



Our Christian Mission

The Christian life is like a journey with Jesus into the heart of God. Our mission is simply to take the children by the hand and invite them to join us on the journey, working in close partnership with our neighbouring church and vicar, as together we discover our Christian spirituality. We promise also to help nurture those of other faiths and to give a creative space for those of no faith to explore our distinctive beliefs.

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens, who are well prepared for life in the modern world.

Our School Vision

We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives.

Curriculum Intent

To deliver the content of the Early Years Foundation Stage statutory framework, giving children a secure foundation and enabling them to 'live life in all its fullness'.

Key Outcomes

- I am an independent and curious learner.
- I can seek challenge to reach my full potential.
- I can build my resilience by having the opportunity to express and explore my feelings.

Class	Nursery			Reception		Year 1	
	Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years
Communication and Language	Educational Programme	<p><i>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.</i></p>					
	Listening	<ul style="list-style-type: none"> Listen to and enjoy rhythmic patterns in rhymes and short stories. 	<ul style="list-style-type: none"> Listen to and remember simple stories with pictures. 	<ul style="list-style-type: none"> Listen to others one to one, or in small groups, when conversation interests them. Listen to longer stories with increasing attention and recall. 	<ul style="list-style-type: none"> Listen within whole class groups for a short period of time. Listen to stories, non-fiction books, songs and rhymes and can roughly recount them. Understand why listening is important. 	<ul style="list-style-type: none"> Listen appropriately to adults and peers alike. Listen to poems, stories and non-fiction and make links to their own experiences. 	<ul style="list-style-type: none"> Listen appropriately to adults and peers alike. Show active listening, begin to ask questions to clarify meaning or to find out more information.
	Attention	<ul style="list-style-type: none"> Single channel attention: focus on one activity, but do not like a spoken or visual distraction. Concentrate for a short period on a task that is of interest to them. 	<ul style="list-style-type: none"> Flexible single channel attention: begin to shift focus from one activity to a spoken or visual distraction, when you say their name to get their attention. 	<ul style="list-style-type: none"> Attention under voluntary control: begin to control their own attention and shift between an activity and a speaker, although they may need to still look at the speaker. 	<ul style="list-style-type: none"> Two-channelled attention: control their own attention between activity and speaker without stopping to look at them. Begin to pay attention within a group. Focus on a visual and verbal activity at the same time. 	<ul style="list-style-type: none"> Fully integrated attention: carry out a task, ignore distractions and maintain their attention for a reasonable length of time. Focus their attention in various sized groups, including whole class. 	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Understanding	<ul style="list-style-type: none"> Understand 500 words Understand simple questions and follow simple instructions, e.g. "Where's baby?" and "Mummy's turn." 	<ul style="list-style-type: none"> Understand simple 'who', 'what' and 'where' questions, e.g. "What is that?" and "Where is mummy now?" Begin to understand and follow longer instructions without being shown, e.g. "Put on your coat and your bag." 	<ul style="list-style-type: none"> Understand simple 'why' questions. Understand and follow two-part instructions reasonably well, e.g. "Go and get me the big scissors and some blue paper from the drawer." 	<ul style="list-style-type: none"> Understand more complicated language, e.g. first, next, last, maybe, might, above, in between. Understand spoken instructions without stopping what they are doing to look at the speaker. 	<ul style="list-style-type: none"> Begin to understand how language can be used for effect. 	<ul style="list-style-type: none"> Begin to understand how spoken language can change depending on who we are speaking to or the formality of conversation.
	Speaking	<ul style="list-style-type: none"> Say over 50 words Join two or three words together, e.g. more juice Ask simple questions, such as "What that?" 	<ul style="list-style-type: none"> Use up to 300 words, including descriptive language and action words, e.g. big, soft, under, eating, lots. Use personal pronouns, such as me and you. Use negatives, plurals and prepositions. Start to use simple, short sentences, e.g. "me want more juice." Ask lots of questions Talk about something that has happened in the past. Sing songs and rhymes Have understandable speech, even for those who are unfamiliar. Hold a proper conversation, though it may flit and be difficult to follow. 	<ul style="list-style-type: none"> Begin to use future and past tense with some accuracy. Use longer, compound sentences with words such as <u>and</u>. Ask lots of questions using 'what', 'where' and 'why.' Answer simple <u>why</u> questions. Describe events that have happened in the past, e.g. "Julie and me goed park and played on swings." Use language to express their view. Sing a large repertoire of songs and say many rhymes. Have speech that is clear and can be easily understood, but still with some speech immaturities. Start a conversation and continue it with some turns in speaking. Use talk to organise their play. 	<ul style="list-style-type: none"> Learn and use new vocabulary by finding out what new words mean. Use well-formed and more complex sentences with words such as <u>because</u>. Ask relevant questions to find out more and to check understanding. Talk about what has happened and what might happen. Use language to discuss and debate. Able to tell stories. Have speech that is mostly fluent, with some inaccuracies with difficult words. Hold a much longer conversation where they take turns to speak. Use talk to organise thinking/activities, problem solve and explain. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Express their ideas and feelings about their experiences, using the correct tense and a range of connectives. Talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. Describe events in detail. Retell a story in their own words. 	<ul style="list-style-type: none"> Speak clearly and confidently in front of people in their class and familiar groups. Start conversations with an adult they know well or with their friends. Retell a well-known story remembering the main characters. Recite simple poems, songs and pattern language refrains. Keep to the main topic when speaking in a group. Ask questions to find out more information and begin to ask questions to clarify meaning. Use speech in active role play, taking on character roles by changing voice.

Tanworth-in-Arden CE Primary School
Early Years Curriculum



Class		Nursery			Reception		Year 1
Age		2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years
Personal, Social and Emotional Development	Educational Programme	<p><i>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 9 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.</i></p>					
	Self-Regulation and Managing Self	<ul style="list-style-type: none"> Recognise themselves in mirrors. See themselves as a separate person and begin to express their preferences/decisions through gestures, gaze and talk, including to achieve a goal, e.g. gesture towards their cup to say they want a drink. Gain confidence in trying new things. Begin to make their own informed choices (from a limited range of options). Begin to express a range of emotions using words like ‘sad’, ‘upset’, ‘angry’. 	<ul style="list-style-type: none"> Recognise themselves in photographs. Grow in independence but can sometimes reject help or show feelings of frustration or have tantrums. Talk increasingly about and begin to start to control their emotions. Explore their emotions beyond their normal range through play and stories. Begin to control their impulses, e.g. waiting for a turn or resist grabbing something they want. Use the toilet with help, becoming more independent. 	<ul style="list-style-type: none"> Select and use activities and resources to help them achieve a goal they have chosen or that has been suggested to them, with support when needed. Develop their sense of responsibility and membership of a community, e.g. by washing their own plates, fetching their own snack. Show confidence in new social situations, e.g. trips/visits. Begin to follow rules, understanding why they are important, and with increasing independence. Increasingly talk about their emotions and control them, with support. Begin to understand how others might be feeling. Use the toilet independently. Wash and dry their hands thoroughly. Make healthy choices about food, exercise and toothbrushing. 	<ul style="list-style-type: none"> Recognise themselves as a valuable individual. Understand the need for rules and mostly follow them. Confidently talk about their feelings in more elaborated ways, e.g. “I’m sad because...” or “I love it when...”. Increasingly control their own feelings socially and emotionally. Consider the feelings of others and think about their perspectives, which helps them negotiate with others. Show resilience and perseverance in the face of challenge. Know and talk about overall health and wellbeing: regular exercise; healthy eating; toothbrushing; sensible amount of screen time; having a good sleep routine and being a safe pedestrian. Manage school skills, e.g. lining up. 	<p><u>Being Me in my world</u></p> <ul style="list-style-type: none"> understand how it feels to belong and that we are similar and different start to recognise and manage my feelings enjoy working with others to make school a good place to be understand why it is good to be kind and use gentle hands understand children’s rights and this means we should all be allowed to learn and play learn what being responsible means 	<p><u>Being Me in my world</u></p> <ul style="list-style-type: none"> feel special and safe in my class know that I belong to my class know how to make my class a safe place for everybody to learn recognise how it feels to be proud of an achievement recognise the range of feelings when I face certain consequences understand my choices in following the learning charter
	Building Relationships	<ul style="list-style-type: none"> Begin to find ways to cope with transition from primary carer to key person. Develop a positive relationship with key person. Play with increasing confidence on their own because they know their key person is nearby and available. Play with increasing confidence in parallel with other children, but need encouragement from key person to share toys, etc. Begin to feel confident when taken out around the local neighbourhood and enjoy new places with their key person. 	<ul style="list-style-type: none"> Find ways to cope with transition from primary carer to key person. Continue to develop a positive relationship with key person, and then with other adults. Play with increasing confidence alongside other children, starting to share and take turns, and engage in onlooker play. Develop friendships with other children. Comfort another child. Feel confident when taken out around the local neighbourhood and enjoy new places with their key person. Develop positive attitudes towards diversity and inclusion. 	<ul style="list-style-type: none"> Cope with separation from primary carer when with a familiar person. Interact with unfamiliar people safely in their setting, e.g. plumbers, artists, firefighters, etc. Begin to play cooperatively with one or more other children, extending and elaborating on play ideas. Show clear preferences with friendships. Begin to find solutions to conflicts and rivalries, with support. 	<ul style="list-style-type: none"> Separate from parents with confidence. Increasingly build constructive and respectful relationships with both adults and other children. Develop close friendships. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> identify some of the jobs I do in my family and how I feel like I belong know how to make friends to stop myself from feeling lonely think of ways to solve problems and stay friends start to understand the impact of unkind words use Calm Me time to manage my feelings know how to be a good friend 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> know how it feels to belong to a family and care about the people who are important to me know how to make a new friend recognise which forms of physical contact are acceptable and unacceptable to me know when I need help and know how to ask for it know ways to praise myself express how I feel about someone who is special to me
Physical Development	Educational Programme	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>					

Tanworth-in-Arden CE Primary School
Early Years Curriculum



Class	Nursery			Reception		Year 1	
Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years	
Gross Motor Skills	Movement	<ul style="list-style-type: none"> Walk and run well. Climb. Walk upstairs one foot at a time. Jump with two feet together. 	<ul style="list-style-type: none"> Run forwards and backwards. Walk upstairs with alternate feet. Jump with two feet together from a low step. Spin, roll and independently use ropes and swings. 	<ul style="list-style-type: none"> Cross the midline with ease. Hop on one foot. Skip. Stand on one leg. Hold a pose. Walk along a line. Wave flags and streamers. Increasingly use sequences and patterns of movements which are related to music and rhythm. Make decisions based on their ability and the task, e.g. whether to crawl, walk or run across a plank, depending on its length and width. Move large items collaboratively. 	<ul style="list-style-type: none"> Fluently roll, crawl, walk, jump, run, hop, skip and climb with control and grace. Combine movements with ease. Run and avoid obstacles. Skip with a rope. Develop overall body strength, coordination, balance and agility. Show good posture when sitting at a table or on the floor. 	<ul style="list-style-type: none"> Develop control and coordination. Safely negotiate space. Travel on and off equipment in different ways. Link simple gymnastic moves. Starting to develop rhythm through dance. Experience climbing through Forest School activities. 	<ul style="list-style-type: none"> Increasing confidence/competence with movements like running, jumping. Extending agility/balance and coordination skills. Developing flexibility, strength, technique, control and balance through gymnastics and dance.
	Ride	<ul style="list-style-type: none"> Use sit and ride toys, pushing with feet. 	<ul style="list-style-type: none"> Steer a tricycle, pushing with feet. Use a scooter. 	<ul style="list-style-type: none"> Ride a tricycle using pedals. 	<ul style="list-style-type: none"> Start to ride a bike (with stabilisers) 	<ul style="list-style-type: none"> Ride a bike (without stabilisers) 	
	Ball Skills	<ul style="list-style-type: none"> Roll a ball. Try and kick a ball. 	<ul style="list-style-type: none"> Throw, catch and kick a large ball. 	<ul style="list-style-type: none"> Aim and throw a ball and kick it with force. 	<ul style="list-style-type: none"> Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> Throw, catch, kick, pass, bat and aim with increasing confidence, competence, precision and accuracy. 	<ul style="list-style-type: none"> Stop ball with feet. Travel with ball close to their body (maintain some control). Push a ball with a hockey stick demonstrating some control. Play simple ball games with peers.
	Feeding	<ul style="list-style-type: none"> Hold and drink from a cup. Use a spoon to feed themselves. 	<ul style="list-style-type: none"> Feed themselves with increasing independence. Pour their own drinks. 	<ul style="list-style-type: none"> Begin eating independently with a knife and fork. 	<ul style="list-style-type: none"> Use knives, forks and spoons competently. 		
	Dressing	<ul style="list-style-type: none"> Put on shoes and fasten with Velcro (not buckles or laces). 	<ul style="list-style-type: none"> Pull down items of clothing. 	<ul style="list-style-type: none"> Button and unbutton clothes. Be increasingly independent getting dressed and undressed. Put their coat on and do up the zip. 	<ul style="list-style-type: none"> Independently dress and undress. 	<ul style="list-style-type: none"> Tie shoe laces. 	
	Pivot, Grasp and Grip	<ul style="list-style-type: none"> Develop shoulder and elbow pivot. Use a palmer grasp and start to use a digital grasp. 	<ul style="list-style-type: none"> Develop wrist pivot. Use a digital grasp and start to develop a modified tripod grip. Begin showing a hand preference. Thread large beads on a string. Roll, pound, squeeze and pull playdough. 	<ul style="list-style-type: none"> Develop hand pivot. Use a modified tripod grip and then develop a static tripod grasp. Show preference for a dominant hand. Build a large tower of blocks. Lace a threading card. Roll balls and make snakes or cookies with playdough. 	<ul style="list-style-type: none"> Continue to develop hand pivot. Use a static tripod grip and then develop a dynamic tripod grasp. Thread small beads on a string. 	<ul style="list-style-type: none"> Mainly uses a tripod grip. 	
Fine Motor Skills	Mark Making	<ul style="list-style-type: none"> Draw vertical lines. Scribble, but randomly. 	<ul style="list-style-type: none"> Draw horizontal lines and circles. Draw some straight and curved lines and patterns, including dots. Make repeated marks. Scribble, but with control. 	<ul style="list-style-type: none"> Draw crosses and squares. Draw more dots, lines and patterns with control. Draw objects and a person with a head, trunk and legs. Give meaning to scribble as words, some being long and some being short. Begin to write some letters by copying letter shapes, including those in their name, and mock letters. Start writing their name. 	<ul style="list-style-type: none"> Draw diagonal lines and x. Use tools, such as pencils and paintbrushes to draw, colour, paint and write with increasing control. Write own name. Write some letters by copying letter shapes from environmental print, and then increasingly form more letters accurately. 	<ul style="list-style-type: none"> Draw triangles. Develop a handwriting style which is fast, accurate and efficient. 	
	Cutting	<ul style="list-style-type: none"> Tear paper. Begin to hold scissors, often with palm face down. Snip playdough and straws. Begin to snip paper, holding the paper with awkwardness. 	<ul style="list-style-type: none"> Hold scissors, but their palm can be slightly up. Hold paper steady, but their palm can often face up or partially up so encourage a thumbs up position. Cut a piece of paper that is around 6 inches long. 	<ul style="list-style-type: none"> Hold scissors with a neutral wrist. Begin to coordinate holding the paper correctly and the scissors. Cut along a straight line that is around 6 inches long, with a ½ inch error expected at times. Cut along a curved line (at least ¼ inch wide), with a ¼ inch error expected at times. Cut out circles with increasing accuracy. 	<ul style="list-style-type: none"> Coordinate holding the paper correctly and the scissors with increasing confidence. Cut out squares, with increasing accuracy. 	<ul style="list-style-type: none"> Coordinate a more fluid cutting style, with hand holding paper and hand holding scissors moving in sync. Cut out more complex shapes, e.g. figures. 	

Tanworth-in-Arden CE Primary School
Early Years Curriculum



Class		Nursery			Reception		Year 1
Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years	
Literacy	Educational Programme	<p><i>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).</i></p>					
	Word Reading and Comprehension	<ul style="list-style-type: none"> Enjoy, join in and say some of the words in songs and rhymes Enjoy sharing books with an adult Responds to the pictures or the words of a book Enjoy looking at books 	<ul style="list-style-type: none"> Sing songs and say rhymes independently Has favourite books, and will share them with others Repeat words and phrases from familiar stories Ask question about books Develop play around favourite books Notice some print (e.g. first letter of name) Enjoy books and turn pages 	<ul style="list-style-type: none"> Understand print has meaning and can have different purposes Understand we read text from left to right, and top to bottom (English) Know the names of the different parts of a book Understand page sequencing Spot rhyming words Count or clap syllables Recognise words with the same initial sound Can talk about stories and new vocabulary 	<ul style="list-style-type: none"> Read individual letters by saying the sounds Blend sounds to read short words Read digraphs and trigraphs Read a few common exception words Read simple phrases and sentences using phonics Re-read books to increase fluency and develop their understanding and pleasure for reading 	<ul style="list-style-type: none"> Read all the Phase 3 digraphs and trigraphs Blend sounds to read longer words, e.g. Phase 4 words. Read Phase 2 - 4 common exception words Read aloud sentences and books that are consistent with their phonics knowledge Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Predict key events in stories Enjoys reading for pleasure and is building up confidence fluency and understanding when reading. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as a route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. Discuss word meanings, linking new meanings to those already known. Show understanding by drawing on background information and vocabulary, checking for sense and self-correcting, discussing the significance of titles and main events, making simple inferences and predictions. Develop a pleasure and motivation to read by listening to a wide range of poems, stories, and non-fiction beyond a level they could read independently. Retell key stories, fairy stories and familiar tales and learn and recite some rhymes and poems by heart.
	Writing	<ul style="list-style-type: none"> Participates in fine motor activities 	<ul style="list-style-type: none"> Enjoy drawing freely. Can add marks to their drawings, which they give meaning to. Make marks to mean their name 	<ul style="list-style-type: none"> Uses some of their print/letter knowledge in early writing Write some or all of their name Write some letters accurately 	<ul style="list-style-type: none"> Form most lower-case and capital letters correctly Spell words by segmenting Write short sentences using CL and FS. Check writing for sense 	<ul style="list-style-type: none"> Forms all lower-case and capital letters correctly Spells words that are phonetically plausible Starts to write longer sentences with conjunctions, e.g. and Re reads what they have written to check that it makes sense 	<ul style="list-style-type: none"> Forms lower-case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0-9. Understand which letters belong to which handwriting 'families'. Spell unknown words using known phonemes. Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. Write from memory simple dictated sentences including taught words and spelling rules. Use 'and' to join ideas within a sentence and



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						<ul style="list-style-type: none"> attempt to use other conjunctions. Choose relevant vocabulary for their writing using word banks to support. Begin to use adjectives to add detail. Use a capital letter for the start of a sentence and for the names of people, places and days of the week. Begin to use other punctuation such as exclamation and question marks. Plan writing by sharing and discussing ideas orally. Read their own writing aloud so it can be heard by others and check for sense. Sequence sentences to form short narratives. Sequence sentences in chronological order to recount an event /experience. 	
Maths	Educational Programme	<p><i>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.</i></p>					
	Counting and Cardinality	<ul style="list-style-type: none"> Say some number names, not necessarily in the correct order Begin to point to objects when counting, but without 1:1 correspondence Subitise to 1 	<ul style="list-style-type: none"> Recite numbers forwards beyond 3, including from any given number Recite numbers backwards from 3, including from any given number Begin to count objects with 1:1 correspondence up to 3 Subitise to 2 Recite appropriate number songs, e.g. Two Little Blackbirds, Three Blind Mice Begin to link numerals and amounts to 3 Recognise some numerals 	<ul style="list-style-type: none"> Recite numbers forwards beyond 5, including from any given number Recite numbers backwards from 5, including from any given number Confidently count objects with 1:1 correspondence up to at least 3 and begin to know the rule of cardinality Count actions/sounds up to at least 3 Subitise to 3 Recite appropriate number songs, e.g. Five Little Speckled Frogs Confidently link numerals and amounts to 3 and know the rule of conservation Experiments with their own symbols and marks for number, as well as numerals. Write numerals of personal significance. 	<ul style="list-style-type: none"> Recite numbers forwards beyond 10, including from any given number Recite numbers backwards from 10, including from any given number Confidently count objects with 1:1 correspondence to at least 5, and then at least 10, and know the rule of cardinality Count actions/sounds to at least 5, and then at least 10 Subitise to 5 Recite appropriate number songs, e.g. Ten Green Bottles Confidently link numerals and amounts to 5, and then 10 and know the rule of conservation Write numerals to 5, then numerals to 10, including 0 	<ul style="list-style-type: none"> Recite numbers forwards beyond 20, including from any given number Recite numbers backwards from 20, including from any given number Make sensible estimates within 10 Confidently count objects with 1:1 correspondence to at least 20 Count actions/sounds to at least 20 Recite appropriate number songs, e.g. One, Two, Buckle my Shoe Begin to link numerals and amounts to 20 and know the rule of conservation Begin to write numerals to 20 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Identify and represent numbers using objects and pictorial representations, including a number line Read and write numbers from 1 to 20 in numerals and words
	Number	<ul style="list-style-type: none"> Begin to compare quantities using 'more than' 	<ul style="list-style-type: none"> Compare quantities using 'more than' 	<ul style="list-style-type: none"> Order numbers to 3 Compare quantities using 'more than', 'less than' and 'the same quantity/amount as' 	<ul style="list-style-type: none"> Order numbers to 5, and then 10 Compare numbers using 'more than', 'less than', 'fewer', 'equal to' Find one more and one less than 	<ul style="list-style-type: none"> Begin to order numbers to 20 Understand the difference between quantity and size 	<ul style="list-style-type: none"> Given a number, identify one more and on less Use the language of: equal to, more than, less than (fewer), most, least
	Composition		<ul style="list-style-type: none"> Can recall all number bonds to 3 Begin to know that 'and' means combining sets of objects and that combining means they have more Begin to know that 'take away' means removing objects and that removing means they have less Solve real world maths problems with numbers to 3 Begin to understand sharing items between people 	<ul style="list-style-type: none"> Partitions sets of objects using a part-part whole model, exploring composition to 3 and then to 5, and then 10 Knows that when a five frame is full there are 5 objects and when empty there are 0 Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5 Begin to understand that teen numbers are 10 and ___ Begins to recognise numerical patterns such as 6, 7, 8 and 16, 17, 18 Understand that addition is the combining of sets of objects Understand that subtraction is removing objects 	<ul style="list-style-type: none"> Begin to partition sets of objects using a part-part whole model, exploring composition to 20 Understands that teen numbers are 10 and ___ Recognises that after each unit of 10, we go back to 1 again Recognises numerical patterns such as 6, 7, 8 and 16, 17, 18 Can use the vocabulary of 'tens' and 'ones' to explain numerical pattern Begin to recognise the + means and/add and – means take away/subtract Can recall all number bonds to 10, explaining the pattern Add two single digit numbers bridging 10 Subtract a single digit number from a number bigger than 10 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition, subtraction and equals signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction (and multiplication and division with the adult support), using concrete objects and pictorial representations, and 	

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Class	Nursery			Reception		Year 1		
	Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years	
Shape, Space and Measure	Measures	<ul style="list-style-type: none"> Use the words first and last to sequence events 	<ul style="list-style-type: none"> Use length and height comparison vocabulary: big, small, short, tall Use mass and weight vocabulary: heavy, light Use capacity vocabulary: full, empty 	<ul style="list-style-type: none"> Make simple length/height comparisons using 'bigger', 'smaller', 'shorter' and 'taller' Make simple mass/weight comparisons using 'heavier' and 'lighter' Make simple capacity comparisons using 'more' and 'less' Begin to describe sequence of events using next, after, later, as well as first, last Know some of the days of the week 	<ul style="list-style-type: none"> Combine two numbers totally up to 5, then 10 Take away two numbers totally up to 5, then 10 Solve real world maths problems to 5, and then 10 Can recall all number bonds to 5, explaining the pattern Can recall some number bonds to 10 Understand that sharing is splitting an amount into equal parts Understand that doubling is adding the number to itself, and knowing some double facts 	<ul style="list-style-type: none"> Solve real world maths problems with numbers beyond 10 Begin to understand that halving is sharing into two equal parts 	<ul style="list-style-type: none"> missing number problems. Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	
		Shape and Space	<ul style="list-style-type: none"> Use the words 'first' and 'last' to describe position Talk about locations Begin to select shapes which will fit when rotated or flipped in insert boards, shape sorters and simple jigsaws (2 – 5 pieces) 	<ul style="list-style-type: none"> Use positional language: in, on, under, behind, next to Begin to describe a route using basic directional /positional language Begin to make constructions and pictures using shapes Select shapes which will fit when rotated or flipped in insert boards, shape sorters and simple jigsaws (5-10 pieces) Begin to explore looking at models from different perspectives 	<ul style="list-style-type: none"> Follow instructions using familiar positional language Describe a route using basic directional /positional language Make constructions and pictures using shapes and begin to explain why they have been chosen based on properties, e.g. they can stack, they can roll, they have straight sides, etc. Select shapes which will fit when rotated or flipped in simple jigsaws (10-16 pieces) Explore looking at models from different perspectives 	<ul style="list-style-type: none"> Use positional language: in-between, over, above, beneath, beside Use ordinal language to describe position Describe a route using directional language: forwards, backwards, left, right Make more complex constructions and pictures using shapes, including tangrams and explain why they have been chosen based on properties, e.g. they can stack, they can roll, they have straight sides, etc. Select shapes which will fit when rotated or flipped in jigsaws (16- 35 pieces) Begin to use more mathematical language to describe shapes: sides, vertex/vertices, faces Begin to draw representations of models from different perspectives 	<ul style="list-style-type: none"> Begin to create/draw a route and explain using directional /positional language Complete more complex constructions, pictures and puzzles (35+ pieces) Begin to recognise and name 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cone, cylinder, square-based pyramid, cube, cuboid) including in different orientations Draw representations of models from different perspectives 	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes describe position, direction and movement, including whole, half, quarter and three quarter turns
			Pattern	<ul style="list-style-type: none"> Talk about pattern in the environment, e.g. stripy, spotty 	<ul style="list-style-type: none"> Describe, continue and copy repeated patterns with colours, shapes, numbers, actions and sounds (AB pattern) 	<ul style="list-style-type: none"> Begin to create repeated patterns with colours, shapes, numbers, actions and sounds (AB pattern) 	<ul style="list-style-type: none"> Describe, continue, copy and create repeated patterns with colours, shapes, numbers, actions and sounds (AB, ABC, ABB,) Begin to spot mistakes in repeating patterns 	<ul style="list-style-type: none"> Describe, copy, continue and create more complex repeated patterns (ABBC, AABB) Spot and explain mistakes in repeating patterns
Educational Programme	<p><i>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.</i></p>							

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Class		Nursery			Reception		Year 1
Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years	
Understanding the World	History	<ul style="list-style-type: none"> Can remember past experiences Can say who they are 	<ul style="list-style-type: none"> Sort images by past and present Make connections between the features of their families and others Can talk about their pets Show an interest in different occupations Comment on characters in stories Comment on historical figures in non-fiction texts 	<ul style="list-style-type: none"> Can briefly talk about some members of their family, especially who they live with Sequence family members by size and name (baby, child, adult) Can talk about a wide range of occupations Can share likes and dislikes about familiar situations in the past, characters/historical figures 	<ul style="list-style-type: none"> Can talk about members of their immediate family in detail, including their occupations Can talk about past and upcoming events that are happening with their immediate family Sequence family members, explaining who they are (e.g. baby, toddler, child, teenager, adult, elderly) Can talk about members of their community, including those who to call in an emergency Comment on images of familiar situations in the past Share some similarities between characters, historical figures and objects 	<ul style="list-style-type: none"> Can discuss similarities and differences between people in their family Can identify similarities and differences between jobs Sequence family members, explaining who they are and the key differences between what they can/can't do Compare and contrast characters from stories, sharing similarities and differences Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences 	<ul style="list-style-type: none"> Sequence events or objects in chronological order Sort artefacts then and now Ask and answer questions about the past Use sources to find out about the past Describe how things have changed and continuity within the recent past (living memory – toys/shops/houses) Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries
	Science	<ul style="list-style-type: none"> Begin to understand the weather changes Explore collections of man-made and natural materials indoors and outdoors Know what is a plant and what is an animal Repeat actions that have an effect Begin to explore how things work 	<ul style="list-style-type: none"> Understand that the weather changes and that different countries have different weather Explore and respond to natural phenomena Explore collections of materials with a range of properties Use senses in hands on exploration Plant seeds and care for growing plants with support 	<ul style="list-style-type: none"> Identify what you need to wear for each season and why Explore collections of materials, identifying similar and different properties Can begin to name their 5 senses Plant seeds and care for growing plants Understand the key features of a life cycle and explain the life cycle of a daffodil and a frog Begin to understand the need to respect and care for the environment and living things Explore and talk about different forces they can feel, e.g. push and pull 	<ul style="list-style-type: none"> Name and order seasons Talk about differences between materials and changes they notice Name their 5 senses Say what plants needs to survive Talk about different life cycles, including a butterfly and a bean plant Begin to explore and talk about non-contact forces, e.g. magnetism, gravity 	<ul style="list-style-type: none"> Understand the effect of seasons on the natural world, including discussing when and how things grow Confidently explore and describe the natural world around them Explain what the 5 senses are Explore and talk about non-contact forces, e.g. magnetism, gravity Understand the need to respect and care for the environment and all living things 	<ul style="list-style-type: none"> Observe and identify seasonal changes and weather patterns Identify, name, group and describe properties of everyday materials Identify and name a variety of common animals Describe and compare the structure of a variety of common animals Identify and name common wild and garden plants, including deciduous and evergreen trees Describe the basic structure of common flowering plants, including trees
	Geography	<ul style="list-style-type: none"> Can say if they live in a house, flat, etc. 	<ul style="list-style-type: none"> Know what a map is used for Know where they live and that it is England Describe the features of familiar environments, e.g. home, school Talk about their daily life and places they go 	<ul style="list-style-type: none"> Identify features on a simple map, e.g. house, school, river, mountain Can explain features of other homes Talk about local environments, e.g. their road/street, the park, the library Talk about daily life in our country Know that there are different countries in the world and talk about the places they have experienced/seen 	<ul style="list-style-type: none"> Can use maps to locate objects in 'real life' Knows that there are 4 countries in the UK and can name at least one other country Knows that different countries have different homes Can identify similarities and differences between homes in our country Explains how life may be different for other children Talk about local environments, e.g. Tanworth, Birmingham Recognise some environments that are different to the one they live 	<ul style="list-style-type: none"> Can briefly explain the difference between human and physical features Can name the four countries that make up the UK Can identify similarities and differences between homes in other countries Make comparisons between life for children in different countries Use images to compare and contrast different environments around the world 	<ul style="list-style-type: none"> Recognise human and physical geographical features in my local environment and compare with a contrasting place Use locational and directional language Use maps, atlases and globes to identify their locality and key features Identify seasonal/ daily weather patterns in the UK and locations of hot and cold areas of the world in relation to equator, North and South poles Name and locate world's seven continents Use simple fieldwork to study the school grounds Use a simple map to move around the school. Use aerial maps to locate landmarks Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	R.E.	<ul style="list-style-type: none"> Know about celebrations that are important to them, birthdays, Christmas Recognise and join in with lunchtime prayers 	<ul style="list-style-type: none"> Notice differences between what people believe Comment on recent pictures of celebrations in their own life 	<ul style="list-style-type: none"> Develop positive attitudes towards the differences between what people believe Know that there are special places of worship Comment on pictures of celebrations in the lives of those around them 	<ul style="list-style-type: none"> Identify which places are special to members of their community Can name different religious venues, e.g. church, mosque, gurdwara Recognise that people have different beliefs and celebrate special times in different ways Comment on images of familiar celebrations/ experiences 	<ul style="list-style-type: none"> Comments on pictures of a wide range of celebrations Knows why religious venues are special and who goes there Can talk about what others celebrate and begin to explain 	<ul style="list-style-type: none"> Describe memories that have happened in their own lives Recognise name and describe religious places Describes the main festivals of a religion <p>Check against school R.E. curriculum units</p>



Class		Nursery			Reception		Year 1
Age	2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years	
Expressive Arts and Design	Computing	<ul style="list-style-type: none"> Make marks on paint software Switch a camera on and off 	<ul style="list-style-type: none"> Select brushes, colours and rubbers when drawing on paint software Play simple games by pressing buttons Take photos 	<ul style="list-style-type: none"> Use various tools, such as brush, pens, stamps and shapes with support Play simple games, including dragging and dropping Record videos Understand what personal information is and know that it should not be shared online Know to ask for help if needed 	<ul style="list-style-type: none"> Use various tools, such as brush, pens, stamps and shapes with some support Independently changes games or increase levels of difficulty Erase content and understand how to change cameras on a tablet Edit photos 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	
	Educational Programme	<p><i>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.</i></p>					
		<p>Chn should be taught to become increasingly independent in the continuous provision, e.g. can they access their own aprons, fill up water pots, choose media, tools and surfaces from those provided, select and attach paper (and other materials) when using easels, use mark-making tools to write their name, put the complete artwork on the drying rack and wash up their equipment once they have finished?</p> <p>Provide opportunities for individual and group artwork, indoors and outdoors, using both natural and man-made materials.</p> <p>Model techniques, processes and materials to children, describe what you are doing and explain the choices you have made. Avoid prescribing the finished result and encourage children to make their own choices.</p> <p>Consider what can be offered as continuous provision and what needs to be introduced through an adult-initiated activity/workshop</p> <p>Encourage conversations and vocabulary around senses, cause and effect, descriptions of techniques, processes and properties, changes in properties, and their choices and feelings.</p> <p>Give opportunities for children to plan, experiment, evaluate and adapt techniques.</p> <p>Give opportunities for children to enjoy, refer back to and develop their work further.</p>					
	Painting and Printing	<ul style="list-style-type: none"> Use paint sticks (palmer grasp) Use premade paints and tools such as long handled mops and sweeping brushes, big decorating rollers and big car wash sponges on horizontal and vertical surfaces 	<ul style="list-style-type: none"> Use premade paints/printing pads and name the colour Use hands, feet and fingers to paint and print Make monoprints Print with large blocks/sponges and dab with a large brush Paint/print on wet and dry surfaces 	<ul style="list-style-type: none"> Mix their own primary colour paint (e.g. powder) to appropriate consistency Begin to mix primary colours to make secondary colours Use a range of thick brushes Begin to print with smaller blocks, sponges, fruit, shapes, etc. Paint/print on transparent/translucent surfaces 	<ul style="list-style-type: none"> Mix primary colours to make secondary colours Add white to make tints and black to make shades Use thin brushes to add details (tripod grip) Print with smaller blocks, sponges, fruit, shapes, leaves etc. Begin to print patterns and meaningful pictures Paint/print on a variety of papers 	<ul style="list-style-type: none"> Mix colours to make a specific hue Independently select additional tools, e.g. small rollers, scrapers, and make their own tools, e.g. natural paintbrushes Print patterns and meaningful pictures, layering images Paint/print on other surfaces, e.g. card, fabric 	<ul style="list-style-type: none"> To use painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, line, shape and space
	Music and Dance	<ul style="list-style-type: none"> Enjoy listening to music Begin to explore instruments Move to music 	<ul style="list-style-type: none"> Begin to respond to music Explore and name instruments (e.g., drum, tambourine, maraca, triangle) Copy basic dance actions Begin to watch performances for short periods of time 	<ul style="list-style-type: none"> Respond to music Play a given instrument to a simple beat Begin to learn short dance routines Watch dances and performances 	<ul style="list-style-type: none"> Talk about how music makes them feel Select own instruments and play them in time to music Name a wide variety of instruments, including chime bars, glockenspiels, xylophones Learn short dance routines, beginning to match pace Begin to replicate dances and performances 	<ul style="list-style-type: none"> Understand emotion through music and can identify if music is 'happy', 'scary', etc. Change the tempo and dynamics whilst playing Use a wide range of instruments Begin to write own compositions using symbols, pictures or patterns Learn longer dance routines, matching pace Confidently replicate dances and performances 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Perform dances using simple movement patterns.
Role Play	<ul style="list-style-type: none"> Begins to use play resources literally, including small world 	<ul style="list-style-type: none"> Use play resources literally, including small world 	<ul style="list-style-type: none"> Use own experiences and begin to use learnt stories to develop storylines Participates in small world play related to rhymes and stories 	<ul style="list-style-type: none"> Use experiences and learnt stories to develop storylines Continues to participate in small world play related to rhymes and stories Enhance small world play with simple resources 	<ul style="list-style-type: none"> Use imagination to develop own storylines Enhance with resources that they pretend are something else 		
Texture and Textiles	<ul style="list-style-type: none"> Tear paper to create a collage Join using glue sticks with support 	<ul style="list-style-type: none"> Begin to cut paper to create a collage Join using PVA glue with support 	<ul style="list-style-type: none"> Tear and cut other materials as well as paper, e.g. card, tissue paper Add some embellishments, e.g. glitter, string, buttons Join using glue sticks and PVA glue with more independence Large scale weaving 	<ul style="list-style-type: none"> Scrunch, twist, fold, roll paper, card, tissue paper, etc. to create different textures Explore and use different fabrics Add a wider variety of embellishments, bows, sequins, lace Join using glue independently or tape with support Small scale weaving 	<ul style="list-style-type: none"> Thicken and give texture to paint by adding flour, sand, sawdust, icing sugar, etc. Use a collage as a printing block (collography) Join in a variety of ways 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space 	

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Age		2 years	2 – 3 years	3 – 4 years	4 – 5 years	5 years +	5 – 6 years
		NB: All collage artwork does not need to be stuck down. Children could also create transient art.					
	Drawing	<ul style="list-style-type: none"> Big movement drawing on large vertical and horizontal surfaces 	<ul style="list-style-type: none"> Draw using their fingers in materials such as sand, mud, flour, shaving foam, paint, salt, lentils, rice, etc. 	<ul style="list-style-type: none"> Begin to draw with a variety of tools, e.g. pens, pencils, wax crayons, chalk, etc. 	<ul style="list-style-type: none"> Draw with a variety of tools and on a variety of surfaces, e.g. paper, card, acetate, whiteboards, blackboards, etc. 	<ul style="list-style-type: none"> Draw a wider range of things from memory, their imagination or from observing things around them. 	<ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, line, shape and space
	Structures and Sculpture	<ul style="list-style-type: none"> Explore malleable materials, including play dough, plasticine and clay 	<ul style="list-style-type: none"> Build using large materials such as boxes, crates, planks and tyres Push, pull and knead clay (and other malleable materials) 	<ul style="list-style-type: none"> Use hollow and solid wooden blocks to build simple models Encourage working with clay (and other malleable materials) in different states, e.g. frozen, chilled, semi-dried, wrapped 	<ul style="list-style-type: none"> Use recycled and natural materials to create models and structures Use water and natural sponges to make clay wetter and more malleable to then be able to create models and structures 	<ul style="list-style-type: none"> Embellish models and structures with buttons, straws, beads, paint etc Create texture on clay by using different surfaces, e.g. lace, bark, netting Begin to use tools to add details 	<ul style="list-style-type: none"> To use sculpture to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products