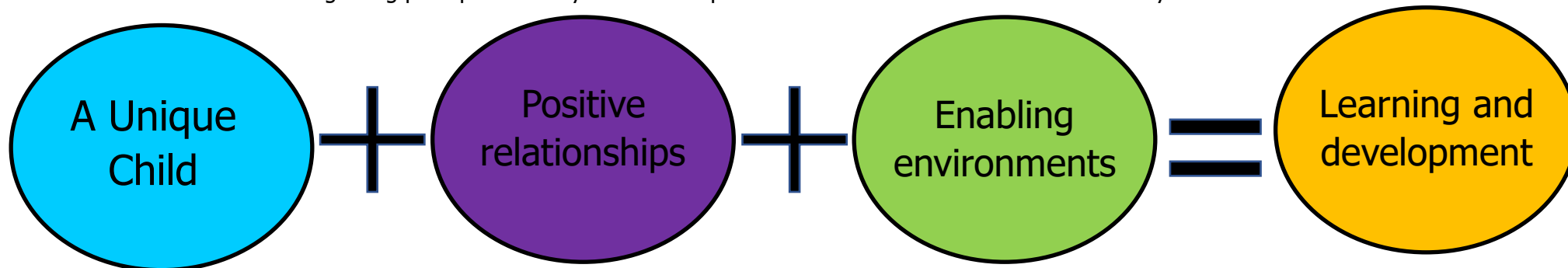


Yorkmead School Our EYFS curriculum

The four guiding principles of Early Years underpins all that we do here at Yorkmead Primary School. These are:



Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Staff observe and deeply understand each child as an individual including how they learn and what they love. Observation is used to understand individual children's development, learning and progress, this is used to plan and deliver next steps. Staff value all children and families equally and understand that children are part of a wider, more complex social structure, and are unique individuals with their own cultures and identities.

Positive Relationships: Children learn to be strong and independent through positive relationships. Staff are warm and loving which fosters a sense of belonging. A key person approach is used to build strong relationships and staff are aware of and sensitive to the needs of the children in their care.

Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning environments evolve to meet the emerging needs of our children and experiences are planned to produce a response of awe and wonder. Powerful learning takes place through play and playful teaching and children are encouraged to take calculated risks. The three principles of Explore, Express and Explain are embedded with the teaching culture.

Learning and Development: Children develop and learn at different rates. Teaching strategies are adapted to meet the needs of **all** learners and we prioritise deep and purposeful learning, fostering the characteristics of effective learning.

Intent

The coverage of all curriculum areas is comprehensibly planned and sequenced, providing children with inspiring and engaging experiences which allows for learning to become embedded. How children learn is at the root of our teaching and learning.

It is our intent to:

- Provide a wide range of exciting, engaging and awe-inspiring opportunities for learning within both the indoor and outdoor provision.
- Embed a culture of independence where children's ideas and interests provide the catalyst for learning, with staff who are immediately responsive to this.
- Build on what we already know about the children in our care, offering real-life opportunities to extend learning and apply new skills.
- Engage children in risky play and avoid capping learning- we have the highest expectations.
- Embed our school values in all that we do so that children understand that together we are stronger. Teaching the skills of growth mindset and being open minded enables children to become more determined and curious learners, and a culture of kindness underpins our teaching so that children understand and demonstrate empathy and fairness.
- Create environments that are language rich where children become confident to share their thoughts, feelings and ideas. The over-arching values of Explore, Express and Explain run as a thread through teaching and learning, supporting the continuous development of speech, language, communication, listening and attention.
- Leave no child behind. Careful observation and a culture of responding in-the-moment to the needs of children ensures that everyone in Early Years achieves their potential.
- Understand and demonstrate a deep respect for each other and the cultures, communities and people around us.
- Challenge the children, ourselves and each other, creating a culture of continued personal and professional development.

Implementation

At Yorkmead Primary School, our pedagogy is underpinned by research and we have an ethos of learning through play. Adults are skilled at observing, understanding and carefully joining children's play and we appreciate that play is essential for the learning and development of children. Our curriculum is constantly evolving to meet the needs of the children in our care. One of the ways that we do this is through 'in-the-moment' planning. Staff work closely with children and adapt what they are doing based on the interest's children are showing, their emerging needs, and the skills and processes that we would like the children to learn. We balance carefully planned continuous provision with a combination of child-initiated and adult led learning- a fusion of methods.

How do we teach our curriculum?

- We appreciate that learning is holistic and that positive interactions with each other and with adults are crucial to continued development.
- We have a culture of providing rich and cross-curricular teaching and learning experiences and all practice is developmentally appropriate.
- We create 'language rich' environments through modelling, storytelling, the introduction of new vocabulary, singing and learning songs, and providing time for sustained, shared thinking and quality interactions.
- We foster a love of learning with planning that is based and built on the interests of the children in our care.
- Storybooks, non-fiction texts and poetry are embedded within short and long-term plans introducing children to new characters, ideas and facts. Systematic phonics teaching, using the Read, Write, Inc scheme supports children with their early reading and this is paired with a love of books.
- The Maths No Problem scheme is used to systematically teach early maths and this is combined with carefully planned, real life application of mathematical skills such as large-scale construction, cooking, physical activity and the use of numbers, shape and measure within continuous provision.

- Improvements to our outdoor provision, including a large climbing frame and slide, provides children with opportunities to develop physically and apply their learning through large-scale, noisy and messy play. Here, the characteristics of effective learning are robustly embedded and children are encouraged to take calculated risks with the support of adults.
- We utilise a topics-based approach to curriculum planning and development and this influences enhancements within provision, visitors to school and trips. Short term plans are enhanced by quality texts, with story book characters providing a springboard to learning and language development.
- A cycle of plan, observe, assess is used across our early years provision. Staff work closely with children and understand their individual next steps for learning. Termly assessments are completed based on the children's current development and next steps are planned from this.
- We are flexible in our approach and understand the importance of tuning-in to children's interests and being active listeners when they are communicating with us. Therefore, planning and teaching approaches are adaptable.
- Children with additional needs are identified early and are monitored closely. Early Years staff work closely with and are supported by an experienced inclusion team and we provide an individualised progression plan for these children.
- We work closely with the parents and appreciate the significance of parent/carer relationships. Our key child approach raises parental engagement and involves families in the learning and next steps of their children.
- Robust and reflective CPD for all practitioners so that staff are self-reflective and are aware of their own needs.

Impact

The impact of our curriculum is measured by the success, well-being and involvement of our children. In-the-moment, on-going and summative assessments are used alongside professional discussions and a respectful attitude of challenging ourselves and each other.

The impact of the EYFS curriculum can be measured by:

- Children who are highly engaged learners who make progress towards their individual goals in a developmentally appropriate way, thus enabling them to obtain skills and develop knowledge across all areas of learning.
- The confidence, kindness and empathy of our children who will actively engage adults in their play and talk about their interests.
- An embedded cycle of observe, plan and assess is used effectively to ensure that no child gets left behind. Practitioners understand how children learn and adapt their teaching accordingly, using a range of pedagogical tools, and through a deep understanding of the characteristics of effective learning.
- Self-reflection and opportunities to share and celebrate good practice which ensures consistency across Nursery and Reception.
- Leaders and practitioners who work alongside each other to evaluate and adapt the impact of our curriculum through checking where children are developmentally and using this to plan for future next steps.
- Robust monitoring processes to check in with both learners and staff, to support well-being and future development.
- Children who are confident, independent and determined, ready to transition into Key Stage 1 at the end of the reception year.

Parent Partnerships

Our partnership with parents is important to us and we involve our families in their children's learning and next steps every half term.

- This begins with parent inductions at the start of Nursery and Reception, and home visits for all families.
- Focus child- We have 3 weekly focus children- these children take a camera home at the weekend and take photos of their home, family and anything important that they would like to share with us. We look at and celebrate these photos on a Monday and across the week these children are the central focus for adults. Their learning journey is shared with parents on a Friday afternoon.
- We hold half-termly parent sessions/drop-ins or workshops that are linked to developmental stages and topics we have been studying.
- We hold termly parents evening to discuss learning, development and next steps.

Nursery- parent partnerships and key events for children

	Autumn		Spring		Summer	
	Autumn 1 Something new	Autumn 2 You and me	Spring 1 Who's at the door?	Spring 2 People who help us	Summer 1 Into the garden	Summer 2 Awesome animals
Parent partnership	•Parent focus: Transition and independence •Story sharing session •Home visits •Stay and plays	•Parent focus: Turn taking •Story sharing session •Post-box walk	•Parent focus: Gross motor skills •Story sharing session •Healthy eating workshop	•Parent focus: Fine motor skills •Story sharing session •People who help us (parents) visit	•Parent focus: Communication •Story sharing session •Local visit- park	•Parent focus: Transition •Story sharing session •End of year picnic
Key events	•Transition into Nursery •Halloween celebration	•Begin library sessions •Making bread •Bonfire/Diwali party with Reception •Christmas celebrations	•Chinese New Year celebration •Visit from a builder	•Role play village visit •Celebrating Easter, Easter egg hunt and crafts •Eid celebration	•Planting seeds and growing plants •Growing food that we can eat, shared cooking •Growing butterflies •Visiting the live chicks	•Animal person to visit •Transition into Reception

Reception- parent partnerships and key events for children

	Autumn 1 Ourselves	Autumn 2 Let's celebrate	Spring 1 Let's investigate	Spring 2 Journeys	Summer 1 New life	Summer 2 Taking big steps
Parent partnership	•Parent focus: Transition and independence •Story sharing session •Home visits (new to Yorkmead chdn)	•Parent focus: Children as talkers •Story sharing session •Phonics workshop	•Parent focus: Early Reading/Writing •Story sharing session •Science parent workshop	•Parent focus: Early maths •Story sharing session •Maths No Problem workshop	•Parent focus: Helping at home •Story sharing session •'Growing' workshop	•Parent focus: Transition •Story sharing session •End of year picnic
Key events	•Meeting people around our school •Local visit to shop •Autumn •Halloween celebrations	•Bonfire/Diwali party with Nursery •Road safety •Church visit •Winter •Christmas celebrations	•Weekly science experiment •Chinese New Year celebration •Scientist of the day	•Visit to Wythall Transport Museum •Eid celebration	•Living Eggs- chicks •Visit the caterpillars in Nursery •Sharing baby photos	•Visit to Martineau Gardens •Transition into Year 1

Progression of Skills in Communication and Language

HOW?	Daily steps to Communication and Language Success... ▪ High quality interactions ▪ Class/group/individual discussions ▪ Whole class, small group and 1:1 storytelling and discussions around fiction and non-fiction books ▪ Singing, poetry and rhymes ▪ Speech and language and WELLCOMM interventions ▪ Real life experiences, (half termly- trips and visitors) ▪ SHREC approach ▪ WELLCOMM language intervention			Sustained shared thinking, adults will... ▪ communicate clearly ▪ model language, sentence structure and new vocabulary ▪ demonstrate ▪ explain and explore ideas ▪ encourage ▪ question ▪ recall ▪ provide a narrative for what they are doing ▪ facilitate and set challenges		
Typical dev upon entry to Nursery	<i>I can understand single words like 'cup', 'milk', 'daddy'.</i> <i>I understand frequently used words such as 'all gone', 'no' and 'bye-bye' as well as simple instructions like "give to nanny" or "stop".</i> <i>I recognise and point to objects if asked about them. I can focus on an activity I choose and may find it difficult to be directed by an adult.</i> <i>I listen to other people's talk with interest but can easily be distracted by other things.</i> <i>I try to make myself understood and can become frustrated when you don't understand me. I am beginning to say how they I feel using words as well as actions.</i> <i>I am starting to develop conversations, often jumping from topic to topic. I am beginning to pretend play.</i> <i>I can use the speech sounds p, b, m, w. I can pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • I can say some multi-syllabic words such as 'banana' and 'computer'</i> <i>I can listen to simple stories and understand what is happening, with the help of the pictures.</i> <i>I can identify familiar objects when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</i> <i>I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. I can understand simple questions 'who', 'what' 'where' (generally not 'why')</i>					
	Autumn		Spring		Summer	
Nursery topics	Autumn 1 Something new	Autumn 2 You and me	Spring 1 Who's at the door?	Spring 2 People who help us	Summer 1 Into the garden	Summer 2 Awesome animals
Speaking focus	Talking about ourselves	Talking about our own experiences	Using imagination to develop talk	Talking about how things work	Describing things in detail	Taking turns in discussion
Typical dev Nursery End points	I can sing different songs I can switch my attention from a task when you use my name e.g. "Jason, please can you stop now? We're tidying up". I can understand action words by pointing to the right picture in a book – "Who's jumping?"	I can use talk to organise me and my play: "Let's go on a bus... you sit there... I'll be the driver." I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". I can use a wider range of vocabulary.	I use talk to clarify my thinking and connect ideas I can use a sentence of 4 – 6 words: "I want to play with cars" or "What's that thing called?" I can start a conversation with an adult or a friend and continue it for turns. I enjoy listening to longer stories and can remember much of what happens.	I Know many rhymes, I can talk about familiar books, and tell a short story. I can express a point of view and use words and actions to debate when I disagree with an adult or a friend. I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	I can respond to and answer simple 'how' and 'why' questions in response to stories I can use future and past tense: "I am going to the park" and "I went to the shop I can use 'because', 'or', 'and' in my sentences e.g. "I like ice cream because it makes my tongue shiver".	I can respond to others with relevant comments I am continuing to use tenses in conversations and talking about why things happen My pronunciation is developing (but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', or 'hippopotamus'.)

Reception Topics	Autumn 1 Ourselves	Autumn 2 Let's celebrate	Spring 1 Let's investigate	Spring 2 Journeys	Summer 1 New life	Summer 2 Taking big steps
Speaking focus	Talking about ourselves	Talking about things beyond our own experience	Talking about changes / Taking turns in discussion	Talking about how things work	Similarities, differences and classifying	Using imagination to develop talk
Typical dev Reception End points	I can understand how to listen carefully and why listening is important. (Including listening carefully to rhymes and songs, paying attention to how they sound.) I can develop social phrases- e.g. please can you help me, greeting adults and each other. I can engage in story times, learn rhymes, poems and songs.	I can learn and apply new vocabulary. I can ask questions to find out more and to check I understand what has been said to me. I can engage in story times, listening to and talking about stories to build familiarity and understanding.	I use new vocabulary through the day, applying this in different contexts. I connect one idea or action to another using a range of connectives. I can retell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.	I can understand how to listen carefully and why listening is important. I can describe events in some detail. I am beginning to engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	I can use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	I can articulate my ideas and thoughts in well-formed sentences. I can engage fully in story times and in non-fiction books. I can connect one idea or action to another using a range of connectives.
ELGs	Listening, attention & Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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 from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					

EYFS Progression of Skills in Personal, Social and Emotional Development

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery topics	Something new	You and me	Who's at the door?	People who help us	Into the garden	Awesome animals
Nursery themes	Physical Keep safe and healthy	Emotional and Mental health Recognising our feelings	Social Understanding others	Being a responsible citizen Taking part and belonging	Relationships Growing and caring for ourselves	Managing feelings and behaviour Self-regulation
	All-together Rules Relationships Families A new setting Naming emotions Being Yourself Body parts	Being open-minded Worries Solving problems Managing feelings Safe Adults Diwali Christmas	Curiosity Valuing the contribution of others Resolving issues Chinese New Year Positive and negative behaviour	Determination Being the best that we can be Achieving Goals Easter and Eid Diversity Looking at people from different times	Empathy Revisit feelings and emotions Caring for others and the environment Where our food comes from	Fairness Revisit feelings and emotions Caring for animals Representations of good and bad Diversity
Typical dev on entry to Nursery	<i>I can find ways of managing transitions, for example from their parent to their key person.</i> <i>I feel confident when taken out around the local neighbourhood and enjoy exploring new places with my key person.</i> <i>I am growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</i> <i>I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available.</i> <i>I feel strong enough to express a range of emotions. I can safely explore emotions beyond my normal range through play and stories.</i> <i>I am beginning to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</i> <i>I am increasingly able to talk about and manage emotions. I will talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</i> <i>I notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</i> <i>I am developing friendships with other children.</i> <i>I am learning how to use the toilet with help, and then independently.</i>					
Typical dev Nursery End points	I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I know who my special adults are. I can select and use activities and resources, (with help when needed.)	I am beginning to remember rules without needing an adult to remind me. I am beginning to solve problems with friends with the support of an adult.	I am more outgoing with unfamiliar people, in the safe context of their setting. I am following rules frequently and I understand why they are important. I can find my own solutions to conflicts and rivalries.	I show more confidence in new social situations. I will play with one or more other children, extending and elaborating play ideas I am developing my sense of responsibility and membership of a community	I can select and use activities and resources to help me to achieve a goal I have chosen, or one which is suggested to me. I can talk about or show how to look after other living things.	I have developed appropriate ways of being assertive. I can talk with others to solve conflicts, understanding gradually how others might be feeling, For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Reception Topics	Autumn 1 Ourselves	Autumn 2 Let's celebrate	Spring 1 Let's investigate	Spring 2 Journeys	Summer 1 New life	Summer 2 Taking big steps
Reception themes	All-together Relationships Families Dealing with emotions Community Difference Safe Adults	Being open-minded Imagination Viewpoints and Perspectives Celebrations & Festivals Diwali Christmas	Curiosity Resilience when faced with problems Ambitions Reach for the Stars! Overcoming Adversity Chinese New Year	Determination Fears and Phobias Easter and Eid Looking at people from different times Representations of good and bad Diversity	Empathy Revisit feelings and emotions Valuing the environment Healthy Eating Plants Resolving Issues	Fairness Diversity Transitions New Beginnings Managing Feelings Growth and Change
Typical Dev Reception End points	I see myself as a valuable individual e.g. I want to tell you about myself and my family. I follow the rules and routines of Reception indoor and outdoor.	I can access the resources in my learning environments independently but will ask for help if I cannot solve the problem myself. I can talk about and try to understand the feelings of others.	I can identify and moderate my own feelings socially and emotionally e.g. turn taking, tidy up routines, sharing a popular toy, solving a problem with a friend.	I have good relationships and form positive attachments with adults and peers e.g. friendship and adult respect I can manage own personal hygiene including toileting, oral health and understand the importance of healthy food choices and exercise.	I will think about the perspective of others e.g. link stories to real life challenges and how to overcome them. I can show resilience in the face of challenge e.g. problem solving, setting my own goals and self-valuation.	I can express feelings and consider other's feelings e.g. talking about feelings, circle time activities, modelling positive behaviour
ELGs	Self-Regulation: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships -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.					

EYFS Progression of Skills in Physical Development

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Typical dev on entry to Nursery	<i>I will fit myself into spaces, like tunnels, dens and large boxes, and move around in them. I am starting to kick, throw and catch balls.</i> <i>I will build independently with a range of appropriate resources. I can walk, run, jump and climb – and start to use the stairs independently.</i> <i>I can spin, roll and independently use ropes and swings (for example, tyre swings). I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.</i> <i>I can use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i> <i>I show an increasing desire to be independent, such as wanting to feed myself and dress or undress.</i> <i>I am starting to eat independently, learning how to use a knife and fork. I am developing manipulation and control and will explore different materials and tools.</i>					
Typical Dev Nursery End points	I am starting to take part in some group activities which I make up for myself, or in teams. I am increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	I can match my physical skills to tasks and activities in the setting. E.G. deciding whether to crawl, walk or run across a plank, depending on its length and width. I can use one-handed tools and equipment, for example, making snips in paper with scissors.	I can use large-muscle movements to wave flags and streamers, paint and make marks I use a comfortable grip with good control when holding pens and pencils. Showing a preference for a dominant hand.	I choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole dug with a trowel. I can collaborate with others to manage large items, such as moving a long plank safely, carrying large blocks.	I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I can go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. I am increasingly independent as I get dressed and undressed and meeting my own care needs, for example, putting coats on and doing up zips, brushing teeth, using the toilet, washing and drying my hands thoroughly, making healthy choices about food, drink, activity and toothbrushing.	
Typical Dev Reception End points	I am further developing the skills I need to manage the school day successfully: - lining up and queuing – mealtimes, moving outdoor equipment, carrying boxes to tidy up etc I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	I am developing my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	I am using and improving the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing I am progressing towards a more fluent style of moving, with developing control and grace.	I can combine different movements with ease and fluency. I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	I am continuing to develop overall body-strength, balance, co-ordination and agility, refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. I am confident and show precision and accuracy when engaging in activities that involve a ball. I continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. I am developing the foundations of a handwriting style which is fast, accurate and efficient.	
ELGs	Gross 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.			Fine Motor Skills - 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.		

Fine motor and pencil grip development

How we develop hand strength and grasp development through play:

Playdough– rolling, pinching, squeezing, pulling – encouraging squeezing together using one hand, using a rolling pin to roll playdough flat and cut out shapes using biscuit or animal cutters

Tweezer games and activities – sorting objects / balls into colours, numbers, sorting into containers, using tweezers to pull out beads/interesting objects

Construction Toys- Lego, Duplo, Mobilo, wooden blocks, magnetics, puzzles, marble runs

Role play- Squeeze clothes pegs, cooking with small utensils, doing and undoing baby clothes, buttons and zips, handling authentic cups, plates and bowls, doing up dressing up outfits and helping others to do so

Sand and water play- Pouring and emptying containers, digging wet sand, hunting for treasures and hidden gems, squeezing pipettes and turkey basters

Creative play- Using fine paint brushes, different sized crayons, chalks, pencils and pens, glue sticks and spreaders

Outdoor play- Throwing and catching balls, beanbags, hoops and Quoits, holding onto climbing apparatus, carrying large scale construction, outdoor sand and water play, mud kitchen- using cooking resources,



Left and right-handed Dynamic tripod grip:



EYFS Progression of Skills in Literacy

Typical dev on entry to Nursery	<i>I enjoy songs and rhymes, and will tune in and pay attention.</i> <i>I will join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. I will say some of the words in songs and rhymes.</i> <i>I can copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.</i> <i>I enjoy sharing books with an adult, paying attention and responding to the pictures or the words.</i> <i>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</i> <i>I can repeat words and phrases from familiar stories and ask questions about the book.</i> <i>I can make comments and shares my own ideas.</i> <i>I can develop play around favourite stories using props.</i> <i>I notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</i> <i>I enjoy drawing freely, add some marks to my drawings, which I give meaning to. For example: "That says mummy."</i> <i>I make marks on my picture to stand for my name.</i>					
	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery topics	Something new	You and me	Who's at the door?	People who help us	Into the garden	Awesome animals
Key texts <i>Non-fiction</i> <i>Poems</i>	Familiar books- We're going on a Bear Hunt Gruffalo Dear Zoo Nursery rhyme books Hello Friend Let's go to Nursery	Mama's sleeping scarf The Colour Monster The Colour Monster Goes to School It was a Cold Dark night Ten Little Fingers and Ten Little Toes From Head to Toe Our senses	Peepo The three Little Pigs Our House Goldilocks and the 3 Bears Let's build a House The three Billy Goats Gruff The Gingerbread Man	A superhero like you Busy Day Firefighter You can't call an elephant in an emergency Mog and the VET Peep inside how a recycling truck works I'm the bin lorry driver Maisy goes to the Dentist	Jasper's Beanstalk Mad About Minibeasts The Very Hungry Caterpillar Growing Frogs Oliver's Vegetables/ Grandpa's Garden Oliver's Fruit Salad Little Sunflower / Ten Seeds	Handa's Surprise Meercat Mail I am Oliver Otter Giraffes Can't Dance Commotion in the Ocean Sharing a Shell
Typical Dev Nursery End points	I can understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing I am exploring mark making – I might draw a picture and sometimes talk about what it is. (Beginning to know that writing has a purpose)		I am developing my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. I can engage in extended conversations about stories, learning new vocabulary. I can ascribe meanings to marks that I see in different places and am starting to write one or two letters from their name		I am starting to use some of my print and letter knowledge in my early writing. For example: - writing a pretend shopping list that starts at the top of the page; - writing 'm' for mummy. - write some or all of their name. - write some letters accurately.	

Reception topics	Ourselfs	Let’s celebrate	Let’s investigate	Journeys	New life	Taking big steps
Key texts <i>Non-fiction</i> <i>Poems</i>	Basket of familiar stories Starting School My World Your World Our class is a family The Colour Monster All about me poem Seasons	The Best Diwali Ever Tree Simon Sock Staying Safe Christmas Stories Bonfire poem Seasons Drawing Club: Stick Man Gingerbread Man Nativity	A scientist Like me Night Monkey Day Monkey My Shadow Onomatopoeia poem- noises Magnets and forces Drawing Club: Izzy Gismo Little Red Riding Hood Lost and Found Three Little Pigs Peace at Last	The Train Ride Online- Journey Onomatopoeia poem- transport Non-fiction transport books Drawing Club: Mr Gumpy’s Motorcar The 3 Billy Goats Gruff Last Stop on Market Street Cinderella	The Tiny Seed Egg to chick poem Chicks- NF Drawing Club: The Hungry Caterpillar The Enormous Turnip The Bad-tempered ladybird Jack and the Beanstalk	Dinosaurs and all that Rubbish Ruby finds a worry New beginnings poem Around the World Drawing Club: On Sudden Hill Snow White and the 7 Dwarfs Maya and Marley and the New Friend
Typical Dev Reception End points	I can read individual letters by saying the sounds for them I can blend known sounds into words. I can write my name independently I give meaning to marks I make as I draw, write and paint I can spell words by identifying the initial and final sounds and then writing the sound with letter/s. I can write lists, labels, words using initial, final and medial sounds within words with known sound-letter correspondences.	I can read a few common exception words (matched to the school’s phonics program) I read simple phrases and sentences. I can segment the sounds in simple words and blend them together with some adult support I am beginning to write captions with support using words with known sound-letter correspondences. I can write some recognisable letters with adult guidance, most of which are correctly formed. I can re-read what I have written to check that it makes sense.	I can re-read books to build my word fluency, understanding and enjoyment. I can write recognisable letters, with limited adult guidance - most of which are correctly formed I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others, re-reading what I have written to check that it makes sense. I can re-read what I have written to check that it makes sense.			
ELGs	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.			

Books by area of learning:									
	<u>Writing</u>	<u>Maths</u>	<u>Sand</u>	<u>Water</u>	<u>Home Corner</u>	<u>Construction/ small World</u>	<u>Creative</u>	<u>Playdough</u>	<u>Outdoors</u>
Nursery									Minibeasts
Provision books Non-fiction books Poetry books	Sign and Singalong nursery rhyme books	Flip flap find numbers Wild Numbers Nibbles Numbers			Recipe books First time Doctor When we grow up	Dig, dump, roll Let's build a house Wheels at work- City		Biscuit Bear Don't put your finger in the Jelly Nelly Lulu's lunch	Seasons Phonics books by stage The Very Hungry Caterpillar
Reception									
Topic/ current reading books Non-fiction books Poetry books	Commotion in the Ocean Red Rockets and Rainbow Jelly Alphabet ice cream	Is 2 a lot? 1 is a snail, 10 is a crab How many legs (MNP books)	Sharing a Shell Shells Splash	Ships Little Boat Commotion in the Ocean	Recipe books The Great Big Book of Families	Overheard in a Tower block Martha Maps it out An Engineer like me	Paint Clay The Dot How to draw	Mr. Wolf's Pancakes Oliver's Fruit Salad The Giant Jam Sandwich	Jaspers Beanstalk Brown Bear- What do you See? Hug

RWI Inc. Expected Progress - Reception		
End of Autumn 1	Read all single letter Set 1 sounds	
End of Autumn 2	Read all Set 1 sounds; blend sounds into words orally.	
End of Spring 1	Blend sounds to read words; read short Ditty stories.	
End of Spring 2	Read Red Storybooks.	Read Red Words: put, the, I, no, of, my, for*, he (* indicates Red for a while)
End of Summer 1	Read Green Storybooks; read some Set 2 sounds.	Read Red Words: your, said, you, be, are
End of Summer 2	Read Green or Purple Storybooks know all set 2 sounds.	Read Red Words: to, me, go, baby, paint*

EYFS Progression of Skills in Mathematics

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Typical dev on entry to Nursery	<i>I can combine objects like stacking blocks and cups, putting objects inside others and taking them out again.</i> <i>I can take part in finger rhymes with numbers.</i> <i>I will react to changes of amount in a group of up to three items. I can compare amounts, saying 'lots', 'more' or 'same'.</i> <i>I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</i> <i>I count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</i> <i>I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles.</i> <i>I can compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. I notice patterns and arrange things in patterns.</i>					
Typical Dev Nursery End points	<i>I may enjoy counting verbally as far as I can go</i> I can point or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5 I use some number names and number language within play, and may show fascination with large numbers	I am beginning to recognise numerals 0 to 3 I can subitise one, two and three objects (without counting) I link numerals with amounts up to 5 and maybe beyond.	I am beginning to recognise numerals 0 to 5 <i>I can compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</i>	I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) I am exploring and using a range of my own marks and signs to which I ascribe mathematical meaning.	Through play and exploration, I am beginning to learn that numbers are made up (composed) of smaller numbers <i>I am beginning to recognise that each counting number is one more than the one Before.</i>	I am beginning to use understanding of number to solve practical problems in play and meaningful activities I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Reception End points **For Maths No Problem see medium term plans	I engage in subitising numbers to four and maybe five. I am increasingly confident at putting numerals in order 0 to 10 (ordinality) I can match the numeral with a group of items to show how many there are (up to 10) I can Count objects, actions and sounds.	<i>I can use number names and symbols when comparing numbers, showing interest in large numbers</i> I can estimate numbers of things, showing understanding of relative size. <i>I can count beyond ten.</i>	I am beginning to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or – I am aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	<i>In practical activities, I can add one and subtract one with numbers to 10.</i> <i>I can understand the 'one more than/one less than' relationship between consecutive numbers.</i> I can compare length, weight and capacity. I can continue, copy and create repeating patterns.	I can subitise. I can explore the composition of numbers to 10 I can compare length, weight and capacity.	I can automatically recall number bonds for numbers 0–5 and some to 10. I can select, rotate and manipulate shapes to develop spatial reasoning skills.
ELGs	Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		

Specific Area of learning – Understanding the World

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.

Intent:

- Raise the children's awareness of their place within our school family and with the local and wider community. Children will understand familiar places such as Yorkmead School, Hall Green, Sparkbrook, Birmingham and England, and will be able to compare these to other far away places such as India and Pakistan.
- Children will learn about global phenomena such as weather, climate changes, coasts, cities and town and pollution and climate change. We will celebrate and promote sustainability and reflect how we can look after the planet. Through first-hand experiences such as growing their own food, recycling paper and local trips and visits, children will have a greater understanding of their impact on their local community and wider planet.
- Children will learn about, understand and respect the wide cultural and religious differences that different people have. We will celebrate these differences together.
- Children will be encouraged to use a range of sources to obtain information including; stories, non-fiction books, maps and atlas's, online sources, scientific experiments, visitors to our school and visits to other places.

Implementation: Key Skills developed through UTW

- Make observations and discuss these with others - Make and compare observations over time - Compare and identify similarities, differences, patterns and changes - Ask questions - Make predictions and find ways to solve problems	- Use a range of equipment, photos, books, websites, visits and visitors to research and find out information - Interpret a range of sources of information (e.g. maps, globes, photos) - Respect people, creatures and the natural environment
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Impact:

The children will have a solid awareness of their place within the world and the impact that they can have. They will nurture each other and other living things, demonstrating a respect and tolerance of other cultures and beliefs. Children will be able to confidently talk about the local and wider community and indicate similarities and differences between places.

Progression of Skills in Understanding the World- Nursery

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Typical dev upon entry to Nursery	<i>I can repeat actions that have an effect.</i> <i>I can explore materials with different properties. I can explore natural materials, indoors and outside.</i> <i>I can explore and respond to different natural phenomena in my setting and on trips.</i> <i>I make connections between the features of my family and other families. I notice differences between people.</i>					
HOW?	Children will be provided with and encouraged to make collections of natural materials to investigate and talk about. They will be provided with equipment for investigations e.g. magnifying glasses, or a tablet with a magnifying app. Children will be modelled observational and investigational skills – e.g. I wonder if ...? Children will be introduced to new vocabulary, and encouraged to use it to discuss their findings. Children will be introduced to new vocabulary related to exploration and encouraged to use it. Children will learn about different types of weather and the begin to talk seasonal features: Vocab: summer, winter, sun, cloud, day, dark, light, moon Children will be encouraged to talk about what they see, using a wide vocabulary.					

Nursery end points (typical development): The Natural World

Nursery topics	Something new	You and me	Who's at the door?	People who help us	Into the garden	Awesome animals
The Natural World- (Science links)	I can explore collections of materials with similar and/or different properties I can use all my senses in hands-exploration of natural materials I can explore how things work.		I can begin to talk about the differences between materials and changes I notice I can explore and talk about different forces I can feel.		I can plant seeds and care for growing plants. I understand the key features of the life cycle of a plant and an animal. I am beginning to understand the need to respect and care for the natural environment and all living things.	
Vocabulary:	Head, shoulders, knees, arm, leg, feet, toes, tummy, back, Eyes, nose, mouth, ears	Loud, quiet, Light, dark, day, night, sun, shiny, not shiny	Material, wood, glass, paper, straw, sticks, bricks, strong, weak,	Hard, soft, shiny, dull, Push, pull, fast, slow, sink, float,	Tree, leaf, flower, stem, seed, root, egg, caterpillar, butterfly, chicken, chick, same, different	Animal, changed Spring, baby Tail, adult Egg, fish, bird, insect,
Past and Present- (History links)	I can talk about events in my own experiences that are important to me. I beginning to make sense of my own life-story and my family's history. I can talk about some of the things I have observed with guidance.		I know about similarities and differences between myself and others. I know and can recount episodes from my past. I recognise the difference between past and present in my own life.		I can remember and talk about significant events in my own experience. I can talk about some of the things I have observed. I am beginning to talk about why things happen and how things work.	
Vocabulary:	Young, old, baby,		Before, after, next		Different, same, past	

The Natural World- (Geography links)	Where do I live? I beginning to make sense of my own life-story and my family's history. I am developing positive attitudes about the differences between people. My School I can explore the natural world around me and talk about what I like and don't like.	Our community I can show interest in different occupations. I can name and describe people who are familiar to me.	The World I am beginning to recognise some similarities and differences between life in this country and life in other countries I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. I am beginning to recognise some environments that are different to the one in which I live.
Vocabulary:	School, home, same, different	Hal Green, Birmingham, house, road, footpath	England, (countries linked to where children are from/ have visited)

Progression of Skills in Understanding the World- Reception

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HOW?	Children will be provided with and encourage to make collections of natural materials to investigate and talk about. They will be provided with equipment for investigations e.g. magnifying glasses, or a tablet with a magnifying app. Children will be modelled observational and investigational skills – e.g. I wonder if ...? Children will be introduced to new vocabulary, and encouraged to use it to discuss their findings. Children will be introduced to new vocabulary related to exploration and encouraged to use it. Children will learn about different types of weather and the begin to talk seasonal features: Vocab: summer, winter, sun, cloud, day, dark, light, moon Children will be encouraged to talk about what they see, using a wide vocabulary.					
Reception end points (typical development):						
Reception Topics	Ourselves	Let’s celebrate	Let’s investigate	Journeys	New life	Taking big steps
The Natural World- (Science links)	I know the names of parts of my body I can talk about what I looked like when I was a baby I can talk about what I can see, hear and feel, indoors and outdoors I can talk about animals in my environment I know that weather changes during the year I can talk about the seasonal features of Autumn I can explore different materials I can talk about the seasonal features of Winter		I know that Earth is a planet and the sun is star I can explore different materials and the shadow they make. I can explore a sound causing a vibration I can talk about the seasonal features of Winter I can explain how things work and why they might happen I know that push and pulls are forces I can explore different things that we push and pull I can observe and explore a magnet attracting different objects I can talk about the seasonal features of Spring I can talk about the differences between materials and some of the properties they have		I can name familiar plants and animals I know and can talk about the changes to the life-cycle of a plant (sunflower), frog (amphibian), butterfly (insect) and chicken (animal). I know about animals in contrasting environments I can talk about healthy and unhealthy food I know how to look after my oral health I know what a plant seed needs to grow I can name specific features of the world, both natural and made by people I am beginning to understand what ‘pollution’ is and how it can harm animals in the sea I can talk about the seasonal features of Summer	
Vocabulary:	Chin, cheek, forehead, eyebrows, elbow, neck, hips	wood, metal, paper, strong, weak, season, winter	shadow, loud, quiet, volume, sound, transparent, Material, wood, plastic, glass, paper, shiny, metal, rock, hard, soft, fabric,	Push, pull, magnet, force, healthy, sleep, spring, Earth, planet, star, light, sun, moon, space,	Frog spawn, froglet, frog, amphibian egg, caterpillar, chrysalis, butterfly, insect, chick, chicken cycle, baby, adult, seed, bulb, petals, branch, stem, root, shoot, plant – trees, flower, grass	different same, hot, cold, animal, reptile, amphibian
ELG	The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Past and Present- (History links)	I can talk about members of my immediate family and community I can comment on images of familiar situations in the past I understand that some places are special to members of their community I recognise that people have different beliefs and celebrate special times in different ways.	I know that some stories are real and some are not real I can recognise the difference between past and present in my own and others' lives. I can comment on images of familiar situations in the past I can talk about some of the things I have observed, question why things happen and give explanations with support.	I can compare and contrast characters from stories, including figures from the past. I can sequence photographs from different parts of my life. I can recognise the difference between past and present in my own and others' lives. I can talk about some of the things I have observed, question why things happen and give explanations.
Vocabulary:	Celebrate, before, old	Fact, fiction, past,	Different, same, compare
ELG	Past and present - Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		
The Natural World- (Geography links)	Our school I can talk about the features of my own immediate environment. I use maps within my play I am beginning to know about the four seasons – Winter, Spring, Summer and Autumn I can explore the natural world around me and describe it using what I feel, hear and see	Knowledge of the local area I know local landmarks and am able to locate them on a map I can use maps to identify Birmingham and the local area.	Our Country I can recognise some similarities and differences between life in this country and life in other countries I can recognise some environments that are different from the one in which I live. I can talk about the features of my own immediate environment and how environments might vary from one another. I can look at countries and oceans on a map.
Vocabulary:	Same, different, map, directions, Yorkmead, Hall Green	Birmingham, Hall Green, city, Forest, woods, river, hill, village, town	River, sea, beach, city, village, town, Birmingham, England
ELG	People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.		

Progression of Skills in Understanding the World- EYFS

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Rules of Law		Democracy and individual Liberty		Mutual respect and tolerance for those with different faiths and beliefs	
Nursery	We establish our Yorkmead rules from day 1. I can understand my own and other’s behaviour and its consequences. I am learning to distinguish right from wrong		I am developing a positive sense of myself I am developing my self-knowledge, self-esteem and increase my confidence in my own abilities e.g. I will proudly share my work with my class but will also celebrate and compliment others		I am learning to respect and understand the views, faiths, cultures and races of others I understand that we are all different and that is ok. I am aware that I am part of the wider community	
Reception	We establish our Yorkmead rules from day 1. I am growing in independence and understand when it is time to stop, tidy up and help others. I understand and follow the school rules.		I can work with other children to make collective, fair choices e.g., voting for a story to read I understand that I am part of a larger collective and need to consider the feelings and thoughts of others		I have a developing understanding, appreciation of and respect for my own and others cultures I understand and value diversity, gender, cultural and racial stereotyping through a variety of stories	
ELGs	People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.					

EYFS Progression of skills in Expressive Arts and Design

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Typical dev upon entry to Nursery	<i>I show attention to sounds and music. I respond emotionally and physically to music when it changes. I can move and dance to music.</i> <i>I anticipate phrases and actions in rhymes and songs, like 'Peepo'.</i> <i>I can explore my voice and enjoy making sounds. I can join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.</i> <i>I can explore a range of sound makers and instruments and play them in different ways</i> <i>I notice patterns with strong contrasts and am attracted by patterns resembling the human face.</i> <i>I start to make marks intentionally. I explore paint, using fingers and other parts of my body as well as brushes and other tools.</i> <i>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.</i> <i>I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</i> <i>I am starting to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</i> <i>I can explore different materials, using all of my senses to investigate them. I can manipulate and play with different materials. I use my imagination as I consider what I can do with different materials. I can make simple models which express my ideas.</i>					
Nursery topics	Something new	You and me	Who's at the door?	People who help us	Into the garden	Awesome animals
Nursery	I can explore different materials freely, in order to develop my own ideas about how to use them and what to make. I can Join different materials and explore different textures. I take part in simple pretend play, using an object to represent something else even though they are not similar. I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. I am exploring colour and colour mixing. I can sing the pitch of a tone sung by another person ('pitch match').		I can create closed shapes with continuous lines, and begin to use these shapes to represent objects I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. I can draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		I am developing my own ideas and then decide which materials to use to express them. I can continue to explore colour and colour mixing. I can listen with increased attention to sounds. Respond to what I have heard, expressing their thoughts and feelings. I can remember and sing entire songs. I can create my own songs, or improvise a song around one that I know. I can play instruments with increasing control to express my feelings and ideas.	
Key themes to explore	Body Painting (finger, hand, foot) Exploring colour and colour mixing Exploring texture Exploring Sounds Winter / Ice Art Celebration Music		Collage techniques 2D drawing skills Design, make Modelling role play and imaginative language		3D representations of animals and plants. Observational drawing of plants Exploring musical instruments and a range of songs	

Reception topics	Ourselves	Let's celebrate	Let's investigate	Journeys	New life	Taking big steps
Reception	I can explore using different materials to express my ideas and feelings I can create collaboratively, sharing ideas, resources and skills with other children I can listen attentively, move to and talk about music, expressing my feelings and responses		I can explore and engage in music making and dance, performing solo or in groups I am developing storylines in my pretend play I can sing in a group or on my own, increasingly matching the pitch and following the melody		I can explore, use and refine a variety of artistic effects to express my ideas and feelings I can watch and talk about dance and performance art, expressing my feelings and responses I can return to and build on my previous learning, refining ideas and developing my ability to represent them	
Key skills to explore	Autumn Art Printing and Fabric Exploring colour Colour mixing Exploring texture Exploring Sounds 3D Art Diwali Winter / Ice Art Celebration Music - To use one-handed tools and equipment, for example, making snips in paper with scissors - To use simple tools to effect changes to materials		Light and Dark Texture Colour Shade Natural Art Collage Printing Environmental Art - To choose the right resources to carry out their own plan. - Children to develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts,		Recycling Artwork Plastics, printing, construction, weaving Hot and Cold Colours Modelling planning and design- evaluation and revisiting ideas - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking - Handles tools, objects, construction and malleable materials safely and with increasing control and intention	
ELGs	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.			Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		