

Early Years Curriculum

Nursery and Reception



Intent

In Hudson Road Primary School Early Years, we recognise that each child, who starts their school journey with us, is unique, curious, and independent. We encourage our children to develop a strong attitude towards learning, and to become confident in all areas of their development. Our children are encouraged to learn through play, to create, explore, discover, imagine, watch, listen, talk, take risks and make mistakes. Our environments are designed to feel warm and homely, to create a sense of belonging and well-being, and invoke a sense of awe and wonder every day. We develop and maintain positive and collaborative partnerships with our parents and carers and understand the importance of these relationships. We fully recognise the crucial role that early years education must play in providing firm foundations upon which a child's education is successfully based.

Early Years is for children from Birth to Five, usually the end of the Reception year. In our school, our provision is for 3 & 4 year olds in Nursery, (September and January intake), and for 4 & 5 year olds in Reception, (September intake following application to the Local Authority). We seek to continually increase staff knowledge of high-quality practice, which enables us to provide the most effective teaching and provision for our children. Within the wider school, all staff have access to Early Years training, both in-house and outside of school, including our subject leaders.

Our early years curriculum is the starting point for all subjects within the National Curriculum. It ensures that all 7 areas of the Statutory Framework for the Early Years Foundation Stage are covered within each National Curriculum subject area and the Early Learning Goals within each of these areas are able to be achieved. Development Matters – Non-statutory curriculum guidance has been used to support the development of progression within our curriculum. Staff can use the observation checkpoints to help identify any child who is at risk of falling behind, so they can plan effectively to ensure they reach age-related expectations. In the curriculum the key knowledge that is needed to ensure our children are school ready for Year 1 has been identified.

Suggested provocations and questions have been identified to stimulate interest, enable pupils to explore, problem solve, lead their own learning and take part in play which is guided by adults. Tiered vocabulary has been identified to support the development of communication and language in all subject areas. Key texts have been identified through our English curriculum as a method for supporting our pupils to learn through stories.

Implementation

The Early Years Curriculum Guidance we use is published by the Department of Education, which is devised into the *Statutory Framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five* and *Development Matters: non-statutory curriculum guidance for the early years foundation stage*.

Development Matters sets out the three prime areas of learning that underpin *everything* in our Early Years:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The four specific areas support children to strengthen and apply the prime areas in their development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

All areas of learning are connected. The characteristics of effective teaching and learning weave through them all. This ensures that our children in the early years become more powerful learners and thinkers, but at their own pace, and in their own way. Our staff are adept in adjusting our practice to support the child's development in the most appropriate and effective way. The characteristics develop as our children learn to do new things, acquire new skills, develop socially and emotionally, and become more effective communicators.

Playing and Exploring – children investigate, experience things and 'have a go'.

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, making links between ideas and develop strategies for doing things.

We meet the requirements of the Statutory Framework for Early Years Foundation Stage and actively safeguard and promote the wellbeing of all our children.

We create and prioritise 'language rich' environments using songs, rhymes, stories and provide time for quality interactions between adults and children, and between peers. Our staff are trained to a high standard, and ensure that interactions are progressive and positive, allowing our children to flourish, gathering words at pace, so that they become confident and effective communicators. Our Oracy Framework is woven throughout our practice, and all our children are encouraged to 'learn to talk' and 'learn through talk'.

Our curriculum is implemented through a combination of adult-led activities and play within our continuous provision. The provision at Hudson Road Primary School has been created to act as a third teacher, encouraging the children to be curious and want to explore through their play. It is based upon the Reggio philosophy using holistic and real-life resources which help provide more open-ended opportunities, which in turn help develop sustained concentration in learning over time. Our provision is constantly evolving and changing to meet the needs of our cohorts and respond to their interests. Provocations are provided within the provision to help provoke interests, curiosity and start lines of enquiry through play.

Impact

Our curriculum and pedagogy combine to support our children to become confident, motivated and engaged in learning. Our children have a thirst for learning, they achieve highly and make rapid progress, preparing them well for the next stages in their learning.

Children develop their characteristics of learning and can apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of their Reception year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

<p>PLAYING AND EXPLORING</p>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” Make independent choices. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.</p>
<p>ACTIVE LEARNING</p>	<p>Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens. Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult.</p>
<p>CREATING AND THINKING CRITICALLY</p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions</p>

British Values in our Early Years

These fundamental British values are already embedded into the Early Years Foundation Stage and our team work with these values in our everyday practice, preparing our children with the skills and attitudes they need to positively interact and engage in the world.

British values can be found within Personal, Social and Emotional Development and in Understanding the World.

<p>DEMOCRACY</p>	<ul style="list-style-type: none"> • Choice of story to end the session or day • Choice of snack, drink or food at lunchtime • Give the children options of activities / songs / games and allow them to choose. • Opportunities to collaborate and take things / share resources. 	<ul style="list-style-type: none"> • Allow children to take part in decisions. • Encourage inquiry among the children. • Encourage sharing and collaboration. • Create simple, pictorial questionnaires to gather the children's views.
<p>RULE OF LAW</p>	<ul style="list-style-type: none"> • Support by modelling expectations • Create and agree expectations together. • Following rules like walking feet and kind hands • Looking after our toys, resources and environments • Emotion boards and cards to support children to talk about their feelings. • Keeping the floor safe • Clear routines 	<ul style="list-style-type: none"> • Consistent, clear rules and expectations • Partake in cause and effect activities to teach the children the consequences of their actions. • Discuss the children's emotions to show how their actions affect others. • Support development of conflict resolution.
<p>INDIVIDUAL LIBERTY</p>	<ul style="list-style-type: none"> • Listening to the children's voices and their independent choices • The right for dignity and privacy • Becoming independent • Opportunity for curiosity and exploration • Children need the opportunity to choose within their play. • Giving consent for first aid / change of clothing if wet / toileting changes 	<ul style="list-style-type: none"> • Encourage child-led play and allow them to make independent decisions. • Help the children to explore and explain their thoughts, curiosities and feelings. • Supplement diversity and inclusion with resources than depict diversity
<p>MUTUAL RESPECT AND TOLERANCE</p>	<ul style="list-style-type: none"> • Respecting personal boundaries – use visuals and phrases for 'Stop, I don't like it' or 'I need space'. • Being a respectful role model • Talk about different cultural celebrations, share stories, talk about families/ homes / food. • Interactions with the wider community • Sharing stories in the languages children and families use (recorded stories, dual language books, parents coming in to tell stories in home language) 	<ul style="list-style-type: none"> • Explore and discuss similarities and differences between people and cultures. • Celebrate multicultural traditions and festivals. • Role model 'treat others how you want to be treated'. • Embedding a gender-neutral approach to play activities

Teaching and learning to be differentiated and adapted through short-term planning, observation and assessment. Consolidation and revisit of key skills, knowledge and understanding is within our continuous and enhanced provision. All areas may be adapted to follow the interests of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The wonderful world of colours / Autumn	If you go down to the woods today...	Super Duper Me! / How do I feel	Down in the Jungle	Little Gardeners!	Minibeasts and bugs
Possible linked stories and texts	Wow! Said the Owl Mix it up! Press Here Little Mouse's Rainbow Art Workshops Leaf Man Tree The Oak Tree How Do You Make a Rainbow?	Little Red Riding Hood We're going on a bear hunt. The Gruffalo The Leaf Thief The Big Book of Nursery Rhymes I Love the Seasons: Autumn A Walk in the Woods: A Changing Seasons Story	Super Duper You! The Colour Monster A family of buttons Here we are The things we'll build Who are you? All are welcome All kinds of families	What Do You Do with a Tail Like This? Rumble in the Jungle Dear Zoo The Animal Boogie Mad about Mega beasts Jungle Jamboree	Jasper's Beanstalk A Seed in Need Jack and the Beanstalk Luna's Garden The Bees and Me Sam plants a sunflower Ruby plants a radish	Mad about Minibeasts I love bugs The Very Hungry Caterpillar The Bad-tempered Ladybird Superworm
Songs and Rhymes	Wind the bobbin up Roly poly, roly poly, up, up, up	Teddy Bears Picnic Twinkle, Twinkle Little Star Christmas Songs	Tommy Thumb Finger family 1, 2, 3, 4, 5 once I caught a fish alive	Down in the Jungle 5 Little Monkeys Walking through the jungle...	Mary, Mary Quite Contrary Ring a ring of roses Lavenders blue	There's a tiny caterpillar on a leaf... Incy, Wincy spider Superworm rhyme
Key concepts	Colours Colour mixing How to use colour for purpose.	Woodland Day to Night Rhymes	Myself School Family	Habitats Animal Groups Past and Present	Lifecycle of seed to plant / flower	Taking care of living things Life cycle of caterpillar
Focus Traditional Tale	The Enormous Turnip	The Ugly Duckling	The Three Little Pigs	Chicken Licken	Jack and the Beanstalk	Hansel and Gretel

Reception: Themes, stories and rhymes

Teaching and learning to be differentiated and adapted through short-term planning, observation and assessment. Consolidation and revisit of key skills, knowledge and understanding is within our continuous and enhanced provision. All areas may be adapted to follow the interests of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me/ Farmyard	Light and Dark	Journeys	Explorers	Animal Growth/ Minibeasts	Under the Sea
Possible linked stories and texts	What the Ladybird Heard The Little Red Hen Farmyard Hullabaloo Where does my food come from? When I Was Young: A Book About Family History Rosie's Walk	Owl Babies Whatever Next Space Here We Are The Dark Here Come the Aliens!	The Train Ride William Bee's Wonderful World of Things That Go! NOBOT	Anancy and Mr Dry Bone Handa's Surprise Handa's Hen	The Very Hungry Caterpillar Jack and The Beanstalk The Ugly Ducking	Jack and the Flum Flum Tree The Singing Mermaid Commotion in the Ocean Someone Swallowed Stanley The Snail and the Whale
Songs and Rhymes	Heads, Shoulders Knees and Toes Cauliflowers Fluffy Polly put the kettle on.	5 Little Men in a Flying Saucer 5 Currant Buns	The Wheels on the Bus Robot Dance	Jambo Bwana	There's a Tiny Caterpillar on a Leaf 5 Speckled Frogs 5 Little Ducks	A Sailor Went to Sea When I was one (pirate song)
Key concepts	Friends Where I Live Feelings	Light and Dark Space Celebration	Transport Community Vehicles	Travel Culture Environment	Life cycles Change Growing	Seaside/Coast Holidays Fantasy or Fact?
Focus Traditional Tale	Goldilocks and the Three Bears	The Magic Porridge Pot	The Little Red Hen	The Three Billy Goats Gruff	The Gingerbread Man	Little Red Riding Hood

Opportunities within Early Years

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities	Nursery	Autumn Walk	Seasonal Walk World Nursery Rhyme Week Christmas Sing-along	Fire and Rescue Visit	Seasonal Walk World Book Day Africa Day	Green Day	Summer Walk
	Reception	Autumn Walk Police visit – Community links	Seasonal Walk World Nursery Rhyme Week Christmas Na vity	Fire and Rescue Visit Winter Walk Visit from different religion/ culture Visit a place of worship	Seasonal Walk World Book Day Africa Day	Trip to farm	Summer Walk
Parental engagement	Nursery	Stay and Play	Christmas Sing-along for Parents and Carers	Stay and Play	Stay and Play	Stay and Play Sports Day	Stay and Play Annual Big Picnic
	Reception	Harvest Fes val	Christmas Na vity			Sports Day	Annual Big Picnic
Festivals, Celebrations and Events		Harvest	Diwali Bonfire Night Remembrance Day World Nursery Rhyme Week Christmas	Chinese New Year Children’s Mental Health Week Safer Internet Day	Shrove Tuesday World Book Day Holi Ramadan Easter	St George’s Day Eid-al-Fitr	Eid-Al-Adha

Nursery: Communication and Language

Statutory Guidance: It is crucial that 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 our language-rich environment is crucial.** By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
<p><u>Listening, Attention and Understanding</u> Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Enjoy listening to longer stories and begin to remember much of what happens.</p> <ul style="list-style-type: none"> • Daily story time. • Listen to short stories with illustrations/ props/ sounds. • Recall key events/ names of key characters. • Begin to join in text retell with some actions. <p>Understand simple questions about who, what and where.</p> <ul style="list-style-type: none"> • Get to know one another, new adults and new environment. • Find body/ love different body parts. • Where do we live? <p>Understand or act on longer sentences by following a one-step instruction.</p> <ul style="list-style-type: none"> • Linked to self-organisation / daily routine/ group time. • Pay attention to one thing at a time. • Listen 1:1 to develop independence within daily routine. • Participate in short inputs of daily group time. <p><u>Speaking</u> Start to say how they are feeling, using words as well as actions.</p> <p>Begin to use a wider range of vocabulary. Linked to daily routine, themes and feelings.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Start a conversation with an adult or friend.</p> <ul style="list-style-type: none"> • Begin to use talk to organise themselves and their play. • Begin to communicate needs with adults. 	<p><u>Listening, Attention and Understanding</u> Continue to enjoy listening to longer stories and remember much of what happens.</p> <ul style="list-style-type: none"> • Daily story time <p>Begin to pay attention to more than one thing at a time. Begin to understand and follow a question or instruction that has two parts.</p> <ul style="list-style-type: none"> • Linked to self-organisation, daily routines and small group activities. <p>Begin to listen to others in a small group.</p> <ul style="list-style-type: none"> • Daily group time/ small group focus tasks. <p>Understand some simple ‘why’ questions.</p> <ul style="list-style-type: none"> • Demonstrate understanding by beginning to make comments on what they know/ have experienced. <p><u>Speaking</u> Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> • Linked to themes and play. <p>Continue to develop and sing a large repertoire of songs. Recite some rhymes.</p> <ul style="list-style-type: none"> • Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound. <p>Begin to talk confidently about familiar books. Begin to tell longer stories.</p> <ul style="list-style-type: none"> • Small group times/ 1:1 <p>Start conversation with an adult or friend and begin to continue it for many turns.</p> <ul style="list-style-type: none"> • Develop shared attention by responding to other thoughts. <p>Continue to use talk to organise themselves and their play. Begin to build relationships with others. Use longer sentences that contain 4/6 words. Begin to join sentences with ‘and’.</p>	<p><u>Listening, Attention and Understanding</u> Enjoy listening to longer stories (with increased attention) and remember much of what happens.</p> <ul style="list-style-type: none"> • Identify the beginning, middle and end. <p>Pay attention to more than one thing at a time by shifting their attention from one thing to another when needed or given a prompt. Understand and follow a two-part instruction.</p> <ul style="list-style-type: none"> • Linked to self-organisation, daily routine and small group work. Listen to others in a small group. • Begin to make simple comments on the thoughts or actions of others during small group work. <p>Understand and respond confidently to ‘why’ questions.</p> <ul style="list-style-type: none"> • Why do you think he/she feels...? <p><u>Speaking</u> Use a wider range of vocabulary in a range of contexts.</p> <ul style="list-style-type: none"> • Linked to theme, play and experiences. <p>Sing a large repertoire of songs. Recite many rhymes as part of a group and independently.</p> <ul style="list-style-type: none"> • Regularly engage in group singing. • Anticipate words and fill in missing phrases correctly. <p>Talk about a familiar book and tell a long story.</p> <ul style="list-style-type: none"> • Discuss characters, setting, problem and solution. • Small world and role play. <p>Start a conversation with an adult or a friend and continue it for many turns. Confidently use talk to organise themselves and their play.</p> <ul style="list-style-type: none"> • Establish good relationships and friendships. <p>Use sentences joined by other words such as ‘like’ and ‘because’. Retell a simple past event in order. Develop their communication by beginning to use a wider range of tenses (with correct use most of the time).</p> <ul style="list-style-type: none"> • Talk about their experiences confidently.

<p>Learn new rhymes and begin to develop a repertoire of songs.</p> <ul style="list-style-type: none"> Join in with actions/ props. Fill in some missing words. <p>Begin to develop communication, using some awareness of tense.</p> <ul style="list-style-type: none"> Linked to daily routine and own experiences. 	<ul style="list-style-type: none"> Give and receive comment/ instruction from others during play. <p>Begin to retell a simple past event in correct order.</p> <ul style="list-style-type: none"> What did you do at the weekend? <p>Continue to develop communication, using future and past tense (not always correctly).</p>	<p>Be able to express their point of view to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> Begin to recognise and establish boundaries.
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Reception: Communication and Language

Statutory Guidance: It is crucial that 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 our language-rich environment is crucial.** By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
<p><u>Listening, Attention and Understanding</u></p> <p>Understand a question or instruction that has two parts.</p> <ul style="list-style-type: none"> Daily routines, tidy up times and challenges. Understand why questions. Why do you think he/she feels...? Understand how to listen carefully and why listening is important. Establish class routines and expectations. <p>Learn new vocabulary linked to daily routines and theme.</p> <ul style="list-style-type: none"> Model and introduce new vocabulary. <p>Begin to engage in story time.</p> <ul style="list-style-type: none"> Join in with repeated refrains/ fill in rhyming words. <p>Listen to and begin to talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> Discuss characters, events and setting. <p>Listen carefully to rhymes and songs and begin to pay attention to how they sound.</p> <ul style="list-style-type: none"> Learn rhymes, songs and poems. Anticipate words, begin to adapt phrases (with support) <p><u>Speaking</u></p> <p>Use new vocabulary throughout the day.</p> <ul style="list-style-type: none"> Model and introduce new vocabulary. <p>Use talk to organise themselves and their play.</p> <ul style="list-style-type: none"> Begin to form new friendships and build positive relationships. Begin to ask questions to find out more and to check they understand what has been said to them. Model and encourage questions after instructions. 	<p><u>Listening, Attention and Understanding</u></p> <p>Listen carefully with increasing attention during whole class inputs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen carefully to and learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> Sing rhymes, songs and poems and pay attention to how they sound. <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> Discuss narrative components of a story. <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Begin to engage in conversations about key features of non-fiction texts.</p> <p><u>Speaking</u></p> <p>Learn new vocabulary.</p> <p>Use vocabulary in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <ul style="list-style-type: none"> Encourage questions. <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> Express and share ideas. Connect one idea or action to another using a range of connectives. <p>Describe some events in detail.</p> <p>Use talk to help work out problems, organise thinking and activities and explain how things work/ why things happen.</p> <ul style="list-style-type: none"> Consider and respond to big questions. 	<p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> Children to respond to questions and repeat sentences back correctly. <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <ul style="list-style-type: none"> Ask a variety of why questions. <p>Hold conversation and engages in back-and-forth exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> Daily conversations and interactions. Understand humour more readily, e.g. nonsense rhymes and jokes. <p><u>Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> Daily interactions and conversations. <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> Engage in conversations and offer explanations. <p>Express their ideas and feelings about their experiences using full sentences, including use of the past, present and futures tenses and making use of conjunctions with modelling and support from their teacher.</p> <ul style="list-style-type: none"> Answer questions and engage in daily conversations and interactions.

<p>Begin to articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> Express ideas to friends and book talk. <p>Begin to connect one idea or actions to another using a range of connective such as 'because', 'but' and 'although'.</p> <p>Begin to describe events in some detail.</p> <p>Develop social phrases.</p> <ul style="list-style-type: none"> Routines of the day: greetings and how are you? Friendships: Would you like to...? <p>Begin to retell a simple story, once they have developed a deep familiarity with the text with some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> Focused and linked texts within small world and role play. 	<p>Develop and use social phrases with confidence.</p> <ul style="list-style-type: none"> Daily interactions, build on conversations. <p>Retell a simple story once they have developed a deep familiarity with the text – some with exact repetition and some in their own words.</p> <ul style="list-style-type: none"> Modelled and shared writing. 	
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ELG: Listening, Attention and Understanding	ELG: Speaking
<p><i>Children at the expected level of development will:</i></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><i>Children at the expected level of development will:</i></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Nursery: Personal, Social & Emotional Development

Statutory Guidance: 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.

Autumn	Spring	Summer
<p><u>Self-Regulation:</u> Show effortful control.</p> <ul style="list-style-type: none"> With support, follow the daily routine. Play with others, sharing resources/ taking turns. <p>Be increasingly able to talk about and manage their emotions.</p> <p>Begin to talk about their feelings.</p> <ul style="list-style-type: none"> Show/ imitate different emotions and label. I am happy/ sad because... <p>Begin to show awareness of how others might be feeling.</p> <ul style="list-style-type: none"> Offer comfort to an upset child/ share excitement or laughter with others. Identify feeling of main characters in stories, looking carefully at illustrations. <p>With support, begin to find solutions to some conflicts, including sharing resources/ taking turns.</p> <p><u>Manage Self:</u> Find ways of managing transitions. For example, from their parent to key person.</p> <p>Begin to select and use continuous provision resources, with help when needed.</p> <ul style="list-style-type: none"> Make independent choices. Put resources back in the right place once used. <p>With support, begin to follow the classroom routines and rules.</p> <p>Begin to be independent with self-care routines.</p> <ul style="list-style-type: none"> Toileting/ eating/ handwashing/ putting on outdoor clothes. 	<p><u>Self-Regulation:</u> 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.</p> <ul style="list-style-type: none"> How do we identify different feelings? <p>Begin to find solutions to conflicts and rivalries. With support, begin to talk with others to solve conflicts.</p> <p><u>Manage Self:</u> Begin to select and use continuous provision resources to achieve a set goal. Increasingly follow classroom routines and rules (with reduced adult guidance)</p> <ul style="list-style-type: none"> Daily routine – small group work. Visual timetable. Now and next boards if appropriate. <p>Develop independence with self-care routines.</p> <ul style="list-style-type: none"> Toileting/ handwashing/ brushing teeth. <p><u>Build Relationships:</u> See themselves as part of a community.</p> <ul style="list-style-type: none"> Wider school life – joining with Reception outdoors. School awards. <p>Play with one or more children. Engage in pretend play with one or more children.</p> <ul style="list-style-type: none"> Daily interactions. <p>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 mam and I’ll be the baby.’</p>	<p><u>Self-Regulation:</u> Talk about their feelings using a range of words and give the reason. Understand and talk about how others might be feeling and the reason why. 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.</p> <ul style="list-style-type: none"> Reflect on experiences and feelings. Learn how to compromise and negotiate to solve problems. <p><u>Manage Self:</u> Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them. Increasingly follow rules, understanding why they are important. Do not depend on an adult to remind them of a rule.</p> <ul style="list-style-type: none"> Follow daily routine and self-organisation. <p>Be increasingly independent in meeting their own care needs.</p> <ul style="list-style-type: none"> Getting dressed and undressed independently. <p>Begin to make healthy choices about food, drink, activity and tooth brushing.</p> <p><u>Build Relationships:</u></p> <ul style="list-style-type: none"> Develop a sense of responsibility and membership of a community. Describe responsibilities within the home and Nursery. <p>Become more outgoing with unfamiliar people, in a safe context of their setting.</p> <ul style="list-style-type: none"> Stay and play opportunities for parents. Transition to Reception. <p>Show more confidence in new social situations.</p>

<p><u>Build Relationships:</u> Notice and ask questions about differences, such as skin colour, types of hair, gender and special needs and disabilities and religion etc. Begin to play with one or more children.</p> <ul style="list-style-type: none"> • Small group work <p>Begin to see themselves as part of a community.</p> <ul style="list-style-type: none"> • Key group worker / nursery/ family 		<p>Play with one or more other children, extending and elaborating play ideas.</p> <ul style="list-style-type: none"> • Negotiate different roles within play. • Share ideas and take turns. <p>Suggest ways to enhance play by introducing additional resources/ reflecting on own experiences.</p>
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Reception: Personal, Social & Emotional Development

Statutory Guidance: 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.

Autumn	Spring	Summer
<p><u>Self-Regulation:</u> Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries.</p> <ul style="list-style-type: none"> • How to compromise and negotiate to solve problems. • Use book talk, puppets and real-life experiences. <p>Begin to express feelings and consider the feelings of others.</p> <ul style="list-style-type: none"> • Identify and name emotions. • Link book character’s emotion to own experiences. <p>Begin to recognise and manage feelings. Begin to understand which words to use to stand up to others, e.g. ‘Please don’t do that. I don’t like it.’ Begin to understand what is special to me. Begin to set own goals and show resilience and perseverance in face of a challenge.</p> <ul style="list-style-type: none"> • Set a shared goal with a friend. <p>Begin to identify and moderate own feelings socially and emotionally.</p> <ul style="list-style-type: none"> • Focus on keeping calm, being patient, waiting for a turn, sharing and tidying up after themselves. <p><u>Manage Self:</u> Be increasingly independent in managing own self-care needs.</p> <ul style="list-style-type: none"> • Fasten zips, buttons, shoes and shoes. <p>Develop confidence to try new activities and show independence. Begin to identify something that I am good at.</p> <ul style="list-style-type: none"> • Access all areas of provision (indoor and outdoor). <p>Know and begin to talk about the different factors that support their overall health and wellbeing:</p>	<p><u>Self-Regulation:</u> Express feelings and consider the feelings of others. Set own goals and show resilience and perseverance in the face of a challenge through daily play and interactions.</p> <ul style="list-style-type: none"> • Daily interactions and class celebrations. <p>Identify and moderate own feelings socially and emotionally.</p> <ul style="list-style-type: none"> • Daily interactions. <p>Think about the perspective of others.</p> <ul style="list-style-type: none"> • Circle time discussions and learning behaviour stories. <p>Begin to understand the link between what I learn and how it will help me when I am older.</p> <p><u>Manage Self:</u> Manage own self-care needs.</p> <ul style="list-style-type: none"> • Personal hygiene. <p>Know and talk about the different factors that support overall health and wellbeing: sensible amount of screen time, having a good sleep routine, being a safe pedestrian.</p> <ul style="list-style-type: none"> • E-Safety – Project Evolve • Road safety. <p><u>Build Relationships:</u> See self as a valuable individual.</p> <ul style="list-style-type: none"> • Regularly in classroom routines and discussions. • Star of the week / Weekly awards. <p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Daily interactions and communication. 	<p><u>Self-Regulation:</u> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Manage Self:</u> Be confident to try new activities and shows independence, resilience and perseverance in the face of a challenge.</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. <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><u>Build Relationships:</u> Continue to build constructive and respectful relationships. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. Continue to see self as a valuable individual.</p> <ul style="list-style-type: none"> • Look back at achievements over the last year.

<ul style="list-style-type: none"> • Toothbrushing – importance and how. • Dental nurse visit. • Talk about the importance of daily exercise and healthy eating. • Know why it is important to wash my hands before eating and after using the toilet. <p>Begin to understand why it is good to be kind and have kind and gentle hands.</p> <p><u>Build Relationships:</u> Begin to see self as a valuable individual. Begin to understand that being different makes us special.</p> <ul style="list-style-type: none"> • Describe self, positively. <p>Begin to build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Use social language to develop relationships. <p>Begin to understand that everyone is good at different things. Begin to understand and articulate how to be a kind friend.</p>		
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ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p><i>Children at the expected level of development will:</i> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><i>Children at the expected level of development will:</i> 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.</p>	<p><i>Children at the expected level of development will:</i> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

Nursery: Physical Development – Gross Motor Skills and Fine Motor Skills

Statutory Guidance: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. **Gross and fine motor experiences develop incrementally throughout early childhood**, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. **Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help 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.

Autumn	Spring	Summer
<p><u>Gross Motor</u> Enjoy kicking, throwing and catching balls.</p> <ul style="list-style-type: none"> Rolling (partner/ circle games outdoors). Kicking Catching a light throw from a short distance with two hands and arms extended. <p>Use equipment safely. Introduce the need for rules when using certain equipment and tools within the provision to keep safe. Continue to develop fundamental movement skills of walking, running and balancing.</p> <ul style="list-style-type: none"> Negotiating space with others. Begin to adapt speed/ direction to avoid obstacles. Stands still/ stand on one leg. <p>Continue to develop climbing stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> Go up/ down ramps. Access to upstairs outdoor area. <p>Begin to use large-muscle movements to:</p> <ul style="list-style-type: none"> Wave flags and streamers (top to bottom/circle). Paint and make marks. <p><u>Fine Motor</u> Begin to eat independently with a knife and fork. Begin to increase independence as they get dressed and undressed.</p> <ul style="list-style-type: none"> Toileting/ outdoor play/ dress up. <p>Begin to show a preference for a dominant hand.</p> <ul style="list-style-type: none"> Dough Disco / Story Dough <p>Use some one-handed tools and equipment.</p> <ul style="list-style-type: none"> Access to provision: pouring/ filling / stirring/ mixing, painting/drawing/ mark making. <p>Begin to develop a comfortable grip when using pencils / pens.</p> <ul style="list-style-type: none"> Warm-up activities for writing activities. 	<p><u>Gross Motor</u> Continue to develop throwing, catching and ball skills. Continue to develop movement of walking and running. Continue to develop climbing skills. Continue to develop balancing skills.</p> <ul style="list-style-type: none"> Daily outdoor play. Weekly P.E. sessions. <p>Begin to know the rules for keeping safe when using equipment and tools. Use large muscle movements. Begin to remember some sequences and patterns of movement related to music and rhythm.</p> <ul style="list-style-type: none"> Learn some simple dance/action routes to familiar songs. <p>Begin to match developing physical skills to tasks and activities in setting. Choose the right resource to carry out chosen plan. Begin to take part in some group team activities. Begin to collaborate with others to manage large items.</p> <ul style="list-style-type: none"> Outdoor construction areas. Moving large planks. <p><u>Fine Motor</u> Show a preference for dominant hand.</p> <ul style="list-style-type: none"> Dough Disco / Story Dough <p>Use a range of one-handed tool and equipment.</p> <ul style="list-style-type: none"> Access to provision: pouring/ filling, stirring/ mixing, painting/drawing/ mark making. <p>Continue to learn to use a knife and fork. Continue to increase independence getting dressed and undressed. Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> Encourage tripod grip. Warm-up activities for writing activities. 	<p><u>Gross Motor</u> Begin to refine throwing, catching and ball skills. Begin to refine movement of walking/ running. Begin to refine climbing skills. Begin to refine balancing skills. Use large muscle movements. Understand the rules for keeping safe when using equipment and tools. Remember some sequences and patterns of movement related to music and rhythm. Match developing physical skills to tasks and activities in setting. Choose the right resource to carry out chosen plan. Take part in some group activities, which they make up themselves or in teams. Collaborate with others to manage large items.</p> <p><u>Fine Motor</u> Use one-handed tools and equipment confidently and independently.</p> <ul style="list-style-type: none"> scissors, glue sticks, pencils and pens. Across provision: cutting/ sticking, painting/drawing, mark making/ writing letters. <p>Eat independently using a knife and fork. Be increasingly independent getting dressed and undressed. Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> Support and model tripod grip. Use of Letter Join for pre-handwriting shape activities. Warm-up activities for writing activities.

Reception: Physical Development – Gross Motor Skills and Fine Motor Skills

Statutory Guidance: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. **Gross and fine motor experiences develop incrementally throughout early childhood**, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. **Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help 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.

Autumn	Spring	Summer
<p><u>Gross Motor</u> Dance/ Gymnastics Dancing Unit 1 – Stars, Rabbits, Follow my Leader, Hickory Dickory Dock and Autumn Leaves. Gymnastics Unit A – Travelling.</p> <p>Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and crawling.</p> <ul style="list-style-type: none"> Engage in and develop confidence in actions. <p>Begin to develop overall body strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> Use above actions within obstacle courses. Set own physical challenge. <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to combine different movements with ease and fluency.</p> <p>Begin to know how to move around obstacles safely (when running)</p> <p>Use tools and equipment safely.</p> <p>Begin to use different travelling actions whilst following a path.</p> <p>Begin to work co-operatively and play as a group.</p> <p>Further develop the skills they need to manage the school day successfully.</p> <ul style="list-style-type: none"> Lining up and queuing, mealtimes and personal hygiene. Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm <p><u>Fine Motor</u> Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> Support and model tripod grip. 	<p><u>Gross Motor</u> Dance/ Gymnastics Dancing Unit 2 – Icicles and Water, Mr Jelly and Mr Strong, Wriggling William and Angry Elephant. Gymnastics Unit B – Stretching and Curling.</p> <p>Continue to refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and crawling.</p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> Daily modelling and support. <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including throwing, passing, kicking, batting and aiming.</p> <p>Continue to develop the skills they need to manage the school day successfully.</p> <ul style="list-style-type: none"> Lining up and queuing, mealtimes and personal hygiene. <p>Work with others co-operatively.</p> <ul style="list-style-type: none"> Daily outdoor play. <p><u>Fine Motor</u> Develop small motor skills so they can use a range of tools competently, safety and confidently.</p> <ul style="list-style-type: none"> Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Daily fine motor opportunities. <p>Begin to develop the foundations of handwriting style, which is fast, accurate and efficient, consolidating:</p> <ul style="list-style-type: none"> Effective pencil grip. Correct letter formation 	<p><u>Gross Motor</u> Gymnastics/ Games Gymnastics Unit C – Travelling Taking Weight on Different Body Parts Games Unit 2 - Focus on Using a Ball</p> <p>Continue to refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and crawling.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> Daily outdoor play. Model and support safely. <p>Demonstrate strength, balance and co-ordination when playing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floors.</p> <p>Develop confidence, competence, precision when engaging in activities that involve a ball.</p> <p>To work co-operatively with a partner.</p> <p><u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <ul style="list-style-type: none"> Fine motor skills activities. <p>Begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none"> Encourage effective grip and accuracy. <p>Continue to attempt to form all letters correctly.</p>

<p>Continue to develop small motor skills so they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> • Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Ensure regular engagement and develop confidence in the use of tools. 		
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ELG: Gross Motor Skills	ELG: Fine Motor Skills
<p><i>Children at the expected level of development will:</i> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><i>Children at the expected level of development will:</i> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

Nursery: Literacy – Writing

Statutory Guidance: 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).

Autumn	Spring	Summer
<p>Develop their phonological awareness, so that they can count or clap syllables in a word and recognise words with the same initial sound, such as money and mother.</p> <ul style="list-style-type: none"> • Distinguish between different sounds - i.e. a footstep and a key turning in a lock, a whisper and the sound of waves. • Identify the initial sound in words with one syllable. • Know that a syllable is a beat of sound in a word. • Be able to clap syllables for one and two syllable words. • Identify the initial sound in words with more than one syllable. • Be able to recognise two words with the same initial sound from a group of three - i.e. money, netball, mother. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> • Engage in a daily story time and access books as part of the nursery environment. • Practise naming what they can see in the pictures of books. • Say what they think is happening in an image. <p>Write some or all of their name.</p> <ul style="list-style-type: none"> • Recognise the initial letter in their name when written down. • Recognise letters from their name when written down. • Independently recognise their own name when written down. • Begin to record some letters from their own name (mix of supported and independent attempts). <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> • Engage in early writing opportunities such as chalking, painting with water and other mark making. • Make small and large shapes when marking. • Draw a range of lines – i.e. wavy lines, zigzags, straight lines, dashed lines. <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Continue to develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother.</p> <ul style="list-style-type: none"> • Be able to recognise two words with the same initial sound from a group of words- i.e. penguin, Peter, fish, nothing, play. • Be able to clap syllables for words and say how many syllables there are in it. • Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with ‘sh’ or ‘b’. • Say when two sounds are similar – i.e. a knock at the door and a knock on a table: rustling of paper and crunching leaves. • Say when two sounds are different – i.e. the beep of a horn and the sound an animal makes. • Recognise when words end with the same sound – i.e. car and star, fish and dish. Know that this is called a rhyme. • Play games involving rhymes – i.e. name rhymes, changing initial sound of ‘hat’ to ‘cat’ to ‘sat’. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> • Engage in a daily story time and access a wide range of diverse books as part of the nursery environment. • Talk about stories i.e. saying what they think will happen next, describing characters. • Use some of their print and letter knowledge in their early writing. • Engage in early writing opportunities using paper. • Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing. <p>Write some or all of their name.</p> <ul style="list-style-type: none"> • Record the letters of their own name in the correct order (independently). • Write some letters accurately. 	<p>Continue to develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother.</p> <ul style="list-style-type: none"> • Be able to clap syllables for words and say how many syllables there are in it. • Recognise the initial sound of any given word. • Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with ‘sh’ or ‘b’. • Know that rhyming words end with the same sound, meaning the words sound similar. • Recognise rhymes by selecting two from a group of three - i.e. mop, fog, stop. • Recognise rhymes by selecting two from a group of three when the words are of varying length - i.e. wish, finish, extinguish. • Begin to accurately suggest rhymes to match with a given word. • Match rhyming words together; group words together that rhyme (i.e. from a selection of objects or images – clock, dish, fish, sock, box, fox, wish, rock). • Suggest rhymes to match with a given word, in isolation and as part of stories/nursery rhymes (i.e. can they change the words to Twinkle Twinkle? Little car, little bar etc). <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> • Engage in a daily story time and access a wide range of diverse books as part of the nursery environment. • Self-select favourite stories to read and discuss. • Talk about stories, focusing on learning and using vocabulary that is not in everyday spoken use (i.e. caterpillar, roar, invitation). <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> • Engage in early writing opportunities.

<p>Show a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Paint, chalk or make marks with water on large vertical surfaces. • Know that when they draw a single line from left to right they do not need to pass the paintbrush from one hand to another or move their whole body along. • Begin to develop a pencil grip (with the use of specific pencils or grippers) under adult guidance. 	<ul style="list-style-type: none"> • Know the language of direction ('up', 'down', 'round', 'back', etc). • Be able to draw shapes by following the language of direction. • Accurately form some of the letters of their name (using Little Wandle letter formation phrases to support). • Use a comfortable grip with good control when holding pens and pencils. <p>Show a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Continue to develop gross and fine motor skills using large movements, painting, sand trays etc. • Use a comfortable grip with increasing control when holding pens and pencils. • Confidently draw some draw pre-handwriting shapes. 	<ul style="list-style-type: none"> • Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing. • Write lists, including using the correct initial sound. • Attempt to write other text types as part of their provision. <p>Write some or all of their name.</p> <ul style="list-style-type: none"> • Record the letters of their own name in the correct order (including surname). • Write some letters accurately. • Know the language of direction ('up', 'down', 'round', 'back', etc). • Be able to draw shapes by following the language of direction. • Accurately form the letters of their name and other letters they may know (using Little Wandle letter formation phrases to support), with increasing control over size and direction. <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Continue to develop gross and fine motor skills using large movements, painting, sand trays etc. • Use a comfortable grip with good control when holding pens and pencils. • Confidently draw all the age-appropriate pre-handwriting shapes.
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<p>Reception: Literacy – Writing</p>		
<p>Statutory Guidance: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehensions (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 fic on) 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).</p>		
<p>Autumn</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> • Form pre-handwriting shapes and patterns. The children will understand they need to use pressure with their pencil to be neater. • Be able to independently recall the letter formation rhymes for taught graphemes. • Form the letters for taught GPCs, using the letter formation rhymes to ensure they form the letter accurately. • Work on improving letter size and sitting letters on the line. 	<p>Spring</p> <p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> • Be able to independently recall the letter formation rhymes for previously taught graphemes. • Form the letters for previously taught GPCs, using the letter formation rhymes to ensure they form the letter accurately if still needed. • Practice writing letters in digraph pairs to work on letter sizing and positioning on the line. i.e. sh, ng. <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Summer</p> <p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> • Form the letters for previously taught GPCs. The letters should now be appropriately sized and sitting on the line. • Form the graphemes for capital letters. Understand these letters are 'tall'. • Practice writing common exception words to work on letter sizing, spacing, positioning. <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> • Continue to use segmenting to spell routines and practise activities to spell words using known GPCs.

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Children verbally segment to spell CVC, CCVC and CVCC words using known GPCs, including digraphs. They know how to use segmenting fingers to touch each finger as they say the sound.
- Children segment to spell CVC, CCVC and CVCC words using known GPCs by using magnets or cutting and sticking letters in order.
- Children segment to spell CVC, CCVC and CVCC words by filling in the initial, middle or end sounds in given words to match pictures.
- Children segment to spell CVC, CCVC and CVCC words by writing the whole word. They should say the word, orally segment the word as above then write the word using letters. They should do this for both dictated words and by writing words to match pictures.

Children can spell from memory the common exception/tricky words is, the, l, and, he, she, we, be, to

- Continue to use segmenting to spell routines and practise activities to spell words using known GPCs, including Spring 1 and Spring 2 GPCs as they are learnt.
- Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset
- Children can spell from memory the common exception /tricky words: her, his, go, of, into, my, by, you, was, they, all, are

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

- Write labels and phrases to match images, using known GPCs and CEWs. i.e. 'the red hen', 'her big dog'. Dictate these to ensure they contain only the taught sound-letter correspondences.
- Recognise the capital letters to match each lower-case letter. Be able to say the letter name when the capital letter is shown.
- Accurately match the capital le er to the lower-case grapheme.
- Write the correct lower-case grapheme to match a given capital letter.
- Know what a full stop looks like. Understand it goes at the end of an idea.
- Write simple **dictated** sentences with a full stop at the end, using known GPCs.
- Write simple **dictated** sentences with a capital letter and full stop, using known GPCs. Use a Grapheme mat to support capital letter writing until children are secure with forming them.
- Begin to verbally form/suggest sentences to write.

- Children can spell longer words by clapping out the syllables then segmenting to spell as normal.
- Children can spell longer words by adding the -ing suffix.
- Children can spell from memory the common exception /tricky words: sure, said, like, have, there, some, out, today, here, do, li le, when.

Write short sentences with words with known sound-le er correspondences using a capital le er and full stop.

- Write simple **dictated** sentences with a capital letter and full stop, using known GPCs.
- Write a sentence by sharing it verbally with an adult then writing it independently using all of the skills learned. Do this in a range of contexts: i.e. a sentence to describe a picture, a sentence to describe an event, a sentence linked to verbal retellings.
- Independently write a sentence by thinking of an idea and writing it down in different contexts.
- Re-read what they have written to check that it makes sense.

ELG: Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Nursery: Literacy – Reading Comprehension and Word Reading

Statutory Guidance: It is crucial for **children to develop a life-long love of reading**. Reading consists of two dimensions: language comprehension and word reading. Language comprehensions (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 fic on) 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).

Autumn	Spring	Summer
<p>Little Wandle Foundations for Phonics/ Reading/ Rhyme Time</p> <p>Begin to develop phonological awareness.</p> <ul style="list-style-type: none"> • Distinguish between different sounds: environmental instrumental and body percussion. • Rhythm and rhyme: begin to develop awareness of words that sound the same. • Alliterative activities: begin to identify words starting with the same phoneme within names. • Explore and copy different voice sounds. <p>Begin to understand some of the key concepts about print.</p> <ul style="list-style-type: none"> • Handle book carefully, correctly and turn pages. • Name some parts of books: front cover, back cover, page and title. • Print has meaning: familiar logos, environmental labels with photographs. • Understand print is read left to right. <p>Enjoy sharing a book with an adult.</p> <ul style="list-style-type: none"> • One to one. • Small group me. <p>Recognise own name in familiar contexts.</p>	<p>Little Wandle Foundations for Phonics / Reading/ Rhyme and Tuning into Sounds</p> <p>Continue to develop phonological awareness.</p> <ul style="list-style-type: none"> • Listen, remember and talk about different sounds: environmental instrumental and body percussion. • Rhythm and rhyme: develop awareness of words that sound the same. • Tune into alliterative words, begin to identify/ hear some initial phonemes in words. • Explore and begin to talk about different voice sounds. • Begin to participate in oral blending/ segmenting activities. • Clap syllables in own name. <p>Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p> <p>Continue to develop and understand some of the key concepts about print:</p> <ul style="list-style-type: none"> • Handle book carefully, correctly and turn pages. • Name some parts of books: front cover, back cover, page, title spine and blurb. • Begin to understand what a word/ letter is. • Follow print left to right and begin to use 1:1 correspondence. • Know where to start reading. <p>Read own name without visual support in new contexts.</p>	<p>Little Wandle Foundations for Phonics / Rhyme and Tuning into Sounds / Love of Reading</p> <p>Be confident in phonological awareness:</p> <ul style="list-style-type: none"> • Join in with Foundations for Phonics sessions. • Listen, remember and talk about different sounds with increasing vocabulary. • Talk about rhyming words and begin to create rhythm strings. • Continue to tune into alliteration words and hear and say initial sounds in words. • Explore and talk about different voice sounds, enunciating some phonemes correctly. • Continue to participate in oral blending/ segmenting activities. • Clap syllables in words. <p>Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary.</p> <p>Talk confidently about and use the concepts about print:</p> <ul style="list-style-type: none"> • Identify a word in a sentence and understand it carries meaning. • Identify a letter in a word. • Name parts of a book and show awareness of page numbers. • Continue to develop understanding of word/ letter. • Follow print, know it is read from top to bottom and left to right. <p>Read own name in a variety of fonts and contexts.</p>

Reception: Literacy – Reading Comprehension and Word Reading

Statutory Guidance: It is crucial for **children to develop a life-long love of reading**. Reading consists of two dimensions: language comprehension and word reading. Language comprehensions (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).

Autumn	Spring	Summer
<p>Synthetic Phonics Programme- Little Wandle</p> <p>Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <ul style="list-style-type: none"> Recall key events. Talk about the main characters. <p>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Understand the key concepts about print with a focus on:</p> <ul style="list-style-type: none"> Left to right. 1 to 1 correspondence. <p>Continue to develop phonological awareness focusing on rhythm and rhyme, alliteration, oral blending and segmenting. Hear and say initial, middle and end sounds in words. Read individual letters by say sounds for them. Begin to blend sounds to read CVC words. Begin to read some common exception words.</p> <p>Focus on the concept of character, linked to the idea of ‘who?’</p>	<p>Synthetic Phonics Programme- Little Wandle</p> <p>Begin to use and understand some recently introduced vocabulary during discussion about stories, non-fiction, and rhymes and poems, including during role play.</p> <ul style="list-style-type: none"> Identify and name different parts of a book, including non-fiction – contents page, label, illustration and captions. <p>Understand and respond to questions such as who, why, when and where and how in relation to stories and non-fiction.</p> <ul style="list-style-type: none"> Retell story in small world/ role play in the correct sequence. Take on role of character using some story language. Talk about the likes and dislikes of texts, rhymes and poems. Choose a book and begin to explain why. <p>Begin to anticipate, where appropriate, some key events in stories. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Continue to consolidate the key concepts about print. Continue to develop phonological awareness, focusing on oral blending and segmenting. Continue to read graphemes by saying their sound speedily. Blend some sounds to read some CVC and CCVC words. Begin to read captions and sentences. Read common exception words from Little Wandle. Focus on the concept of setting, linked to the idea of ‘where?’</p>	<p>Synthetic Phonics Programme- Little Wandle</p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Learn to make predictions and begin to understand that a non-fiction text provides information. Share a range of non-fiction texts, discuss the contents and index page.</p> <ul style="list-style-type: none"> Anticipate – where appropriate- key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Notice some relationships between one text and another. Begin to comment on perceived links with own life experiences or other experiences.</p> <p>Continue to consolidate the key concepts about print. Continue to develop phonological awareness, focusing on oral blending and segmenting. Begin to read longer words and words that are plurals. Read common exception words, recognising these automatically when reading a text. Begin to understand the concept of plot, linked to structure of ‘beginning, middle, end’ and to the idea of key events.</p>

ELG: Comprehension

Children at the expected level of development will:
 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 Anticipate – where appropriate – key events in stories.
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:
 Say a sound for each letter in the alphabet and at least 10 digraphs.
 Read words consistent with their phonic knowledge by sound-blending.
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Nursery: Mathematics

Statutory Guidance: 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 relationship 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, ten 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.

Autumn	Spring	Summer
<p><u>Cardinality and Counting</u> Begin to subitise 1, 2 or 3. Begin to recognise small quantities in familiar patterns such as dice or domino arrangements. Identify different representations of 1, 2 and 3 <i>e.g. on a five frame</i>. Notice when groups are or are not 3. Observe and show groups of 1, 2 or 3 without counting. Join in with number rhymes/ songs with props and actions. Begin to recite number names to 5 in the correct order. Explore 1:1 correspondence. Begin to say one number for each item to 3. Begin to experiment with symbols and marks.</p> <p><u>Comparison</u> Match objects, identifying the objects that are the same and not the same. Begin to identify which group has more. Begin to identify which group has less.</p> <p><u>Pattern</u> To identify patterns by name <i>e.g. stripy</i>. To identify patterns in the environment. Join in with repeats <i>e.g. join in with repeated actions in songs</i>.</p> <p><u>Shape and Space</u> Begin to talk about 2D and 3D shapes using informal shape vocabulary <i>e.g. straight, round, pointy, flat</i>. Begin to develop shape awareness through construction. Explore shapes, the attributes of particular shapes and select shapes to fulfil a particular need <i>e.g. discuss items used to build a tower</i>. Begin to respond to positional language <i>e.g. in, on, under</i>. Begin to respond to directional language <i>e.g. up, down, across</i>.</p>	<p><u>Cardinality and Counting</u> Continue to develop fast recognition of up to 3 objects (subitising). Use fingers to represent numbers with increasing accuracy up to 3. Recognise small quantities in familiar patterns such as dice or domino arrangements. Join in with number rhymes to 5 using props and actions. Recite numbers to 5. Say one number for each item up to 3. Link numerals and amounts up to 3. Begin to understand and explore the cardinal principle when counting objects (know that numbers identify how many objects are in a set and that the last number in the count gives the total). Begin to represent quantities using marks.</p> <p><u>Composition</u> Begin to identify smaller numbers within a number (conceptual subitising) <i>e.g. ‘I can see 1 and 2.’</i></p> <p><u>Comparison</u> Compare objects and sort into groups. To identify the ‘odd one out’ in groups. To provide a rule for groups. Identify which group has more. Identify which group has less. Begin to solve simple real-world mathematical problems with numbers up to 5.</p> <p><u>Early Calculation</u> Begin to use fingers, objects or images to explore combining and removing objects informally.</p> <p><u>Pattern</u> Continue AB patterns (horizontally and vertically). Continue AB patterns in simple action patterns. Copy an AB pattern.</p>	<p><u>Cardinality and Counting</u> Fast recognition of up to 3 objects (subitising). Show finger numbers up to 5 independently. Say one number for each item in order up to 5. Recite numbers past 5. Link numerals and amounts up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Begin to represent quantities using marks, dots or simple drawings.</p> <p><u>Composition</u> Describe a number up to 3 using part-whole principle <i>e.g. ‘I can see a 1 and a 1 so that’s 2.’</i></p> <p><u>Comparison</u> Identify smaller numbers within a number. Compare groups using the vocabulary ‘more’, ‘less’, ‘fewer than’. Identify groups with equal and unequal quantities. Begin to show awareness of ‘one more’ and ‘one fewer’ in familiar contexts. Solve simple real-world mathematical problems with numbers up to 5.</p> <p><u>Early Calculation</u> Combine two small groups practically and describe what happens. Remove items from a group and talk about the result. Use informal mathematical talk <i>e.g. more, gone, take away</i>.</p> <p><u>Pattern</u> Create their own AB patterns (colours, objects and actions). Notice and correct an error in a repeating pattern.</p> <p><u>Shape and Space</u> Continue to talk about 2D and 3D shapes using mathematical vocabulary.</p>

<p><u>Measure</u> Begin to make comparisons between objects relating to size e.g. big, small, bigger, smaller. Begin to understand the visual timetable to show the sequence of important activities throughout the day.</p>	<p><u>Shape and Space</u> Talk about 2D and 3D shapes using mathematical vocabulary e.g. sides, corners. Show awareness of similarities and differences between shapes including selecting items by their shape and size so they are appropriate e.g. representing a ball as a circle or using a curved block for an elephant's trunk. Begin to combine shapes to make new ones e.g. a bigger triangle. Understand some positional language within the wider environment e.g. talk about simple positions and move into simple positions. Begin to use relative position and distance to identify the location of objects e.g. in front of, behind, under. Begin to move and rotate objects to fit in the space or create the shape they would like e.g. insert boards, shape sorters and jigsaws. Find their way around a familiar environment. Begin to describe a familiar route e.g. simple routes outside and simple small-world routes.</p> <p><u>Measure</u> Make comparisons between objects relating to size and length e.g. bigger, smaller, shorter, longer. Begin to understand the language of time within the daily routine e.g. next and after.</p>	<p>Recognise and name two familiar 2D shapes e.g. circle and triangle. Combine shapes to make new ones. Create arches and enclosures when building using trial and improvement to select blocks. Understand positional language alone e.g. 'The bag is under the table.' Recognise if objects are near or far away. Use relative position and distance to identify the location of objects e.g. in front of, behind, under, on top. Move and rotate objects to fit into the space or create the shape that they would like e.g. insert boards, shape sorters and jigsaws. Describe a familiar route e.g. recognising and predicting items or landmarks along the route. Discuss routes and locations using words such as 'in front of' and 'behind'.</p> <p><u>Measure</u> Make comparisons between objects relating size, length, weight and capacity e.g. heavier, lighter, more, lots, less. Understand and recognise when something is full and empty. Begin to describe a sequence of events within the daily routine. Begin to describe sequences by re-telling a familiar story.</p>
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Reception: Mathematics

Statutory Guidance: 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 relationship 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, ten 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.

Autumn	Spring	Summer
<p><u>Cardinality and Counting</u></p> <p>Hear and join in with the counting sequence and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number.</p> <p>Count forwards in 1s from 0 to 5.</p> <p>Count backwards in 1s, from 5 to 0.</p> <p>Count forwards in 1s, from a different starting number, within 5</p> <p>Count backwards in 1s, from a different starting number, within 5</p> <p>Use one-to-one principle for numbers 1 to 5 (assign one number name to each object being counted – count each object only once and count every object)</p> <p>Use stable-order principle for numbers 1 to 5 (numbers have to be said in a certain order)</p> <p>Understand the abstraction principle up to 5 (realise not only objects, but anything can be counted, including those which cannot be seen or are different sizes/shape/colour - objects, actions and sounds)</p> <p>Understand the cardinal principle (know that numbers identify how many objects are in a set and that the last number in the count gives the total)</p> <p>Count out up to 5 objects from a larger group knowing when to stop (cardinal principle)</p> <p>Use the order-irrelevance principle with up to 5 objects (count objects in different ways)</p> <p>Develop understanding of the counting sequence and link ordinality through the ‘staircase’ pattern.</p> <p><u>Mastering Number: Cardinality, Counting, Composition, Comparison and Number Facts</u></p> <p>Children will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none">Identify when a set can be subitised and when counting is needed.Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame	<p><u>Cardinality and Counting</u></p> <p>Count forwards in 1s from 0 to 10.</p> <p>Count backwards in 1s, from 10 to 0.</p> <p>Count forwards in 1s, from a different starting number, within 10.</p> <p>Count backwards in 1s, from a different starting number, within 10</p> <p>Use one-to-one principle for numbers 1 to 10 (assign one number name to each object being counted – count each object only once and count every object)</p> <p>Use stable-order principle for numbers 1 to 10 (numbers have to be said in a certain order)</p> <p>Understand the abstraction principle up to 10 (realise not only objects, but anything can be counted, including those which cannot be seen or are different sizes/shape/colour - objects, actions and sounds)</p> <p>Understand the cardinal principle (know that numbers identify how many objects are in a set and that the last number in the count gives the total)</p> <p>Count out up to 10 objects from a larger group knowing when to stop (cardinal principle)</p> <p>Use the order-irrelevance principle with up to 10 objects (count objects in different ways)</p> <p><u>Mastering Number: Cardinality, Counting, Composition, Comparison and Number Facts</u></p> <p>Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none">Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals.Begin to identify missing parts for numbers within 5.Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame.Focus on equal and unequal groups when comparing numbers.	<p><u>Cardinality and Counting</u></p> <p>Count forwards in 1s from 0 to 20.</p> <p>Count backwards in 1s, from 20 to 0.</p> <p>Count forwards in 1s, from a different starting number, within 20.</p> <p>Count backwards in 1s, from a different starting number, within 20.</p> <p>Count larger sets as well as counting actions and sounds.</p> <p><u>Mastering Number: Cardinality, Counting, Composition, Comparison and Number Facts</u></p> <p>Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none">Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.Compare quantities and numbers, including sets of objects which have different attributes.Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.Continue to identify when sets can be subitised and when counting is necessary.Develop conceptual subitising skills including when using a rekenrek. <p><u>Pattern</u></p> <p>Record the patterns they make e.g. <i>a red dot representing a red dinosaur</i>.</p> <p>Generalise structures to another context or mode e.g. <i>re-create the same pattern rule with leaves and shapes</i>.</p> <p>Make a pattern which repeats around a circle.</p> <p>Make a pattern around a border with a fixed number of spaces.</p>

- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- Spot smaller numbers 'hiding' inside larger numbers.
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.
- Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.
- Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- Compare sets of objects by matching.
- Begin to develop the language of 'whole' when talking about objects which have parts.

Pattern

Identify the unit of repeat (the smallest part of the pattern) *e.g. red-blue pattern.*

Continue an ABC pattern.

Continue a pattern which ends mid-unit.

Shape and Space

Recognise and name circles and triangles in different orientations, sizes, colours and materials.

Begin to discriminate between shapes *e.g. a 'fat' triangle and a 'pointy' triangle.*

Explore the properties of shapes in everyday situations *e.g. identifying the number of sides and corners.*

Intentionally select shapes for a specific purpose *e.g. make a bed for teddy and gather blocks of equal length to make the rectangle.*

Combine shapes to make other shapes *e.g. triangles to make a rectangle.*

Rotate and manipulate shapes to copy increasingly complex 2D pictures.

Understand relative position *e.g. between, in front of, behind.*

Begin to follow directions *e.g. forwards, backwards, sideways.*

Notice landmarks and use these to find their way around familiar places.

- Understand that two equal groups can be called a 'double' and connect this to finger patterns.
- Sort odd and even numbers according to their 'shape'.
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.
- Order numbers and play track games.
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Pattern

Create their own ABB patterns.

Create their own ABBC patterns.

Notice and correct an error in an ABB pattern.

Shape and Space

Explore shapes with 4 sides.

Identify similarities and differences between squares and rectangles.

Recognise and name squares and rectangles in different orientations, sizes, colours and materials.

Continue to explore the properties of shapes in everyday situations identifying the number of sides and corners.

Solve shape puzzles with increasing complexity, selecting shapes according to their properties.

Begin to identify shapes within shapes.

Follow directions and begin to give directions *e.g. forwards, backwards, sideways.*

Begin to flip objects in order to create models and make shapes fit, visualising and predicting how they will look.

Explore what can be seen from different viewpoints *e.g. knows where to hide effectively from a seeker.*

Keep track of where they are along a route.

Measure

Begin to order 3-5 objects with unmarked lengths.

Begin to use more specific terms when comparing sizes, lengths, weights and capacity *e.g. 'holds more than', 'not enough', 'too much' and 'a lot more'.*

Begin to show awareness of comparison in estimating and predicting *e.g. considering which container would be best to store a specific a specific item in.*

Begin to explore specific time durations *e.g. how many times they can hop in one minute.*

Children are introduced to o'clock times *e.g. at registration, lunchtime, snack time, tidy-up time.*

Introduce relative terms 'yesterday' and 'tomorrow'.

Shape and Space

Consolidate mathematical vocabulary relating to shape *e.g. sides, corners, straight, curved.*

Identify shapes within shapes *e.g. 2D faces of 3D shapes.*

Explore 3D shapes and link real objects to the 3D shapes.

Identify shapes in the environment.

Recognise four or more 2D shapes by their properties *e.g. circle, triangle, rectangle, square.*

Recognise four or more 3D shapes by their properties *e.g. cube, cuboid, cylinder, sphere.*

Begin to follow directions including 'left' and 'right' when accompanied by gestures.

Rotate and flip objects to create models, visualising and predicting how they will look.

Create reflections with a vertical axis.

Consider objects from different perspectives *e.g. draw a simple representation of a 3D object from a different viewpoint.*

Use a simple map of a familiar area to find a hidden object.

Measure

Order objects by length and height by ensuring that they align the starting points. *e.g. straightening the skipping ropes before comparing the length.*

Begin to recognise the relationship between size and the number of units *e.g. it will take longer to fill a bucket using teaspoons rather than bottles.*

Begin to use units to compare things *e.g. centimetre cubes or metre sticks to count physical units.*

Children to understand and use the relative terms 'yesterday' and 'tomorrow'.

Children begin to use the names of the days of the week.

Continue to explore specific time durations.

<p><u>Measure</u></p> <p>Compare sizes, lengths, weight and capacities verbally. Use direct comparison to find the longer/shorter of two items and heavier/lighter of two items. Children can find something that is longer/shorter or heavier/lighter than a given item. Use the terms longest/shortest and heaviest/lightest. Compare capacities directly by pouring from one container to another to find which one holds more. Describe a sequence of events, real or fictional, using positional language such as 'next', 'after' and 'then'. Become familiar with a classroom calendar to show the passage of days. Begin to experience specific time durations e.g. <i>number of sleeps before an event.</i></p>	<p>Introduce days of the week. Become familiar with a clock face and hands.</p>	
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ELG: Number	ELG: Numerical Patterns
<p><i>Children at the expected level of development will:</i></p> <p>Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><i>Children at the expected level of development will:</i></p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Nursery: Understanding the World Past and Present (Foundational History)

Statutory Guidance: 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 increase 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.

Autumn	Spring	Summer
<p><u>Chronology</u> Begin to use and understand now/ next board to follow the daily routine. Begin to understand that:</p> <ul style="list-style-type: none"> • Their birthdays/ key festivals are not celebrated every day. • Some days are different from others. <p>Begin to predict what might happen next in the day. Begin to show awareness that there is a sequence of events to complete an activity.</p> <ul style="list-style-type: none"> • Understand daytime/ nighttime. • Begin to recite days of the week. • Begin to use timers for turn taking. • Begin to develop an awareness of Autumn. <p><u>Own life story and family history</u> Begin to make sense of their own life story and family history.</p> <ul style="list-style-type: none"> • Begin to understand that they were once a baby/ toddler. • Begin to develop an understand about who lives in their house. • Begin to develop an awareness about different types of families. • Begin to imitate everyday actions and events from everyday life. <p><u>Familiar situations from the past</u> Begin to develop an awareness of a significant past event.</p> <p><u>Figures/ characters, settings and events from the past</u> Begin to develop an awareness of characters, events and settings from the past (through nursery rhymes such a Wee Willie Winkie).</p>	<p><u>Chronology</u> Begin to understand and follow the daily routine with the use of a visual timetable. Recite the days of the week, with support. Begin to understand what might happen in the morning/ afternoon. Begin to understand before, later, next and after. Begin to understand duration <i>e.g. begin to understand that things take a short or long amount of time.</i> Begin to develop an awareness of Winter/ Spring.</p> <p><u>Own life story and family history</u> Make sense of their own life story and family history.</p> <ul style="list-style-type: none"> • Continue to develop an awareness of themselves. • Begin to imitate everyday actions and events from everyday life. <p><u>Familiar situations from the past</u> Begin to remember and talk about something that has happened in the past.</p> <p><u>Figures/ characters, settings and events from the past</u> Begin to develop an awareness of characters, events and settings from a long time ago.</p>	<p><u>Chronology</u> Understand and follow the daily routine with the use of a visual timetable. Begin to understand that different things happen on different days of the week. Understand and begin to predict what might happen in the morning and afternoon. Understand that there is a sequence of events to complete an activity. For example: apron on for painting and washing hands before snack. Understand during of time. For example: that things take a shorter/ longer amount of time.</p> <p><u>Own life story and family history</u> Make sense of their own life story and family history.</p> <p><u>Familiar situations from the past</u> Develop an awareness of a significant past nursery/ school event.</p> <p><u>Figures/ characters, settings and events from the past</u> Show an awareness of characters, events and settings from a long time ago (through nursery rhymes).</p>

Reception: Understanding the World Past and Present (Foundational History)

Statutory Guidance: 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 increase 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.

Autumn	Spring	Summer
<p><u>Chronology</u> Begin to understand, follow, use and talk about the daily routine using a visual timetable.</p> <ul style="list-style-type: none"> I can follow and use a visual timetable. I know what comes next. I can recite the days of the week. <p>Begin to be aware of the months of the year.</p> <ul style="list-style-type: none"> I know different things that happen on different days of the week. Begin to understand that their birthday and some key festivals are annual and take place at different times of the year. <p>Begin to understand that there are four seasons across the year.</p> <ul style="list-style-type: none"> I know that bonfire night take place in autumn and the nights are longer. <p>Understand, predict and talk about key events to complete an activity.</p> <ul style="list-style-type: none"> I can talk about how to complete a simple activity. <p>Begin to use some sequencing vocabulary: first, last, day, night. Begin to talk about duration: quick, short, long story or activity. Begin to understand when things happen in past present, future.</p> <p><u>Own life story and family history</u> Begin to make sense of their own life-story and family’s history.</p> <ul style="list-style-type: none"> Identify their family, commenting on photos of their family and naming who they can see and of what relation they are to them. Talk about their immediate family. I know my family name/ surname. I know who my immediate family is. <p>Develop an awareness of who is in their extended family. Begin to share key family events and celebrations.</p> <ul style="list-style-type: none"> I can talk about how I have changed since being a baby. I know that my parents and grandparents were once babies and children. Begin to talk about past and present events in their own life and lives of family members. Share family celebrations past and present. 	<p><u>Chronology</u> Continue to use a weekly visual timetable.</p> <ul style="list-style-type: none"> I can predict what might happen next within the daily routine with some accuracy and understanding. <p>Continue to use the names of the months.</p> <ul style="list-style-type: none"> I know that there are four seasons across the year. I can use some sequencing vocabulary: before, next, after, early, later. <p>Begin to use comparative language to measure time: shorter, longer, quicker, slower. Begin to understand when things happen - last week, yesterday, today, tomorrow. Begin to use words to explain when events have happened/ will happen - past, present, future.</p> <p><u>Chronology</u> Continue to talk about past and present events in the context of their home/ school life.</p> <ul style="list-style-type: none"> Discuss and share key achievements since starting school. <p><u>Familiar situations from the past</u> Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Know how transport changed over time. <p><u>Figures, characters, settings and events from the past</u> Talk about the past settings, characters and events encountered in cooks, nursery rhymes and storytelling.</p> <ul style="list-style-type: none"> Know that Ernest Shackleton was an explorer. 	<p><u>Chronology</u> Begin to use a monthly calendar: count how many sleeps/ days until...</p> <ul style="list-style-type: none"> I can recite the months of the year. I know that there is repeated cycle of seasons. I can say the cycle of seasons. I know one fact about each season. I can talk about how trees change during different seasons. I can use some sequencing vocabulary linked to stories. <p>With support, identify the most significant/ important events of the reception year.</p> <p><u>Chronology</u> Know that some things were different when my parents/ grandparents were children.</p> <p><u>Familiar situations from the past</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Link to how travel at sea has changed over me. <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. <p><u>Figures, characters, settings and events from the past</u> Talk about the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> Significant figure from the past: David Attenborough.

Familiar situations from the past

Comment on images of familiar situations in the past.

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.

Linked to family celebrations and events.

Figures, characters, settings and events from the past

Begin to understand the past through settings, characters and events encountered in books, nursery rhymes and storytelling.

- Polly Put the Kettle On – know why the kettle was put on a fire. Understand that a long time ago people would cook on a fire. Share the story Peepo and make links to the past.
- Significant figure from the past: Tim Peake. I know that Tim Peake spent time on the ISS.

ELG: Past and Present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Nursery: Understanding the World People Cultures and Communities (Foundational Geography)

Statutory Guidance: 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 increase 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.

Autumn	Spring	Summer
<p><u><i>My Family and Community</i></u> Make connections between the features of their family and other families. Notice differences between people. Begin to develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> • Talk about people who are special to the children. • Begin to notice some differences between themselves and others. • Begin to be aware and enjoy celebrating Harvest/ Bonfire Night/ Diwali/ Christmas. <p><u><i>Occupations</i></u> Begin to show interest in different occupations.</p> <p><u><i>Local Environment</i></u> Begin to identify features of where they live. Talk about what they see, using some vocabulary.</p> <p><u><i>Comparing the UK with other countries, including maps</i></u> Begin to recognise that there are different countries in the world and talk about some of the different they have experienced or have seen in photographs.</p>	<p><u><i>My Family and Community</i></u> Begin to develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> • Look closely at photos of their family. Comment on their family and name members of their family. • Begin to be aware of and enjoy celebrating: Chinese New Year/ Shrove Tuesday/ Ramadan/ Easter. • Talk about places that are special to us. <p><u><i>Occupations</i></u> Children to show interest in different occupations.</p> <ul style="list-style-type: none"> • Police visit. • Show an awareness of different occupations through role-play. <p><u><i>Local Environment</i></u> Begin to identify features of where they live. Talk about what they see, using some vocabulary.</p> <ul style="list-style-type: none"> • Explore local area in some details: church/ post box/ library/ shop. <p><u><i>Comparing the UK with other countries, including maps</i></u> Continue to explore that there are different countries in the world and talk about a range of differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> • Explore how animals / creatures make habitats in UK and other countries. • Holidays we have been on. • Look at large map and where we come from. 	<p><u><i>My Family and Community</i></u> Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> • Begin to be aware of and enjoy celebrating Eid al-Fir/ Green Day/ Annual Big Picnic. • Talk about special things. <p><u><i>Occupations</i></u> Show interest in different occupations.</p> <ul style="list-style-type: none"> • Visit from different people. • Share information about different occupations and how they help people. <p><u><i>Local Environment</i></u> Know many features of where they live. Talk about what they use, using a wide range of vocabulary.</p> <ul style="list-style-type: none"> • Explore local area in more detail. <p><u><i>Comparing the UK with other countries, including maps</i></u> Confidently share that there are different countries in the world and talk about differences they have experience or seen in photographs.</p> <ul style="list-style-type: none"> • Revisit large map and talk about our families’ country of origin.

Reception: Understanding the World People Cultures and Communities (Foundational Geography)

Statutory Guidance: 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 increase 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.

Autumn	Spring	Summer
<p><u><i>My Family and Community</i></u> Talk about immediate family and community.</p>	<p><u><i>My Family and Community</i></u> Talk about immediate family and community.</p>	<p><u><i>My Family and Community</i></u> Talk about immediate family and community.</p>

<ul style="list-style-type: none"> • Talk about what they do with their family and places they have been with their family. • Read fictional stories about families and start to tell the difference between real and fiction. • Talk about members of their immediate family and community. <p>Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> • Develop an awareness and talk about some key celebrations: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas. <p><u>Occupations</u> Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Talk about key members in society who help us: Dental Nurse, Doctor, Nurse, Head Teachers and Office staff. <p><u>Local Environment</u> Continue to understand the need to respect and care for the natural environments and all living things.</p> <ul style="list-style-type: none"> • Links to Harvest and school garden. <p><u>Comparing the UK with other countries, including maps</u> Begin to understand what a map is and how it is used.</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Draw and label a map of the classroom. • Use a Beebot to follow a route on a simple map. 	<ul style="list-style-type: none"> • Talk about what they do with their family and places they have been with their family. <p>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> • Develop an awareness and talk about some key celebrations: Chinese New Year, Children’s Mental Health Day, Shrove Tuesday, Ramadan, Easter. <p><u>Occupations</u> Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Talk about key members of society who else us: Site Manager, Firefighter, Plumber, Electrician, Bus Driver. <p><u>Local Environment</u> Begin to talk about their local area and journey to school.</p> <ul style="list-style-type: none"> • Draw and label a simple map of their journey to school, school grounds and immediate local areas. <p>Recognise some environments that are different from one in which they live.</p> <ul style="list-style-type: none"> • Compare and contrast where we live with different environments: desert, mountain ranges and rainforest. <p><u>Comparing the UK with other countries, including maps</u> Draw information from a simple map.</p> <ul style="list-style-type: none"> • Look at and share the world map and globe, locate the UK and Africa and discuss similarities and differences. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p> <ul style="list-style-type: none"> • Investigate, explore and celebrate during Explorer Day and Africa Day. 	<ul style="list-style-type: none"> • Talk about what they do with their family and places they have been with their family. <p>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate times in different ways.</p> <ul style="list-style-type: none"> • Develop an awareness and talk about some key celebrations: St George’s Day, Eid al-Fitr. <p><u>Occupations</u> Name and describe who are familiar to them.</p> <ul style="list-style-type: none"> • Talk about key members in society who help us: Year One Teachers, Gardener. <p><u>Local Environment</u> Continue to understand the need to respect and care for the natural environments and all living things. Explore the natural world around them.</p> <ul style="list-style-type: none"> • Children to contribute to developing the school grounds through planning and recycling. Link to Green Day. • Create a journey stick based on the outdoors. <p><u>Comparing the UK with other countries, including maps</u> Draw information from a simple map.</p> <ul style="list-style-type: none"> • Locate local area points of interest.
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ELG: People, Culture and Communities

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Nursery: Understanding the World People Cultures and Communities (Foundational Science and Geography)

Statutory Guidance: 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 increase 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.

Autumn	Autumn	Autumn
<p><u>Materials</u> Begin to use all their senses in hands-on experiences of natural materials. Talk about what they see, using some vocabulary.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploring natural materials using senses: sight, smell, touch, taste, sound. Model new vocabulary to describe sensory features. <p><u>Living things – Animals and Plants</u> Begin to find out about and name some local wildlife and woodland animals. Recognise and name common farm animals. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><u>Natural Phenomena/ Seasons</u> Explore and respond to different natural phenomena in their setting and on educational visits. Begin to identify a few key features about the current seasons.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploration of natural phenomena using senses: Autumn – conker, pinecone, leaves, change and colour. Seasonal walk – features of Autumn. <p><u>How things work/ different forces</u> Begin to explore how things work.</p> <ul style="list-style-type: none"> Model and introduce a range of technology: the interactive whiteboard and microphones for performances. <p>Begin to talk about the differences between material and the changes they notice.</p> <ul style="list-style-type: none"> What happens when you mix flour and water together to make playdough? How do oats and milk change when you cook porridge? How does biscuit dough change when it is cooked? 	<p><u>Materials</u> Use all their senses in hands-on experiences of natural materials. Begin to explore collections of material with similar and/or different properties. Talk about what they see, using a range of vocabulary.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploring natural materials. Use magnifying glasses, containers and tweezers to explore. Model new vocabulary to describe sensory features and observations. <p><u>Living things – Animals and Plants</u> Begin to understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> Find out about the creatures within our outdoor provision. Explore different habitats such as the Arctic / jungle. <p><u>Natural Phenomena/ Seasons</u> Continue to identify some features about the current season.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploration of natural phenomena using senses: Winter – ice, freeze, water. Seasonal walk – features of Winter. Begin to notice seasonal changes: Winter turning to Spring. <p><u>How things work/ different forces</u> Begin to explore and talk about different forces they can feel push and pull. Continue to talk about the differences between materials and the changes they notice how water freezes in very cold weather to make ice.</p>	<p><u>Materials</u> Use all their senses in hands-on experiences of natural materials. Explore collections of material with similar and/or different properties. Talk about what they see, using a range of vocabulary.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploring natural materials. I wonder if...? Model observational and investigational skills. Model new vocabulary to describe sensory features, observations and change. <p><u>Living things – Animals and Plants</u> Begin to understand the key features of a life cycle of a plant. Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> Plant seeds in the outdoor garden with appropriate tools. Explore how plants grow. <p>Continue to understand key features of a life cycle of a plant and an animal.</p> <ul style="list-style-type: none"> Explore the lifecycle of caterpillar to butterfly. <p><u>Natural Phenomena/ Seasons</u> Identify many key features about the current season.</p> <ul style="list-style-type: none"> Indoor/ outdoor provision to reflect exploration of natural phenomena using senses: Spring/ Summer: warm, flowers, grow, plant, sunlight. Seasonal walk – features of Summer. Begin to notice seasonal changes: Spring turning into Summer. <p><u>How things work/ different forces</u> Explore floating and sinking. Explore and talk about different forces they can feel. Talk about the differences between materials and the changes they notice. Notice how the sun makes things warm/hot.</p> <p>Know how items/toys work e.g. through pressing, pulling lifting. Know that they can turn on and off, know how to turn devices on and off. Know that the Internet can be used to find information. Know that adults are needed to keep them safe.</p>

Adult is needed to keep them safe.
 Navigate touch screens.
 Begin to use specific functions like the camera on an iPad.

Reception: Understanding the World People Cultures and Communities (Foundational Science and Geography)

Statutory Guidance: 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 increase 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.

Autumn	Spring	Summer
<p><u>Materials</u> Explore the natural world around them.</p> <ul style="list-style-type: none"> Sort, match and describe a variety of natural resources. Experiment and begin to talk about what light looks like when it shines through different materials. <p>Begin to describe what they see, hear and feel whilst outside on an Autumn walk or in outdoor provision. Name the five different senses: sight, hearing, touch, taste and smell.</p> <p><u>Living things – Animals and Plants</u> Explore local animals and plants. Recognise and name some nocturnal animals. Develop an awareness of Harvest celebrations, understand this is a time when we celebrate the food that has been grown. Begin to identify seeds within fruits and vegetables can be used to grow new food. Begin to understand how different foods grow. Begin to describe what they see, hear and feel whilst outside. Match adult farm animals to baby farm animals, learning their names. Talk about how animals, including humans, change as they grow.</p> <p><u>Natural Phenomena/ Seasons</u> Begin to understand the effect of the changing season on the world around them. Observe and describe the weather. Know that the leaves fall off the trees in Autumn and the weather usually gets a little colder/ cooler. Know that there are four seasons. Begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> Observe and make different shadows – with the sun and a torch. 	<p><u>Materials</u> Explore the natural world around them.</p> <ul style="list-style-type: none"> Join/ mix materials, observe, talk about and begin to predict what might happen. Investigate and observe changes of state – melting ice and freezing water. Describe what they see, hear and feel whilst outside using descriptive language. <p><u>Living things – Animals and Plants</u> Explore the natural world around them observing plant and animals in the changing seasons.</p> <ul style="list-style-type: none"> Share a range of books and online resources to find out about contrasting environments. Observe and talk about the homes/ habitats of local wildlife. Begin to develop an awareness of the differences between these and African habitats/ climate. <p><u>Natural Phenomena/ Seasons</u> Understand the effect of the changing seasons on the world around them.</p> <ul style="list-style-type: none"> Know that some local wildlife find it hard to find enough food in the winter because there are less leaves and fruits growing on trees and there are less insects. Observe and talk about some signs of Spring – blossom, buds, leaves growing on trees, how it gets lighter in the mornings and darker later at night. <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> Experiencing and exploring different weather: splashing in puddles, observe ice, snowflakes, icicles, frost and mist. 	<p><u>Materials</u> Explore the natural world around them. Test a range of different materials, with support, to see which are more waterproof. Make predictions, work collaboratively and share ideas.</p> <p><u>Living things – Animals and Plants</u> Explore the natural world around them. Observe and learn about the lifecycles of plants.</p> <ul style="list-style-type: none"> Learn about the basic parts of a plant. Observe and grow plants. Learn how to care for plants and experience handling plants. Learn how to touch and smell plants gently and how to pick herbs sensitively. <p>Plant seedlings and plants/ flowers and look after them. Observe and learn about the growth and lifecycle of animals – caterpillars to butterflies. Begin to understand how to care for farm animals on a working farm. Describe what they see, hear and feel whilst outside. Think about ways we can care for our outdoor environment.</p> <p><u>Natural Phenomena/ Seasons</u> Understand how the seasons follow a cycle. Understand the effect of the changing seasons on the world around them.</p> <ul style="list-style-type: none"> Observe and talk about some signs of Summer: warmer weather, lighter mornings, more plant growth. <p>Understand some important processes and change in the natural world around them. Experience and explore different weather and continue to explore shadows.</p>

<ul style="list-style-type: none"> Observe and talk about how flour and water change when you mix them together to make bread dough. <p><u>How things work/ different forces</u> Begin to move a Beebot. Give instructions to make someone move. Know how to turn on iPads. Know that internet can be used to find information. Begin to use the Internet to find information (with the support of an adult). Know adults are needed to keep them safe. Navigate touch screens for a specific purpose. Begin to use the iPad independently to start playing games or use the camera app.</p>	<p><u>How things work/ different forces</u> Understand some important processes such as forces.</p> <ul style="list-style-type: none"> Investigate how vehicles move: push and pull. Explore the effect of different pushes: hard/soft. Explore and use construction kits. Use simple coding equipment. Describe how something moves using positional language such as forwards, backwards, left and right. Know how to turn on iPads. <p>Know that internet can be used to find information.</p> <ul style="list-style-type: none"> Begin to use the Internet to find information (with the support of an adult and through making phonetically plausible attempts to spell key words). Know adults are needed to keep them safe. Say no, please stop and I'll tell someone who makes me feel sad, uncomfortable or upset. Navigate touch screens for a specific purpose to open an app or play a game. Know how to use the camera app on iPad. 	<p><u>How things work/ different forces</u> Sort and identify objects that float and sink. Explore different forces such as wind such as running in the wind and flying a kite. Use simple coding equipment (Bee Bots) in a controlled way. Know how to turn on iPads. Know that internet can be used to find information.</p> <ul style="list-style-type: none"> Begin to use the Internet to find information (through making phonetically plausible attempts to spell key words). Know adults are needed to keep them safe. Navigate touch screens for a specific purpose. Describe rules I must follow when online. Know how to use iPads to play games. Know how to use the camera app on iPad.
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<p>ELG: The Natural World</p>
<p><i>Children at the expected level of development will:</i> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Nursery: Expressive Arts & Design Creating with Material/ Visual Art (Foundational Art/ Design Technology)

Statutory Guidance: 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.

Autumn	Spring	Summer
<p>Drawing & Painting: Offer a variety of mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps, inside and outside experiences on a large and small scale and collaborative projects.</p>		
<p>Explore mark making:</p> <ul style="list-style-type: none"> • Early gestures of drawing (making circular marks and making horizontal lines). <i>See PD Fine Motor.</i> • In a variety of contexts (scribbles in response to music). <p>Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark maker.</p> <p>Begin to explore colour.</p> <ul style="list-style-type: none"> • Choose and explore a variety of colour medium, colour mixing on a variety of surfaces. 	<p>Use mark-making to:</p> <ul style="list-style-type: none"> • Represent simple forms and movement. • Create shorter lines, curves, enclosed circles – discovering that lines can make shapes. • Experiment with more of a variety of marks, which can be made with different mark-makers, on a range of surfaces. • Use mark-makers with increasing confidence and control. <p>Continue to explore colour and begin to explore colour mixing.</p> <ul style="list-style-type: none"> • Explore mixing colour, begin to talk about/ name colours and observe the changes (names and tones – light/dark). <p>Artist: Herve Tullet</p>	<p>Draw lines and shapes to:</p> <ul style="list-style-type: none"> • Represent simple ideas like sound and movement. • Draw with increasing complexity to record observations and feelings, adding detail and meaning to pictures. For example: draw a person using a circle for a head and straight lines of limbs. • Draw from imagination, using simple abstract lines and shapes. <p>In painting, begin to be able to select a brush.</p> <p>Use ‘dip, draw, wash and wipe/ technique to keep colour clean.</p> <p>Become more confident in using different mark-makers and thickness of paintbrushes with increasing control and efficiency.</p> <p>Explore colour and colour mixing.</p> <ul style="list-style-type: none"> • Become more selective of colours to achieve a desired effect. <p>Artist: Clarice Cliff</p>
<p>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).</p>		
<p>Explore and respond to different textures, colours and patterns through simple printmaking, developing fine motor skills to grip and hold.</p>	<p>Explore with natural and man-made objects, printing on different surfaces 2D and 3D. observe that printing means an image can be repeated.</p>	<p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p>
<p>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.</p>		
<p>Clay/ playdough: Explore properties – poking, pulling, pinching, squeezing, patting.</p> <p>Loose parts: Explore properties of different objects/ materials – moving, combining, lining up and stacking.</p>	<p>Clay/ playdough: Explore proper es further to create different surface textures.</p> <p>Use simple tools to shape and mould. For example: begin to roll sausages and ball shapes.</p> <p>Loose parts: Begin to use selected parts to create simple constructions and models.</p> <p>Use simple tools to join, fix and cut.</p>	<p>Clay/ playdough: Make a clay form and manipulate it with fingers create an object.</p> <p>Loose parts: Begin to make constructions and models with a purpose, deciding/ planning what to make.</p> <p>Use tools with increasing control to support model-making.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>
<p>Collage: Offer variety of materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles), tools e.g. scissors, glue sticks, experiences e.g. light box.</p>		
<p>Use different sense to explore texture.</p> <p>Explore pasting or assembling paper cut-outs onto a surface.</p>	<p>Begin to use tools to help fix, join and cut.</p> <p>Begin to affect change on materials: crumpling, tearing and cutting.</p>	<p>Find, collect, arrange and stick material onto a surface to make a picture or pattern.</p> <p>Join different materials and explore different textures.</p>

Reception: Expressive Arts & Design Creating with Material/ Visual Art (Foundational Art/ Design Technology)

Statutory Guidance: 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.

Autumn	Spring	Summer
<p>Drawing & Painting: Offer a variety of mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps, inside and outside experiences on a large and small scale and collaborative projects.</p>		
<p>Begin to draw with a purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency. Understand that they can draw through observation. For example: using mirrors when drawing portraits. In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colour clean. Explore what happens when mixing primary colours to create secondary colours. Begin to explore a range of painting techniques.</p>	<p>Develop drawing within a range of contexts. For example: telling a story or responding to the way an object moves or feels. Return to and build on previous learning. Look closely at natural and man-made objects to create observational drawings, that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use there in artwork. Explore a range of painting techniques.</p>	<p>With independence, create drawings based on feelings, real/ imaginative experiences and stories. Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature, represent it in artwork and mix colours to match what they see. Work collaboratively with other children, share ideas, resources and skills. Return to and build on previous learning, refining ideas and developing ability to represent them. Continue to explore a range of painting techniques. Artist: Vincent Van Gogh</p>
<p>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).</p>		
<p>Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/ pictures.</p>	<p>Have own ideas for print making. For example: finding their own everyday objects to experience a variety of shape, texture and pattern. Take rubbing from objects such as tree bark. Artist: Althea McNish</p>	<p>Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects such as irregular and repeating patterns.</p>
<p>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.</p>		
<p>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 and patting to achieve a desired effect. Use tools appropriately to roll, cut and flatten. Loose parts: independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining and stacking. Children work in groups to design, make and evaluate a rocket out of materials using a range of tools. Artist: Andy Goldsworthy.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning. Clay/ playdough: Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object. For example: a caterpillar that is spiky, furry or smooth. Loose parts: Build and deconstruct loose part models/ constructions to represent real life/ imaginary object and experiences. Handle tools and materials with increasing control.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills. Clay/ playdough: make models with a purpose and with increasing skills. For example: to make a sunflower – begin with a stalk, leaf, disc floret and then petals. Loose parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. Children work in groups to design, make and evaluate a boat out of wood or material of choice using a range of tools.</p>

Collage: Offer variety of materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles), tools e.g. scissors, glue sticks, experiences e.g. light box.		
Explore different contrasting textures – rough/ smooth. Use techniques such as folding, crunching, tearing and cutting to create different effects.	Use tools and material effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.	Independently assemble different pieces to create a picture or pattern. Use imagination. Observation, building on previous learning, to represent ideas.
Cooking Opportunities Create collaboratively, sharing ideas, resources and skills. Make jam sandwiches – text link The Giant Jam Sandwich .	Cooking Opportunities Create collaboratively, sharing ideas, resources and skills. Bake bread – text link The Little Red Hen Make pancakes.	

ELG: Creating with Materials
<i>Children at the expected level of development will:</i> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Nursery: Expressive Arts & Design Being Imaginative and Expressive (Foundational Music, Dance and Drama)

Statutory Guidance: 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.

Autumn	Spring	Summer
<p>Begin to take part in pretend play.</p> <ul style="list-style-type: none">• Imitate home experiences (home area).• Imitate life experiences linked to different seasons.• Celebrations: birthday party. <p>Begin to create own small world scenes linked to interests.</p> <p>Begin to create simple stories using small world.</p> <ul style="list-style-type: none">• Imitate own experiences.• Autumn hunt outdoors. <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none">• Tune into body percussion sounds.• Begin to move to a steady beat. <p>Sing and remember simple rhymes and sounds.</p> <p>Play instruments with increasing control.</p> <ul style="list-style-type: none">• Free explorations of musical instruments.	<p>Begin to respond to what they have heard, expressing their thoughts and feelings.</p> <p>Begin to remember and sing the entire song.</p> <p>Begin to sing the pitch of a tone sung by another person.</p> <p>Begin to sing melodic shapes such as going up and down and down and up in familiar songs.</p> <p>Begin to play instruments with increasing control to express their feelings and ideas.</p> <p>Take part in simple pretend play and begin to use objects to represent other things.</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Begin to make imaginative and complex small worlds.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>Develop complex stories using small world equipment.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits.</p>

Reception: Expressive Arts & Design Being Imaginative and Expressive (Foundational Music, Dance and Drama)

Statutory Guidance: 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.

Autumn	Spring	Summer
<p>Take part in simple pretend play.</p> <ul style="list-style-type: none"> Family/ play date role play. <p>Begin to develop complex stories using small world equipment.</p> <p>Begin to develop storylines in their pretend play – including those linked to focus text using story language.</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> How does the music make me feel? <p>Begin to watch and talk about dance and performance art.</p> <ul style="list-style-type: none"> What type of dance is it? Watch live music/ dance performance linked to festivals. <p>Sing in a group or on their own,</p> <ul style="list-style-type: none"> Engage in circle and partner songs. <p>Begin to make own verse for familiar song.</p> <p>Respond to movement with music related to festivals such as Diwali and Christmas.</p> <p>Suggest appropriate actions to match song lyrics.</p> <p>To sing and move to Christmas songs.</p> <p>Begin to explore and engage in music making and dance.</p> <p>Invent and dance/ play music to show different emotions.</p> <p>To copy, repeat and explore actions in response to a theme.</p> <p>To explore and remember actions considering level, shape and direction.</p> <p>To explore movement using a prop with control and co-ordination.</p> <p>To move with control and co-ordination, expressing ideas through movement.</p> <p>To remember and repeat actions moving in time with the music.</p> <p>To explore actions in response to theme and begin to use counts.</p>	<p>To invent, adapt and recount narratives with peers and teachers.</p> <ul style="list-style-type: none"> Linked to CL and expanding vocabulary. <p>Consolidate making use of props and materials when role playing characters in narratives and stories.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Show rhythm and comparison of different sounds,</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none"> Watch performances from other cultures and compare differences (e.g. Dragon dances in Lunar New Year and African dancing) <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Consolidate making own verse for a familiar song.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Consolidate re-enacting life experiences with characters they are familiar with.</p>	<p>Confidently invent, adapt and recount narratives with peers and teachers.</p> <p>Independently perform a range of familiar songs and nursery rhymes.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> Perform confidently solo or in a group. Use a variety of musical instruments correctly and independently. Independently make use of props and materials when role playing characters in narratives and stories. <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Confidently sing a range of well-known nursery rhymes and songs.</p> <p>Explore and engage in music making and dance.</p> <p>Move in time to music.</p> <p>Create movements and adapt simple dance patterns.</p> <p>Copy and repeat actions showing confidence and imagination.</p>

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.