

EYFS Skills and Progression Map

Curriculum Intent:

At Valley 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 which 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 Years 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 Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation:

At Valley 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 through the use of songs, nursery rhymes, 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 through the Little Wandle programme. They 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.

Our school environment enables 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, sand area 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 topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language, communication development and link to our schools Curriculum Drivers of 'Ambition and Aspiration', 'Our Place in History' and 'Community'. 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 Newsletters, fortnightly, to inform them of what their child is learning and to explain how they can support this at home.

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

Curriculum Impact:

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

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

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Communication and Language – Prime Area.

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To sing rhymes and look at picture books.</p> <p>To listen to traditional stories and retain key vocabulary.</p> <p>To listen to traditional stories and retain key vocabulary.</p> <p>Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To learn and talk about modes of transportation.</p> <p>To be able to identify the different types of vehicles they see on the road.</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>	

<p>Nursery Knowledge</p>	<p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>	
<p>Reception Skills</p>	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To being to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>	<p>Listening and Understanding.</p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p>
<p>Reception Knowledge</p>	<p>To know about others.</p> <p>To know different traditional stories.</p>	<p>To know about different festivals.</p> <p>To know familiar songs</p>	<p>To be able to talk about how different people help us.</p> <p>To know a range of healthy food and exercise.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>	

	<p>To describe different story and non-fiction texts.</p>	<p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>Express their ideas and feelings about their experiences.</p>	<p>To engage in meaningful conversations with others.</p>	<p>To engage in meaningful conversations with others.</p>	<p>*Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking. *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary</p>
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							<p>from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social and Emotional Development – Prime Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
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<p>Nursery Skills</p>	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>	
<p>Nursery Knowledge</p>	<p>To know that they can approach adults in Nursery when needed.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and out</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	

			<p>them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p>		<p>example smiling if they are happy, cry if they are sad etc.</p>		
Reception Skills	<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about a range of different festivals.</p> <p>To learn about important dates in their lives.</p>	<p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To describe a range of different habitats around the world.</p>	<p>To learn about the different family structures.</p>	<p>Self-Regulation.</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the</p>
Reception Knowledge	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why people celebrate different things.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p>	<p>To talk about the effect my behaviour has on others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>(History Link)</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p>	

			<p>To be able to talk about how the character could have made a better choice.</p>				<p>teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self.</p> <ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs,
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							<p>including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships.</p> <ul style="list-style-type: none"> *Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.
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Physical Development – Prime Area.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	

			To show awareness of healthy food choices and impact on our body.				
Nursery Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To begin to know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>	

	self and ask for help with opening containers.		To know what making right food choices looks like. To show independence in self-help skills such as toileting and dressing.				
Reception Skills	To use a dominant hand. (Computing Link) To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively. (Aut) To use a dominant hand.	To use a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively.	To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively.	To handle tools, objects, construction and malleable materials safely and with increasing control. To negotiate space effectively.	To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements. (Computing Link)	To show good control and co-ordination in large and small movements. (Computing Link)	Cross Motor Skills. *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Reception Knowledge	To know which hand to write with. To know how to use the trim trail safely.	To know how to make anticlockwise movement and retrace vertical lines. To know how to use the trim trail safely.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.	To know why it is important to handle different apparatus safely. To know how to use scissors effectively.	To know how to form letters correctly. To know how to use scissors effectively.	To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively.	

	To know how to use scissors effectively.	To know how to use scissors effectively.	To know how to use scissors effectively.				<p>Fine Motor Skills.</p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.
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Literacy – Specific Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Topics							
	Me and My Family/ Traditional tales	Autumn stories	Me in My World	The Changing World	TBC	Transport	
Nursery Core Text.							
	See Nursery book list	See Nursery book list	See Nursery book list	See Nursery book list	See Nursery book list	See Nursery book list	
Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to LW sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to LW sound.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of Phase 1 games focussing on sound recognition and oral blending. (LW plan)</p> <p>Children are able to identify initial sounds and begin to blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>	
Nursery Knowledge	To know that text can be used as a form of identification.	To know that letters are used to make up words. To know that each letter makes a sound –	To know that each letter makes a sound – focussing on sounds in their names.	To be able to talk about their marks with confidence. To talk about the sounds they have	To know that blending sounds makes words. To identify the pictures with corresponding.	To identify CVC words orally. To be able to segment sounds in CVC words.	

	<p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>identified from the LW program.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>	
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Reception Topics

Me and My Family / Traditional Tales	Autumn stories/ Seasons/ Celebrations	The World Around Us	People who Help us	Down on the farm/ Plant and animal lifecycles (butterflies)	Under the sea/ Recycling/ ocean pollution.	
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Reception Core Text.

Supertato A superhero like mine My magic family There's no Dragon in this story	Pumpkin Soup The Leaf Thief It's Diwali by S.K Sehgal Little Glow Gruffalo Stick Man	Katie and the Mona Lisa It's Turkey the country, not the turkey the we eat.	Thank You	TBC	Somebody Swallowed Stanley Clean up	
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	The true story of the 3 little pigs	Nativity Story					
Reception Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple caption.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs and trigraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs and trigraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a sentence with some extra detail (adjectives).</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs trigraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p>
Reception Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught 'Tricky Words' in text.</p> <p>To know that a sentence starts with a</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught 'Tricky Words' in text.</p> <p>To know that a sentence starts with a capital</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught 'Tricky Words' in text.</p>	<p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading.</p>

	<p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Recognising taught 'Tricky Words' in text.</p> <p>Knows how to spell some familiar words.</p>	<p>capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective (and, because)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>To know that a sentence starts with a capital letter, has finger spaces in between and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective (and, because)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and</p>
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							representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.
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Maths – Specific Area

*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 double sided counters and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
White Rose Maths scheme is used to help embed the knowledge and skills needed to achieve the ELGs*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
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Areas of Learning Covered

	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.	One more/less. Recognising and counting numbers beyond 5. Representing numbers. Subitising 1-3 Patterns.	2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Positional Language. Review of previously taught concepts.				
Nursery Skills	To talk about what happened today, yesterday and tomorrow.	To count out a group of up to 5 objects. To match number of objects to numeral.	To count out a group of up to 10 objects.	To identify, describe and compare groups of objects. To develop fast recognition of numbers.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play,	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes.	

	<p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>One more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment</p>	<p>To count up to 10.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>	<p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p>	
<p>Nursery Knowledge</p>	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be order.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p>	<p>To subitise to 5.</p> <p>To remember the order in which things happen.</p>	<p>To subitise to 5.</p> <p>To learn vocabulary linked to describing size and distance.</p>	

	<p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p>	<p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	
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Areas of Learning Covered

	<p>Key times of day and class routines, exploring provisions indoor and out, where do things go? Positional language.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #fff9c4;">Match and Sort Compare Amounts</td> <td style="background-color: #ffe0b2;">Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3</td> <td style="background-color: #dcedc8;">Representing Numbers to 5. One More and Less.</td> </tr> <tr> <td style="background-color: #fff9c4;">Compare Size, Mass & Capacity Exploring Pattern</td> <td style="background-color: #ffe0b2;">Circles and Triangles Positional Language</td> <td style="background-color: #dcedc8;">Shapes with 4 Sides. Time</td> </tr> </table>	Match and Sort Compare Amounts	Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3	Representing Numbers to 5. One More and Less.	Compare Size, Mass & Capacity Exploring Pattern	Circles and Triangles Positional Language	Shapes with 4 Sides. Time	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #fff9c4;">Introducing zero Comparing numbers to 5 Composition of 4 & 5</td> <td style="background-color: #ffe0b2;">6, 7 & 8 Combining 2 amounts Making pairs</td> <td style="background-color: #dcedc8;">Counting to 9 & 10 Comparing numbers to 10 Bonds to 10</td> </tr> <tr> <td style="background-color: #fff9c4;">Compare Mass (2) Compare Capacity (2)</td> <td style="background-color: #ffe0b2;">Length & Height Time</td> <td style="background-color: #dcedc8;">3d-shapes Spatial Awareness Patterns</td> </tr> </table>	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6, 7 & 8 Combining 2 amounts Making pairs	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	Compare Mass (2) Compare Capacity (2)	Length & Height Time	3d-shapes Spatial Awareness Patterns	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #fff9c4;">Building Numbers Beyond 10 Counting Patterns Beyond 10</td> <td style="background-color: #ffe0b2;">Adding More Taking Away</td> <td style="background-color: #dcedc8;">Doubling Sharing & Grouping Even & Odd</td> <td style="background-color: #fff9c4;">Deepening Understanding Patterns and Relationships</td> </tr> <tr> <td style="background-color: #fff9c4;">Spatial Reasoning (1) Match, Rotate, Manipulate</td> <td style="background-color: #ffe0b2;">Spatial Reasoning (2) Compose and Decompose</td> <td style="background-color: #dcedc8;">Spatial Reasoning (3) Visualise and Build</td> <td style="background-color: #fff9c4;">Spatial Reasoning (4) Mapping</td> </tr> </table>	Building Numbers Beyond 10 Counting Patterns Beyond 10	Adding More Taking Away	Doubling Sharing & Grouping Even & Odd	Deepening Understanding Patterns and Relationships	Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (2) Compose and Decompose	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (4) Mapping	
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Reception Skills	To count up to 10 objects with 1:1 correspondence.	To find the total of 2 groups of objects. To order numbers to 10.	To use non-standard units to measure length, weight and capacity.	To use objects to solve addition and subtraction problems.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.	Number *Have a deep understanding of number to 10, including																	

	<p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to be able to recognise and talk about simple patterns.</p>	<p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p> <p>To be able to recognise and talk about simple patterns.</p>	<p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p> <p>To know how to use positional language in the appropriate context.</p>	<p>To share objects between two groups equally.</p> <p>To explore number bonds to 5.</p> <p>To know that sharing equally means everyone has the same amount.</p>	<p>To know that to double a number is to add the same amount.</p> <p>To know that to halve a number you have to split it up into two equal parts.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p>	<p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p> <p>To know how to recognise patterns in numbers.</p>	<p>the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up</p>
<p>Reception Knowledge</p>	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p>	<p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To be able to count, order and recognise numbers to 10 and then 20.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' and 'fewer' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 10 and then 20.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p>

		<p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p> <p>To know that patterns are repeated designs.</p>		<p>To use a number line to help solve simple addition and subtraction number problems</p> <p>To be able to share a group of objects equally.</p>	<p>To count forwards and backwards to 10 and then 20.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p>	<p>To be able to count, order and recognise numbers to 10 and then to 20.</p> <p>To remember how to skip count in 2's/5's and 10's.</p> <p>To know the difference between odd and even.</p>	<p>to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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Understanding of the World – Specific Area.

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 fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To be able to talk about their body parts and what the function is of each part. (Science Link)</p> <p>To draw silhouettes and orally label body parts. (Science Link)</p> <p>To be able to identify similarities and differences between themselves and peers.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (History Link)</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (RE Link)</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Geography Link)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Science Link)</p> <p>To learn about Easter. (RE Link)</p> <p>Children to talk about significant events in their life. (History Link)</p> <p>Talk about the life cycle of a plant. (Science Link)</p>	<p>Talk about where food comes from and bake a range of things. (Geography Link)</p> <p>Talk about the life cycle of a plant and animals. (Science Link)</p> <p>Make own habitats using a range of resources. (Science/Art Link)</p> <p>To use senses to explore the world around them.</p>	<p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. (Science Link)</p> <p>Make comparisons between habitats of farm animals and wild animals. (Science Link)</p> <p>Children to talk about significant events in their life with confidence. (History Link)</p>	

	<p>(History Link)</p> <p>To make self-portraits. (History Link) (Art link)</p> <p>Children to begin to talk about significant events in their life. (History Link)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image</p> <p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. (Science Link)</p>	<p>Operate simple equipment e.g. turn on CD player or use a remote control. (Computing Link)</p> <p>Children to begin to talk about significant events in their life. (History Link)</p> <p>Use IT hardware to interact with age-appropriate computer software. (IPADs) (Computing Link)</p>	<p>Children to talk about significant events in their life. (History Link)</p> <p>To use senses to explore the world around them. (Geography/ Science Link)</p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/ fire fights/postman/ shop assistant etc).</p>	<p>(Geography/ Science Link)</p> <p>Children to talk about significant events in their life with confidence. (History Link)</p> <p>To know that there are different countries in the world and talk about the differences they have experiences or seen in photos, (Geography Link)</p>	<p>To explore materials which will float and which will sink. (Science Link)</p> <p>To use the computer to complete a simple task. (Computing Link)</p>	
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Nursery Knowledge	To know about family structures and be able to talk about who is part of their family. (History Link)	To be able to categorise animals by their characteristics. (Science Link)	To know similarities and differences between modes of transportation. (Science Link)	To know that every living being has a life cycle and they change in shape and size as they grow. (Science Link)	To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/ jungles /safaris/ zoos or aquariums . (Science Link)	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Science/ Geography Link)
	To begin to talk about what they see using some new vocabulary. (History Link)	To learn about the different stories related to Autumn festivals. (History/RE Link)	To know that adults do a variety of jobs and that they are not all the same. To show an awareness of the emergency services and how they can help us.	To know that living beings follow a similar growth pattern and make comparisons. (Science Link)	Wild animals live in forests/ jungles/ safari and sometimes zoo's or aquariums. (Geography Link)	To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)
	Shows an interest in technological toys. (Computing Link)	Shows an interest in technological toys. (Computing Link)	To talk about what they see using new vocabulary with independence. (Science/ Geography Link)	To know about who celebrates Easter and what is its significance. (RE Link)	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)	To know how to test whether materials will float or sink. (Science Link)
			Knows how to use different technological toys (Computing Link)	Knows how to use different technological toys (Computing Link)	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)	Knows how to operate simple equipment. (Computing Link)
					To know that there are different countries in the world, (Geography Link)	To know the difference between farm animals and wild animals. (Science Link)
					Knows how to operate simple equipment.	

					(Computing Link)	
Reception Skills	<p>To talk about how they have changed since they were a baby. (History Link)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Science/ Geography Link)</p> <p>To be able to recount changes within living memory. (History Link)</p> <p>Identify some similarities and differences between now and the past. (History Link)</p> <p>I can discuss daily weather/ seasons. (Science/ Geography Link)</p>	<p>To talk about how Hindus celebrate Diwali. (RE Link)</p> <p>To be able to differentiate between nocturnal and diurnal animals. (Science Link)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/ fire fights/postman/ shop assistant etc). (History Link)</p> <p>Answer basic questions about the past. (History Link)</p> <p>To use directional language to describe a sequence (beebots) (Computing Link)</p> <p>Talk, draw or write about aspects of the past. (History Link)</p>	<p>To identify and sort healthy/unhealthy foods. (Science Link and PE Link)</p> <p>To identify and group a range of fruits and vegetables. (Science Link)</p> <p>To talk about a special event in their life. (History Link)</p> <p>Know that their own experiences differ to those of others. (History Link)</p> <p>Identify some similarities and differences between ways of life in different periods. (History Link)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another (Science/ Geography Link)</p> <p>I can make observations and express their views of the environment. (Science/ Geography Link)</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Geography Link)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Science Link)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Science Link)</p> <p>Understand key features of events. (History Link)</p> <p>I can explain why geographic changes occur. (Geography Link)</p> <p>I can ask questions about their familiar world (where they live or the natural world). (Geography Link)</p>	<p>Past and Present.</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities.</p>	

		<p>I can talk about some features of the areas where I live. (Geography Link)</p>			<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
<p>Reception Knowledge</p>	<p>To know the names of different body parts. (Science Link)</p> <p>To know that there are many countries around the world. (Geography Link)</p> <p>To know that people in other countries may speak different languages. (Geography Link)</p> <p>To know that they have a family unit that can/will change over time. (History Link)</p> <p>To name members of their family. (History Link)</p>	<p>To know that people around the world have different religions. (RE/Geography Link)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (RE Link)</p> <p>To know that some animals are nocturnal. (Science Link)</p> <p>To know that adults do a variety of jobs. (Geography Link)</p> <p>To know that the emergency services exist and what they do. (Geography Link)</p> <p>To identify who they are, that they are an individual. (History Link)</p> <p>To try and understand that things change over time.</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Science Link and PE link)</p> <p>To know the names of common fruits and vegetables. (Science Link)</p> <p>To know that humans and other animals can grow. (Science Link)</p> <p>To know that Christians celebrate Easter. (RE Link)</p> <p>To identify members of the community who help us.</p> <p>To be able to say how members of the community help them.</p> <p>To identify and talk about a time when someone has helped them. (History Link)</p> <p>To be able to say what the reasons and results are of people helping us. (Geography Link)</p> <p>To know that there are many countries around the world. (Geography Link)</p>	<p>To select appropriate materials according to their properties. (Science Link)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Science Link)</p> <p>To explain why geographic changes occur. (Geography Link)</p> <p>To begin to understand that things change over time. (Science/ Geography Link)</p> <p>To begin to understand that things happened a really long time ago. (History Link)</p>	<p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>

		<p>(Science/ Geography Link)</p> <p>To begin to programme a beebot to follow a simple sequence (Computing link)</p>			<p>from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <ul style="list-style-type: none">*Explore the natural world around them, making observations and drawing pictures of animals and plants.*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.*Understand some important processes and
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changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design – Specific Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Music Link)</p> <p>To learn about art and music of Africa for Black History Month. (Art/ History Link)</p> <p>Uses various construction materials. (DT Link)</p>	<p>Sing familiar Nursery Rhymes (Music Link)</p> <p>To use different colours and materials to make Rangoli Patterns. (Art Link)</p> <p>To make salt dough Diva’s. (DT/Art Link)</p> <p>To make Christmas cards and decorations for friends and family using a range of media. (DT/Art/RE Link)</p>	<p>To use scissors effectively. (PE Link)</p> <p>To begin to act out different scenarios using props to enhance imaginative play. (Art Link)</p> <p>Sing familiar songs or make up own songs. (Music Link)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making</p>	<p>To learn about different textures and talk about them. (Art Link)</p> <p>Feely bag activities with different objects for children to feel and describe. (Art Link)</p> <p>To engage in role play by making stick puppets of different story characters. (DT/Art Link)</p> <p>Sing familiar Nursery Rhymes. (Music Link)</p>	<p>To use puppets and props to act out different traditional stories. (Art Link)</p> <p>To make masks for role play. (DT/Art Link)</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate. (Music Link)</p> <p>Uses available resources to create props to support role-play. (DT/Art Link)</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Music Link)</p> <p>To listen to music and create movements to the different beats. (Music/PE Link)</p> <p>To construct with bricks and blocks to make an enclosure. (DT Link)</p> <p>Explore different materials freely, using them with a purpose. (Art Link)</p>	

		<p>To make patterns with paint and different objects, exploring what happens when you mix colours. (Art Link)</p> <p>Joins construction pieces together to build and balance. (DT Link)</p>	<p>enclosures and creating spaces. (DT Link)</p> <p>To play instruments with increasing control. (Music Link)</p>	<p>Realises tools can be used for a purpose. (DT Link)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Art Link)</p>	<p>To use available props to develop stories and make imaginative play more purposeful. (DT/Art Link)</p> <p>To show different emotions in pictures clearly. (Art Link)</p> <p>To draw with increasing control, representing features and detail clearly. (Art/PE Link)</p>	<p>Beginning to be interested in and describe the texture of things. (Art Link)</p>
Nursery Knowledge	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Music Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p>	<p>To know how different colours and materials can be used to create things. (Art Link)</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Art/RE Link)</p>	<p>To know how colours can be mixed to make a new colour. (Art Link)</p> <p>To use their imagination to create different works of art. (Art Link)</p> <p>For children to be able to construct with a purpose and safely. (DT Link)</p> <p>To play instruments to express feelings and ideas. (Music Link)</p>	<p>To know about the different materials and what can be created with them. (Art/DT Link)</p> <p>To use their knowledge of stories in acting them out with friends. (Art Link)</p> <p>Sing songs clearly using correct words that have been learned. (Music Link)</p> <p>To know how to create recognisable representations of objects. (Art Link)</p>	<p>To know how to use props appropriately for particular stories. (Art/DT Link)</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Art/Music Link)</p> <p>For children to be able to construct with a purpose and safely. (DT Link)</p> <p>To know how to use available props to develop stories and make</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Music Link)</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. (Art/DT Link)</p> <p>To show confidence in choice of media when creating a model or picture. (Art Link)</p>

	<p>(Art/Geography Link)</p> <p>For children to be able to construct with a purpose and safely. (DT Link)</p>				<p>imaginative play more purposeful. (Art/DT Link)</p>		
Reception Skills	<p>To remember the words to a range of songs. (Ongoing skill) (Music Link)</p> <p>To give meaning to the marks that are made. (Art Link)</p> <p>To explore the different sounds of a range of instruments. (Music Link)</p>	<p>To design a Rangoli pattern. (DT/Art Link)</p> <p>Uses simple tools and techniques competently and appropriately. (DT/Art Link)</p>	<p>To draw a range of plants and fruits. (Art Link)</p> <p>To use resources to create own props. (DT/Art Link)</p> <p>Constructs with a purpose in mind, using a variety of resources. (DT Link)</p> <p>To effectively use instruments to tap a simple beat. (Music Link)</p>	<p>To use a range of resources to create own props to aid role play. (DT/Art Link)</p> <p>To use role play to show how 'People who Help Us'. (Art Link)</p> <p>To plan, carry out and evaluate and change where necessary. (DT Link)</p> <p>Manipulates materials to achieve a planned effect. (DT/Art Link)</p> <p>To effectively use instruments to tap a simple beat. (Music Link)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Art Link)</p> <p>Selects appropriate resources and adapts work where necessary. (DT/Art Link)</p> <p>To move along to the beat of a familiar song. (Music Link)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art Link)</p> <p>To move along to the beat of a familiar song. (Music Link)</p>	<p>Creating with Materials.</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in</p>

<p>Reception Knowledge</p>	<p>To learn a range of songs from around the world. (Music/ Geography Link)</p> <p>To know that people from different countries may have different traditions. (Geography Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Geography/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Music Link)</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (DT/Art Link)</p> <p>To experiment with creating different things and to be able to talk about their uses. (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Music Link) Nativity Songs</p> <p>To know how different colours and materials can be used to create things. (Art Link)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Art Link)</p> <p>To use paints, pastels and other resources to create observational drawings. (Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Music Link)</p>	<p>To use a range of props to support and enhance role play. (DT/Art Link)</p> <p>To identify and select resources and tools to achieve a particular outcome. (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Music Link)</p>	<p>To know the different uses and purposes of a range of media and materials. (DT/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p>	<p>To describe ways of safely using and exploring a variety of materials. (DT/Art Link)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (DT/Art Link)</p>	<p>narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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