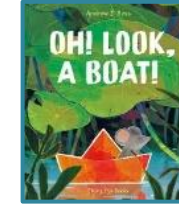
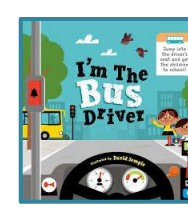
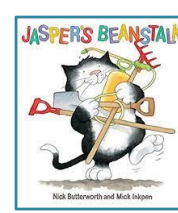
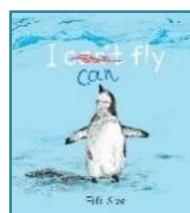
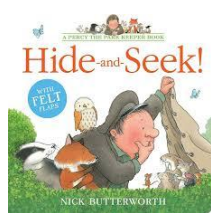
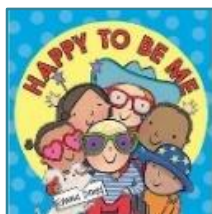
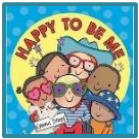
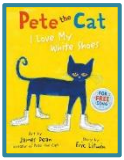
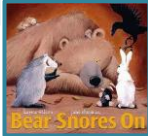
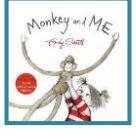
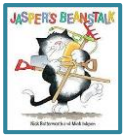
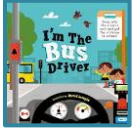
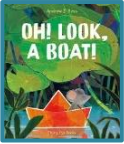


Saint Wilfrid's Catholic Primary School

Nursery Curriculum



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

EYFS: Nursery						
Sequenced Curriculum - 2025 to 2026						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Autumn / Celebrations	Animals in Cold Countries The wider world	Animals in Hot Countries The wider world	Life Cycles	Transport / Journeys (incl. fresh water)
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
Linked texts Fiction Non-fiction Traditional tales Diversity / Inclusion	Who are you? □ My Hair – Hannah Lee □ Baby Goes to Market □ A Handful of Buttons – Carmen Parets □ We All Belong – Nathalie Goss □ Amazing Me Sing – Carol Thompson □ The Gingerbread Man □ Wash Your Hands □ Colours – Percy the Park Keeper □ My First Body □ Busy Kittens □ The Babies and Doggies □ The Babies and Kitties □ Wind – Carol Thompson □ Kipper's Birthday	Amazing Me Music – Carol Thompson □ What can you see in Autumn □ Autumn – Allie Busby □ Wind – Carol Thompson □ Owl Babies □ Wind – Carol Thompson □ Busy Piggies □ Busy Baynard □ That's Not My Hedgehog □ Nativity	□ Winter – Allie Busby Polar Bear – What do you do to the Snowy Animals □ a Bear Hunt □ Amazing Me □ Curious about snow □ What's the weather? □ Busy Bear Cubs □ Why My Teeth □ Baby's First First Year □ Busy Chinese	▪ Busy Monkeys – John Schindel ▪ Busy Elephants – John Schindel ▪ Hang On Monkeys – National Geographic ▪ Five Little Monkeys Jumping on the bed – Eileen Christelow Little Why – Jonny Lambert ▪ Dear Zoo – Rod Campbell ▪ Have You Seen Elephant – David Barrow ▪ Roar! – Katherine Kerouli ▪ Are You Sleeping? Constanze Kitzing	Other Daisy Duck Books □ The Ugly Duckling □ Duck – Teresa Bellon □ The Very Busy Spider □ The Odd Egg □ Busy Chickens □ Summer – Allie Busby	□ The Train Ride □ Transport flip and flap book □ Duck in a Truck □ My mum is a Supermum □ My Mummy is a Firefighter □ Ten little superheroes □ Amazing Me Dress Up – Carol Thompson □ People who help us – Police □ People who help us – Fireman □ People who help us – Ambulance drivers
Key Poems See linked medium term plans	We can ... Michael Rosen		Snowflakes, Snowflakes Everywhere		Little Seed – Anon	

Linked rhymes / poems / songs	🚩 □ If You Are Happy and You Know It □ Head, Shoulders, Knees and Toes □ Two Little Eyes to Look Around □ Doctor Foster □ Ms Polly Had a Dolly □ I have a Pet – Super Simple □ When Cats Get up in the Morning – Super Simple □ Happy Birthday	🚩 Candles - <i>Here's a Little Poem</i> 🚩 Wide Eyed Owl – <i>This Little Puffin</i> □ One Little Owl □ I Can Sing a Rainbow □ Five Little Leaves □ Autumn Leaves are Falling Down □ Rain, Rain, go Away □ I Hear Thunder □ What's the weather? □ Christmas songs	🚩 Here We Go Round the Mulberry Bush 🚩 Little Robin Red Breast – <i>This Little Puffin</i> □ Five Little Penguins □ Row, Row, Row Your Boat □ Rub-a-Dub-Dub □ Five Little Fishes □ One, Two, Three Once I Caught a Fish Alive □ I Had a Little Turtle □ Five little snowmen □ I'm a little snowman □ Snowflake, Snowflake	🚩 The Bear Walked Over the Mountain – <i>Little Puffin</i> 🚩 Down in the Jungle Where Nobody Goes – <i>Little Puffin</i>	🚩 I Have a Little Spider – <i>Little Puffin</i> 🚩 <u>Five Little Flowers</u> □ Five Little Ducks □ I'm a Real Spring Chicken □ Chick, Chick, Chicken □ Five Little Birds □ Old McDonald Had a Farm □ Mr Sun □ Incy Wincy Spider 🚩	🚩 I Went Across the Street One Day – <i>Little Puffin</i> 🚩 <u>The Waves in the Sea</u> □ The Wheels on the Bus □ Five Little Flying Saucers □ John Brown Had Little Motor Car □ A Sailor Went to Sea □ Ten Little Firefighters □ Five Police Officers 🚩
Occupations	- Teachers - Doctor / Nurse - Dentist	- Fire Fighter - Park Keeper - Site Manager - Postal worker	- Cleaner - Vet - Zoo keeper	Shop keeper / assistant	- Gardener - Farmer	- Bus Driver - Lollipop person - Police - Taxi, train / train driver
Linked Role Play Indoors and outdoors Home corner / bike track	- H/C – Snack Time - B/T – Going to the Shops	- H/C – Bedtime - B/T – Posting a Card	- H/C – Wash & Clean - B/T – Animal Rescue	- H/C – Shopping - Outdoor Stage – Movement & Dance	- H/C – New Kittens - B/T – Car / Bike Wash	- H/C – Picnic Time - Nature Zone – Picnic Time

Trips/Visitors Enrichments	Visitor: ○ School nurse ○ Deacon Roy ○ Wigan Observer ○ Photographer Trip: ○ Walk around school grounds ○ Sensory walk ○ Shelia's Bench – Peace Garden	Experience: ○ Bread Making ○ School Christmas ○ Harvest vegetables ○ performances Visitor: ○ Percy the Park Keeper [tree planting] ○ School caretaker Trip: ○ Autumn walk – school grounds Walk - post box	Videos: ○ Penguins / sea creatures ○ Monterey Live Webcam Experience: ○ Making pancakes Trip: ○ Winter walk – school grounds	Experience: ○ A birthday party experience ○ Photograph Animal safari Trip: ○ Role play Safari- find the hidden animals ○	Experience: ○ Caterpillars Trip: ○ Spring walk ○ Minibeast hunt	Video: ○ Monterey Live webcam Visitor: ○ Police
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Special Events / Celebrations	School Events	School Events	School Events	School Events	School Events	School Events
	Birthdays Grandparents Day (3 rd October) School Events - Starting school - Birthdays - National Poetry Week - Black History Month - European Day of Languages - International Day of Peace - Recycle Week	Harvest Festival Nursery Rhyme week – 15 th November Bonfire Night Diwali – November National Tree Week (29 th Nov – 3 rd Dec) Hannukah Christmas School Events - National Nursery Rhyme Week - Guy Fawkes / Bonfire Night - Advent/ Christmas Time/ Nativity - Diwali - Hannukah - Remembrance Day - Road Safety - Children in Need - Inter- Faith week	National story telling week 31 st January Chinese New Year– 1 st Feb Holi – March School Events - World Religion Day - Chinese New Year - Shrove Tuesday - LENT - Children's Mental Health Week - Story Telling Week - Random Acts of Kindness Week - Internet Safety Day	World Book Day – 3 rd March Mother's Day – 27 th March British Science Week – 14 th March Eid-al-Fitr – 22 nd April Easter School Events - Easter - Mother's Day - Science Week - International Women's Day - World Book Day - Ramadan and Eid - Pentecost	Mental Health Awareness Week Father's Day – 19 th June School Events - World Refugee Day / week - RSE Day - Pride month - International Day of Friendship	Father's Day – 19 th June Wimbledon School Events - World Ocean's Day - World Music Day

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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

VOCABULARY: Learn and use new words through daily experiences, first hand experiences, rhymes, songs, poems, stories and simple non-fiction

Listening, Attention and Understanding

- **Pay attention** to one thing at a time:
 - One-to-one within daily routine
 - Multi-sensory Key Person group time [up to 10 mins]
- **Listen to & engage in short rhymes, songs & poems**
- **Listen to short stories: ... *join in, action***
 - Remember some key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Understand and follow a one-part instruction:**
 - Linked to daily routine
 - Key person or small group activity
- **Understand simple questions:**
 - Understand 'who', 'what' & 'where' questions
 - **Begin to** understand some 'why' questions

Listening, Attention and Understanding

- **Pay attention:**
 - Shift attention from one thing to another with a prompt
 - Multi-sensory group / guided activity [10 -15 mins]
 - **Begin to** listen to others in a small group
- **Listen to & engage in short rhymes, songs & poems**
- **Begin to listen to longer stories:**
 - Remember key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Begin to understand and follow a two-part instruction:**
 - Linked to daily routine
 - Small group / guided activity
- **Understand a wider range of questions:**
 - Understand 'who', 'what' & 'where' questions
 - Simple 'why' questions

Listening, Attention and Understanding

- **Pay attention:**
 - Shift attention from one thing to another with a prompt
 - Multi-sensory group / guided activity [approx. 15 mins]
 - Listen to others in a small group
 - In a wider variety of contexts e.g. story time in new YR class
- **Listen to & engage in a range of rhymes, songs & poems**
- **Listen to longer stories:**
 - Remember much of what happens e.g. key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Understand and follow a two-part instruction:**
 - Linked to daily routine
 - Small group / guided activity
- **Understand a wider range of questions:**
 - 'Who', 'what', 'where' and 'why' questions

Speaking

- **Use recently taught vocabulary**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - **Begin to** use different tenses
 - **Begin to** use longer sentences of 4/6 words
 - **Begin to** use a variety of sentence stems, *with support*
 - **Begin to** talk about own feelings, *with support...happy, sad*
 - **Begin to** start a conversation with an adult / friend
 - **Begin to** engage in short back-and-forth exchanges with familiar / key person, *in an area of interest*
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words ...*rhyme*
- **Begin to engage and talk about a familiar book [1-1]**
 - Comment on an illustration ...*picture*
 - Name favourite character / part ... *character / part*
 - **Begin to** express likes / dislikes
 - *With support*, use story language / vocabulary within small-world resources / role play
 - **Begin to** use songs or repeated refrains to retell a story
- **Begin to use talk to organise selves / play**

Speaking

- **Begin to use a wider range of vocabulary**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - Use different tenses [with correct use of regular tenses]
 - **Begin to** use regular plurals correctly
 - Use longer sentences of 4/6 words
 - Use a variety of sentence stems, *with support*
 - **Begin to** talk about own feelings ... *angry, worried*
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges with familiar person
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - **Begin to** use rhymes and songs in child-initiated learning
- **Engage and talk about a familiar book [1-1 / small group]**
 - Name and comment on events / characters
 - Express likes / dislikes
 - **Begin to** use story language / vocabulary independently within small-world resources / role play
 - **Begin to** retell a familiar story
 - **Begin to** make up / tell own story
- **Use talk to organise selves / play**

Speaking

- **Use a wider range of vocabulary, in a range of contexts**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - Use different tenses [with correct use of regular tenses]
 - Use regular plurals correctly
 - **Confidently** use longer sentences of 4/6 words
 - Use a variety of sentence stems, *with support*
 - **Begin to** join sentences with *and / because*
 - Talk about own feelings
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges with familiar person or friend, *for many turns*
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - Use rhymes and songs in child-initiated learning
- **Engage and talk about a familiar book [1-1 / small group]**
 - Comment on events / characters
 - Express likes / dislikes ... *I like ... because...*
 - Use story language / vocabulary independently within small-world resources / role play
 - Retell a longer familiar story
 - Make up / tell own story
- **Use talk to organise selves / play**

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters](#) *See also Past & Present: Chronology for Routine of the Day

Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> - Begin to label and express feelings, using: - Image / expression / single word / phrase ... <i>I am happy / sad.</i> - Begin to show awareness of how others might be feeling - With support, recover from a minor disappointment in a short period of time - Begin to understand daily routines & expectations, using visual prompts - Understand 'now' and 'next' - Begin to follow rules and understand why they are important - Accept and respond to 'no' from an adult - With support, wait for a short period of time - With support, wait for turn in small group activity [4 children] - Manage daily transitions e.g. parent to key person - With support, adjust to a change in plan without major distress	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> - Begin to talk about / express feelings, using new vocabulary: - Image / expression / single word / phrase ... <i>I am worried / angry.</i> - Show awareness of how others might be feeling and with support understand why - Begin to manage a minor disappointment in a short period of time - Understand daily routines & expectations, using visual prompts - With reminders, follow rules - Begin to understand why they are important - Wait for a short period of time - Begin to wait for turn in key person group activity - Adjust to a change in plan without major distress	Self-Regulation / Executive Function <i>[Including: Emotional Control, Response Inhibition & Flexibility]</i> - Talk about / express feelings, using new vocabulary and a range of simple phrases / sentences .. <i>I feel angry because...</i> - Show awareness of how others might be feeling and understand why - Wait for a short period of time in a range of contexts - Understand and begin to anticipate daily routines & expectations, using visual prompts - Follow rules [with fewer reminders] - Begin to talk about why they are important - Wait for turn in key person group - Begin to correct own mistakes
Managing Self <i>[Working Memory, Task Initiation, Planning & Prioritising / Organisation & Self-care]</i> - Begin to be independent within self-care routines: - Toileting / handwashing / snack time...<i>clean, flush, dentist</i> - Find own coat and wellies, begin to put on with support ... <i>push, pair, sleeve, hood, zip, button, velcro, inside out</i> - Begin to know ☐ some foods / drinks which are healthy / unhealthy ☐ the importance of tooth brushing and visiting the dentist - Begin to make some independent learning choices, following own interests - Use familiar resources independently - With support, prepare self for familiar activity - With support, explore new resources and try new activities - Begin to engage in sustained learning within activity of choice - With support, put toys / resources away in designated place - Follow a simple instruction / adult direction - Complete a short adult-led learning activity	Managing Self <i>[Working Memory, Task Initiation, Planning & Prioritising / Organisation & Self-care]</i> - Continue to develop independence within self-care routines: - Toileting / handwashing / snack time...<i>germs</i> - Find and put on own coat / wellies - Begin to make healthy choices about ☐ foods ☐ drinks ☐ dental health - Begin to understand the importance of being physically active / fit and spending time outdoors - Make some independent learning choices, following own interests - Prepare self for familiar activity e.g. put on apron to paint - Explore new resources and try new activities - Engage in sustained learning within activity of choice - With reminder, put toys / resources away in designated place - Begin to select & use activities & resources to achieve a set goal - Begin to plan & think ahead about what about they will do - With support, keep on trying when things are difficult - Begin to follow a two-part instruction e.g. in short task / routine of day	Managing Self <i>[Working Memory, Task Initiation, Planning & Prioritising / Organisation & Self-care]</i> - Increasingly independent within self-care routines: - Toileting / handwashing / snack time - Find and put on own coat / wellies / shoes / hat - Know hats / sunscreen are needed in hot weather - Make healthy choices about ☐ foods ☐ drinks ☐ dental health - Make some independent learning choices, following own interests: - Put toys / resources away in designated place - Select & use activities & resources to achieve a set goal - Begin to talk about, plan & think ahead about what about they will do - Confidently, explore new resources and try new activities - Keep on trying when things are difficult - Follow a two-part instruction e.g. in short task / routine of day - Begin to complete a weekly independent challenge
Building Relationships <i>[Relationship / Attachment, Emotional Understanding & Conflict Resolution]</i> - With support, celebrate and begin to talk about own likes, interests and achievements - Develop relationships with key person and peers in group: - Participate in short group activities / snack time - Ask key person for help when needed - Begin to share achievements with familiar adult - Seek help from an adult for a peer who is upset - Begin to recognise some actions can hurt the feelings of others - Begin to develop relationship with other familiar adults - Begin to play with one or more other children - Begin to listen to the ideas / wishes of others - Begin to respond to adult guidance to find solutions to conflicts - With support, take turns with resources / activities - Ask another child if they can play together - Look after other children's work / models	Building Relationships <i>[Relationship / Attachment, Emotional Understanding & Conflict Resolution]</i> - Celebrate and begin to talk about own likes, interests and achievements - Develop relationships with practitioners and peers across the setting: - Begin to develop a sense of responsibility & membership - With support, welcome new children - Share achievements with familiar adult - Recognise some actions can hurt the feelings of others - Play / learn with one or more other children: - Listen to the ideas / wishes of others - Begin to extend and elaborate play ideas - Begin to understand how to work with a partner - With support, respond to adult guidance to find solutions to conflicts: - With reminders, take turns with resources / activities - Begin to talk with others to solve conflicts - Begin to develop appropriate ways of being assertive	Building Relationships <i>[Relationship / Attachment, Emotional Understanding & Conflict Resolution]</i> - Celebrate and talk about own likes, interests and achievements and begin to recognise those of others - Become more outgoing with unfamiliar people, in the safe context of their setting. - Develop a sense of responsibility and membership - Show more confidence in new social situations e.g. <i>going into assembly, transitions to reception, school trip.</i> - Share achievements confidently with familiar adults / peers - Know some actions can hurt the feelings of others - Play / learn with one or more other children: - Listen and respond to the ideas / wishes of others - Extend and elaborate play ideas - Understand how to work with a partner - With support, find solutions to conflicts / rivalries - Take turns with resources / activities - Talk with others to solve conflicts. - Develop appropriate ways of being assertive
PHYSICAL DEVELOPMENT: ☐ Gross Motor Skills ☐ Fine Motor Skills Educational Programme: 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Autumn	Spring	Summer

Learning Priorities: [Linked to Development Matters](#)

*See also *Literacy: Writing*

Gross Motor Skills

- **Move body & develop core muscle strength:**
 - Explore how each *body* part can move ...*body, hand, feet, knees*
 - Use body to *move* in different ways... *wave, roll, wriggle*
 - *Begin to* use feet and knees to jump (learn to *bend* knees)
 - Enjoy moving and dancing to music
 - Wave arms / streamers / flags to make large movements
 - Mark-make on a large-scale □ draw lines *top to bottom* & left to right
 - *begin to* draw circles with anticlockwise motion
 - *With support*, attempt to put on own coat /apron
- **Travel / climb / balance:**
 - *Continue to* develop movement skills of *walking, running, crawling*
 - negotiate space □ adapt speed / direction to avoid obstacles
 - Climb steps, stairs or ramp using alternate feet
 - *Begin to* use both hands and alternate feet to climb
 - *With reminder*, know it is not safe to use climbing frame when wet
 - *Begin to* use basic balancing skills – *slow / arms*
 - *With support*, learn to stop when the music stops ...*stand still, freeze*
 - *Begin to* balance on low-level *obstacle course* using alternate feet
 - *Begin to* use feet to travel on scooter and pedals on tricycle
 - Keep on bike track, in right direction, stop or turn to avoid obstacle
 - Know that it is important to put on a helmet if using a balance bike
- **Ball skills / games:**
 - *Begin to* develop ball skills: □ throw □ roll □ kick
 - *Begin to* roll a ball to a partner
 - *Begin to* throw / catch bean bags
 - *Begin to* aim / throw a bean bag at / into a target
- **Tools / Resources**
 - *Begin to* use different tools with control and purpose □ jugs to fill and pour □ paintbrush □ brush to sweep □ spade to dig

Gross Motor Skills

- **Move body & develop core muscle strength:**
 - Use feet and knees to jump (learn to *bend* knees)
 - *Begin to* move to the beat of music
 - *Begin to* follow a short sequence / pattern of movements related to music and rhythm e.g. within action rhyme or short dance
 - Make large circular and linear movements with streamers
 - Mark-make on a large-scale & draw anticlockwise circles
 - *With support*, put on own coat /apron
- **Travel / climb / balance:**
 - *Begin to* learn to skip and hop
 - Use both hands and alternate feet to climb
 - Know it is not safe to use climbing frame when wet
 - *With reminder*, use basic balancing skills
 - Stop when the music stops and *begin to* stand still / balance
 - *With support*, match physical skills to task on obstacle course
 - Use feet to travel on scooter and pedal tricycle
 - Ride carefully and appropriate speed
 - *Begin to* steer with greater control to avoid obstacles
 - Remember to put on helmet when using a balance bike
- **Ball skills / games:**
 - *Continue to* develop ball skills: □ throw □ roll □ kick
 - Roll a ball to a partner
 - Throw / catch bean bags and *begin to* throw / catch large, soft ball
 - Aim / throw a beanbag into / at a target
 - *Begin to* take part in a simple adult-led, team game
- **Tools / Resources**
 - *Begin to* choose the right resource to carry out their plan e.g. spade to dig larger hole
 - *Begin to* collaborate with others to *carry* a larger item

Gross Motor Skills

- **Move body & develop core muscle strength:**
 - Move to the beat of music
 - Freeze / hold a pose on one leg e.g. when music stops
 - Use and remember a simple sequence / pattern of movements related to music / rhythm
 - *Continue to* make large circular / linear movements with streamers
 - *Continue to* mark-make on a large-scale □ draw lines *top to bottom* & left to right *confidently* □ draw circles with anticlockwise motion
 - Put on own coat /apron independently
- **Travel / climb / balance:**
 - *Continue to* develop movement skills of *walking, running, crawling, jumping, skipping and hopping*
 - Anticipate movement, direction and speed to negotiate space
 - Climb safely with growing independence
 - Use basic balancing skills
 - Match physical skills to task on obstacle course
 - *Steer* bike with greater control to keep on bike track / avoid obstacles
- **Ball skills / games:**
 - *Continue to* develop ball skills: □ throw □ roll □ kick
 - Roll a ball to a partner with greater accuracy
 - Throw / catch bean bags and *begin to* throw / catch large, soft ball
 - Aim / throw a beanbag or ball at a target with some control
 - Take part in a simple adult-led, team game
 - Make up own game to play with friend/s
- **Tools / Resources**
 - Choose the right resource to carry out their plan e.g. spade to dig larger hole
 - Collaborate with others to *carry* a larger item

Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
 - *Begin to* use a wide range of one -handed tools within provision □ *pour / fill □ stir / mix □ roll □ paint / draw*
 - *Begin to* use a knife and fork
 - *Begin to* show a **preference for a dominant hand**
- **Fine motor strength and manipulation**
 - Engage in a variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation
- **Mark-make / draw / write** [linked to Beery Shapes]
 - *Begin to develop* a comfortable pencil grip
 - *With support*, attempt a tripod grip
 - Draw vertical / horizontal lines (top to bottom / left to right)
 - *Begin to* draw circular shape with anticlockwise movement [start top right of circle]

Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
 - Use a wide range of tools within provision
 - Use a knife and fork
 - Show a preference for a dominant hand when using tools
 - Show a **preference for a dominant hand**
- **Fine motor strength and manipulation**
 - *Continue to* engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation
- **Mark-make / draw / write** [linked to Beery Shapes]
 - *Continue to develop* a comfortable pencil grip
 - *Begin to* use a tripod grip [in most cases]
 - Draw a circle with anticlockwise movement [start top right of circle]
 - *Begin to* form a horizontal / vertical cross +

Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD)

- **Using tools / materials**
 - Use a wide range of tools within provision *with increasing control*
 - Use a knife and fork *independently*
- **Fine motor strength and manipulation**
 - *Continue to* engage in a wide variety of activities to develop □ fine motor strength □ thumb opposition □ pincer grip □ hand arches □ in-hand manipulation
- **Mark-make / draw / write** [linked to Beery Shapes]
 - *Continue to develop* a comfortable pencil grip
 - Use a tripod grip [in most cases]
 - *Begin to* form a square / rectangular shape

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters](#)

* See also [Communication & Language / Foundational Phonics Overview](#)

Reading: Comprehension / Word Reading

- **Begin to develop a love of books**
 - Listen to & enjoy a variety of stories / non-fiction, rhymes, poems
 - Look at books independently [demonstrating CAP]
 - Join in with rhymes / songs
- **Know how print and books work [Concepts about Print / CAP]**
 - Hold a book the correct way up ...*hold*
 - Turn pages in a book, one at a time, *front to back*
 - **Begin to** learn that in English text is read from left to right
 - Identify the difference between illustrations and text ...*picture, words*
- Develop **comprehension** skills:
 - Listen to short stories
 - Remember & name some key events / character names...*character*
 - Anticipate some familiar words
 - Join in with repeated refrains ... *join in*
 - Join in with simple text retelling using *action*
 - **Begin to** engage and talk about a familiar book [1-1] □ comment on an illustration ...*picture* □ **begin to** express likes / dislikes
 - **With support**, use story language / vocabulary within play
 - **Begin to** use songs or repeated refrains to retell a story
- **Begin to develop phonological awareness** - listen to & talk about sounds:
 - **Environmental sounds, instrumental sounds, body percussion** □ discriminate between two different sounds □ **begin to** match to the source □ imitate / copy / join in with sound
 - **Rhyme** □ **begin to** develop awareness of rhyming words □ **begin to** fill in rhyming words within familiar song / rhyme
 - **Rhythm** □ **begin to** make & copy simple repeated rhythm
 - **Alliteration**: □ **with support**, reproduce initial phoneme clearly □ **begin to** discriminate between two different phonemes □ **begin to** hear initial phoneme in own name & recognise some words with same initial phoneme
 - **Voice sounds**: □ explore and copy a range of voice sounds □ **begin to** discriminate between two different voice sounds □ join in with familiar songs and stories
- **Begin to read / recognise own name**: □ with visual support □ without visual prompt □ **begin to** recognise in a variety of contexts
- **Begin to recognise some familiar logos**

Reading: Comprehension / Word Reading

- **Continue to develop a love of books**
 - **Begin to** listen to longer stories
 - Look at books independently [demonstrate CAP]
- **Know how print and books work [Concepts about Print / CAP]**
 - **Begin to** understand that print carries meaning
 - Understand that in English text is read from left to right
 - **Begin to** follow print □ know where to start reading □ follow 1-1
 - **Begin to** understand the difference between a word and a letter
 - **Begin to** name different parts of a book ... *front, back, title, author*
- Develop **comprehension** skills:
 - Remember key events / character names
 - Join in with repeated refrains & simple text retelling using actions
 - Answer literal questions, about what has been read, with a relevant comment, extending answer to more than one word
 - Predict what might happen next, including the ending
 - **Begin to** understand story structure - 'beginning / end'
 - Use story language, vocab & storyline in independent play
 - Re-tell a familiar short story
- **Continue to develop phonological awareness** - listen to, recall sequence & talk about sounds:
 - **Environmental sounds, instrumental sounds, body percussion** □ discriminate between two similar sounds □ **begin to** discriminate / talk about volume of sounds
 - **Rhyme** □ develop awareness of rhyming words □ **begin to** spot and suggest rhyming words
 - **Rhythm** □ make & copy simple repeated rhythm
 - **Alliteration**: □ **begin to** discriminate between two similar phonemes □ hear initial phoneme in own name □ **begin to** match words with same initial phoneme
 - **Voice sounds**: □ **begin to** discriminate between two similar voice sounds □ discriminate and copy volume and pitch □ **begin to** develop awareness of syllables
 - **Oral blending / segmenting**: □ **begin to** identify different phonemes in a words □ **begin to** orally blend / segment VC & CVC words (with emphasis on blending skills)
- **Read own name** □ without visual prompt □ in a variety of contexts
- **Recognise some familiar and new logos**

Reading: Comprehension / Word Reading

- **Continue to develop a love of books**
 - Enjoy listening to longer stories
 - Look at books independently [demonstrate CAP]
- **Know how print and books work [Concepts about Print / CAP]**
 - Understand that print carries meaning and has different purposes
 - Understand that in English text is read from left to right
 - Follow print □ know where to start reading □ follow 1-1 □ **begin to** understand that text is read from top to bottom [include return sweep]
 - Understand the difference between a word and a letter
 - Name different parts of a book ... *illustrator*
- Develop **comprehension** skills:
 - **Begin to** talk about key events / character names
 - Join in with repeated refrains & simple text retelling using actions
 - **Begin to** answer a wider range of questions
 - Predict what might happen next, including in the middle / end
 - **Begin to** understand & talk about story structure - 'beg / middle / end'
 - Use story language/vocab / storyline confidently in independent play
 - Re-tell a familiar short story & **begin to** add some detail
- **Further develop phonological awareness** - listen to, recall sequence & talk about sounds:
 - **Environmental sounds, instrumental sounds, body percussion** □ recall and copy a short sequence of sounds □ discriminate / talk about volume and tempo (speed) of sounds
 - **Rhyme** □ spot and suggest rhyming words
 - **Rhythm** □ clap syllables in words
 - **Alliteration**: □ discriminate between two similar phonemes □ match words with same initial phoneme
 - **Voice sounds**: □ discriminate between two similar voice sounds □ discriminate and copy volume and pitch
 - **Oral blending & segmenting**: □ identify different phonemes in a words □ orally blend / segment VC & CVC words
- **Read own name** □ without visual prompt □ in a variety of contexts □ **begin to** recognise letters from own name in texts and environmental print

Writing: Composition and Transcription

- **Fine motor / mark-making**: [linked to Beery Shapes]
 - **Begin to use** a comfortable pencil grip with some control
 - **With support**, attempt a tripod grip
 - Draw vertical / horizontal lines (top to bottom / left to right)
 - **Begin to** draw circular shape with anticlockwise movement
- **Begin to learn to write own name**:
 - Make a mark to represent name
 - Write first letter of name
- **Begin to understand that own marks represent something**
 - Point to, talk about / orally label marks
 - **Begin to** use marks to represent other words
- **Begin to orally compose**: □ label □ two-word phrase

Writing: Composition and Transcription

- **Fine motor / mark-making**: [linked to Beery Shapes]
 - Use a comfortable pencil grip with some control & attempt tripod grip
 - Draw circle with anticlockwise movement [start top right of circle]
 - **Begin to** form a horizontal/ vertical cross +
- **Begin to write own name with some recognisable letters**, focusing on:
 - direction of print □ sequence of letters □ letter formation
- **Engage in early writing**:
 - Use some symbolic shapes
 - **Begin to** use some print and letter knowledge (from name)
 - Ascribe meaning
- **Mark-make for a purpose, including in role play**
- **Begin to break the flow of speech into words**: □ develop oral rehearsal □ develop memory, holding a word / caption to write □ dictate to an adult

Writing: Composition and Transcription

- **Fine motor / mark-making**: [linked to Beery Shapes]
 - Use a comfortable pencil grip with some control & attempt tripod grip
 - Form a horizontal/ vertical cross +
 - **Begin to** form a rectangular shape e.g. square
- **Write some or all of name, with some letters formed correctly**
- **Engage in early writing**:
 - Use some print and letter knowledge (from name)
 - Ascribe meaning
- **Mark-make for a purpose, including in role play**
 - Point to, talk about / orally label marks
- **Continue to break the flow of speech into words**: □ develop oral rehearsal □ develop memory, holding a word / caption to write □ dictate to an adult what they want to write

MATHEMATICS: □ Number □ Numerical Pattern

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
Learning Priorities: * See White Rose Curriculum		
Comparison - Collect objects to compare amounts ... <i>more, fewer, lots, more</i> - Make simple comparison of amounts - Look for collections of large and small amounts...large, small - Compare and talk about large and small amounts - Make large, small and the <i>same</i> collections Shape, Space & Measure - Explore and play with shapes - Show interest in simple differences between shapes ... <i>big / bigger, small / smaller</i> - Put shapes and blocks into position - Select shapes for a reason - Find and collect objects for a purpose - Begin to explore and describe natural shapes and objects Pattern ... <i>pattern, again, after</i> - Listen to and begin to join in with repeating songs and stories - Join in with repeated words and actions in songs / stories - Sing some refrains independently - Clap along to songs - Make line patterns with own sequences - Choose blocks to build roads and towers - Have sense of daily <i>routine</i>, say what happens <i>next</i> - Make arrangements in art Number / counting ... <i>point, count, number, action, sound, how many?</i> - Hear and join in saying some number names - Practise saying number names in order - Join in stable order – counting forwards and backwards - Use numbers 1-3 in play - Copy sequence and fingers to represent to 1-3 - Begin to count actions - Say number name s in order - Begin to recognise that anything can be counted - Subitise 1 - Notice images in books - Respond, recognise, copy and point to 1,2,3 objects - Recognise 1,2,3 in well-known tales	Comparison - Notice and make two collections when objects are the same - Recognise two collections are the same, using large and small objects - Sort and talk about their collections Shape, Space & Measure ...<i>shape, piece, same, different</i> - Respond to simple language of position ...<i>in, out, on, under</i> - Arrange blocks in a chosen position - Select shapes for a space ...<i>fit</i> - Recognise when two objects are the same shape - Explore and describe shapes and objects .. <i>curvy, pointy, round, flat</i> - Sort shapes and objects into simple categories - Explore shape resources - Explore more complex jigsaws - Talk about and move into simple positions - Move through positions<i>in front, behind, through, between</i> - Follow simple small world routines - Match simple shapes - Push some shapes and blocks together - Make and talk about arrangements of shapes - Follow simple routes outside Pattern - Explain simple pattern arrangements - Make roads and bridges with intent - Choose blocks to copy simple creations - Make simple line patterns with objects - Show an interest in patterns and shapes Number / counting - Copy fingers to <i>show</i> me 1,2,3...<i>subitise</i> - Show finger when seeing 1-3 item in story - Show 1,2,3 - Make actions when saying counting words - Move fingers when saying counting words - Count out up to 3 objects from rhyme - Notice number symbols as labels - Label amounts as 1,2,3 - Choose a group to count <i>Take</i> out 2 or 3 from a group □ Give others 2 or 3 items .. <i>give</i> - Count 3 objects with 1-1 correspondence ...<i>There are...</i> - Become familiar with dot patterns □ say when there are 1,2,3 dots - Recognise 1,2,3 in different arrangements	<i>Waiting for White to publish final materials</i> Comparison - Block 24 Shape, Space & Measure - Block 18 Pattern - Block 17 - Block 19 - Block 22 Number / counting - Block 20 - Block 21 - Block 23

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters * See also <i>Occupations in People Cultures & Communities (below)</i>		
Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> - Begin to use and understand a now / next board to follow the daily routine...<i>now, next, lunchtime, home time, today</i> - Begin to predict what might happen next in the day. [e.g. after lunch we go outside] - Begin to understand daytime / nighttime. Know □ most of the day is light / most of the night is dark □ in the daytime we get out of bed and go to school and at nighttime the moon and stars come out and we go to sleep...<i>day, night</i> - Begin to understand that some days are different from others e.g. their birthdays / key festivals are not celebrated every day...<i>birthday</i> - Begin to understand a simple sequence of events to complete an activity. [e.g. put a coat on to go outside] - Begin to develop an awareness of <i>autumn</i>. - Know that in Autumn, the leaves fall off the tree and they might need to wear some warmer clothes. Own life story and family history - Begin to make sense of their own life story and family history. - Begin to understand that they were once a baby / toddler - Begin to understand some of the ways they have changed since they were a baby ... <i>baby, new, grow, change, big, little</i> - Begin to talk about who lives in their house ... <i>live, house, home</i> - Begin to develop an awareness about different types of families ...<i>family, mum, dad, brother, sister, photograph</i> - Begin to share / remember something personal that has happened in the past [e.g. something they did at the weekend or when a family member came to visit]	Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> - Begin to understand and follow the daily routine with the use of a visual timetable - Begin to name some days of the week ...<i>names of days</i> - Begin to understand the difference between <i>morning/ afternoon</i> [e.g. <i>In the morning, we...</i> have breakfast and get dressed / have snack time etc. <i>In the afternoon, we...</i> have had lunch / go home from school / have story time etc.] - Continue to show awareness that there is a sequence of events to complete an activity, with less prompting from an adult. - Begin to understand vocabulary to describe the order of events in time <i>before, later, next and after</i>. - Begin to understand some vocabulary to describe duration [e.g. a <i>short</i> or <i>long</i> story] - Begin to use timers for turn taking [e.g. when on the bike track, the use of a timer to let the children know when it is time to swap over]. - Begin to develop an awareness of <i>winter / spring</i> [e.g. How is winter / spring different to Autumn? What did we see on a seasonal walk? What do we wear in Winter/Spring? How has this changed?] Own life story and family history - Begin to make sense of their own life story and family history: - Continue to develop an awareness of themselves – as baby / child - Talk about who is in their family ...<i>grandma, grandad, old, young</i> - Begin to talk about <i>old</i> and <i>new</i> things e.g. clothes / toys - Begin to remember and talk about something personal that has happened in the past [e.g. Christmas, holiday or when their teacher visited them at home]	Past and Present / foundational history Chronology <i>The Big Picture of Events Across Time / Sequence / Duration / Sense of Period</i> - 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 [e.g. Forest school on Wednesday] ... <i>yesterday, tomorrow</i> - Begin to recite days of the week ...<i>names of days</i> - Understand and begin to predict what might happen in the <i>morning / afternoon</i>. - Understand that there is a sequence of events to complete an activity [e.g. apron on for painting, wash hands before eating snack] - Begin to sequence story illustrations into <i>beginning / middle / end</i> - Begin to use vocabulary to describe the order of events in time... <i>before, later, next, after</i>. - Begin to use some vocabulary to describe duration [e.g. a <i>shorter</i> or <i>longer</i> story / song] Own life story and family history - Begin to make sense of their own life story and family history. - With support, place two photographs of themselves in order of age and begin to talk about when they were <i>younger</i>. - Continue to talk about <i>old</i> and <i>new</i> things e.g. toys / books - Remember and talk about something that has happened in the past. [e.g. a holiday, a family party, bonfire night, school holidays] - Begin to develop an awareness of an important past nursery / school events [e.g. when they fell over, when they went on a trip, when they did the nativity] - Begin to compare past events / experiences [e.g. autumn and summer walk] Figures / characters, settings and events from the past - Begin to develop an awareness of characters, events and settings from the past through nursery rhymes [e.g. Learn Polly Put the Kettle On – and begin to understand that Polly put the kettle on a fire to make the water hot] ... <i>a long time ago</i>

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
My family and community Awareness of self and others ▪ Begin to develop an awareness of self and others: - Begin to demonstrate an awareness and appreciation of their own physical features & how they are different / same as others ...<i>body parts</i> - Identify own likes / dislikes and begin to be aware of those of others My family & other families ▪ Begin to make connections between the features of their family and others: - Talk about their own family ...<i>mum, dad, sister, brother, baby</i> - Listen to others as they talk about their family - Begin to develop an awareness of different types of families [similarities / differences] Friendship ▪ Begin to develop friendships: - Name friend/s - Begin to play with one or more friends Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Begin to talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Begin to develop an awareness of special times / events / celebrations through <i>birthdays, Christmas, Diwali, Bonfire Night etc.</i> Occupations ▪ Begin to show an interest in different occupations: ☐ <i>teacher</i> ☐ <i>doctor / nurse</i> ☐ <i>dentist</i> ☐ <i>fire fighter</i> ☐ <i>park keeper</i> ☐ <i>site manager</i> ▪ Begin to talk about some familiar occupations e.g. <i>jobs parents may do, past experiences at the doctors etc..... job, help, kind</i> ▪ Know that a dentist can help us to look after our teeth Local environment ▪ Become familiar with some setting / school spaces: - Name and know the purposes of some different spaces ...<i>toilet, dining hall, classroom, names of workshop areas / learning zones</i> ▪ Begin to talk about where they live, including rooms in their home... <i>bedroom, kitchen, bathroom/toilet, garden</i> ▪ Walk to and talk about the local post box ...<i>post / post box, letter</i> Other countries ▪ Begin to share own / family experiences of visiting different countries	My family and community Awareness of self and others ▪ Continue to develop an awareness of self and others: - Begin to talk about things they can do or enjoy doing - Begin to talk about own likes / dislikes and listen to those of others ... <i>I like / don't like</i> - Begin to demonstrate a positive attitude about similarities and differences between themselves and others My family & other families ▪ Begin to make connections between the features of their family and others: - Begin to talk about and share family events - Develop an awareness of different types of families [similarities / differences] Friendship ▪ Begin to play collaboratively with friend /s Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Continue to develop an awareness of, and begin to talk about special times / events / celebrations through <i>birthdays, Chinese New Year, Pancake Tuesday, Ramadan, Eid, Easter, Passover, Holi etc.</i> Occupations ▪ Begin to show an interest in different occupations: ☐ <i>cleaner</i> ☐ <i>shop keeper</i> ☐ <i>vet</i> Local environment ▪ Visit and talk about the local park on a 'winter walk' - <i>What can / did we see, touch, smell, hear?</i> ▪ Begin to understand names of places / features from stories/ rhymes ... <i>cave, jungle, rainforest</i> Other countries ▪ Continue to share own / family experiences of visiting different countries	My family and community Awareness of self and others ▪ Continue to develop an awareness of self and others: - Talk about things they can do or enjoy doing - Begin to talk about likes / dislikes of themselves & others ... <i>We like</i> - Continue to demonstrate a positive attitude about similarities and differences between themselves and others My family & other families ▪ Begin to make connections between the features of their family & others: - Continue to talk about and share family events and begin to listen to those of others - Begin to talk about different types of families [similarities / differences] Friendship ▪ Play collaboratively with a friend Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Continue to talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Continue to develop an awareness of, and talk about special times / events / celebrations through <i>birthdays, Eid, sports day, nursery trip, summer fair</i> ▪ Begin to talk about places they go with their families, which are special to them e.g. <i>park, grandma's, holidays</i> Occupations ▪ Begin to show an interest in different occupations: ☐ <i>gardener</i> ☐ <i>farmer</i> ☐ <i>bus / taxi / train driver, sailor</i> Local environment and beyond ▪ Visit and talk about the larger school grounds on 'spring / summer walk' ▪ Find familiar spaces on a school walk e.g. reception classroom /s, hall for lunch, <i>playground</i> for drop off and pick up, <i>library</i> etc. ▪ Begin to talk about /share some of the places / things they pass on the journey to from school ▪ Begin to understand names of places / features from stories <i>farm, garden, bus station, river, sea, beach, rocks, hill</i> ▪ Name different types of transport ...<i>bus, boat, car, bike, aeroplane, tractor, digger, lorry, train, truck,</i> Other countries ▪ Know that there are different countries in the world

UNDERSTANDING THE WORLD □ Natural World [Foundational Science and Physical Geography]

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters

Living things – animals (including humans) and plants My body - Name some body parts and begin to understand what different body parts are used for [including the five senses] ...<i>head, face, neck, teeth, eyes, nose, mouth, ears, knees, toes, legs, arms, hear, smell, taste, see, feel / touch</i> Begin to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger Animals and plants Begin to develop awareness of animals and plants in their local environment: - Know the names of some wild and domestic animals they can see in their local environment <i>e.g. bird, dog, cat, slugs, snails, spider</i> - Know the names of woodland animals / plants from familiar / focused texts <i>e.g. owl, hedgehog, butterfly, flower, tree, moth, mole, rabbit, squirrel, badger, mouse/mice, frog</i> - Know some animals <i>sleep</i> in the <i>day</i> and are <i>awake</i> at <i>night</i>. Begin to understand the need to respect and care for the natural environment and all living things: - Handle living things with care ...<i>gentle, carefully</i> - Know that they must only collect fallen natural objects Natural environment - Explore and talk about the Nursery Growing Area Begin to talk about different settings through focus texts: □ woodland, Percy the Park Keeper Hide and Seek / Wow! Said the Owl - Taking care of the environment Begin to understand the importance of putting litter in the bin. Begin to help to recycle paper / card, food / compost Seasons / natural phenomena Begin to talk about what they see, including the weather, using vocabulary such as ...<i>rain, sun, wind, ice</i> Begin to develop an understanding of different clothing needed to go outside in <i>cold, wet, dry weather, warm</i> Begin to develop an awareness of seasons ...<i>autumn / winter</i> - Know that some leaves change colour in the autumn - Talk about the different colours of leaves <i>e.g. from autumn walk</i> Begin to understand what a <i>rainbow</i> looks like and name the colours (linked focused text) ...<i>red, orange, yellow, blue, green</i> Materials / processes Begin to use senses to explore / sort [e.g. by colour, texture and shape] ...<i>touch / feel, smell, see, hear / listen</i> Begin to talk about seasonal natural resources ...<i>leaves, conker, pinecones, twigs</i>	Living things – animals (including humans) and plants My body - Continue to name some body parts and begin to understand how they help movement [e.g. bending knees to help jumping] Continue to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger Animals Begin to name animal body parts (linked to focused texts) ...<i>leg, tail, wing, beak, body, feathers, fur</i> Begin to name some other wild animals, living in the UK and in different parts of the world (from focused texts) ...<i>penguin, bear, hare, monkey, elephant, kangaroo, bat, lion, leopard, zebra, hippopotamus</i> Begin to understand some animals sleep through the winter (linked to focused text) Begin to know and imitate animal movements and sounds Begin to explore and talk about different animal habitats: Begin to understand some animals live in hotter or colder places in the world Begin to name some animals that live in colder / hotter places Begin to develop an awareness that different birds make different sounds.. <i>song, common bird names e.g. owl, hen, duck</i> Continue to develop their understanding of the need to respect and care for all living things. Begin to know that they need to be quiet / still so that they don't frighten the birds away - Understand why they should only collect fallen natural objects Natural environment Continue to explore and talk about the Nursery Growing Area Begin to talk about different settings through focus texts: □ polar, I can fly □ jungle / rainforest, Jungle Jamboree - Taking care of the environment Continue to understand the importance of putting litter in the bin. Continue to help to recycle paper / card, food / compost Seasons / natural phenomena Begin to talk about what they see, including the weather, using vocabulary such as ...<i>ice, snow, frost</i> Continue to develop an understanding of different clothing needed to go outside in winter / spring Begin to develop an awareness of seasons ...<i>winter / spring</i> - Know that winter can be very cold and sometimes it snows, or the puddles turn to ice - Know that in Spring leaves and flowers start to grow quicker Begin to understand that in winter there is less food around for wild animals to eat and we can help by feeding the birds Materials / processes Continue to use senses in hands on exploration of natural materials ...<i>listen, smell, see, hear</i> Begin to develop an awareness of what happens to water when it is very cold ...<i>freeze, melt, ice / water, frost, hot, warm</i>	Living things – animals (including humans) and plants My body - Continue to name some body parts and begin to understand how they help movement [e.g. bending knees to help jumping] Continue to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger. Begin to understand that they will eventually grow into adult [e.g. like mum and dad]. Animals Begin to understand some key features of the life cycle of an animal: - Develop an awareness of the life cycle of a hen / chick ... <i>egg, chicken hen, hatch, lay</i> - Know some animals hatch from eggs Begin to name some baby animals and match to mother <i>eg. chick, kitten, puppy</i> - Recognise, name & know the sounds of common farm animals ...<i>cow, pig, sheep, dog, horse, hen, duck</i> Begin to learn how to handle animals gently ... <i>kind, look after, hold</i> Plants - Plant seeds & care for growing plants ...<i>plant, seed, grow, leaf, soil, water, dig</i> Begin to understand some key features of the life cycle of a plant - Know plants grow from seeds & need water to grow ... <i>water (as a verb), watering can</i> Begin to talk about changes they notice when the seed / plant is growing Begin to understand / observe - the different sizes, shapes & colours of seed, leaf and flower Begin to know how to handle plants gently / with care Natural environment Continue to explore and talk about the Nursery Growing Area Begin to talk about different settings through focus texts: □ garden, Jasper's Beanstalk □ farm / countryside, It's Mine □ city, I'm a Bus Driver □ river / sea, Oh! Look a Boat! Continue to understand the importance of putting litter in the bin. Continue to help to recycle paper / card, food / compost Seasons / natural phenomena Begin to talk about what they see, including the weather, using a range of vocabulary such as ...<i>sun, sunny, hot, windy, warm</i> Begin to develop an awareness of seasons ... <i>spring / summer</i> - Know that in summer the weather can be hot Begin to develop an understanding of different clothing needed to go outside in summer: Begin to understand how to keep cool when it is hot Begin to understand how to protect skin from the sun <i>e.g. wear a hat / sunscreen, spend time in the shade ... hat, cool, sunscreen, burn, shade</i> Materials / processes Continue to explore collections of materials with similar and/or different properties, using senses ... <i>same, different</i> - Spring / summer collection ... <i>leaves, flowers, twigs</i> Begin to explore and describe clay ... <i>hard, soft, wet, dry</i> Begin to develop an awareness that objects can get <i>hot / warm / melt</i> in the <i>sun</i> Begin to understand that some materials <i>sink</i> and some <i>float</i> How things work Begin to explore and talk about different forces they can feel: Begin to understand that objects can be moved by pushing and pulling ... <i>push, pull, forward, back / backward, turn</i> - Explore and investigate a variety of vehicles and other moving toys <i>move</i>
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EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive [Foundational Art and D&T]

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters](#)

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive

Art & Design

Focus Artist: □ ... [painter]

Drawing & painting

- Explore mark-making:
 - As early gestures of drawing (e.g. *making horizontal lines, circular marks*) - See PD: [Fine Motor & Literacy: Writing](#)
 - In a variety of contexts (e.g. *scribbles in response to music*)
- Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker.
 - On a large and small scale
- Choose and explore a variety of colour medium, colour mixing on a variety of surfaces. ...[colour names](#)

Printing

- Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold...[print, stamp](#)
 - Explore printing with thumbs / fingers & natural objects

3D Art (modelling & sculpture)

* [Begin to explore and create with a purpose. Orally label / name model.](#)

- Construction:
 - [Begin to](#) use a variety of construction resources to [join / stack](#)
- Clay/Playdough:
 - Explore properties e.g. [poke, pull, pinch, squeeze, pat.](#)
- Loose Parts:
 - Explore properties of different objects /materials: moving, combining, lining up and stacking...[connect,](#)

Collage

- Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ...[stick, glue, paste](#)
 - Explore use of natural resources and a variety of textures and colours of paper
 - [Begin to](#) apply glue to stick materials together
 - [Begin to](#) use tearing and scissors to cut paper

Food Activities

- [Begin to](#) participate in small group food tasting, preparing and baking activities
 - Follow a simple one-part instruction
 - [Begin to](#) develop understanding of basic hygiene e.g. how to □ wash their hands □ put on an apron □ keep hands / food clean and germ free
 - [Begin to](#) develop understanding of how they can keep safe e.g. from things that are hot or sharp
 - Use senses to explore food and [begin to](#) talk about their observations
 - [Begin to](#) talk about foods and drinks which are healthy / unhealthy
 - [Begin to](#) name some utensils / processes / foods – experienced

Art & Design

Focus Artist: □ ... [sculptor]

Drawing & painting

- Use mark-making to:
 - 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, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control.
 - On a large and small scale
 - Use a variety of thickness of brush / mark-makers
- Explore mixing colours, begin to talk about / name colours and observe the changes...[mix/mixing](#)

Printing

- Explore with natural & humanmade objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated.
 - Explore printing with different shaped objects

3D Art (modelling & sculpture)

* [Explore and create with a purpose. Orally label / name model. \[Begin to\]\(#\) talk about what they have made.](#)

- Construction:
 - Use variety of construction resources to join, stack & [balance](#)
 - [Begin to](#) work with a partner
 - [Begin to](#) work as part of a small group to build on a larger-scale outdoor
- Clay/Playdough:
 - Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to [roll sausages](#) and [ball shapes.](#)
- Loose Parts:
 - Begin to use selected parts to create simple constructions and models. Use simple tools to [join, fix, cut, snip](#) etc.

Collage

- [Begin to](#) use tools to help fix, join and cut. [Begin to](#) affect change on materials e.g. [crumpling, tearing, cutting.](#)
 - Explore use of cloth scraps, wool, buttons etc
 - Apply glue to stick materials together
 - [Begin to](#) use scissors to cut fabric and wool

Food Activities

- Participate in small group food tasting, preparing & baking activities:
 - [Begin to](#) follow a simple two-part instruction
 - Develop understanding of basic hygiene e.g. how to □ wash their hands □ put on an apron □ keep hands / food clean and germ free
 - [Continue to](#) develop understanding of how they can keep safe e.g. from things that are hot or sharp
 - [Continue to](#) use senses to explore and talk about food
 - [Begin to](#) make some healthy choices about food / drinks
 - [Continue to](#) name some utensils / processes / foods - experienced

Art & Design

Focus Artist: □ ... [illustrator]

Drawing & painting

- Draw lines and shapes to:
 - Represent simple forms and movement
 - Record observations and feelings; adding meaning to pictures (e.g. *draw a person using a circle for a head and straight lines for limbs*)
 - Draw from imagination, using simple abstract lines & shapes
- In painting, begin to be able to select a brush, '[dip, draw, wash and wipe](#)' technique to keep colours clear. Become more confident in using different mark-makers with increasing control and efficiency.
- Become more selective of colours to achieve a desired effect.
- [Begin to](#) draw & paint with a partner / small group

Printing

- Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
 - Explore making marks by rolling objects in paint e.g. balls / vehicles

3D Art (modelling & sculpture)

* [Explore and create with a purpose. Talk about and orally label / name what they have made.](#)

- Construction:
 - Use variety of constructions resources with greater confidence
 - Build with a purpose and orally label / name model
 - Talk about what they have made
 - Work with a partner and [begin to](#) talk about shared goal
 - Work as part of a small group to build on a larger-scale outdoor
- Clay/Playdough
 - Make a clay form & manipulate it with fingers to suggest a subject.
- Loose Parts:
 - [Begin to](#) make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making. ...[decide, plan](#)

Collage

- Find, collect, arrange and stick material onto a surface to make a picture or pattern
 - Use a wide variety of materials
 - Apply glue, with greater efficiency, to stick materials together
 - [Begin to](#) use scissors with greater control to shape paper

Food Activities

- Participate in small group food tasting, preparing & baking activities:
 - Follow a simple two-part instruction
 - Know that it is important to □ wash their hands □ put on an apron □ keep hands / food clean and germ free
 - [With support,](#) remember how they can keep safe e.g. from things that are hot or sharp
 - [Continue to](#) use senses to explore and talk about food
 - Make some healthy choices about food / drinks
 - [Begin to](#) talk about likes / dislikes
 - Name some utensils / processes / foods - experienced

EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive [Foundational Music / Dance / Drama]

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters](#)

** See also Whole School Music Curriculum*

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive

Role Play & Small World

- **Begin** to take part in pretend play, **with support ...pretend.**
- **Begin** to play alongside other children engaged in the same theme
- **Begin** to imitate home experiences (domestic role play)
- **With support**, decide on role and activity
 - Domestic role play [see EY2P booklet]
 - **Au1: Snack time** □ **Au2: Bedtime**
 - Outdoor role play [see EY2P booklet]
 - **Au1: Going to the shop** □ **Au2: Posting a card**
- **Begin** to create simple stories (role play and small world) *...story*
- Use sounds and movements in their imaginary play *...sound, action, move*
- **Begin** to create own small world scenes **linked to interests / experiences** e.g. *Creating a zoo, home setting or park etc.*

Role Play & Small World

- Take part in simple pretend play
- Play alongside other children engaged in the same theme
 - **Begin** to decide on role and activity
 - **With support**, listen to and respond to the ideas of others
- **Begin** to use an object to represent something else *E.g. Using a block as a mobile phone, using a basket as a dolls bed. ...imagine*
 - Domestic role play [see EY2P booklet]
 - **Sp1: Cleaning & washing** □ **Sp2: Shopping**
 - Outdoor role play [see EY2P booklet]
 - **Sp1: Animal rescue** □ **Sp2: Stage / dance & movement**
- **Begin** to make imaginative 'small world' scenes
- **Create simple** stories using small world equipment

Role Play & Small World

- Take part in simple pretend play
- **Begin** to play collaboratively with others
 - Decide on role and activity
 - **Begin** to listen to and respond to the ideas of others
- Use an object to represent something else even though they are not similar
 - Domestic role play [see EY2P booklet]
 - **Su1: New kittens** □ **Su2: Picnic time**
 - Outdoor role play [see EY2P booklet]
 - **Su1: Bike / car wash** □ **Su2: Nature area / picnic**
- **Begin** to develop more complex stories using small world equipment
- Make imaginative and 'small world' scenes

Music & Dance

- **Begin** to develop confidence and enjoyment within dance & movement experiences
- Listen with increased attention to sounds
 - Tune into body percussion sounds *... body parts*
 - **With support**, participate in some movements to a steady beat e.g. *march, sway, rolling a ball ... beat*
- **Sing** and remember some simple rhymes and songs e.g. Nursery rhymes, nativity songs
- Play instruments with increasing control
 - Free exploration of musical instruments
 - Learn to play: □ *tap* □ *bang* □ *shake*

Music & Dance

- **Continue** to develop confidence and enjoyment within dance & movement experiences
- **Begin** to move and dance to the beat of music
- **Begin** to respond to what they have heard, expressing their thoughts and feelings *... feeling, happy, sad etc*
- **Begin** to remember and sing entire songs
- **Begin** to sing the pitch of a tone sung by another person ('pitch match')
- **Begin** to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Play instruments with increasing control to express their feelings and ideas.

Music & Dance

- Enjoy dancing and moving with others
- Move to the beat of music
- Respond to what they have heard, expressing their thoughts and feelings e.g....Express if they like or don't like a piece of music or with support, say or show how it makes them feel
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Play instruments with increasing control to express their feelings and ideas
- Create their own songs, or improvise a song around one they know