**Aberford C of E Primary School – EYFS (Nursery and Reception) – Class 1 Curriculum Mapping**

Our vision is to develop a love of learning for all children, underpinned by our school core values of Friendship, Respect, Community and Hope. Our aim is to ensure that the children leave EYFS with the skills they will need to thrive and build upon in KS1 and KS2. Through continuous provision and adult-supported activities, we endeavour to provide each child with a range of real-life experiences and opportunities which stimulate their creativity and support their development. Together with families, we engage each child in the Early Years provision and support in a variety of carefully planned and exciting learning opportunities that will support them throughout their time at Aberford to become confident and independent.

Our curriculum is matched to the Statutory Framework for the Early Years alongside the guidance from Development Matters. We have created a curriculum to support children’s learning and development across the the seven areas of learning and guiding them towards the Early Learning Goals at the end of Reception. This document maps out the progression of skills for Nursery and Reception children for each area of learning, prime and specific. The children will be taught some discrete lessons and will also have access to indoor and outdoor provision to embed the skills they are taught.

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|  | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Cycle A | Getting to Know You  Superheroes  Autumn | People Who Help Us  Winter/Christmas | Fairytales/Castles | Space | Down On the Farm | Transport |
| Key Texts for Talk for Writing or Lesson Stimulus. | Who’s In My Family?  Robie Harris  Supertato  Paul Linnet and Sue Hendra  We’re Going on a Bear Hunt  Michael Rosen | Traditional Tale- Golidlocks and the 3 Bears  Topsy and Tim meet the Police  Jean Adamson  A Superhero Like You  Dr Ranj  The Jolly Christmas Postman  Allan Ahlberg | Traditional Tale- Jack and the Beanstalk  Beauty and the Beast  How to Catch a Dragon  Caryl Hart | Aliens Love Underpants  Claire Freedman  Way Back Home  Oliver Jeffers  Whatever Next  Jill Murphy | Traditional Tale- Enormous Turnip  Little Red Hen  Snore!  Michael Rosen  Rosie’s Walk  Pat Hutchins  What the Ladybird Heard  Julia Donaldson | Mr Grumpy’s Outing  John Burningham  Mrs Armitage on Wheels  Quentin Blake  The Train Ride  June Crebbin |
| Festivals  Celebrations  Events | Harvest Festival  Autumn | Bonfire Night  Remembrance Day  Diwali  Advent  Christmas  Winter | Shrove Tuesday  Lent  Chinese New Year | Spring  Easter  World Book Day  Mother’s Day  St Patricks Day  St David’s Day  Eid  Ramadan | St George’s Day | Summer  Sports Day  Transition day  Father’s Day |
| Visits/Visitors  Enhancements | Vet  Dogwalker visitor  Superhero Training Day  Autumn Walk | Fire Engine Visit  Local jobs- visitors into school | Winter Walk | World book day – Y6 to read to us | School Trip- Farm Trip  Hatching Chicks |  |
| **Parental Involvement**  At Aberford C E Primary School we value the relationship between home and school and build positive relationships.  We use Tapestry and Dojo for ways of communicating and keeping parents up to date.  Poems sent home/ nursery rhymes  Reading books/ Library books sent home to share a love of reading. | | | | | | |
| Parental Involvement | Little Wandle Workshop  Harvest Festival | Nativity |  |  | Sport’s Day |  |
| **Literacy: Writing, Word Reading and Comprehension.** | | | | | | |
| **Literacy** Taken from the Statutory framework for the early years foundation stage-  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). | | | | | | |
| **Literacy- Writing** | | | | | | |
| Writing  Reception Progression of Skills | Gives meanings to the marks they make.  Attempts to write their name- can begin to copy.  Uses some knowledge of writing eg- shopping lists  Writes some letters accurately- eg first letter of name.  Begin to attempt to write the initial sounds eg- m for mummy.  To write some or all of their name.  To write some letters accurately. | To write their first name independently with correct formation.  To break the flow of speech into words and identify the sounds to write.  To write some cvc / simple words using taught sounds. | To begin to write short captions/ phrases using taught phonics.  To begin to spell taught tricky words. | To write short captions independently.  To begin to use a capital letter, full stop and finger spaces.  To spell some taught tricky words | To write a short phrase or sentence which can be understood/ phonetically plausible.  To begin to read their own work back and check for meaning.  To form most letters correctly including capital letters.  To use a capital letter, full stop and finger spaces most of the time. | 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. |
| Writing  Nursery  Progression of Skills | Gives some meanings to marks- distinguishes between the marks they make.  Enjoys writing, drawing, mark making freely.  Makes marks that stands for their name.  Enjoys mark making in different textures- sand, playdough.  Includes mark making and early writing in their play. | | Sometimes gives meanings to their drawings and paintings.  Imitates adults writing by making continuous lines of shapes and symbols in early writing. “Writes” from left to right.  Attempts to write their own name or other words using a combination of lines, circles and curves or letter type shapes.  Shows an interest in writing/print in the environment eg- signs, labels, letters on the keyboard. | | Gives meanings to the marks they make.  Attempts to write their name- can begin to copy.  Uses some knowledge of writing eg- shopping lists  Writes some letters accurately- eg first letter of name.  Begin to attempt to write the initial sounds eg- m for mummy. | |
| Vocabulary | Reception- letter, capital letter, draw, write, capital letter, full stop, finger space, phoneme, grapheme, digraph, trigraph  Nursery- straight, curve, line, top to bottom, up, down, round, name, letter, write, initial, end, first | | | | | |
| Handwriting | | | | | | |
| The children will follow the Nelson Handwriting scheme and be taught letter formations in discrete handwriting lessons. They will then be expected to begin to develop their handwriting and practise the correct letter formation of taught letters when using the classroom provision.  Alongside this, to develop the physical (gross and fine motor) skills needed for writing the children also take part in Squiggle Whilst you Wiggle and Dough Disco sessions to provide further and targeted support to develop their gross and fine motor skills. These sessions support the development of pen grip, finger strength, control and coordination which are essential in writing composition. | | | | | | |
| Squiggle Wiggle – see separate planning | s a t  p i n  m d g  o c k  ck e u  r h b  f l | ff ll ss j  v w x y  z zz qu ch  sh th ng nk | ai ee igh oa  oo oo ar  or ur ow  oi ear air  er |  |  |  |
| Literacy- Word Reading | | | | | | |
| Reception-Children will follow the Little Wandle Phonics Scheme and will read books matched to their current phonics ability. The children will complete 3 reads with an adult per week.  Nursery- Children will follow Little Wandle Foundations for phonics. They will be exposed to books, songs, rhymes and games. | | | | | | |
| Word Reading  Reception Progression of Skills | To understand the 5 key concepts about print-  Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.  Recognises some letters or words they see in their environment or in books such as: their own name, familiar words and signs and advertising logos and screen icons.  Develop their phonological awareness, so that they can: Recognise words with the same initial sound.  Clap or tap the syllables in words.  Show an awareness of rhyme and alliteration.  Begin to oral blend and segment the sounds in words.  To read a book matching phonics ability. | To read a book matching their phonics ability. | To read a book matching their phonics ability. | To read a book matching their phonics ability. | To read a book matching their phonics ability. | 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. |
| Reception Progression of sounds (Little Wandle) | s a t p i n m d g o c k ck e u r h b f l | ff ll ss j v w x y z zz qu ch sh th ng nk  To read words with –s /s/ added at the end (hats sits)  To read words ending –s /z/ (his) and with –s /z/ added at the end  (bags) | ai ee igh oa oo oo ar or ur ow oi ear air er  To read words with double letters  To read longer words | longer words, including those with double letters  To read words with –s /z/ in the middle  To read words with –es /z/ at the end  To read words with –s /s/ and /z/ at the end | To read words with short vowels with adjacent consonants  CVCC CCVC CCVCC CCCVC CCCVCC  To read longer words and compound words  To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est | To read words with long vowel graphemes with adjacent consonants  CVCC CCVC CCCVC CCV CCVCC  To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est  To read longer words and compound words |
| Reception Progression of Tricky words (Little Wandle) | Is I the | put\* pull\* full\* as and has his her go no to into she  push\* he of we me be | was you they my by all are sure pure | Review all taught so far | said so have like some come love do were here little says there when what one out today | Review all taught so far |
| Word Reading  Nursery Progression of Skills | Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.  Enjoy songs and rhymes, tuning in and paying attention.  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.  Copy finger movements and other gestures.  Sing songs and say rhymes independently, for example, singing whilst playing.  Begin to count or clap syllables in their name.  Identifies print in their environment and ascribes meaning to it e.g. by identifying the first letter of their name. | | Has some favourite stories, rhymes, songs, poems or jingles - Repeats and uses actions, words or phrases from familiar stories.  - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a…  Begins to develop phonological and phonemic  Awareness:  - Recognises rhythm in spoken words, songs,  poems and rhymes  - Claps or taps the syllables in words during sound play.  - Shows an awareness of rhyme and alliteration.  - Hears and says the initial sound in words. | | Recognises some letters or words they see in their environment or in books such as: their own name, familiar words and signs and advertising logos and screen icons.  Develop their phonological awareness, so that they can:  -recognise words with the same initial sound, such as money and mother  - Clap or tap the syllables in words.  - Show an awareness of rhyme and alliteration.  - Begin to oral blend and segment the sounds in words.  To understand the 5 key concepts about print-  Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. | |
| Nursery Phonics  Progression of sounds  (Little Wandle) |  | s a t p i n | m d g o c k e | u r h b f l j | v w y z qu ch | ck x sh th ng nk |
| Nursery Phonics  Oral blending focus  (Little Wandle) |  | To blend CVC  words using oral blending and objects | To blend a wider  range of CVC words using oral  blending | To blend a wider  range of words using oral  blending. | To blend a wider  range of words using oral  blending. | To blend a wide  range of words using oral  blending when playing: |
| Nursery Phonics  Phonemic awareness focus  (Little Wandle) |  | To hear the same initial sound for words and names of objects. | To identify initial sounds of words and names of objects.  To distinguish different sounds. | To identify initial sounds of words and names of objects.  To articulate sounds correctly – including playing with voice sounds. | To identify initial sounds of words and objects. | To identify the final sounds of words and objects. |
| Vocabulary | Reception-phoneme, grapheme, digraph, trigraph, oral blending, word, sentence, sound, tricky word, chunking, compound word, suffix.  Nursery-word, blend, initial sound, name, object, rhyme, sound, name, oral blending, final sound | | | | | |
| **Literacy- Comprehension** | | | | | | |
| Reception- The children will have 3 group reads per week and there will be time during these sessions to develop comprehension skills throughout the year.  Nursery- Stories will be shared throughout the year in whole class and groups with lots of opportunities for discussions and development of vocabulary. Children will be exposed to a wide range of stories and have chances to develop comprehension skills.  The children have a basket of “treasured texts” in the classroom which features texts to develop language, vocabulary, teach aspects of the curriculum or develop the children’s interests further.  We add more texts to the treasure basket each term. | | | | | | |
| Comprehension  Reception Progression of skills  Comprehension | To enjoy an increasing range of print and digital books, both fiction and non-fiction.  To engage in extended conversations about stories, learning new vocabulary.  To begin to use vocabulary that is increasingly influenced by their experiences of reading.  To use pictures to tell stories. To retell some stories in the provision using story language.  To listen to stories read and engage in story time.  To independently look at a book, holding it correctly and turning pages. To recognise the front and back cover.  To begin to talk about the main events and characters in stories and what might happen next.  To understand the 5 key concepts about print- has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. | To continue to enjoy an increasing range of print and digital books, both fiction and non-fiction, poetry and rhyme.  To sequence familiar stories.  To join in with repeated phrases and actions in stories.  To begin to answer questions about stories read to them.  To begin to show an understanding of beginning, middle, end.  To demonstrate comprehension skills when talking about what they have read. | To continue to enjoy an increasing range of print and digital books, both fiction and non-fiction, poetry and rhyme.  To roleplay and act out stories they have heard.  To understand the sequence of a story- beginning, middle and end.  To demonstrate comprehension skills when talking about what they have read. | To continue to enjoy an increasing range of print and digital books, both fiction and non-fiction, poetry and rhyme.  To predict what might happen next in a story.  To predict how a story might end.  To retell a story they have heard.  To follow a story without pictures and props.  To identify and talk about the characters in books they are listening to.  Good understanding of story structure  Remembers some facts from what is read.  To demonstrate comprehension skills when talking about what they have read. | To continue to enjoy an increasing range of print and digital books, both fiction and non-fiction, poetry and rhyme.  To be able to answer questions, talk about settings, events and characters in increasing detail.  To use vocabulary and forms of speech that are increasingly influenced by their experience of reading.  To know how information can be retrieved from books. To find the answer in a book to a given question.  Talk about the themes of books.  To be able to discuss stories, recall them or reinact them.  To demonstrate comprehension skills when talking about what they have read. | 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. |
| Comprehension  Nursery progression of skills | Listens to and joins in with stories and poems when reading one-to one and in small groups.  To enjoy sharing books with an adult.  To pay attention and respond to the pictures or the words.  To have favourite books and seek them out to share with an adult, with another child or to look at alone.  To repeat words and phrases from familiar books.  To ask questions about books, make comments and share their own ideas.  To hold books correctly and turn the pages carefully. To know we read from left to right, top to bottom.  To sing songs and rhymes independently, for example when playing.  To use some familiar stories to develop their play. | | To listens to and joins in with stories and poems, when reading one-to-one and in small groups.  To joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  To begin to be aware of the way stories are structured (beginning, middle, end), and to tell own stories.  To begin to retell stories they are familiar with in their play.  To shows an interest in illustrations and words in print and digital books and words in the environment. | | To enjoy an increasing range of print and digital books, both fiction and non-fiction.  To engage in extended conversations about stories, learning new vocabulary.  To begin to use vocabulary that is increasingly influenced by their experiences of reading.  To use pictures to tell stories. To retell some stories in the provision using story language.  To listen to stories read and engage in story time, asking and answering questions.  To independently look at a book, holding it correctly and turning pages. To recognise the front and back cover.  To begin to talk about the main events and characters in stories and what might happen next.  To understand the 5 key concepts about print- has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. | |
| Vocabulary | Page, page number, top, bottom, front cover, back cover, author, illustrator, blurb, title, fiction, non-fiction, prediction, retell, sequence, question, rhyme, character, event, setting, story map, Talk For Writing, helicopter story, left to right, beginning, middle, end, moral, poem, word, sentence, finger space. | | | | | |
| **Personal, Social and Emotional Development**  **Self Regulation, Managing Self, Building Relationships** | | | | | | |
| **Personal, Social and Emotional Development- Taken from the Statutory framework for the early years foundation stage-**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. | | | | | | |
| The children will be taught PHSE lessons using the Jigsaw scheme. PSED Skills will also be established throughout the year through the routines, boundaries and expectations of the EYFS environment.  The children have a feelings area in the classroom and are encouraged to talk about how they feel and why. Adults regularly check in with children and see how they are feeling. There is also a wellbeing basket with calming toys when required.  Classroom rules- Knowing right and wrong, working as a team   * Able to independently access the environment and select resources/activities. * Safety/ discussions when new toys/ objects introduced eg- gardening tools * Ongoing discussions about being healthy- teeth brushing, food choices, sleep, exercising. * Talking about conflicts, how to solve them. * Classroom jobs/ responsibilities * Being able to adapt when there are changes in routine. * Turn taking, sharing, being kind to others. * Talking about how others might feel and why. | | | | | | |
| PSHE – Jigsaw | Jigsaw – PSHE ‘Being me in my World’. | Jigsaw – PSHE ‘Celebrating Difference’. | Jigsaw – PSHE ‘Dreams and Goals’. | Jigsaw – PSHE ‘Healthy Me’. | Jigsaw – PSHE ‘Relationships’. | Jigsaw – PSHE ‘Changing Me’. |
| Self Regulation  Reception Progression of Skills. | To focus during short  whole class activities.  To follow one-step  Instructions.  To know and follow the classroom rules independently.  To recognise different  emotions. Talks about feelings using happy, sad, angry, worried.  To understand how people show emotions.  Talk with others to solve conflicts.  Develops appropriate ways of being assertive. | To talk about how they are feeling using increased vocabulary.  To consider how others are feeling and how their behaviour affects that.  To change their behaviour to a range of situations.  To be able to wait for their turn. | To maintain their focus during longer whole class input sessions.  To follow an instruction which involves more than one step. | To manage their  feelings and emotions with more independence.  To continue to  consider the needs  and feelings of others. | To continue to learn how to manage and control their emotions using a range of techniques.  To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.  To build constructive and respectful relationships.  Express their feelings and the feelings of others. | ELG: Self-Regulation  Children at the expected level of development will:  - 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. |
| Self Regulation  Nursery Progression of Skills | To know and follow the classroom rules with support from an adult.  To access the environment, follow the routines and help to tidy.  Begin to be able to calm themselves or be calmed with a familiar adult.  To begin to express some emotions.  To begin to have a sense of who they are. | | To know and follow the classroom rules with less adult reminders.  To access the environment, follow the routines and help to tidy.  Begin to be able to calm themselves or be calmed with a familiar adult.  To express a range of emotions with more understanding.  To begin to have a sense of who they are.  To begin to sort out minor conflicts and begin to accept that not everyone can be chosen.  To talk about how they feel and to begin to understand how others are feeling. | | To know and follow the classroom rules independently.  To recognise different  emotions. Talks about feelings using happy, sad, angry, worried.  To understand how people show emotions.  Talk with others to solve conflicts.  Develops appropriate ways of being assertive. | |
| Vocabulary | Feelings, emotions, self, calm, angry, sad, happy, worried, rules, expectations, conflict, falling out, instructions, waiting. | | | | | |
| Managing Self | | | | | | |
| Reception Progression of Skills  Managing Self | Is increasingly independent in meeting their own care needs. Is able to-  use the toilet  wash hands  put on coat  Change shoes/put on wellies  To explore the learning environment following the rules and routines. Selects and uses activities and resources, with help when needed.  Becomes more outgoing with unfamiliar people, in the safe context of their setting.  Shows more confidence in new social situations.  To be able to talk about how to look after teeth and why. | To have confidence to try new activities.  To be able to follow the class rules. To explain why we have rules and the reasons. | To begin to show perseverance and resilience when facing a challenge.  To independently-  Zip up coat  Fasten buttons | To understand the importance of healthy food choices.  To talk about the importance of sleep to keep healthy.  To talk about the importance of limiting screen time. | To show increased independence in manging their own needs.  Independently getting dressed/ undressed, fastening buttons, zippers, shoe buckles.  To talk about how to be a safe pedestrian and why. | ELG: Managing Self  Children at the expected level of development will:  - 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 |
| Nursery Progression of skills  Managing Self | With support is able to-  use the toilet  wash hands  With support can-  put on coat  Change shoes/put on wellies  To play with increasing confidence.  To grow in independence. To develop confidence using classroom provision.  To be able to talk about their likes and dislikes, to be able to make choices.  To be able to talk about how to look after teeth. | | With more independence is able to-  use the toilet  wash hands  Will attempt to-  put on coat  Change shoes/put on wellies  To self-select activities and seek help if necessary.  To grow in independence. To develop confidence using classroom provision.  To talk about healthy food choices.  To talk about the importance of sleep to keep healthy.  To talk about the importance of limiting screen time. | | Is increasingly independent in meeting their own care needs. Is able to-  use the toilet  wash hands  put on coat  Change shoes/put on wellies  To explore the learning environment following the rules and routines. Selects and uses activities and resources, with help when needed.  Becomes more outgoing with unfamiliar people, in the safe context of their setting.  Shows more confidence in new social situations.  To talk about how to be a safe pedestrian. | |
| Vocabulary | Confidence, independence, rules, routines, activity, pedestrian, sleep, teeth brushing, screen time, healthy, unhealthy, physical activity. | | | | | |
| Reception Progression of Skills  Building Relationships | To become more confident with unfamiliar people and changes in routine.  To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time.  To enjoy playing alone, alongside and with others.  To play with one other or more children, extending and elaborating ideas. To play cooperatively.  Will seek the support of adults when needed.  To gain confidence when working with adults or with their friends. | To be able to speak to adults if they are upset or need support.  To begin to develop friendships.  To develop relationships with staff in the classroom. | To work as a group with an adult.  To take turns with others when playing a game. | To listen to the ideas of others.  To find solutions to disagreements. | To develop relationships with new staff in preparation for transition.  To communicate with a wider range of adults in school.  To have developed stronger friendships.  To listen to the ideas of others and be able to compromise sometimes. | ELG: Building Relationships  Children at the expected level of development will:  - 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. |
| Nursery Progression of Skills  Building Relationships | To engage through gesture and gaze.  To notice and ask about difference, e.g., skin colour.  To begin to develop friendships with others.  To enjoy playing alone, alongside and with others. | | To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time.  To be more confident in social situations.  To seek out companionship with adults and other children.  To enjoy playing alone, alongside and with others.  To invite others to play and attempt to join in others’ play. | | To become more confident and outgoing with unfamiliar people and changes in routine.  To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time.  To enjoy playing alone, alongside and with others.  To play with one other or more children, extending and elaborating ideas. To play cooperatively.  Will seek the support of adults when needed.  To gain confidence when working with adults or with their friends. | |
| Vocabulary | Friend, relationship, adult, taking turns, playing, sharing, responsibility, community | | | | | |
| **Ongoing- To notice differences between people, to develop a positive attitude, to talk about feeling and explore situations from different points of view. To solve conflicts and be kind to others.** | | | | | | |
| 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.  Controlling own feelings and behaviours  Applying personalised strategies to return to a state of calm  Being able to curb impulsive behaviours  Being able to concentrate on a task  Being able to ignore distractions  Thinking before acting  Persisting in the face of difficulty | | | | | | |
| **Communication and Language**  **Listening, Attention and Understanding, Speaking** | | | | | | |
| **Communication and Language- Taken from the Statutory framework for the early years foundation stage-**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures | | | | | | |
| **Communication and Language- Listening, Attention and Understanding** | | | | | | |
| Listening, Attention and Understanding | To understand how to listen carefully.  To understand why listening is important.  To be able to follow instructions/ directions. | To engage in story times, joining in with repeated phrases and actions.  To begin to understand how and why questions.  To respond to instructions with more than 1 step. | To ask questions to find out more.  To begin to understand humour.  To understand a range of more complex sentences. | To retell a story and show understanding.  To follow a story without pictures or props. | To understand questions such as who, what when, where, why and how.  To have conversations with peers and adults with back and forth interactions. | ELG: Listening, Attention and Understanding  Children at the expected level of development will:  - Listen attentively and respond to what they hear with relevant questions,  comments and actions when being read to and during whole class discussions  and small group interactions;  - Make comments about what they have heard and ask questions to clarify their  understanding;  - Hold conversation when engaged in back-and-forth exchanges with their  teacher and **peers.** |
| Nursery Progression of Skills  Listening, attention and Understanding | To focus for a while although can be easily distracted.  To concentrate intently on an activity of their own choosing for a short period.  To engage in pretend play.  To understand and act on longer sentences.  To listen to a simple story with the help of pictures. | | To understand simple questions: who, what, where but generally not why.  To understand simple sentences.  To listen to a simple story with the help of pictures.  To understand and act on longer sentences.  To respond to instructions with more elements, e.g., “Pick up the blocks and put them in the box.” | | To know lots of stories.  To retell a longer story.  To enjoy longer stories and can remember much of what happens.  To pay attention although may find it difficult to pay attention to more than one thing at a time.  To listen to others 1-2-1 or small groups when the conversation interests them.  To be able to follow simple instructions.  To show an understanding of prepositions such as under, on top or behind.  To respond to instructions with more elements, e.g., “Pick up the blocks and put them in the box.”  Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing at a time although this can be difficult. Understands a question or instruction that has two parts. Understands ‘why’ questions. | |
| Vocabulary | Listen, attention, engage, question, answer, sentence, instructions. | | | | | |
| Communication and Language- Speaking | | | | | | |
| Speaking is embeded throughout with a range of opportunities across the year.  Sharing passions/ goals  Telling stories  Listening story time  Sharing news  Weather/ news in the world  Storytelling, roleplay, texts chosen to follow children’s interests or the themes.  Circle times in class to gradually increase listening, attention and understanding  Children working with talk partners in lessons.  Language rich environment- adults talk will move learning forward, children will learn new vocabulary.  Joining in with poems and songs though out the entire year  Talking about things on Tapestry from home, show and tell, weekend news sharing.  Daily story times and discussing the language from the books and developing new vocabulary.  Talk for Writing during Literacy lessons.  Discussions during reading  Use of greetings at suitable times of the day - good morning, good afternoon, good bye  Talking about dreams, passions, goals. . | | | | | | |
| Speaking  Reception Progression of Skills | To talk infront of small groups.  To ask and answer questions in small groups.  To talk to their teacher and other support adults. | To talk infront of the whole class.  To ask and answer questions infront of the whole class.  To use new vocabulary throughout their play. | To develop confidence to talk to other adults they know at school.  To talk in full sentences and begin to use conjuctions- and, because… | To use new vocabulary in a range of different contexts.  To engage in non-fiction books. | To use talk to organise, sequence and clarify their ideas, feelings and events.  To talk about why things happen.  To talk in full sentences with the correct use of tense. | Communication and Language  ELG: Speaking  Children at the expected level of development will:  - Participate in small group, class and one-to-one discussions, offering their  own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently  introduced vocabulary from stories, non-fiction, rhymes and poems when  appropriate;  - Express their ideas and feelings about their experiences using full sentences,  including use of past, present and future tenses and making use of  conjunctions, with modelling and support from their teacher. |
| Nursery Progression of Skills  Speaking | To try speaking to an adult although may become frustrated when they cannot make themselves understood.  To start to say how they feel using simple words and actions/gestures.  To talk but may just flit from topic to topic.  To use speech sounds p, b, m, w but may still be learning to pronounce l, r w, y, f, th and have difficulty with words like ‘banana’ | | To use a wider range of words.  To sing a lot of songs.  To start a conversation.  To join in with repeated refrains in rhymes and stories.  To try and use the correct tense although may muddle them up, e.g., “I bringed a bag.” | | To start a conversation.  To use words to problem-solve and organise their thoughts.  To join in with repeated refrains in rhymes and stories  To use a wider range of words.  To sing a lot of songs.  To use the ‘why’ question.  To try and use the correct tense although may muddle them up, e.g., “I bringed a bag.”  To use longer sentences of 4-6 words.  To express their point of view.  ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying some sounds and multi-syllabic words. Uses longer sentences of four to six words.  Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Starts a conversation with an adult or a friend and continues it for many turns.  Uses talk to organise themselves and their play.  Uses a wider range of vocabulary. Sings a large repertoire of songs.  Knows many rhymes.  Is able to talk about familiar books and is able to tell a long story.  May continue to have problems with irregular tenses and plurals, such as | |
| Vocabulary | **Speaking, repeating, taking turns, conversation, question, answer, talking, point of view, opinion, agree, disagree, debate, word, sentence, idea, feeling, tense, past, present, future.** | | | | | |
| **Physical Development- Gross Motor, Fine Motor** | | | | | | |
| **Physical Development- Taken from the Statutory framework for the early years foundation stage-**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | | |
| Ongoing skills throughout the entire year- using an effective pencil grip- tripod grip.  Using cutlery.  Getting changed for PE  PE with Castleford Tigers to develop physical skills throughout the entire year.  Outdoor area- bikes, scooters, PE trolly (throwing, catching, balancing) Mud kitchen, water area, sand area developing motor skills. | | | | | | |
| Fine Motor Skills  Reception Progression of skills. | To use a dominant hand.  To make marks using shapes.  To begin to use a tripod grip when mark making.  Beginning to use a knife and fork with more independence  To use large pegs  To hold scissors and make snips in paper.  To use tweezers to transport objects.  To make marks in playdough by pinching. | To use scissors correctly and be able to cut along a straight or zig zag line.  To be able to use a knife and fork  To write taught letters with the correct formation. | To continue to use the tripod grip for mark making.  To write taught letters with the correct formation. | To hold scissors correctly and cut out shapes.  To write taught letters with the correct formation.  Use a knife and fork independently. | Letters on the line and formed correctly.  To form letters with more control and smaller in size.  To cut with greater accuracy.  Paint using thinner brushes. | ELG: Fine Motor Skills  Children at the expected level of development will: - 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. |
| Nursery Progression of Skills  Fine Motor | To develop their manipulation and control, exploring different tools and materials.  To pick up objects with a Palmer Grip.  To sit comfortably and hold scissors in their preferred hand.  To open and close the scissors smoothly with no paper to cut. | | To use large and small motor skills to do things independently - zips, buttons, pour drinks etc.  To point with their first finger, sharing their attention with an adult.  To participate in finger and action rhymes.  To self-select things that they want to use.  To use one-handed tools and equipment - snipping with scissors with support.  To show the `thumb up’ of holding scissors.  To make one simple snip on a piece of paper, initially with support and then independently.  To experiment with mark making and emergent writing. | | To understand how to use equipment safely.  To use one-handed tools and equipment - snipping with scissors independently.  To hold mark making tools with thumb and all fingers.  To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting.  To cut a straight and curved line.  To cut a circle, square and complex shape.  To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation  Uses one-handed tools and equipment, for example, making snips in paper with scissors.  Uses a comfortable grip with good control when holding pens and pencils.  Shows a preference for a dominant hand.  Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing  up zips. | |
| Vocabulary | Scissors, grip, pencil. Mark make, writing, drawing, shape, scissors, cut, snip, hold, independent, | | | | | |
| Gross Motor Skills  Reception Progression of Skills | See MTP for PE led with Castleford Tiger’s coaches |  |  |  |  | Physical Development ELG:  Gross Motor Skills Children at the expected level of development will: - 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. |
| Gross Motor  Nursery Progression of skills | To independently use a range of appropriate resources (crawl in tunnels, use duplo/lego etc).  To run, jump, climb and begin to use stairs independently.  To sit on push-along toys, scooters and trikes.  To develop their manipulation and control, exploring different tools and materials. | | To want to be increasingly independent, e.g. dressing and undressing.  To know that their playing is developing their body.  To use large and small motor skills to do things independently - zips, buttons, pour drinks etc.  To begin to throw and release objects overarm.  To participate in finger and action rhymes.  To walk a greater distance.  To roll, crawl, jump and run.  To use large movements, e.g. with ribbons.  To self-select things that they want to use.  To work with others, e.g., to move a big box.  To create lines and circles, pivoting from the shoulder and elbow.  To develop their shoulder, elbow and wrist pivot. | | To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities.  To develop their hand/eye coordination.  To develop their movements to balance, ride and use balls  To climb using alternate feet, including climbing stairs. • To balance on one leg, momentarily.  To hop, skip and climb.  To begin to work in a team or group.  To increasingly remember a sequence of movements related to rhythm and rhyme.  To understand how to use equipment safely.  To grasp and release with two hands to throw and catch a large ball.  Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Goes up steps and stairs, or climbs up apparatus, using alternate feet. Skips, hops, stands on one leg and holds a pose for a game like musical statues. Uses large-muscle movements to wave flags and streamers, paint and make marks. Starts taking part in some group activities which they make up for themselves or in teams. Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Matches their developing physical skills to tasks and activities in the setting. Chooses the right resources to carry out their own plan. Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks. | |
| **Vocabulary** | Travel jump hop take off land perform copy balance run dodge jog hop skip throw catch retrieve strike track safety | | | | | |
| **Mathematics** | | | | | | |
| **Mathematics- Taken from the Statutory framework for the early years foundation stage-**  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | | |
| White Rose Maths | Getting to Know you  Match, Sort and Compare  Talk about measure and patterns  It’s me 1,2,3,  Circles and Triangles  1,2,3,4,5  Shapes with 4 sides. | | Alive in 5  Mass and Capacity  Growing 6,7,8  Length, height and time  Building 9 and 10  Explore 3D shapes | | To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping  Visualise and map | |
| Number    Reception Progression of Skills  Nursery Progression of Skills | See White Rose Curriculum Mapping |  |  |  |  | Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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. |
| Number  Nursery Progression of Skills |  |  |  |  |  |  |
| Numerical Patterns  Reception Progression of Skills  Nursery Progression of Skills. |  |  |  |  |  | ELG: Numerical Patterns Children at the expected level of development will: - 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. |
| **Understanding the World**  **Past and Present**  **People, culture and communities**  **The Natural world.**  Technology-There are no early learning goals that directly relate to computing objectives. However, it is expected children will be introduced to appropriate technology within their provision. – being safe online.  They have opportunities to use the class whiteboard, school iPads and coverage of e-safety during taught sessions. | | | | | | |
| **Understanding the World- Taken from the Statutory framework for the early years foundation stage**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | |
| Past and Present  Reception Progression of Skills | To be able to identify how they have changed from when they were a baby.  Nurse/Healthcare professionals | To talk about the lives of people around us. To know similarities and differences between the past and know, drawing on experiences of what has been read in class.  Firefighters-Bonfire Night | To know about the past through setting, characters and events encountered in book read in class and storytelling. | To know some similarities and differences between past and present. | To talk about the past and differences between then and now. | 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. |
| Past and Present  Nursery Progression of Skills | To begin to make sense of their own life-story and family history.  To enjoy playing with small world, building on their first-hand experiences. | | To begin to make sense of their own life-story and family history.  To enjoy playing with small world, building on their first-hand experiences. | | To enjoy playing with small world, building on their first-hand experiences.  To know there are different countries in the world and talk about the differences they have experienced or seen in photos.  To comment and ask questions about their world such as the place where they live.  Begins to make sense of their own lifestory and family’s history.  Shows interest in different occupations.  Explores how things work. | |
| Vocabulary | History, past, life, experience, country, question, answer, family (family member vocabulary), job/occupation, character, changes, same, different, similarities, differences, growing up | | | | | |
| People, Culture and Communities.  Reception Progression of Skills | To be able to talk about their own lives- family, school, world.  To recognise similarities between themselves and their peers. | To know about people who help within the community.  To identify different celebrations and how people celebrate. – Christmas  To talk about the Christmas story and how it is celebrated. | To identify different celebrations and how people celebrate.- Chinese New Year | To identify different celebrations and how people celebrate.- Easter | To know that simple symbols are used to identify features on a map. | 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 |
| People, Culture and Communities  Nursery Progression of Skills | To make connections between the features of their family and other families.  To notice differences between people.  To be curious and show an interest in stories about people or animals.  To enjoy looking at photographs of themselves and other familiar people.  To begin to make their own friends.  In pretend play, to imitate everyday actions and events from their own family and cultural background. | | In pretend play, to imitate everyday actions and events from their own family and cultural background.  To enjoy looking at photographs of themselves and other familiar people | | To continue to develop a positive attitude about the differences between people.  To know there are different countries in the world and talk about the differences they have experienced or seen in photos.  To comment and ask questions about their world such as the place where they live.  Continues developing positive attitudes about the differences  between people.  Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. | |
| Vocabulary | Family, family members, (family names), different, same, similarities, differences, photograph, culture, country, world, live, places, religion, faith, belief | | | | | |
| RE Lesson Coverage | F:1 Where do we live and who lives there?  F:2 How are special times celebrated? | UC F2: Incarnation. Why do Christians perform Nativity plays at Christmas? | F:3 which places are special and why?  F:4 How are special times celebrated? | UC F3: Salvation.  Why do Christians put a cross in an Easter garden? | F:5 What makes a good helper and who helps us? | UC F1: God/Creation Why is the word ‘God’ so important to Christians?  F:6 What do believers believe about creation? |
| The Natural World  Reception Progression of Skills | To identify and recognise the features of Autumn  To know features of their immediate environment.  To talk about a simple map and draw information from it.  To describe what they can see, hear, smell, and feel when outside. | Arctic animals | To identify and recognise the features of Winter | To identify and recognise the features of Spring.  To know and compare habitats.  To identify the features of a woodland and the animals that live there.  Farm animals | To identify the features of Summer.  To know there are many countries in the world and to talk about the different features- ocean, sea, rainforest, desert, jungle | ELG: The Natural World  Children at the expected level of development will:  - 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. |
| The Natural World  Nursery Progression of Skills | To explore and respond to their environment, natural phenomena and natural materials.  To use their senses.  To explore materials.  To talk about what they see using a wide vocabulary. | | To talk about what they see using a wide vocabulary.  To know that things can be used in different ways.  To talk about some of the things they have observed such as plants, animals and natural objects.  To talk about materials and changes they notice. | | To explore how things work.  To plant and care for seeds and plants.  To understand the life-cycle of a plant and animal.  To talk about materials and changes they notice.  To begin to understand the need to respect and care for the world.  To explore and talk and about different forces they can feel.  Uses all their senses in hands-on exploration of natural materials. Explores collections of materials with similar and/or different properties. Talks about what they see, using a wide vocabulary. Plants seeds and cares for growing plants. Understands the key features of the life cycle of a plant and an animal. Begins to understand the need to respect and care for the natural environment and all living things. Explores and talks about different forces they can feel. Talks about the differences between materials and changes they notice | |
| Vocabulary | Natural world, observe, observation, animal, plant, same, different, similarities, differences, environment, change, season, spring, summer, autumn, winter, weather, changes. | | | | | |
| **Expressive Arts and Design** | | | | | | |
| **Expressive Arts and Design- Taken from the Statutory framework for the early years foundation stage**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  We use Helicopter stories to enrich our storytelling skills and to also develop our performance skills. | | | | | | |
| Music Scheme- Charanga | Charanga: Me! | Charanga: My stories | Charanga: Everyone! | Charanga: Our World | Charanga: Big Bear Funk | Charanga: Reflect, Rewind, Replay |
| Being Imaginative and Expressive  Reception Progression of Skills | To experiment with different instruments and their sounds.  To talk about what they like/ don’t like about a particular piece of music.  To create pattens using body percussion. | To perform as part of the Nativity.  To join in with songs | To join in with whole school singing assemblies.  To move in time to music  To act out well known stories. | To create music using instruments. | To perform with greater confidence, moving in time to the music, singing or reciting poems. | 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. |
| Being Imaginative and Expressive  Nursery Progression of Skills | To respond emotionally and physically to music.  To move and dance to music.  To explore their voice.  To enjoy songs and rhymes.  To explore different sound makers.  To create sound effects and movements, e.g., the sound of a car.  To use words to describe sounds and  music.  To enjoy taking part in action songs. | | To make rhythmical and repetitive  sounds.  To enjoy taking part in action songs.  To move, sing and listen whilst playing instruments.  To listen with increased attention to sounds.  To enjoy songs and rhymes.  To explore different sound makers. | | To maybe create their own songs.  To sing loudly.  To ‘pitch match’.  To play a range of instruments with  increasing control, expressing their ideas and feelings/emotions.  To create sounds, movements and drawings to accompany stories.  Listens with increased attention to sounds.  Responds to what they have heard, expressing their thoughts and feelings.  Remembers and sings entire songs.  Sings the pitch of a tone sung by another person (‘pitch match’).  Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Creates their own songs or improvises a song around one they know.  Plays instruments with increasing control to express their feelings and  ideas. | |
| Vocabulary | Imaginative, imagination, singing, nursery rhyme, song, rhyme, poem, story, music, instrument. | | | | | |
| Creating with Materials  Reception Progression of Skills | To name colours.  To create simple representations of people and objects.  To explore different ways of joining materials.  To draw and colour with pencils and crayons.  To experiment with colour mixing.  To use colour for a particular purpose. | To create simple representations of people and objects. – adding more detail  To explore different ways of joining materials.  To draw and colour with pencils and crayons with more accuracy.  To experiment with colour mixing.  To use colour for a particular purpose. | To experiment with mark making tools such as pencils, pastel, chalks.  Artwork has more detail.  To explore a wider range of materials.  To continue to explore ways to join materials.  To colour mix with more accuracy.  To safely use materials (sewing). | To explain the process used ( bread making)  Artwork has more detail.  To explore a wider range of materials.  To continue to explore ways to join materials.  To colour mix with more accuracy. | To design and make models with purpose.  To share creations and talk about the process and evaluate their work.  To be able to identify colour, shape and texture.  To mix colours correctly.  To use a wider range of materials- paper mache, clay work | ELG: Creating with Materials Children at the expected level of development will: - 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. |
| Creating with Materials  Nursery Progression of Skills | To start to make marks intentionally.  To maybe give meaning to the marks they make.  To engage in pretend play.  To explore colours.  To create using small world and construction.  To show a range of emotions in their drawings. | | To use their senses to explore different materials.  To make simple models and talk about them.  To explore colours.  To take part in pretend play.  To create using small world and construction.  To join materials and explore textures.  To show a range of emotions in their drawings.  To explore colours and colour mixing.  To respond to their senses | | To begin to develop stories using small world and equipment.  To explore using 2D and 3D structures.  To freely explore different materials and think about how they may use them.  To develop their own ideas.  To create closed shapes with continuous lines.  To draw with increasing complexity and detail.  To use their drawings to represent  ideas like movements and loud noises.  To respond to their senses. | |
| Vocabulary | Material, tool, technique, colour, colour mixing, design, texture, creation, prop, roleplay, character, story, | | | | | |