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw with purpose, deciding what to draw before making marks.</li> <li>Use a variety of mark-makers with increasing control and efficiency.</li> <li>Understand that they can draw through observation (e.g. portraits using mirrors).</li> <li>In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear.</li> <li>Explore what happens mixing primary colours to create</li> </ul>	<ul style="list-style-type: none"> <li>Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels).</li> <li>Return to and build on previous learning.</li> <li>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</li> <li>Mix various shades of primary colours to create secondary colours and use these in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>With independence, create drawings based on feelings, real / imaginative experiences and stories.</li> <li>Use drawing tools with care and increasing precision.</li> <li>Draw with increasing complexity and detail.</li> <li>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</li> <li>Work collaboratively with other children, sharing ideas, resources and skills.</li> <li>Return to and build on previous learning, refining ideas and developing the ability to represent</li> </ul>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>

	surfaces, colour names.	<ul style="list-style-type: none"> <li>•Continue to explore colour and begin to explore colour mixing</li> <li>•Explore mixing colours, begin to talk about / name colours and observe the changes, colour names, tones of colour (light/dark).</li> </ul>	<p>clear.</p> <ul style="list-style-type: none"> <li>•Become more confident in using different mark-makers and thickness of paintbrushes with increasing control and efficiency.</li> <li>•Explore colour and colour mixing</li> <li>•Become more selective of colours to achieve a desired effect.</li> </ul>	secondary colours. •Begin to explore a range of painting techniques.	•Explore a range of painting techniques.	them. •Continue to explore a range of painting techniques.	Make use of props and materials when role playing characters in narratives and stories.
Printing	Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).			Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.			
	<ul style="list-style-type: none"> <li>•Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold, press, hold still, print.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore with natural and man-made objects, printing on different surfaces 2D &amp; 3D.</li> <li>•Observe that printing means an image can be repeated.</li> </ul>	<ul style="list-style-type: none"> <li>•Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how to print effectively using fine motor skills to grip and press. •Begin to make considered patterns/pictures.</li> </ul>	<ul style="list-style-type: none"> <li>•Have own ideas for print making (e.g. finding their own everyday objects) to experience a variety of shape, texture and pattern. •Take rubbings from objects such as tree bark.</li> </ul>	<ul style="list-style-type: none"> <li>•Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (e.g. using irregular and repeating patterns).</li> </ul>	
3D Art (modelling & sculpture)	Include malleable, construction and loose parts model-making. Explore skills such as joining, stacking, re-shaping and using simple tools. Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells). Provide small and large scale projects (indoors & outdoors), including some collaborative.			Include malleable, construction and loose parts model-making. Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché. Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water). Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills			
	<p>Clay/Playdough:</p> <ul style="list-style-type: none"> <li>•Explore properties e.g. poking, pulling, pinching, squeezing, patting.</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Explore properties of different objects /materials: moving, combining, lining up and stacking.</li> </ul>	<p>Clay/Playdough:</p> <ul style="list-style-type: none"> <li>•Explore properties further and create different surface textures.</li> <li>•Use simple tools to shape &amp; mould, e.g. begin to roll sausages and ball shapes.</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Begin to use selected parts to create simple constructions and models.</li> <li>•Use simple tools to join, fix, cut etc.</li> </ul>	<p>Clay/Playdough:</p> <ul style="list-style-type: none"> <li>•Make a clay form &amp; manipulate it with fingers to suggest a subject.</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Begin to make constructions and models with a purpose, deciding / planning what to make.</li> <li>•Use tools with increasing control to support model-making.</li> <li>•Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. Clay/Playdough: •Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. sausages, balls, thumb pot). •Use tools appropriately to roll, cut, flatten etc.</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Independently make constructions, using own ideas and available loose parts.</li> <li>•Show increasing skills with combining, lining up, stacking etc.</li> <li>•Children work in groups to design, make and evaluate an emergency vehicle / rocket using a range of materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>•Return to and build on previous learning.</li> </ul> <p>Clay/Playdough:</p> <ul style="list-style-type: none"> <li>•Combine pieces using different techniques and tools to represent a familiar object (e.g. a caterpillar) and represent the feel of an object (e.g. spiky, furry, smooth).</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences.</li> <li>•Handle tools and materials with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>•Return to and build on previous learning.</li> <li>•Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Clay/Playdough:</p> <ul style="list-style-type: none"> <li>•Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach.</li> </ul> <p>Loose Parts:</p> <ul style="list-style-type: none"> <li>•Make imaginative structures, using tools with control.</li> <li>•Explore a wide range of materials, making simple forms and applying simple decorative features.</li> <li>•Work in groups to design, make and evaluate a boat out of material of choice using a range of tools.</li> </ul>	
Collage	Offer variety of materials e.g. textured paper, recycled material, cloth scraps, buttons, natural			Offer a variety of materials e.g. recycled textured materials, weaving materials, natural resources			

	resources (leaves, shells, petals, pebbles), tools e.g. scissors, glue sticks.			(leaves, shells, pebbles), tools e.g. zig-zag scissors.			
	<ul style="list-style-type: none"> <li>•Use different senses to explore texture.</li> <li>•Explore pasting or assembling paper cut-outs onto a surface.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to use tools to help fix, join and cut.</li> <li>•Begin to affect change on materials e.g. crumpling, tearing, cutting. ... scrunch, tear.</li> </ul>	<ul style="list-style-type: none"> <li>•Find, collect, arrange and stick material onto a surface to make a picture or pattern.</li> <li>•Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore different contrasting textures e.g. rough, smooth.</li> <li>•Use techniques (e.g. folding, crunching, tearing and cutting) to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>•Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage.</li> <li>•Make repeating and irregular patterns.</li> </ul>	<ul style="list-style-type: none"> <li>•Independently assemble different pieces to create a picture or pattern.</li> <li>•Use imagination / observation, building on their previous learning, to represent their ideas.</li> </ul>	
Being Imaginative and Expressive Objectives taken from Charanga Scheme							Being Imaginative and Expressive:
Listen and Respond	Listen with increased attention to sound. Listen for signs to know when to start and stop.			Listen attentively, move to and talk about music. Follow and respond to a leader.			<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
Sing/Chant	Remember and sing short songs with an awareness of the melodic shape. Sing the pitch of a tone sung by another person ('pitch match'). Know that a song can tell a story.			Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. Read words consistent with their phonic knowledge by sound-blending. Know that a chant uses speaking voices musically.			
Play Instruments	Play untuned percussion with increasing control.			Demonstrate coordination when playing untuned percussion.			
Move and Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm. Move 'in character' to the music.			Move expressively and energetically. Negotiate space and obstacles safely. Choreograph their own dance moves.			
Class Discussion	Offer comments about the music they are listening to.			Hold conversations and participate in discussions offering explanations. Express ideas and feelings. Make comments and ask questions to support understanding.			
Create/Compose	Create songs or improvise a song around one they know. Develop their phonological awareness so they can spot and suggest rhymes and count or clap syllables in a word.			Write simple phrases and sentences that can be read by others. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.			
Perform	Play, share and perform songs. Listen carefully to their music-making and value it.			Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role-playing characters in narratives and stories. Share their creations, explaining the process they have used.			
Arts and Crafts	Use a comfortable grip with good control when holding pens and pencils. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Explore colour and colour mixing.			Explore materials, tools and techniques, experimenting with colour, design, texture, form and function. Draw pictures of animals and plants. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.			
Cycle A	Bounce in to Action Find the beat of the music. Develop fine and gross motor skills.	Creative Moves Find and move to the beat. Move creatively, expressively and with control.	Happy Talk Sing whole songs.; Respond to musical messages and changes.	Number Time Sing with expression.; Hear, draw and sing melody shapes.	Number Fun Find and keep the beat with different songs.; Play percussion instruments with developing control.	Rhythm adventure Sing songs rhythmically.; Combine words to compose rhythms.	
Cycle B	Chant to the animals Explore and learn chants that tell a story.; Know that a chant uses speaking voices musically.	Rainbow magic Sing lyrics clearly.; Know that songs can tell a story.	Lilting Lullaby Pitch match with accuracy when singing.; Feel the lilt of a 2-3 pattern of beats in music with five beats.	Amazing Animals Move creatively to music 'in character'; Listen and respond with increased attention and express feelings about the music.	Wellbeing matters Learn to explore and share emotions.; Follow a leader to play loudly and quietly.	Beep Beep, Toot Toot Play instruments with increasing control in the correct section of a song.; Develop accuracy in following signals to start and stop correctly.	

