



## Greenbank Primary School – EYFS Progression Map.

### **Intent:**

At Greenbank Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### **Implementation:**

At Greenbank Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment using songs, nursery rhymes, and stories and providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes, which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive News Letters and Knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements will be made based on accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Theme	How am I special? / Find out all about me?	How does it work? / Why do things happen?	Can anyone be a Superhero? / Who lives here? (Fantasy)	How big will it grow? / Did I hatch from an egg?	Where do mini beasts live? / Which animals live on the farm?	Would you like to be a pirate?/What fun can we have with water?
	<b>Author - Martin Waddell</b> Owl Babies/Once there were giants	The Naughty Bus/What Ever Next Christmas stories	<b>Author – Julia Donaldson</b> Superworm/The Gruffalo	Jack and the Beanstalk/Nonfiction (Chicks)	<b>Author – Eric Carle</b> The Very Hungry Caterpillar /Non-Fiction (Farm Animals)	A range of pirate stories/A range of under the sea stories
LOtC	Forest School Continuous Provision Allotment Walking around the local area –Where do I live?	Forest School Continuous Provision Making Rockets Outside Allotment	Forest School Continuous Provision Gruffalo Hunt in Tandle Hills Allotment Climbing	Forest School Continuous Provision Real chicks from eggs Allotment Walking	Forest School Farm Visit Continuous Provision Allotment	Forest School Continuous Provision Allotment Mini Splash

<b>Nursery Personal social and emotional Development</b>	I am beginning to separate from my 'Grown up' with the help of an adult.	I am beginning to understand our Behaviour for Learning – Good Sitting, Good Listening & Good Looking	I am confident and happy when arriving at Nursery.	I understand our behaviour for learning.	I can select and use activities and resources, with help when needed.	I can talk about behaviour for learning.
	I am beginning to hang up my coat and am able to choose an area to play in.	I have preferred areas I enjoy playing in.	I can hang my coat up and choose an area to play in.	I am happy to explore new areas with support from a familiar adult.	I know where my outdoor clothing belongs and am independent in putting my coat on and taking it off.	I am confident to explore new areas.
	I can play alongside others.	I am beginning to resolve things without snatching and hurting.	I am engaging with others through gestures, gaze and talk	I can talk with others to solve conflict.  I am happy for others to have a turn and accept that I might have to wait.  I will help a friend if they are upset.	I can play with others and I am beginning to extend and elaborate play ideas.	I can talk more confidently with others to solve conflict.  I can share and take turns with my friends.  I can show some understanding of others.
	I am beginning to follow the routine of Nursery with the help of the visual timetable.	With support from adults I can name the emotion and talk about how it makes me feel.	I can follow our daily routine with the help of a timetable.  I am beginning to find ways of managing transitions in the session .with the help of adults and visual prompts.	I can name and begin to talk about my emotions.	I am confident and can follow the Nursery routines.	I can talk about and manage my emotions. 'I'm sad because...'  I can explore emotions through play and stories.
	I will tidy up when prompted. With encouragement I will look after resources.	I am beginning to gain in confidence because my familiar adult is nearby.	I can look after resources and keep the classroom tidy.	I will become more outgoing with unfamiliar people in the classroom environment.	I am beginning to understand and remember the rules of the classroom and know why they are important.	I will show more confidence in new social situations
	When prompted I can wash my hands after using the toilet and before eating my snack.	With support I can be encouraged to keep trying in my play when difficulties arise.	I can wash my hands after using the toilet and before I eat snack.	When difficulties arise I am beginning to keep trying in my play.	I can talk about why we need to wash our hands.	When difficulties arise I can keep trying in my play and learning.
<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry	<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry	<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry	<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry	<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry Germs	<b>Vocabulary</b>  Tidy up Friend Share Play Happy, sad, angry Germs	

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<b>Reception Personal Social and Emotional Development</b>	Is happy to separate from their 'Grown up'	Is happy for others to have a turn and accept that not everyone can be chosen or play with the same toy.	I am happy, gaining in independence and confidence at school.	I can take turns and think about other's needs.  I can show some understanding for others.	I am happy, independent and confident at school.	I am happy to work and play with different children and adults.  I can talk about why someone has made a poor choice of behaviour and what the consequences are.  To be able to talk about how someone could have made a better choice.
	I will confidently follow our daily routine Follows the Stop & Star independently or with some prompt Will tidy up when prompted	I will keep trying to do things.	I can adjust to different routine and expectations.	I will try to do things for myself and stop relying on others.	I can show good behaviour and will follow the routine and rules of the classroom.	I am developing a 'can do' attitude.  I like to set myself a target and know what I need to do to achieve it.
	I will follow the routine of hanging up their coat and going in to provision independently or with support.	I can resolve things without snatching and hurting. I am kind to others and happy to say sorry if I have hurt them.	I am confident using the toilet, washing hands, getting ready for home and eating in the dinner centre.	To describe and show friendly behaviour. To begin taking turns with their friends	I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	To talk about the effect my behaviour has on others
	Is happy to say how they feel using the morning feeling cards. Can show some understanding of others.	Understands our Behaviour for Learning – Good Sitting, Good Listening & Good Looking	I am happy to show my emotions and can reason with them. I am happy and confident to share my views with others.	Begins to understand and follow the rules of the classroom To learn to join in with whole group activities. To choose an activity independently	I can talk confidently about my emotions and how I'm feeling.	Can talk about and begin to explain why we have rules in our classroom
	I will help a friend if they are upset	I can make friends with different children.	Is confident to ask for help and form friendships	To understand how to be a good friend.	I am kind to others and show some empathy.	I can talk about what a good friend looks like.  I know and demonstrate friendly behaviour.
		I can become familiar with the indoor and outdoor provision and begin to make choices.		I am independent in my choices.		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad Sorry Friends	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent	<b>Vocabulary</b>  Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent

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<b>Nursery Communication and Language</b>	Speaking		Speaking		Speaking		Speaking		Speaking		Speaking	
	I can use gestures like waving and pointing to communicate.		I can make myself understood. I can start to develop conversation, I might jump from topic to topic. I can begin to say how I am feeling as well as through my actions.		I can use the speech sounds p, b, m, w. I can say multi-syllabic words such as banana and computer. I can use a wide range of words when I'm talking. I can retell familiar stories in my own words.		I can start to take turns when talking to my friends or adults. I can talk to my friends when I am playing. I can sing lots of different songs. I know some songs and rhymes.		I can talk about familiar books. I can retell a longer story. I can use the correct tense and plurals when talking. I can speak clearly. I can speak using longer sentences between four to six words. I can explain my point of view with words and actions when I don't agree.		I can start to take turns when talking to an adult or friend. I can use talk to organise myself and others when playing. I can speak in sentences of four to six words. I can uses sentences joined up with words like and / or / because. I can talk about what I am going to do using the future tense. I can speak about what has happened using the past tense.	
	Listening		Listening		Listening		Listening		Listening		Listening	
	I can copy an adult's gestures and words.		I can join in with listening games (BLAST)		I can listen to others with interest.				I enjoy listening to longer stories			
Understanding		Understanding		Understanding		Understanding		Understanding		Understanding		
I can understand single words in context. I can recognise and point to objects if asked about them. I can understand frequently used words such as 'all gone', 'no' and 'bye bye' I can understand and follow simple instructions.		I can focus on an activity of their choice. I can join in with pretend play.		I can listen to simple stories and understand what is happening, with the help of the pictures. I can pay attention for a longer time to more than one thing.		I can understand a question or instruction that has two parts. I can understand 'who/what' questions.						
Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	
Speak Join in	Listen Follow Instruction	Speak Join in Recount Retell	Listen Follow Instruction	Speak Join in Recount Retell Describe Conversation	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe Explain	Listen Follow Instruction Conversation Rhyme	Speak Join in Recount Retell Describe Explain	Listen Follow Instruction Conversation Rhyme	

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Reception Communication and Language	Speaking		Speaking		Speaking		Speaking		Speaking		Speaking	
	I can use a wider range of words when I am talking.  I can sing lots of different songs.  I can talk about familiar stories.  I can begin to use the correct tense in my speech.		I can use longer sentences in my speech when talking about something that is important to me.  I can explain my point of view with words and actions when I don't agree.  I can talk to my friends when I am playing.		I can learn and use new words every day.  I can ask questions to find things out.  I can speak clearly my ideas so that my teachers can understand.  I can use 'and' and 'because' to join ideas together.  I can describe an event in some detail. I can use talk to solve a problem.		I can take part in story time.  I can listen and talk about stories that I enjoy.  I can retell a story that I am familiar with.  I can use new words to explain what I want.  I can learn new songs and rhymes.		I can make comments and actions when being read to.  I can discuss my ideas in whole class and in a small group.  I can take part in small group or in class by sharing my ideas using words that I have been taught. I can offer a reason why things might happen. I can use the words that I have learnt from stories, non-fiction, rhymes and poems that I have heard.		I can talk about what I have heard and ask questions when I am not sure.  I can talk about things that are important to me with my teachers and friends.  I can talk about my ideas and feelings using full sentences.  I can use past, present and future sentences.	
	Listening		Listening		Listening		Listening		Listening		Listening	
	I can pay attention for a longer time to more than one thing.		I can start to take turns when talking to my peers or adults.		I can listen carefully and I know why it is important.		I can listen carefully during songs and rhymes.  I can listen and talk about non-fiction books.		I can listen with great care and respond by asking questions			
Understanding		Understanding		Understanding		Understanding		Understanding		Understanding		
I am beginning to understand who / what questions I can follow simple 2 part instructions.		I can answer some key who, what, why and where questions.				I can develop an understanding of non-fiction text.						
Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	Speaking	Listening	
Speak	Rhyme	Speak	Instruction	Speak	Instruction	Speak	Instruction	Speak	instruction	Speak	Instruction	
Join in	Instruction	Join in	Who	Join in	Who	Join in	Who	Join in	Who	Join in	Who	
Sentence	Who	Sentence	What	Sentence	What	Sentence	What	Sentence	What	Sentence	What	
		Retell	Why	Retell	Why	Retell	Why	Retell	Why	Retell	Why	
		Recount	Conversation	Recount	Conversation	Recount	Conversation	Recount	Conversation	Recount	Conversation	
		Ask questions	Respond	Ask questions	Respond	Ask questions	Respond	Ask questions	Respond	Ask questions	Respond	
		Describe		Describe		Predict		Predict		Predict		
	Understanding		Understanding		Understanding	Describe	Understanding	Explain	Understanding	Explain	Understanding	
	On		On		On		On		On		On	
	In		In		In		In		In		In	
	Under		Under		Under		Under		Under		Under	
	He		He		He		He		He		He	
	She		She		She		She		She		She	
							In front		In front		In front	
							Behind		Behind		Behind	
							Next to		Next to		Next to	
							In between		In between		In between	
							He /Him		He / Him		He / Him	
							She / Her		She / Her		She /Her	
							They		They / Them		They / Them	

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<b>Nursery Physical Development</b>	I am beginning to use the bathroom with support. I can try a wider range of fruits and vegetables at snack time.	I can wash and dry my hands with support.	I can use the toilet independently.	I can wash and dry my hands independently.		I know what I need to do to be healthy and can talk about it.
	I am beginning to know where my coat is kept and how to hang it on a peg.	I am beginning to put my own coat on.	I am beginning to manage buttons and zips.	I can put my own coat on and manage the buttons and zips.		
	I am beginning to join in with dough disco and squiggle while you wiggle.	I can choose my own mark making tools, hold them and make marks on paper. I may swap hands.		I have a dominant hand and my pencil grip is developing.		I am developing a comfortable/appropriate pencil grip and have good pencil control.
	I can choose the right resources to carry out my activity.		I can work with others to move large items in the outdoors.		I can use a range of large apparatus safely.	
	I am becoming more confident when moving around the indoor and outdoor provision.	I am confident to join in with action songs, join in with games and follow 'Just dance' routines.	I can move in a variety of ways; walk, run, jump and climb.	I can skip, hop, stand on one leg and freeze when playing musical statues.	I can learn new movements.	I can confidently move in different ways.
	I am beginning to kick, throw and catch balls.	I can begin to use the stairs on my own.	I can kick, throw and catch a ball with more confidence.	I can go up and down stairs using alternate feet.	I can play games involving a ball.	I am confident climbing up and down the stairs.
	I can use one hand to squeeze the loop scissors to make snips in paper.	I can cut out shapes using one hand to squeeze the loop scissors.		I can use scissors to make snips in paper.	I am beginning to use scissors to cut out shapes.	
	I can use large muscle movements to wave flags and streamers, paint and make marks outside.	I am beginning to balance on a scooter and tricycle.	I can move with some control and grace.	I can clap and stamp to music.	I can ride a scooter and a tricycle.	I can develop my body strength by balance, co-ordination and agility.
	<b>Vocabulary</b> Healthy Fruit Vegetable Name some fruits and vegetables Walk, run, skip, jump Climb Squeeze, pat, twist, pinch, roll Kick, throw, catch Up and down Round, circle, wave, wiggle Scissors, snip	<b>Vocabulary</b> Backwards, forwards, tip toe, gallop, march	<b>Vocabulary</b> Scooter Tricycle Balance bike	<b>Vocabulary</b> Kick, throw, catch Pencil grip Scissors, cut, snip Kick, throw, catch Skip, hop, balance, freeze	<b>Vocabulary</b> Forwards, backwards, sideways, up and down	<b>Vocabulary</b> Healthy Name some healthy foods and drink balance

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<b>Reception Physical Development</b>	I am independent using the bathroom.	I am beginning to be more independent and confident during lunchtime.  I know what I need to do to be ready for home time.	I can use good hygiene. Wash and dry my hands, blow my nose and cough into my elbow.	I can use a knife, fork and spoon at lunch time.	I know what I need to do to be healthy.	I will try various foods.
	I am confident to join in dough disco and squiggle while you wiggle.	I can join in with pen disco.  I always use the same hand when making marks and writing.	I am beginning to use a more comfortable pencil grip with more control.	I can use a comfortable tripod pencil grip when drawing and writing.		I can use fine motor skills to use a range of tools, such as scissors and pencils.
		I am beginning to show correctness and care when drawing.	I can use my core muscles to sit correctly.	I can show correctness and care when drawing and writing.	I have a consistent handwriting style.	
	I am beginning to choose my own resources for a specific task/activity.	I am beginning to work with others to build large structures.	I can confidently choose my own resources for a specific task/activity.	I can work with friends to build large structures.	I can talk about my own choices of resources for a specific task/activity.	
	I can balance on a scooter or a bike.	I can negotiate obstacle courses with more confidence.	I can manoeuvre the bike or scooter around the bike track without bumping into anyone.	I can ride a balance bike.	I can use a range of apparatus safely.	I am beginning to ride a 2 wheeled bike.
	I am confident moving in different ways. Such as running, jumping, dancing, hopping, skipping and climbing.		I am confident in moving in different ways and I am beginning to have an awareness of others and can avoid bumping into anyone.		I can negotiate space safely, so that I do not bump into others.	
	I can learn new movements.	I am confident to join in with games and can follow 'Just dance' routines.	I can move with some grace and control.	I can develop my body strength including balance, co-ordination and agility.	I can play games involving a ball.	I can demonstrate strength, balance and coordination when I play games.
	<b>Vocabulary</b>  Walk, run, skip, jump and climb Squeeze, pat, twist, pinch, roll	<b>Vocabulary</b>  Up and down Backwards, forwards and sideways Pencil grip	<b>Vocabulary</b>  Bike, scooter Climb Muscles Wiggle Slide	<b>Vocabulary</b>  Knife, fork, spoon Kick, throw, catch Pencil grip Scissors, cut, snip Kick, throw, catch	<b>Vocabulary</b>  Forwards, backwards, sideways, up and down	<b>Vocabulary</b>  Healthy Fruit Vegetable Name fruits and vegetables Talk about healthy choices

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<b>Nursery Writing</b>						
	<p>I enjoy drawing freely.</p> <p>I sometimes add marks to my drawings, which I give meaning to e.g 'That's my Mummy'</p> <p>I am beginning to show a preference for which hand I hold my writing tool in.</p>	<p>I enjoy drawing and talking about my pictures.</p> <p>I make marks on my picture that represents my name.</p> <p>I am beginning to make marks that represent writing. (squiggles/zigzags/circles)</p>	<p>I can write some of the letter in my name.</p> <p>I can make marks that represents writing. (squiggles/zigzag/circles)</p>	<p>I can write some of the letters in my name.</p> <p>I can make marks that represent writing.</p> <p>I know that writing goes from left to right.</p> <p>I can tell you what my writing says.</p>	<p>I can write my name</p> <p>I am beginning to use some of my print knowledge in my writing.</p> <p>I can use letter shapes in my writing.</p> <p>I can tell you what my writing says.</p>	<p>I can write my name forming the letters correctly.</p> <p>I am beginning to use more of my print knowledge in my writing.</p> <p>I can write some letters accurately.</p> <p>I can tell you what my writing says.</p> <p>I can hold my pencil with an appropriate grip.</p>
	<p><b>Vocabulary</b></p> <p>Drawing Mark making Hand Grip</p>	<p><b>Vocabulary</b></p> <p>Drawing Mark making Writing Hand Grip</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>	<p><b>Vocabulary</b></p> <p>Left to right</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>	<p><b>Vocabulary</b></p> <p>Letter shapes</p>



Theme	How am I special? / Find out all about me?	How does it work? / Why do things happen?	Can anyone be a Superhero? / Who lives here? (Fantasy)	How big will it grow? / Did I hatch from an egg?	Where do mini beasts live? / Which animals live on the farm?	Would you like to be a pirate?/What fun can we have with water?
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<b>Reception Writing</b>						
	Follow the RWI Programme	Follow the RWI Programme	Follow the RWI Programme	Follow the RWI Programme	Follow the RWI Programme	Follow the RWI Programme
	<p>I am beginning to use some clear letter shapes.</p> <p>I am beginning to write my name.</p> <p>I am beginning to write for purpose, e.g. shopping list, letter or card.</p> <p>I know that writing is read from left to right.</p>	<p>I can use some clear letter shapes.</p> <p>I can write my name.</p> <p>I can write for purpose, e.g. shopping list, letter or card.</p> <p>I can use a comfortable and appropriate pencil grip.</p>	<p>I can begin to form lower case letters correctly.</p> <p>I can begin to form capital letters.</p> <p>I am beginning to use my phonic knowledge to write simple words.</p> <p>I am beginning to know that I need to leave a finger space in between words.</p> <p>I am beginning to write short sentences using words with letter sounds that I know.</p>	<p>I can form most of the lower case letters correctly.</p> <p>I can form capital letters correctly.</p> <p>I can use my phonic knowledge to write words.</p> <p>I am beginning to write short sentences using words with letter sounds that I know.</p> <p>I know that I leave a finger space between words.</p> <p>I am beginning to read my sentence back to others.</p>	<p>I can form all of the lower case letters correctly.</p> <p>I can write words using my phonic knowledge.</p> <p>I am beginning to write simple phrases and sentences that other people can read.</p> <p>I am beginning to know that I need a full stop at the end of my sentence.</p>	<p>I can form all of the lower case letters correctly.</p> <p>I can write words using my phonic knowledge.</p> <p>I am beginning to write simple phrases and sentences that other people can read.</p> <p>I can remember to use a full stop at the end of my sentence.</p>
<b>Vocabulary</b> Drawing Writing/print Hand Grip Left to right Shared Scribe	<b>Vocabulary</b> Drawing Writing/print Hand Grip Left to right Shared Scribe Letter Shapes	<b>Vocabulary</b> Shared Scribe Letter shapes Formation Word building Capital letters/lower case letters Initial Sound End Sound Middle Sound Finger space	<b>Vocabulary</b> Letter shapes Formation Word building Initial Sound End Sound Middle Sound Capital letters/lower case letters Caption Finger space	<b>Vocabulary</b> Letter shapes Formation Word Initial Sound End Sound Middle Sound Caption Sentence New Line Capital Letter/lower Case Letters Finger space Full stop	<b>Vocabulary</b> Letter shapes Formation Word Initial Sound End Sound Middle Sound Caption Sentence New Line Capital Letter/lower Case Letters Finger space Full stop Question Mark	

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<b>Nursery Reading</b>	<p>I can listen, make, remember, repeat and talk about different musical sounds.</p> <p>I enjoy songs and rhymes and I am beginning to say some of the words.</p> <p>I can copy finger movements and gestures.</p> <p>I enjoy sharing a book with an adult.</p> <p>I can pay attention and respond to the pictures or the words.</p> <p>I am beginning to have some favourite books and seek them out, to share with an adult or another child.</p>	<p>I can listen, join in and move in different ways.</p> <p>I can keep a steady beat and start to hear the syllables in words.</p> <p>I can sing 3 Nursery rhymes.</p> <p>I can repeat words and phrases from familiar stories.</p> <p>I am beginning to ask questions about the book. Make comments and share my own ideas.</p> <p>I can use story props to retell a story.</p> <p>I am beginning to predict what might happen next.</p>	<p>I can join in, hear, match and make rhymes.</p> <p>I can hear, join in and match initial sounds in words</p> <p>I can count or clap syllables in words.</p> <p>I can spot and suggest words that rhyme.</p> <p>I can sing 5 Nursery rhymes.</p> <p>I am beginning to know that print has meaning.</p> <p>I am beginning to Know that print can have different purposes.</p>	<p>I can hear, say, remember and repeat all the spoken sounds in simple words.</p> <p>Follow the Nursery read write inc programme</p> <p>I know that print has meaning.</p> <p>I know that print can have different purposes.</p>	<p>Follow the Nursery read write Inc programme</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I am beginning to know about the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Different purposes</li> <li>• We read from left to right and from top to bottom.</li> <li>• Name the different parts of a book.</li> </ul> <p>I can talk about stories in more detail.</p> <p>I can ask some questions.</p> <p>I can predict what might happen next.</p>	<p>Follow the Nursery read write Inc programme</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I know about the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Different purposes</li> <li>• We read from left to right and from top to bottom.</li> <li>• Name the different parts of a book.</li> </ul>
	<p><b>Vocabulary</b> Listen Musical instrument names Loud/quiet Pictures/print book</p>	<p><b>Vocabulary</b> Beat Syllables Picture/print book</p>	<p><b>Vocabulary</b> Rhymes Rhyming words Syllables print</p>	<p><b>Vocabulary</b> Print Letter/card/list</p>	<p><b>Vocabulary</b> Letter shapes Left to right Top to bottom Front cover, Page Spine</p>	<p><b>Vocabulary</b> Letter shapes Left to right Top to bottom Front cover, Page Spine</p>

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<b>Reception Reading</b>	<p>I am beginning to hold books up the right way.</p> <p>I am beginning to be aware that we read from left to right.</p> <p>I am beginning to understand that print carries meaning.</p> <p>I am learning say the initial sounds.</p> <p>I can begin to use my phonics read simple CVC words.</p>		<p>I can hold books up the right way.</p> <p>I know that we read from left to right.</p> <p>I know that print carries meaning.</p> <p>I can say the initial sounds.</p> <p>I can use my phonics read simple CVC words.</p> <p>I understand a who question</p> <p>I understand a what question</p> <p>I understand a where question</p> <p>I understand a why question</p>		<p>I am beginning to say the letter sounds</p> <p>I am beginning to blends sounds into words (CVC)</p> <p>I am beginning to read some common exception words.</p> <p>I can read simple sentences and phrases using sounds that I know.</p> <p>I am beginning to read some books to build my fluency.</p> <p>I can read book for enjoyment.</p>		<p>I can to say the letter sounds</p> <p>I can blends sounds into words</p> <p>I can read some common exception words.</p> <p>I can read simple sentences and phrases using sounds that I know.</p> <p>I am reading books to build my fluency</p>		<p>I am beginning to say the letter sound for each of the letters of the alphabet.</p> <p>I am beginning to know a least 10 diagraphs.</p> <p>I am beginning to read words that match my phonics</p> <p>I am beginning to read aloud simple sentences.</p> <p>I am beginning to read commons exception words.</p> <p>I am beginning to show understanding of the stories that have been read to me</p> <p>I can use my own words to show understanding</p> <p>I am beginning to use recently taught words to show understanding</p>		<p>I can say the letter sound for each of the letters of the alphabet.</p> <p>I know a least 10 diagraphs.</p> <p>I can read words that match my phonics</p> <p>I read aloud simple sentences.</p> <p>I can read commons exception words.</p> <p>I understand the stories that have been read to me</p> <p>I can use my own words to show understanding</p> <p>I am using recently taught words to show understanding</p>	
	<p><b>Vocabulary</b> Left to right Print Book Title Front Cover Blurb Story Words Picture Rhyme Author Library Re-tell Story Sequence</p>	<p>Phonics Phoneme Grapheme Green Words Segment Blend Sound buttons</p>	<p><b>Vocabulary</b> Left to right Print Phonics Who What Where why Character Setting Fiction Beginning Middle End Story Map Letter Dear To From Love</p>	<p>Phonics Phoneme Grapheme Green Words Red words Digraph Segment Blend Word building</p>	<p><b>Vocabulary</b> Left to right Print Phonics Character Setting Fiction Beginning Middle End Problem Sequence Character description</p>	<p>Phonics Phoneme Grapheme Green Words Red words Digraph Tri-graph Segment Blend Decode Word building</p>	<p><b>Vocabulary</b> Caption Facts Non-fiction Title Label Explain Photographs Information Page Number Heading New Line</p>	<p>Phonics Phoneme Grapheme Green Words Red words Digraph Tri-graph Segment Blend Decode Word building</p>	<p><b>Vocabulary</b> Left to right Print Phonics Character Setting Fiction Beginning Middle End Problem Sequence Character description</p>	<p>Phonics Phoneme Grapheme Green Words Red words Digraph Tri-graph Segment Blend Decode Word building Caption Sentence</p>	<p><b>Vocabulary</b> Left to right Print Phonics Character Setting Fiction Beginning Middle End Problem Sequence Character description</p>	<p>Phonics Phoneme Grapheme Green Words Red words Digraph Tri-graph Segment Blend Decode Word building Caption Sentence Fluency</p>

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<b>Nursery Maths</b>	<p>I can recognise, name and match colours.</p> <p>I can sort objects by various attributes.</p> <p>I can continue an AB pattern.</p>	<p>I can use the language of size.</p> <p>I am beginning to use one-one principles, stable order principle, cardinal principle, abstraction principle, order irrelevance principle.</p>	<p>Exploring and understanding number 1, 2 and 3.</p>	<p>Exploring and understanding 4, 5 and 6.</p>	<p>I can talk about the properties of shapes.</p> <p>I can order the events of the day.</p> <p>I know about long, short and tall.</p> <p>I can compare different lengths.</p>	<p>I can talk about light and heavy and make comparisons.</p> <p>I can talk about full, half full, empty and make comparisons.</p>
	<p>I can stack objects.</p> <p>I can put objects inside others and take them out again.</p> <p>I can join in with number songs.</p> <p>I can use the words lots, more or same.</p> <p>I know some counting like behaviour.</p> <p>I can talk about and identify some patterns.</p> <p>I can notice and correct an error in a repeating pattern</p>	<p>I can compare sizes and can use the language of size bigger, little and smaller.</p> <p>I can count in everyday contexts. (I may skip numbers)</p> <p>I can recognise up to 3 objects without counting (subitising)</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p>I can show finger numbers up to 3.</p> <p>I can link numerals and amounts: Show the right number of objects to match the numeral, up to 3.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real mathematical problems with numbers up to 3.</p>	<p>I can show finger numbers up to 5.</p> <p>I can link numerals and amounts: Show the right number of objects to match the numeral, up to 5.</p> <p>I can count in everyday contexts.</p> <p>I can recognise up to 5 objects without counting (subitising)</p> <p>I can experiment with my own symbols and marks as well as numerals.</p> <p>I can solve real mathematical problems with numbers up to 5.</p> <p>I can use the language: more than, fewer than.</p>	<p>I can talk about and explore 2D and 3D shapes.</p> <p>I can use informal and mathematical language when talking about shapes: sides, corners, straight, flat and round.</p> <p>I can combine shapes to make a new one.</p>	<p>I can understand position through words alone. (in, on, under, up, down, besides and between)</p> <p>I can describe a familiar route.</p> <p>I can begin to describe a sequence of events using words such as first, then.</p>
	<p><b>Vocabulary</b></p> <p>Lots</p> <p>More</p> <p>Same as</p> <p>Number names</p> <p>Counting</p> <p>How many?</p> <p>Patterns</p> <p>Repeating pattern</p>	<p><b>Vocabulary</b></p> <p>Big, small, little, smaller, bigger</p> <p>1,2,3,4,5</p>	<p><b>Vocabulary</b></p> <p>Number names</p>	<p><b>Vocabulary</b></p> <p>More than</p> <p>Fewer than</p>	<p><b>Vocabulary</b></p> <p>Name some 2D and 3D shapes</p> <p>Sides, corners, straight, flat and round</p>	<p><b>Vocabulary</b></p> <p>In, on, under, up, down and between</p> <p>First next, then</p>

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<b>Reception Maths – White Rose</b>	<b>Getting to know you</b> <b>Match and Sort</b>  <b>Just Like me</b> <b>Compare Amounts –</b> <b>Compare size, mass capacity Exploring Patterns</b>		<b>It's me 1, 2, 3</b> <b>Representing 1, 2 and 3</b> <b>Comparing 1, 2 and 3</b> <b>Composition of 1, 2 and 3</b> <b>Circles and Triangles</b> <b>Positional Language</b>  <b>Light and Dark</b> <b>Representing Numbers to 5</b> <b>One more and Less</b> <b>Shapes and 4 sides and Time</b>		<b>Alive in 5</b> <b>Introducing zero</b> <b>Comparing numbers to 5</b> <b>Composition of 4 &amp; 5</b> <b>Compare Mass (2)</b> <b>Compare Capacity (2)</b>  <b>Growing 6, 7, 8</b> <b>6, 7 &amp; 8</b> <b>Making pairs</b> <b>Combining 2 groups</b>		<b>Growing 6, 7, 8</b> <b>Length &amp; Height Time</b>  <b>Building 9 &amp; 10</b>  <b>9 &amp; 10</b> <b>Comparing numbers to 10</b> <b>Bonds to 10</b>  <b>3D-shape</b> <b>Pattern (2)</b>		<b>To 20 and beyond</b> <b>Building numbers beyond 10</b> <b>Counting Patterns beyond 10</b> <b>Spatial reasoning</b> <b>Match, Rotate, Manipulate</b>  <b>First Then Now</b> <b>Adding more</b> <b>Taking away</b> <b>Spatial Reasoning</b> <b>Compose/decompose</b>		<b>Find my pattern</b> <b>Doubling, sharing, grouping</b> <b>Odd and Even</b> <b>Spatial Reasoning</b> <b>Visualise and Build</b>  <b>On the move</b> <b>Deepening understanding</b> <b>Patterns and Relationships</b> <b>Spatial reasoning</b> <b>Mapping</b>	
	<b>Number</b> I am beginning to understand subitising  I can say number names in order  I can sort objects by a variety of properties  I can talk about what I see in relation to patterns  <b>Shape, Space, Measure</b> I can make models with similar attributes to real structures  I can continue then create AB patterns  I can talk about the visual timetable using mathematical language such as first, then etc.		I can say what I see when subitising  I can count objects by touching each one – up to 5 then tell you how many I have counted  I can recognise numbers to 5 and find the correct number of objects  I can tell you some bond facts.  I can talk about the marks I have made in relation to number  I can talk about where things are instead of pointing.  I can think about the shapes I need to make a Christmas card  I can explore 2D shapes and recognise them all around me		I can subitise to 5  I can count beyond 10  I can count objects to 10  I am beginning to see number patterns  I can match the numeral to its value  I can explore the composition of numbers  I can explore and compare size  I can explore and compare mass  I can explore and compare Capacity  I can create my own patterns and talk about them.		I can talk about the value of numbers  I can order numbers to 10  I can find 1 more/less  I am beginning to have a good understanding of numbers to 10.  I can compare and talk about various objects.  I can add/subtract  I can talk about and create patterns  I can talk about 3D shapes		I am confident subitising numbers to 5 I can manipulate number to 10  I can represent numbers in different ways  I can recall number bonds to 5  I am beginning to recall number bonds to 10  I can recall some double facts  I have knowledge of composing and decomposing numbers		I can share between groups  I can Count beyond 20 and understanding each pattern past the 10 mark  I can talk about quantities using the vocabulary greater than, more, less than, fewer, same as an equal.  I can explore and recognise various number patterns including odd, even, double, and halving.	
	<b>Vocabulary</b> Number Numeral Count Order Subitise Compare Many Few/er  Pattern Continue Repeat First Next After that Match Sort Same / not same		<b>Vocabulary</b> Tens Ones Composition Double Bond More Less Fewer  Shapes – circle, triangle, square, rectangle 2D 3D Clock / O'clock Behind In front Next		<b>Vocabulary</b> Add Subtract Altogether Total More Less Fewer 5 frame  Size Big /er Small/er Tall / er Full Empty Repeat		<b>Vocabulary</b> Compare Bonds  Properties Face Corner Spotty Stripy Swirls Zig zag		<b>Vocabulary</b> Represent Teen numbers 10 frame Addition Added on Subtraction Taken away Equals  Match Rotate		<b>Vocabulary</b> Array Share Group Equal Odd Even Add on Greater than Less than	

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<b>Nursery</b>	<b>Knowledge and Understanding of the World</b>	Working Scientifically What can we do with our eyes, ears, mouth, hands and nose?	Working Scientifically Why does it move slowly/quickly? Why is it moving?	Working Scientifically What can I see, touch, smell and hear?	Working Scientifically What can you see growing and changing?	Working Scientifically Why do you think the caterpillar got fat?	Working Scientifically How will the sea creatures escape from the ice?
		I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste.	I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can sort and begin to say how I have grouped them.	I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures.	I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures.	I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures.	I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures.
		I can explore materials with different properties.  I can explore natural materials, indoors and outside.  I can name some body parts and know what they do. e.g. ears - hear  I can talk about my family.  I can notice differences between people.  I can begin to make sense of my own life story and my family's history.  I am beginning to talk about home and where I live.	I can explore collections of materials with similar and/or different properties.  I can explore moving toys.  I can say how toys move.  I can begin to talk about what I see. (changing seasons)  I can learn new words.  I can explore how things work. (torches, cameras, Bee Bots and wind-up toys)	I am happy to explore our wild garden.  I am beginning to talk about what I can see.  I can learn new words linked to the forest.  I am beginning to talk about home and their experiences outside school.	I can plant seeds and care for growing plants.  I am beginning to understand the key features of the life cycle of a plant and an animal.  I am beginning to understand the need to respect and care for the natural environment and living things.  To encourage children's exploration, curiosity, appreciation and respect for living things.	I can name and talk about animals/insects.  I can begin to talk about the life cycle of a caterpillar.  I can care for growing plants.	I can care for growing plants.  I can explore frozen water. I can talk about what happens to the water when it's frozen and what happens when it melts.  I know that there are different countries in the world.  I can talk about the differences that they have experienced or seen in photos.

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	<b>Author - Martin Waddell</b> Owl Babies/Once there were giants	The Naughty Bus/What Ever Next Christmas stories	<b>Author – Julia Donaldson</b> Superworm/The Gruffalo	Jack and the Beanstalk/Nonfiction (Chicks)	<b>Author – Eric Carle</b> The Very Hungry Caterpillar /Non-Fiction (Farm Animals)	A range of pirate stories/A range of under the sea stories
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	<b>Vocabulary Science</b> Autumn Leaves Rocks Body parts Grow Senses Natural	<b>Vocabulary RE</b> Family Differences Celebrate Birthdays	<b>Vocabulary Science</b> Winter Push/pull Fast/slow Forwards/backwards	<b>Vocabulary RE</b> Family Differences Celebrate Birthdays Eid Muslim Islam Christians Church Bible Christmas Mary and Joseph Jesus Tradition Tree/baubles Father Christmas	<b>Vocabulary Science</b> Wet Dry Nature Winter Leaves Branch Name some common trees Woods	<b>Vocabulary RE</b> Family Differences Celebrate Birthdays Muslim Islam Christians	<b>Vocabulary Science</b> Spring Leaves Seeds Egg, chick, chicken Feathers (wet/dry) Crack Beak Incubator	<b>Vocabulary RE</b> Family Differences Eid Muslim Islam Mosque Christians Church Easter Tradition Easter Eggs Easter Hunt	<b>Vocabulary Science</b> Farm animals Insects Egg, caterpillar, cocoon, butterfly	<b>Vocabulary RE</b> Family Differences Eid Muslim Islam Mosque Quran Christians Church	<b>Vocabulary Science</b> Summer World Country Warm Cold Ice Melts/melting frozen	<b>Vocabulary RE</b> Family Differences Eid Muslim Islam Mosque Quran Christians Church Bible
	<b>Vocabulary Geography</b> Live Home Rochdale Park  In front Behind	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week	<b>Vocabulary Geography</b> Live Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week	<b>Vocabulary Geography</b> Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week Yesterday	<b>Vocabulary Geography</b> Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under On	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow	<b>Vocabulary Geography</b> Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under On	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow	<b>Vocabulary Geography</b> Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under On	<b>Vocabulary History</b> Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow Year

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<b>Reception</b>	<b>Knowledge and Understanding of the World</b>	Working Scientifically What can we do with our eyes, ears, mouth, hands and nose?	Working Scientifically Why does it move slowly/quickly? Why are the leaves changing colour?	Working Scientifically What can I see, touch, smell and hear in the woodland?	Working Scientifically What can you see growing and changing?	Working Scientifically Why do you think the caterpillar got fat?	Working Scientifically How will the sea creatures escape from the ice?
		<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste. I can begin to record my experiences using pictures and shared scribe.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can sort and begin to say how I have grouped them. I can begin to record my experiences using pictures and shared scribe.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures and shared scribe.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can begin to record my experiences using pictures, words and captions.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures, words and captions.</p>	<p>I can use all my senses in hands on explorations. I can talk about what I see, touch, smell, hear or taste, I can record my experiences using pictures, words and captions.</p>
		<p>I can explore and talk about materials with different properties.  I can explore and talk about natural materials, indoors and outside.  I can name my body parts and know their function. e.g. ears – hear  I enjoys going to Forest School and the allotment and shows an awareness of the different processes that happen.  I will talk about their experiences of Forest School and the allotment  I can talk about my family including parents and Grandparents.  I can notice and talk about similarities and differences between people.  I can retell my own life story and my family’s history.  I can talk about home and where I live.  I can explore Google Earth</p>	<p>I can explore and group collections of materials with similar and/or different properties.  I can explore and talk about moving toys.  I can say how toys move.  I can talk about what I see. (changing seasons)  I can show some awe and wonder of the world around us and the change in seasons.  I can explore how things work. (torches, cameras, Bee Bots and wind-up toys)  I can talk about home and my experiences outside school.  I shows an interest in other children’s stories and extends their friendship groups.  I can explore and use a variety of resources with function.  I can learn new words.</p>	<p>I am happy to explore natural spaces outside. (wild garden and Tandle Hills)  I can talk in more detail about what I can see.  I can learn new works linked to the forest.  I can talk about my family and home in detail.  I can compare and talk about different characters.  I can talk about the area where I live and places I go  I know we are all unique.</p>	<p>I can plant seeds and care for growing plants.  I can name some parts of a plant.  I can understand the key features of the life cycle of a plant and an animal.  To encourage children’s exploration, curiosity, appreciation and respect for living things.  I can talk about what I see, hear and feel outside at different times of the year.  I can engage in Forest School and the Allotment  I can talk about my experiences and listen to the experiences of others.  I can talk about life in England and life in another country.</p>	<p>I can name and talk about animals/insects.  I can talk about the life cycle of a caterpillar.  I can care for growing plants.  I can talk about the outdoors and my local area.  I can talk about the things I observe in the natural world and that in books and stories.  I can join in with discussions about my families beliefs and heritage  I can listen to others share their ideas and knowledge</p>	<p>I can care for growing plants and talk or draw about what they need to grow.  I can talk about understanding the world and the changes I see.  I can talk/record about how water changes when frozen. I can talk about what happens to the ice when it warms up.  I can talk with confidence about what I see in books.  I can talk about different countries and settings and understand that they are different but can have similarities</p>



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	<b>Vocabulary Science</b>  Autumn Leaves Rocks Grow Senses Natural Weather Seasons Compare	<b>Vocabulary RE</b>  Family Differences Celebrate Birthdays Parent Grandparent Great Grandparent	<b>Vocabulary Science</b>  Winter Push/pull Fast/slow Forwards/backwards	<b>Vocabulary RE</b>  Family Differences Celebrate Birthdays Eid Muslim Islam Christians Church Bible Christmas Mary and Joseph Jesus Tradition Tree/baubles Father Christmas	<b>Vocabulary Science</b>  Autumn Winter Compare Wet Dry Nature Winter Leaves Branch Name some common trees Woods	<b>Vocabulary RE</b>  Differences Celebrate Birthdays Muslim Islam Christians	<b>Vocabulary Science</b>  Autumn Winter Spring Compare Leaves Seeds Egg, chick, chicken Feathers (wet/dry) Crack Beak Incubator Life-cycle Pipping Hatch Clutch Feathers Beak Egg tooth Incubator Male Female	<b>Vocabulary RE</b>  Family Differences Eid Muslim Islam Mosque Christians Church Tradition Easter Eggs Easter Hunt	<b>Vocabulary Science</b>  Autumn Winter Spring Compare Farm animals Insects Egg Caterpillar Cocoon Butterfly Red Admiral  Seed Flower Stem Petal Leaf Seed Roots	<b>Vocabulary RE</b>  Family Differences Eid Muslim Islam Mosque Quran Christians Church	<b>Vocabulary Science</b>  Autumn Winter Spring Summer compare World Country Warm Cold Ice Melts/melting frozen	<b>Vocabulary RE</b>  Family Differences Eid Muslim Islam Mosque Quran Christians Church Bible
	<b>Vocabulary Geography</b>  Live Home Rochdale England Earth Park Local Local area Town Buildings Natural Man made Materials  In front Behind Next to Under On	<b>Vocabulary History</b>  Family tree New/old Today Yesterday Tomorrow Days of the week Week Memory The present The past The future Lifetime Repeat	<b>Vocabulary Geography</b>  Live Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV) Bethlehem Same difference  In front Behind Next to Under On In between	<b>Vocabulary History</b>  Family tree New/old Today Days of the week Remember Long ago History The present The past The future Lifetime Repeat Remember	<b>Vocabulary Geography</b>  Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under On In between Above	<b>Vocabulary History</b>  Past Ago Family tree New/old Today Days of the week Today Yesterday Tomorrow	<b>Vocabulary Geography</b>  Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV)  In front Behind Next to Under On In between Above	<b>Vocabulary History</b>  Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow Week Next week Sequence Order Old New/Recent	<b>Vocabulary Geography</b>  Home Area Rochdale Park Country England Meaningful countries (children's origin or on EV) Maps  In front Behind Next to Under On In between Above	<b>Vocabulary History</b>  Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow Week Next week Year Next year	<b>Vocabulary Geography</b>  Home Area Rochdale Address Roads Park Country England Meaningful countries (children's origin or on EV) Maps  In front Behind Next to Under On In between Above	<b>Vocabulary History</b>  Past Ago Family tree New/old Today Days of the week Yesterday Tomorrow Week Next week Year Next year

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<b>Nursery Expressive Art and Design</b>	<b>Music</b> I am beginning to enjoy moving to music.  I am beginning to join in with songs and rhymes.  I can explore a range of sound makers and instruments.  I can play instruments in different ways.	<b>Music</b> I am beginning to tap lummi sticks to the beat of the music.	<b>Music</b> I enjoy moving and dancing to music.  I can sing at least 3 Nursery rhymes or songs.	<b>Music</b>	<b>Music</b> I can move confidently to music.  I can remember and sing at least 5 songs or rhymes.  I can play instruments with increasing control.	<b>Music</b>
	<b>Story telling/Role Play/Being imaginative</b> I am beginning to take on a role in the home corner.	<b>Story telling/role Play/Being imaginative</b> I am taking part in simple pretend play	<b>Story telling/Role play/Being imaginative</b> I am beginning to tell stories whilst using small world toys.  I can create closed shapes with continuous lines and begin to use these shapes to represent their ideas.	<b>Story telling/Role play/Being imaginative</b> I am beginning to build imaginative and small worlds using blocks or construction kits.	<b>Story telling/Role play/Being imaginative</b> I can tell simple stories whilst using block and small world play.	<b>Story telling/Role play/Being imaginative</b> I can tell stories confidently through my play.
	<b>Painting</b> I can explore paint, using fingers and hands as well as paint brushes.  I can begin to talk about what I can see and like about the work of an artist	<b>Painting</b> I can use brushes and tools to paint pictures.	<b>Painting</b> I am beginning to explore colour mixing.	<b>Painting</b> I can show emotions in my drawings and paintings.	<b>Painting</b>	<b>Painting</b> I can mix paint to make new colours.  Look at the artist Kandinsky.  I can beginning to talk about what I can see and like about the work of another artist.
	<b>Drawing</b> I am beginning to make marks	<b>Drawing</b> I am beginning to draw simple pictures.	<b>Drawing</b>	<b>Drawing</b> I can draw using a variety of resources.	<b>Drawing</b>	<b>Drawing</b> I can draw with increasing detail.
	<b>Modelling and collage</b> I am beginning to investigate different materials in the creative area.  Look at the artist Giuseppe Arcimboldo.  I can make faces using fruit and vegetables.  I can begin to talk about what I can see and like about the work of another artist.	<b>Modelling and collage</b> I can join materials using a glue stick.	<b>Modelling and collage</b> I can join materials using glue and a glue spreader and explore different texture.	<b>Modelling and collage</b> I can join materials using tape and explore different textures.	<b>Modelling and collage</b> I can begin to make a choice about how I join materials together.	<b>Modelling and collage</b> I can begin to talk about my choices of materials and how I have chosen to join them together.
	I am beginning to talk about my art work.	I am beginning to talk about my artwork.	I can talk about my art work	I am beginning to express some emotions in my art work.	I am beginning to talk about my artwork and explain some of the choices I have made.	I am beginning to talk about my artwork and explain some of the choices I have made.

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	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>	<b>Vocabulary Art/Creative/DT</b>	<b>Vocabulary Music/Drama</b>
	Paper Pencil Felt tip Paint Colour names Paint brushes  Picture Lines Join Happy Sad Features  Name some materials: ribbon, card, paper, feathers, sticks etc.  Glue	Nursery Rhymes Music Name some instruments. Shake, tap, tip, Body percussion Clap Tap Stamp Bang pop Fast/slow Loud/quiet  Role play Pretend Imagination Movement	Paper Pencil Felt tip Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Draw Features Long/short Wavy  Glue stick Fix Join	Lummi sticks Fast/slow Loud/quiet Stop/Start Tap Bang Rhythm Beat Role play Role Pretend Imagination Character Movement	Paper Pencil Felt tip Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Draw Features Long/short Wavy  Mixing Explore Name colours Bright Swirl  Name some materials: ribbon, card, paper, feathers, sticks etc. Paper, Pencil, Crayon, Felt tip Join Glue Glue spreaders	Fast/slow Loud/quiet Stop/Start Tap Bang Rhythm Beat Tambourine Glockenspiel Jingle bells  Role play Role Pretend Imagination Character Movement Different voices	Paper Pencil Felt tip Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Draw Features Long/short Wavy  Name colours Mixing Explore Bright Swirl  Name some emotions – Happy, sad, excited, scared  Masking tape Sellotape Name some materials: ribbon, card, paper, feathers, sticks etc. Fix, join	Fast/slow Loud/quiet Stop/Start Tap Bang Rhythm Beat Tambourine Glockenspiel Jingle bells  Role play Role Pretend Imagination Character Movement Different voices	Paper Pencil Felt tip Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Draw Features Long/short Wavy  Name colours Mixing Explore Bright Swirl  Name colours Name some emotions – Happy, sad, excited, scared  Masking tape Sellotape Name some materials: ribbon, card, paper, feathers, sticks etc. Fix, join	Fast/slow Loud/quiet Stop/Start Tap Bang Rhythm Beat Tambourine Glockenspiel Jingle bells  Role play Role Pretend Imagination Character Movement Different voices	Paper Pencil Felt tip Paint Print Mix Name colours Paintbrushes Combs Sponges for printing Draw Features Long/short Wavy Zig zag  Name colours Mixing Explore Bright Swirl  Name colours Name some emotions – Happy, sad, excited, scared  Masking tape Sellotape Name some materials: ribbon, card, paper, feathers, sticks etc. Fix, join	Fast/slow Loud/quiet Stop/Start Tap Bang Rhythm Beat Tambourine Glockenspiel Jingle bells  Role play Role Pretend Imagination Character Movement Different voices

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<b>Reception Expressive Art and Design</b>	<b>Music</b> I am happy to join in with songs and rhymes.	<b>Music</b> I can learn new songs (Christmas)	<b>Music</b> I am confident to dance and make up simple routines.	<b>Music</b>	<b>Music</b> I can listen to a variety of music and say how it makes me feel.	<b>Music</b> I am happy to perform with others to an audience.
	<b>Story telling/Role Play/Being imaginative</b> I am confident to take on role in the home corner.	<b>Story telling/Role Play/Being imaginative</b> I can take on a role through a character and use story language (Large doll play)	<b>Story telling/Role Play/Being imaginative</b> I can engage in small world play and begin to tell stories.	<b>Story telling/Role Play/Being imaginative</b> I can use story language in small world/block play I can create my own props for role play and use them for purpose.	<b>Story telling/Role Play/Being imaginative</b> I can respond to others in character	<b>Story telling/Role Play/Being imaginative</b> I can keep a story alive by responding to different characters
	<b>Painting / Printing</b> I can paint myself looking at my features in a mirror. I can mix colours through exploration I can print to show texture on large art work	<b>Painting / Printing</b> I can paint with a focus and talk about it. I can talk about the colours I have mixed. I can print for a purpose to create a pattern (Wrapping paper)	<b>Painting / Printing</b> I can paint a picture showing some emotion	<b>Painting / Printing</b> I can paint real life objects	<b>Painting / Printing</b> I can paint real life objects looking closely at detail. I can help to mix colours for a purpose.	<b>Painting / Printing</b> I can paint a variety of pictures using a range of different media. I can talk about how to mix colours. Look at the artist Kandinsky. I can beginning to talk about what I can see and like about the work of another artist
	<b>Drawing</b> I can draw using a variety of resources.	<b>Drawing</b> I can draw with increasing detail	<b>Drawing</b> I can use drawing tools to make marks, lines and curves.	<b>Drawing</b> I can select coloured drawing implements for a purpose	<b>Drawing</b> I can talk about my own work and the work of others.	<b>Drawing</b> I can draw accurate representations of people and objects.
	<b>Modelling</b> I can create models in a variety of areas and talk about what I have made. Look at the artist Giuseppe Arcimboldo. I can make faces using fruit and vegetables. I can begin to talk about what I can see and like about the work of another artist.	<b>Modelling</b> I can use complex enclosures and marks to represent objects with similar attributes including emotions	<b>Modelling</b> I can create models with functions, colour and unique design.	<b>Modelling</b> I can create different artefacts using a variety of resources.	<b>Modelling</b> I can keep adding to my model and can choose appropriate ways of joining materials together. (glue, glue sticks, tape)	<b>Modelling</b> I can talk about my choices of materials and how I have chosen to join them together.
	I can talk about my art work.		I know what I would like to create and can think of ways to create it.	I can say how I might improve my artwork.		I can talk about my artwork and explain some of the choices I have made.

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LOtC	Forest School Continuous Provision Allotment Walking around the local area –Where do I live?	Forest School Continuous Provision Making Rockets Outside Allotment	Forest School Continuous Provision Gruffalo Hunt in Tandle Hills Allotment Climbing	Forest School Continuous Provision Real chicks from eggs Allotment Walking	Forest School Farm Visit Continuous Provision Allotment	Forest School Continuous Provision Allotment Mini Splash

	Vocabulary Art/Creative/DT	Vocabulary Music/Drama	Vocabulary Art/Creative/DT	Vocabulary Music/Drama	Vocabulary Art/Creative/DT	Vocabulary Music/Drama	Vocabulary Art/Creative/DT	Vocabulary Music/Drama/DT	Vocabulary Art/Creative/DT	Vocabulary Music/Drama	Vocabulary Art/Creative/DT	Vocabulary Music/Drama
	Paper Pencil Paint Felt tip Print Experiment Mix Colour names Paint brushes Picture Draw Features Lines Join Happy Sad  Art Artist Giuseppe Arcimboldo Self Portrait Skin tones  Model Name some materials: ribbon, card, paper, feathers, sticks etc.	Nursery Rhymes Music Dance  Name some instruments. Shake, tap, tip, Body percussion Clap Tap Stamp Bang pop Fast/slow Loud/quiet  Role play Pretend Imagination Movement	Paint Print Pattern Experiment Mix Name colours Paintbrushes Combs Sponges for printing Draw Detail Straight Curved Long Short Wavy Thick Thin Scribble Zig-zag  Plan Art Artist Design Kandinsky Colourful  Model Name some materials: ribbon, card, paper, feathers, sticks etc. Glue stick Fix Join	Songs Music Dance Perform Audience  Name some instruments. Listen Fast/slow Loud/quiet Stop/Start Tap Bang Shake Rhythm Beat  Role play Role Pretend Imagination Movement Character Props	Colour names Paint brushes Picture Draw Features Lines Join Happy/cheerful Sad/Gloomy Mixing Experiment Name colours Bright Swirl Draw Detail Straight Curved Long Short Wavy Thick Thin Scribble Zig-zag Plan Art Artist Design Kandinsky Colourful Model Tool Join Glue Glue spreaders Rough Smooth Bumpy Hard Soft	Songs Music Dance Movement Perform Audience Name some instruments. Listen Fast/slow Loud/quiet Stop/Start Tap Bang Shake Rhythm Beat  Role Pretend Props Imagination Character Character voice Perform	Colour names Paint brushes Picture Draw Features Lines Join Happy/cheerful Sad/Gloomy Mixing Experiment Name colours Bright Swirl Draw Detail Straight Curved Long Short Wavy Thick Thin Scribble Zig-zag  Plan Art Artist Design Kandinsky Colourful  Model Tool Join Glue Glue spreaders Rough Smooth Bumpy Hard Soft	Songs Music Dance Movement Perform Audience  Listen Fast/slow Loud/quiet Stop/Start Tap Bang Shake Rhythm Beat  Role play Role Pretend Imagination Character Character voice	Name colours Name some emotions – Happy, cheerful sad, gloomy excited, scared  Bright Swirl Draw Detail Straight Curved Long Short Wavy Thick Thin Scribble Zig-zag  Plan Art Artist Design Kandinsky Colourful  Model Tool Fix, join Technique Form Function Sellotape  Rough Smooth Bumpy Hard Soft	Songs Music Dance Movement Perform Audience  Listen Fast/slow Loud/quiet Stop/Start Tap Bang Shake Rhythm Beat  Role play Role Pretend Imagination Character Character voice Perform	Name colours Name some emotions – Happy, sad, excited, scared  Bright Swirl Draw Detail Straight Curved Long Short Wavy Thick Thin Scribble Zig-zag  Plan Art Artist Design Kandinsky Colourful  Model Tool Fix, join Technique Form Function Sellotape  Rough Smooth Bumpy Hard Soft	Songs Music Dance Movement Fast/slow Loud/quiet Stop/Start Tap Bang Shake Rhythm Beat Songs  Role play Role Pretend Imagination Character Character voice Perform