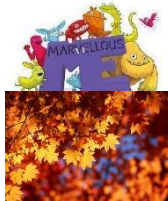








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Early Years 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Marvellous Me and Autumn</p> 	<p>Festivals & Celebrations</p> 	<p>Winter Wonderland and traditional tales</p> 	<p>Hungry Caterpillars (Spring & Easter)</p> 	<p>Animals around the world</p> 	<p>Superheroes</p> 
Things we will cover	<ul style="list-style-type: none"> • Myself and my family • Things I like to do • Where I live and who I live with • Our school community • Autumn 	<ul style="list-style-type: none"> • Autumn • Bonfire night • Diwali • Remembrance Sunday • Christmas 	<ul style="list-style-type: none"> • Winter • Arctic • Antarctic • Animals • Habitats • Chinese New Year • Storytelling. • Looking at how stories have changed over time. What do they tell us? 	<ul style="list-style-type: none"> • Mother's day • Planting • New Life • Easter • Pancake day • Minibeasts • Life cycle of a butterfly 	<ul style="list-style-type: none"> • Animal and habitats • Animals in queensbury compared to animals in different countries • Summer • Under the sea 	<ul style="list-style-type: none"> • People who help us • Emergency services • Transition




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Early Years 2024-25

			<ul style="list-style-type: none"> • Read different versions of the same stories. 			
<p>Books we will be looking at and potential writing opportunities</p> 	<ul style="list-style-type: none"> • The Colour Monster goes to school. • Super Duper You! • Peepo • The Hugasaurus • Pumpkin Soup • The Leaf thief <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Ascribing meanings to marks • Story mapping 	<ul style="list-style-type: none"> • Room on the broom • Little red hen • The story of Rama and Sita • The Stick Man • The Jolly Christmas Postman • The Christmas Story <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Letter: from the witch • Instructions: potions • Story sequencing: nativity • Christmas lists • Letters to Santa • Fact books • Story maps 	<ul style="list-style-type: none"> • The Polar Bear and the Snow Cloud • Lost and found • Non-fiction texts • One Snowy Night • I love Chinese New Year • Goldilocks and the three bears • The gingerbread man <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Instructions for pancakes • Fact posters 	<ul style="list-style-type: none"> • Supertato – The Great Eggscapade • The Odd Egg • Mr Wolf's Pancakes • Who is in the egg? • Jasper's Beanstalk • The very hungry caterpillar • The tiny seed <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Labels: plants, lifecycles • Instructions: how to look after an egg or a plant • Wanted posters • Maps 	<ul style="list-style-type: none"> • The Gruffalo • What The Ladybird heard • Giraffe's can't dance • Rainbow fish • Non-fiction books and factfiles <p>Writing opportunities :</p> <ul style="list-style-type: none"> • Story maps • Character descriptions: • Gruffalo • Instructions: how to • roar 	<ul style="list-style-type: none"> • Super Daisy • 10 Little Superheroes • My Mum's a superhero • Handa's surprise • Non-Fiction texts • Spreading my wings <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Instructions: how to • Build a house for Three Little Pigs • Lists: Things we need • Postcards • Fact files: different • countries

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Early Years 2024-25

		<ul style="list-style-type: none"> • Maps 	<ul style="list-style-type: none"> • Lists: shopping list for school trip (Coop to buy ingredients) • Letters: to the park keeper to say thank you. 		<ul style="list-style-type: none"> • Fact files: animals • Riddles: Who am I? • linked to sea • creatures 	<ul style="list-style-type: none"> • Story writing: innovate the ending
Nursery rhymes 	<ul style="list-style-type: none"> • Wind the bobbin up • Heads, shoulder knees and toes 	<ul style="list-style-type: none"> • 5 little men in a flying saucer • Wheels on the bus • Nursery rhyme week • Jingle Bells 	<ul style="list-style-type: none"> • When goldilocks went to the house of bears • I'm a little teapot 	<ul style="list-style-type: none"> • Incy wincy spider • Twinkle twinkle little star • Five little ducks went swimming one day 	<ul style="list-style-type: none"> • Five little monkeys swinging in a tree • Jack and Jill • Old Macdonald 	<ul style="list-style-type: none"> • Hickory dickory dock • Little Bo Peep • Row, row, row
Poems (Reception) 	<ul style="list-style-type: none"> • In My Grass House By Shirley Hughes 	<ul style="list-style-type: none"> • Firework Poem By James Carter I wish I'd Been Present at Christmas Past By Paul Cookson The Snow by F. Ann Elliott 	<ul style="list-style-type: none"> • Hey, let's go! By James Carter 	<ul style="list-style-type: none"> • Chocolate Cake by Michael Rosen Easter Acrostic Poem – Children write together 	<ul style="list-style-type: none"> • Hallabaloo! By James Carter Out and About By Shirley Hughes 	<ul style="list-style-type: none"> • My Shell By Matt Goodfellow
'Awe and wonder' enrichment 	<ul style="list-style-type: none"> • Learn about our school environment • Autumn Seasonal Walk 	<ul style="list-style-type: none"> • Diwali food tasting • Bonfire party • Trip to Skipton Farm Christmas wonderland • Nursery rhyme week • Christmas sparkle • The Nativity 	<ul style="list-style-type: none"> • Chinese Banquet and Dragon dance • Ice surprises • Porridge tasting • Gingerbread decorating 	<ul style="list-style-type: none"> • Easter bonnet parade • Mother's Day crafts • Gardening and growing our own plants 	<ul style="list-style-type: none"> • Gruffalo's Tea Party • Farm visit • Father's day 	<ul style="list-style-type: none"> • Growing beanstalk • Fire brigade visit • Police visit • Nurse visit • Den building

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Early Years 2024-25

Nursery Communication and language



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. Throughout the year children will develop these listening skills

- Responding to questions and instructions directed to them

- Following 2 part instructions

- Taking part in short exchanges with others – listening and responding to adults and peers

- Taking turns in conversation

- joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories Throughout the year children will develop these speaking skills

- Articulating and speaking clearly

- Speaking in 4-6 word sentences

- Explaining feelings in simple terms i.e. I am sad because....

- Expressing wants and needs, such as asking for particular resources

- Using simple conjunctions to connect ideas such as 'and' and 'because'


- Using some positional language

- Retelling a story/ event (not always in correct order)

- Joining in with repeated refrains in stories/ rhymes

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Early Years 2024-25

<p>Reception Communication and language</p> 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and songs. • Maintain attention in whole class/groups. • Follow 1 step instructions. • Understand 'why' questions. • Use sentences 4-6 words. • Use talk to organise play. • Learns new vocabulary. • Listens to and talks about stories to build familiarity and understanding. • Is developing social phrases. 	<ul style="list-style-type: none"> • Listen in familiar & new situations. • Engage in story times. • Maintain attention in new situations. • Ask questions to find out more and to check they understand what has been said to them. • Follow instructions with 2 parts in a familiar situation. • Start a conversation with peers and familiar adults and continue for many turns. • Develop social phrases • Listens to and talks about stories to build familiarity and understanding. • Is able to describe events in some detail. • Uses new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Maintain attention during appropriate activity. • Engage in non-fiction books. • Consider the listener and take turns. • Use talk to organise/stand for something else in play. • Begin to use past tense. • Begin to recount past events. • Listens to and talks about stories to build familiarity and understanding. • Listens carefully to rhymes and songs paying attention to how they sound. • Learns rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity 	<ul style="list-style-type: none"> • Understand why listening is important. • Maintain attention in different contexts. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Ask questions to find out more and check understanding. • Articulate their ideas and thoughts in well-formed sentences. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Begin to connect one idea or action to another using a range of connectives. • Describe events in some detail. • Listens to and talks about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Listen and understand instructions while busy with another task. • Maintain activity while listening. • Understand how, why, where questions. • Describe events in some detail. • Express ideas about feelings and experiences. • Articulate their ideas and thoughts in well-formed sentences. • Use language to reason. • Listens to and talks about stories to build familiarity and understanding. • Makes comments about what he/she has heard and asks questions to 	<ul style="list-style-type: none"> • Listen and respond with relevant questions, comments, or actions. • Attend to others in play. • Make comments and clarify thinking with questions. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Speak in well-formed sentences with some detail. • Use new vocabulary in different contexts. • Express ideas and feelings about his/her experiences using full sentences. • Use past, present, and future tenses in conversation with peers and adults. • Listen to and talk about stories to build familiarity and understanding.
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Early Years 2024-25

			<p>with new knowledge and vocabulary</p> <ul style="list-style-type: none"> • Is able to describe events in some detail. 		<p>clarify understanding.</p>	<ul style="list-style-type: none"> • Use conjunctions to extend and articulate their ideas. • Listens to and talks about stories to build familiarity and understanding. • Participates in small group, class and one-to-one discussions, offering their own ideas and using recently introduced vocabulary.
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Early Years 2024-25

<p>Nursery Physical development *Gross motor skills *Fine motor skills</p>	<ul style="list-style-type: none"> • Putting on coat • Hanging up our coats. • Taking off shoes and socks • Knowing how to use the outdoors safely. • Sweeping, balancing climbing • Mark making • Snipping with scissors • Hand washing <ul style="list-style-type: none"> • Dough disco • Squiggle whilst you wiggle 	<ul style="list-style-type: none"> • Zipping up a coat • Chalking • Dough disco • Hand washing/hygiene <ul style="list-style-type: none"> • Moving freely jumping on and off objects over and through balancing and climbing equipment • Squiggle whilst you wiggle 	<ul style="list-style-type: none"> • Knowing what makes us healthy • Putting on gloves/scarves • Dough disco • Squiggle whilst you wiggle 	<ul style="list-style-type: none"> • Forming letters with correct pencil grip • Using tools scissors/pencils/brushes • Learn about eating a range of healthy foods • Dough disco • Squiggle whilst you wiggle 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using tools scissors/pencils/brushes correctly • Dough disco • Kicking/passing/rolling • Squiggle whilst you wiggle 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using scissors/pencils/brushes correctly • Simple games & adapting the rules/scoring • Competitive games (winning and losing) <ul style="list-style-type: none"> • Dough disco • Squiggle whilst you wiggle
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Early Years 2024-25

Ongoing throughout the year

- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination, and agility.

Computing that links to physical development by the end of early years.

- To know how to use an iPad or tablet appropriately.
- To know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.

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Early Years 2024-25

<p>Reception Physical development *Gross motor skills *Fine motor skills</p>	<ul style="list-style-type: none"> • Putting on coat • Hanging up our coats. • Taking off shoes and socks • Knowing how to use the outdoors safely. • Sweeping, balancing climbing • Pencil grasp • Mark making • Snipping with scissors • Hand washing • Dough disco (see progression document) 	<ul style="list-style-type: none"> • Zipping up a coat • Chalking • Dough disco (see progression document) • Forming initial letters • Hand washing/hygiene • Moving freely jumping on and off objects over and through balancing and climbing equipment • Make short firework dances. • Explore dynamics of travelling. • Respond to music from various festivals. • Make plates of dough food for special occasions • Make junk models e.g. rockets for bonfire • Talk about healthy practices. • Develop our fine motor skills doing things like painting 	<ul style="list-style-type: none"> • Forming letters • Knowing what makes us healthy • Putting on gloves/scarves • Dough disco (see progression document) • We will continue to develop our fine motor skills and pencil control using 'dotty font' letters, tracing activities and using a range of small tools • Making playdough: white, glittery • Make playdough snow flakes • Cutting skills: making paper snowflakes • Cosmic Kids Yoga: Frozen • Keeping warm and safe in winter: winter clothes, 	<ul style="list-style-type: none"> • Forming letters with correct pencil grip • Using tools scissors/pencils/brushes • Learn about eating a range of healthy foods • Dough disco (see progression document) 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using tools scissors/pencils/brushes correctly • Dough disco (see progression document) • Kicking/passing/rolling • To begin to show accuracy and care when drawing. • To hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost cases. 	<ul style="list-style-type: none"> • Forming letters using the correct formation • Using scissors/pencils/brushes correctly • Simple games & adapting the rules/scoring • Dough disco (see progression document)
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Early Years 2024-25

		<p>outside using large brushes, chalking round lines, digging and planting seeds and bulbs, threading beads.</p>	<p>playing near iced water</p> <ul style="list-style-type: none"> • Moving our bodies like snowflakes, snow storms, wind, rain etc • Ice fine motor play: scooping up ice and transferring it between containers. • 			
<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> • 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. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility. • Revising and refining the fundamental movement skills he/she has already acquired ; eg walking, crawling, running, jumping, hopping, climbing and skipping. <p>Computing that links to physical development by the end of early years.</p> <ul style="list-style-type: none"> • To know how to use an iPad or tablet appropriately. • To know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer. • 					

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Early Years 2024-25

PE 	Me and Myself	Movement and development	Throwing and catching	Ball skills	Fun and games	Working with others
Nursery Personal social and emotional development *Self-regulation *Managing self *Building relationships 	<ul style="list-style-type: none"> • Transitioning to school • Learning to self-regulate and how to deal with uncertainty • Learning about who can help me in and out of school • Importance of good hygiene • Routines of classroom • Making friends • Sharing resources 		<ul style="list-style-type: none"> • Beginning to understand personal awareness and its purpose in safety • Building confidence in trying new activities • Talking about own and others behaviour and its consequences • Working as part of a group or a class • Playing cooperatively, taking turns • Showing sensitivity to others needs and feelings • Forming positive relationships with adults and children • Discussing own preferences and reasons why 		<ul style="list-style-type: none"> • To be able to talk about growing and developing an understanding of growth and decay over time • Speaking to others confidently • Taking account of one another's ideas about how to organise their activity • Talking about own ideas • Being able to say which activities they like more than others • Being able to say what they are good at 	

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Early Years 2024-25

Talk about their feelings using words 'sad, happy, angry or worried'
Begin to understand how others might be feeling
Talk with others to solve conflict
Develop appropriate ways of being assertive
Increasingly follow rules, understand why they are important and do not always need an adult to remind them of a rule.
Play with one or more children, extending and elaborating play ideas
Help to find solutions to conflict and rivalries e.g. accepting not everyone can be Spiderman in the game and suggesting other ideas
Show more confidence in new social situations
Become more outgoing with unfamiliar people, in the safe context of their setting
Develop their sense of responsibility and membership of a community
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Computing that links to PSED by the end of early years. This will be repeated throughout nursery and reception.

- I can wait a short amount of time for something I want e.g.: a computer loading / an App to work.
- I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots.
- I can select tools and resources that I need to complete a task of my own choosing.
- I know how to be safe online.
- I know that a password is secret.


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Early Years 2024-25

	<p>SCARF Me and My Relationships</p> <ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me 	<p>SCARF Valuing Difference</p> <ul style="list-style-type: none"> • Me and my friends • Friends and family • Including everyone 	<p>SCARF Keeping Safe</p> <ul style="list-style-type: none"> • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body 	<p>SCARF Rights and Respect</p> <ul style="list-style-type: none"> • Looking after myself • Looking after others • Looking after my environment 	<p>SCARF Being my Best</p> <ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! 	<p>SCARF Growing and Changing</p> <ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby Girls, boys and families
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Early Years 2024-25

<p>Reception Personal social and emotional development *Self-regulation *Managing self *Building relationships</p> 	<ul style="list-style-type: none"> • Can talk about feelings. • Welcome distractions when upset. • Increasingly follow rules. • Know likes and dislikes. • Independently organise belongings in the morning. • Manage personal hygiene. • Build constructive and respectful relationships. • Manages own needs around personal hygiene. <p>SCARF Me and My Relationships</p> <ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2) 	<ul style="list-style-type: none"> • Beginning to express their feelings and consider the perspectives of others. • Recognise they are a valuable individual. • Begin to take turns and share resources. • Think about the perspective of others. • Independently choose where they would like to play. • Continue to build constructive and respectful relationships. • Know and talk about the different factors that support overall health and wellbeing. <p>SCARF Valuing Difference</p>	<ul style="list-style-type: none"> • Show pride in achievements. • Understand behavioural expectations of the setting. • Can explain right from wrong and try to behave accordingly. • Manage their own needs. • Can identify kindness. • Seek others to share activities and experiences. <p>SCARF Keeping safe</p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors 	<ul style="list-style-type: none"> • Can make choices and communicate what they need. • Begin to show persistence when faced with challenges. • Can keep play going by co-operating, listening, speaking, and explaining. • Can reflect on the work of others and self-evaluate their own work. • Know and talk about the different factors that support overall health and wellbeing eg toothbrushing, screentime. <p>SCARF Rights and respect</p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends 	<ul style="list-style-type: none"> • Beginning to know that children think and respond in different ways to them. • Can talk about their own abilities positively. • Confident to try new activities • Show resilience and perseverance • Can set and work towards simple goals • Is able to wait for what he/she wants and control immediate impulses when appropriate. • Know and talk about the different factors that support overall health and 	<ul style="list-style-type: none"> • Able to identify and moderate own feelings. • See themselves as a unique and valued individual. • Can seek out a challenge and enjoy the process. • Show sensitivity to others' needs and feelings. • Is beginning to regulate behaviours accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. • Shows an ability to follow instructions involving several ideas or actions.
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Early Years 2024-25

		<ul style="list-style-type: none"> • <u>I'm special, you're special</u> • <u>Same and different</u> • <u>Same and different families</u> • <u>Same and different homes</u> • <u>I am caring</u> • <u>I am a friend</u> 	<ul style="list-style-type: none"> • <u>Listening to my feelings</u> • <u>Keeping safe online</u> • <u>People who help to keep me safe</u> 	<ul style="list-style-type: none"> • <u>Being helpful at home and caring for our classroom</u> • <u>Caring for our world</u> • <u>Looking after money (1): recognising, spending, using</u> • <u>Looking after money (2): saving money and keeping it safe</u> 	<p>wellbeing- road safety.</p> <ul style="list-style-type: none"> • Form positive attachments to adults and peers. • Works and plays cooperatively taking turns. <p>SCARF Being my best</p> <ul style="list-style-type: none"> • <u>Bouncing back when things go wrong</u> • <u>Yes, I can!</u> • <u>Healthy eating</u> • <u>My healthy mind</u> • <u>Move your body</u> • <u>A good night's sleep</u> 	<ul style="list-style-type: none"> • Can set and work towards simple goals. • Shows sensitivity to the needs of others. • Works and plays cooperatively taking turns. <p>SCARF Growing and changing</p> <ul style="list-style-type: none"> • <u>Life stages - plants, animals, humans</u> • <u>Life Stages: Human life stage - who will I be?</u> • <u>Getting bigger</u>
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Early Years 2024-25

	<p>Computing that links to PSED by the end of early years. This will repeated throughout nursery and reception.</p> <ul style="list-style-type: none"> • I can wait a short amount of time for something I want e.g.: a computer loading / an App to work. • I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots. • I can select tools and resources that I need to complete a task of my own choosing. • I know how to be safe online. • I know that a password is secret. 					
Nursery Literacy RETELLING AND RECALLING VOCABULARY ACQUISITION PREDICTION	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories :- • Singing Nursery Rhymes • Hears and uses new vocabulary from stories, rhymes, 	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories • Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books • Story times/ topic learning Sequences 	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories • Singing Nursery Rhymes • Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books 	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories • Singing Nursery Rhymes • Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books • Story times/ topic learning Sequences 	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories • Singing Nursery Rhymes • Hears and uses new vocabulary from stories, rhymes, poems 	<ul style="list-style-type: none"> • Joins in with familiar rhymes and stories • Singing Nursery Rhymes • Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books



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	<p>poems and non-fiction books</p> <ul style="list-style-type: none"> • Story times/ topic learning 	<p>stories/ events (not always in order)</p> <ul style="list-style-type: none"> • Identifies characters/ settings/ events in stories 	<ul style="list-style-type: none"> • Story times/ topic learning Sequences stories/ events (not always in order) • Identifies characters/ settings/ events in stories • Story times • Knows that print carries meaning and is read, in English, from left to right • Reading Area 	<p>stories/ events (not always in order)</p> <ul style="list-style-type: none"> • Identifies characters/ settings/ events in stories • Story times • Knows that print carries meaning and is read, in English, from left to right • Reading Area 	<p>and non-fiction books</p> <ul style="list-style-type: none"> • Begins to predict what might happen is stories • Story times/ topic learning Sequences stories/ events (not always in order) • Identifies characters/ settings/ events in stories • Story times • Knows that print carries meaning and is read, in English, from left to right • Reading Area 	<ul style="list-style-type: none"> • Begins to predict what might happen is stories • Story times/ topic learning Sequences stories/ events (not always in order) • Identifies characters/ settings/ events in stories • Story times • Knows that print carries meaning and is read, in English, from left to right • Reading Area
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<p>Nursery Writing</p> 	<ul style="list-style-type: none"> • Mark making using mark making tools in trays of sand etc. • Using larger paintbrushes to paint with. • Using chunky chinks on the ground outside. <p>Manipulating play dough with variety of tools</p> <ul style="list-style-type: none"> • Draw some marks on paper, not always distinguishable 	<ul style="list-style-type: none"> • Mark making using mark makers such as chunky chinks, paintbrushes, pens • Following large pattern templates • Draw some marks on paper, not always distinguishable 	<ul style="list-style-type: none"> • Mark making using pens/ pencils/ chinks/ paintbrushes • Follows large pattern outlines such as wavy lines or straight lines • Can give meaning to the marks they make 	<ul style="list-style-type: none"> • Mark making using pens/ pencils/ chinks/ paintbrushes • Follows large pattern outlines such as wavy lines or straight lines • Can give meaning to the marks they make 	<ul style="list-style-type: none"> • Uses pens/ pencils/ paintbrushes with developing tripod grip. • Can draw some recognisable pictures and give meaning to the marks they make 	<ul style="list-style-type: none"> • Uses pens/ pencils/ paintbrushes with developing tripod grip. • Forms some letter shape • Can copy or write their own name • Writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)
<p>Reception Literacy</p> 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Listen and enjoy sharing a range of books. • Hold a book correctly, handle with care. • Know that a book has a beginning and an end and can hold the book the right way up 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. • Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Use picture clues to help read a simple text. • Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book they are reading. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.

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	<p>and turn some pages appropriately.</p> <ul style="list-style-type: none"> • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Recognise some familiar words in print, e.g., own name or advertising logos. • Enjoy joining in with rhyme, songs and poems. • Explain in simple terms what is happening in a picture in a familiar story. • Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 	<ul style="list-style-type: none"> • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. • Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	<ul style="list-style-type: none"> • Show understanding of some words and phrases in a story that is read aloud to them. • Express a preference for a book, song or rhyme, from a limited selection. • Play is influenced by experience of books (small world, role play). 	<ul style="list-style-type: none"> • Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read, when prompted. • Recognise repetition of words or phrases in a short passage of text. • Play influenced by experience of books • Innovate a well-known story with support. 	<ul style="list-style-type: none"> • Know the difference between different types of texts (fiction, nonfiction, poetry) • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. • Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. • Anticipates, where appropriate, key events in stories. • Demonstrates an understanding of what has been read to them by retelling stories/narrative 	<ul style="list-style-type: none"> • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. • Uses and understands recently introduced vocabulary.
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					using their own words and recently introduced vocabulary.	
	<p>Word Reading:</p> <ul style="list-style-type: none"> Hear general sound discrimination and be able to orally blend and segment. 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Word Reading:</p> <ul style="list-style-type: none"> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
	<p>Emergent writing:</p> <ul style="list-style-type: none"> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Use appropriate letters for initial sounds. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Build words using letter sounds in writing. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. 	<p>Emergent writing:</p> <ul style="list-style-type: none"> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences

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	<ul style="list-style-type: none"> Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. <p>Composition:</p> <ul style="list-style-type: none"> Use talk to organise describe events and experiences. <p>Spelling:</p> <ul style="list-style-type: none"> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. <p>Handwriting:</p> <ul style="list-style-type: none"> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. 	<ul style="list-style-type: none"> Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <p>Composition:</p> <ul style="list-style-type: none"> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <p>Spelling:</p> <ul style="list-style-type: none"> Orally spell VC and CVC words by identifying the sounds. Write own name. <p>Handwriting:</p> <ul style="list-style-type: none"> Form letters from their name correctly. Recognise that after a word there is a space. 	<p>attempting to write it.</p> <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write VC and CVC words independently using Phase 2 graphemes. <p>Handwriting:</p> <ul style="list-style-type: none"> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. 	<p>and use simple conjunctions.</p> <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. <p>Handwriting:</p> <ul style="list-style-type: none"> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. 	<ul style="list-style-type: none"> Use familiar words in their writing. <p>Composition:</p> <ul style="list-style-type: none"> Write a simple sentence with a full stop. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. <p>Handwriting:</p> <ul style="list-style-type: none"> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. 	<p>using a capital letter and full stop.</p> <p>Composition:</p> <ul style="list-style-type: none"> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. Write simple letters and phrases that can be read by others. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts
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					<ul style="list-style-type: none"> • Include spaces between words. 	<p>when writing more complex unknown words e.g. using Phase 4 CCVCC</p> <ul style="list-style-type: none"> • Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <p>Handwriting:</p> <ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i>					
Nursery Phonics	Introduction to nursery rhymes Singing and recognising songs Sound identification through sound walks, playing sound lotto games and making music makers. Instruments in provision.	Daily singing of nursery rhymes and simple songs. Instrumental sounds used to develop children's awareness of sounds. Explore making sounds with body percussion.	Daily singing of nursery rhymes and simple songs. Alliteration- develop children's understanding through I spy games and matching object games	Daily singing of nursery rhymes and simple songs. Children to develop awareness of Rhyme and rhythm.	Daily singing of nursery rhymes and simple songs. Focus on oral blending and segmenting through games and teacher led activities	Daily singing of nursery rhymes and simple songs. Focus on oral blending and segmenting through games and teacher led activities


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<p>Reception Phonics</p>	<p>Teach Phase 2 Graphemes (s,a,t,p, i,n,m,d, g,o,c,k, ck,e,u,r, h,b,f,l)</p> <p>Tricky words Is, I, the,</p>	<p>Teach Phase 2 Graphemes (ff,ll,ss,i, v,w,x,y, z,zz,qu,ch, sh,th,ng,nk)</p> <p>words with s/z added at the end</p> <p>Tricky words as, and, has, his, her, go, no, to ,into, she, he, of, we, me, be</p>	<p>Teach Phase 3 Graphemes (ai,ee,igh,oa, oo,oo,ar,or, ur,ow,oi,ear, air,er words with double letters: dd,mm,tt,bb, rr,gg,pp,ff</p> <p>Tricky words was,you,they,my, by,all,are,sure,pure</p>	<p>Review Phase 3 Grapheme</p> <p>Tricky words Review all taught so far</p>	<p>Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC,CCCVC)</p> <p>Tricky words said,so,have,like, some,come,love, do,were,here, little,says,there, when,what,one, out,today</p>	<p>Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC,CCCVC)</p> <p>Word endings –s, es, ing, ed, id,</p> <p>Tricky words Review all taught so far</p>
<p>Nursery Mathematics (WRM)</p> 	<p>Comaprison 1 More than, fewer than, same.</p> <p>Shape, space and measure 1 Explore and build with shapes and objects</p> <p>Pattern 1 Explore repeats</p> <p>Counting 1 Hear and say number names</p>	<p>Counting 2 Begin to order number names</p> <p>Subitising 1 I see 1,2,3</p> <p>Pattern 2 Join in with repeats</p> <p>Shape, space and measure 2 Explore position and space</p>	<p>Subitising 2 Show me 1,2,3</p> <p>Counting 3 Move and label 1,2,3</p> <p>Shape, space and measure 3 Explore position and routes</p> <p>Pattern 3 Explore patterns</p>	<p>Counting 4 Take and give 1,2,3</p> <p>Shape, space and measure 4 Match, talk, push and pull</p> <p>Subitising 3 Talk about dots</p> <p>Comaprison 2 Compare and sort collections</p>	<p>Pattern 4 Lead on own repeats</p> <p>Shape, space and measure 5 Start to puzzle</p> <p>Pattern 5 Making patterns together</p> <p>Subitising 4 Make games and actions</p>	<p>Counting 5 Show me 5</p> <p>Pattern 6 My own pattern</p> <p>Counting 6 Stop at 1,2,3,4,5</p> <p>Comparison 3 Match, sort, compare.</p>


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<p>Ongoing throughout the year</p>	<p><i>Link the number symbol with its cardinal number value. Count beyond 5. Compare numbers within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes</i></p> <p><i>Continue, copy, and create repeating patterns.</i></p>					
<p>Reception Mathematics (WRM)</p> 	<p>Getting to know you (Take this time to play and get to know the children!)</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p>	<p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p>	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</p>	<p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p>
<p>Ongoing throughout the year</p>	<p><i>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers within it, just as numbers can. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes</i></p> <p><i>Continue, copy, and create repeating patterns.</i></p>					

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<p>Nursery Understanding the world *Past & present *People, culture and communities *The natural world</p> 	<p>Chronology: Able to say who they are and who they live with. (PSHE/ All About Me)</p> <ul style="list-style-type: none"> • Can talk about any pets they may have. (All About Me) • Can talk about some members of their family. (All About Me) <p>Enquiry:</p> <ul style="list-style-type: none"> • Looking at seasonal changes- exploring the school grounds • Talk about what they see in their own environment (school/ home). (PSHE) • Talk about and describe different types of houses, including where they live. (All About Me) • Hands on exploration using senses. 	<p>Chronology: Comments on experiences in their own life (Christmas, Diwali etc)</p> <ul style="list-style-type: none"> • Shares similarities between characters, figures or objects <p>Enquiry:</p> <ul style="list-style-type: none"> • Looking at seasonal changes- exploring the school grounds • Exploring warm and winter 	<p>Chronology: • Comments on fictional characters in stories (Traditional Tales)</p> <p>Enquiry:</p> <ul style="list-style-type: none"> • Talk about differences between materials and changes – making porridge 	<p>Chronology:</p> <ul style="list-style-type: none"> • Comments on experiences in their own life (Easter) <p>Enquiry:</p> <ul style="list-style-type: none"> • Observe and record changes made from caterpillar to butterfly. • Planting seeds and watching them grow- making observations. • Identify suitable clothing for different weather (Spring) 	<p>Chronology: • Able to say who they are and who they live with (PSHE)</p> <ul style="list-style-type: none"> • Can talk about any pets they may have (PSHE) • Can talk about some members of their family (PSHE) • Comments on experiences in their own life (PSHE) <p>Enquiry:</p> <ul style="list-style-type: none"> • Talk about key roles people have in society both in the present and past. • Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. • Explore different forces 	<p>Chronology:</p> <ul style="list-style-type: none"> • Order experiences in relation to themselves and others, including stories. • Comments on experiences in their own life <p>Enquiry:</p> <ul style="list-style-type: none"> • Describe features of objects, people, places at different times and make comparisons. • Talk about what is the same and different.
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	<p>RE:</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <ul style="list-style-type: none"> • Talk about some of the things that make me unique. • To talk about some of the similarities and differences between my family and other families. <p>Religions: Christianity, Judaism</p>	<p>RE:</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <ul style="list-style-type: none"> • To talk about the special things families and friends do at Christmas. • To talk about how the people in the Christmas story felt when they saw the baby Jesus. • To know some key parts of the Christmas story. <p>Religions: Christianity, Judaism</p>	<p>RE:</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <ul style="list-style-type: none"> • To know some things people do when they are celebrating special events. • To remember and talk about significant events in my own experience. <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>RE:</p> <p>Theme: Easter Key</p> <p>Question: What is Easter?</p> <ul style="list-style-type: none"> • To know some of the special things families and friends do at Easter. • To know some key parts of the Easter story <p>Religions: Christianity</p>	<p>RE:</p> <p>Theme: Story Time Key</p> <p>Question: What can we learn from stories?</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to me • To talk about ways to be a good friend. <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>RE:</p> <p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <ul style="list-style-type: none"> • To show interest in different occupations and ways of life. • To know the name of some special buildings where people go to pray. <p>Religions: Christianity, Islam, Judaism</p>
<p>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Use all their senses in hands on exploration of natural materials</i></p> <p>Observation: <i>Explore the natural world around them</i> by taking part in outdoor learning and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p> <p>RE: Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p>						
<p>Computing</p> <p>To know how to use a camera i.e.: on an iPad.</p> <p>To know how to work a simple programable toy eg beebot.</p> <p>To select and use technology for particular purposes.</p>						

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Reception Understanding the world *Past & present *People, culture and communities *The natural world	Respect: <ul style="list-style-type: none"> • Themselves, special things in their own lives. • Talk about and describe features of their own family, talk about families in other countries across the world 	Respect: <ul style="list-style-type: none"> • Develop positive attitudes about the differences between people – new friends in our class, different families 	Respect: <ul style="list-style-type: none"> • Identify on a map • Recognise some environments that are different to the one in which they live e.g., Antarctica. • Understand different people celebrate different things 	Respect: <ul style="list-style-type: none"> • Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., the local area. 	Respect: <ul style="list-style-type: none"> • Begin to understand the need to respect the natural environment and know how to care for an plants and living things • Understand the key features of the life cycle of a plant or animal. 	Respect: <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Explore different countries in the world. Look at differences using videos, photos, or experiences.
	 Natural World/enquiry <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Beginning to talk about what they see, using a wide vocabulary 	Natural World/enquiry <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Explore different habitats outdoors, e.g. autumnal changes. • Observe growth & decay over time • Begin to understand the need to respect & care for the natural environment & all living things • Talk about what they see, using a wide vocabulary 	Natural World/enquiry <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating & sinking • Characteristics of liquids & solids e.g. cooking eggs, melting chocolate. • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the 	Natural World/enquiry <ul style="list-style-type: none"> • Observe growth & decay over time. • Understand the need to respect & care for the natural environment & all living things. • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds 	Natural World/enquiry <ul style="list-style-type: none"> • Explore how things work e.g. pulleys • Explore & talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it 	Natural World/enquiry <ul style="list-style-type: none"> • Observe animals closely through a variety of means e.g. magnifiers & photographs • Understand the key features of the life cycle of an animal.

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			<p>effects of physical activity on body Observe the changes in the seasons and environmental changes in winter.</p>	<ul style="list-style-type: none"> • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant • Understand the key features of the life cycle of a butterfly. 		
	<p>RE:</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do. e.g. Vicar, Sunday School 	<p>RE:</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Mark the special events relevant to particular children in the class. • Explore and experience (where appropriate) activities associated with festivals whilst being 	<p>RE:</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Mark the special events relevant to particular children in the class. • Explore and experience (where appropriate) 	<p>RE:</p> <p>Theme: Easter Key</p> <p>Question: What is Easter?</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Mark the special events relevant to particular children in the class. • Explore and experience (where appropriate) activities associated with 	<p>RE:</p> <p>Theme: Story Time Key</p> <p>Question: What can we learn from stories?</p> <ul style="list-style-type: none"> • Looking at the world around us and creation stories • Compare and contrast characters from stories, including figures from the past • Begin to understand that some books such 	<p>RE:</p> <p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community • Places that are special to people • Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on


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	<p>teacher, Jewish rabbi, Muslim imam or madrasa teacher, humanist celebrant.</p> <ul style="list-style-type: none"> Children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families Talk about past and present events in my own life and in the lives of family members. I know who is special to me and why. To know people can be special for different reasons. <p>Religions: Christianity, Judaism</p>	<p>mindful of protocol and sensitivities.</p> <ul style="list-style-type: none"> Respond creatively to the celebration of festivals through art music, dance, writing. To know about similarities and differences between myself and others, and among families, communities and traditions. To know some people celebrate Christmas but others do not. To know that Jesus is special to Christians. <p>Religions: Christianity, Judaism</p>	<p>activities associated with festivals whilst being mindful of protocol and sensitivities.</p> <ul style="list-style-type: none"> Respond creatively to the celebration of festivals through art music, dance, writing. To know different people celebrate different things. To know about some festivals that are celebrated around the world. To know how people prepare for different festivals. <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>festivals whilst being mindful of protocol and sensitivities.</p> <ul style="list-style-type: none"> Respond creatively to the celebration of festivals through art music, dance, writing. To know some of the things Jesus did in the Easter story. To identify some symbols of Easter and tell you why they are important. To know that other children don't always enjoy the same things as me and I am sensitive to this. To know that stories can help us to learn how to be kind to people. <p>Religions: Christianity</p>	<p>as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways.</p> <ul style="list-style-type: none"> Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. The Tiny Ants, Seven New Kittens, The Baby Birds story books. <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>their own experiences where possible.</p> <ul style="list-style-type: none"> To identify some different places of worship. To know that different places of worship are important to different people. <p>Religions: Christianity, Islam, Judaism</p>
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	<p>Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p>Observation: <i>Explore the natural world around them</i> by taking part in outdoor learning and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Notice & discuss patterns around them e.g. the effect of seasons on plants and animals.</p> <p>RE: Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</p> <p>Computing: To know how to use a camera i.e.: on an iPad. To know how to work a simple programable toy eg beebot. To select and use technology for particular purposes. I know how technology is used in my own home. I know that technology has changed since my adults were young.</p>					
<p>Nursery Expressive Arts and Design</p> 	<p>Explore:</p> <ul style="list-style-type: none"> • Drawing our faces and identifying the parts of the face • Drawing circle shapes and lines for parts of the face • Identifying what has been draw • Choosing colour for parts of the face e.g. skin, eyes, lips • Printing with Autumn leaves 	<p>Explore:</p> <ul style="list-style-type: none"> • Exploring 'cold' colours of paint • Table printing – snowflake shapes • Printing Christmas paper designs • Using different tools in the creative area 	<p>Explore:</p> <ul style="list-style-type: none"> • Collage animals from the story • Painting the three bears – using different size brushes for texture • 	<p>Explore:</p> <ul style="list-style-type: none"> • Painting butterflies and printing on one wing to another • Playdough insects • Drawing insects using pencils • Using different tools in the creative area • 	<p>Explore:</p> <ul style="list-style-type: none"> • Creating superhero badges using clay and imprinting designs • Using different tools in the creative area • Printing designs on fabric for our superhero capes 	<p>Explore:</p> <ul style="list-style-type: none"> • Drawing, painting things we observe • Using different tools in the creative area • Printing flags with different size sponges • Exploring colours of flags


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	<p>Music:</p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/routine songs) <p>Nursery rhyme Pre-phonetic actions</p>	<p>Music:</p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/routine songs) <p>Nursery Rhyme/ Pre Phonics: Singing</p>	<p>Music:</p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) <p>Nursery Rhyme / Pre Phonics: Different sounds</p>	<p>Music:</p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) <p>Nursery Rhyme Pre Phonics: Sound discrimination</p>	<p>Music:</p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • Watches dances and performances • Able to name a wide variety of instruments (drum, tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs) <p>Nursery Rhyme Pre Phonics: Consolidation</p> <p>Nursery Rhyme Pre Phonics: Patterns</p>	<p>Music:</p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • Watches dances and performances • Able to name a wide variety of instruments (drum, tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs) <p>Nursery Rhyme Pre Phonics: Consolidation</p>
Reception Expressive Arts and Design	<ul style="list-style-type: none"> • Portrait skills – drawing themselves, observational work, papier mache • Develop own ideas through experimentation with diverse materials to express & communicate their 	<ul style="list-style-type: none"> • Using primary coloured paints to create secondary colours • Using a range of materials to make collages and models. 	<ul style="list-style-type: none"> • Observational drawings of animals. • Use increasing knowledge & understanding of tools & materials to 	<ul style="list-style-type: none"> • Observational drawings. Drawing representations of living things (plants/flowers) • Using a variety of media to create a 	<ul style="list-style-type: none"> • Representing our own ideas, thoughts and feelings through design and technology. 	<ul style="list-style-type: none"> • Continuing to explore colour mixing. • Using primary colours to make secondary colours for

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	<p>discoveries & understanding</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns & change • Kapow Unit Rainbow Salad 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources & skills • Decorating the 'Children's Christmas Tree' with our own hand made decorations. • Taking part in Christmas Crafts. • Return to & build on previous learning, refining ideas & developing their ability to represent them • Kapow Soup unit. 	<p>explore their interests & enquiries & develop their thinking</p> <ul style="list-style-type: none"> • Collage materials to create winter scenes. • Colour mixing • Create representations both imaginary & real-life ideas, events, people & objects • Know & talk about the different factors that support their overall health & well-being • Create collaboratively sharing ideas, resources & skills • Kapow Junk modelling unit • Use different techniques for joining materials • Kapow Junk modelling unit 	<p>Spring senses collage based on a Spring walk.</p> <ul style="list-style-type: none"> • Designing our models with a vision in mind and using collage materials to incorporate pattern, colour, texture and form into our work. • Discuss problems & how they might be solved • Kapow Easter Egg hanging decoration unit. • Easter songs • I'm A Spring Chicken song • 5 Little Ducks song • Painted potato prints to create Easter eggs • Yellow fork painting to create a chick • Handprint flowers • Painting with spring pastel colours • Spring Is Here song • Egg carton flowers • Cooking – Easter nest buns 	<ul style="list-style-type: none"> • Introduced to clay, exploring and manipulating. • Creating a small mini-beast looking carefully at detail and size. • Use different techniques for joining materials • Use tools independently, with care & precision • Safely exploring a variety of materials, tools and techniques, experimenting with colour, design and function to create a creature habitat. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, 	<p>specific purposes.</p> <ul style="list-style-type: none"> • Continuing our process art and use the clay to create a characters we may find in the forest; using the tools to add detail and pattern. • Developing our DT skills; designing our models with a vision in mind. • Using the design sheets in provision to plan our ideas. • Building houses from different materials. Three Little Pigs link. • Create collaboratively sharing ideas, resources & skills • Use different techniques for joining materials • Kapow Textiles bookmark unit
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	<p>Charanga Songs:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers <ul style="list-style-type: none"> Songs for Harvest Festival <ul style="list-style-type: none"> Develop storylines in their pretend play. <ul style="list-style-type: none"> Nursery Rhyme Pre Phonics: actions and following instructions 	<p>Charanga Songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song <ul style="list-style-type: none"> Christmas Nativity songs <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups 	<p>Charanga Songs:</p> <ul style="list-style-type: none"> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their 	<p>Charanga Songs:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey <ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Charanga Songs:</p> <ul style="list-style-type: none"> Big Bear Funk <ul style="list-style-type: none"> Continue to use instruments to make music and focus on tempo, rhythm and beat – relating this to syllables in words. <ul style="list-style-type: none"> Listen attentively, move to, and talk about music, expressing their feelings and responses 	<p>Charanga Songs Reflect, Rewind & Replay:</p> <ul style="list-style-type: none"> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with

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	<ul style="list-style-type: none"> Nursery Rhyme Pre Phonics: group Performance 	<ul style="list-style-type: none"> ability to represent them. Nursery Rhyme Pre Phonics: tuning in 	<ul style="list-style-type: none"> Nursery Rhyme Pre Phonic: Exploring instruments 	<ul style="list-style-type: none"> Nursery Rhyme Pre Phonics: Sequence 	<ul style="list-style-type: none"> 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 Nursery Rhyme Pre Phonics: Consolidation through play
Artists	<p>Andy Warhol</p> <ul style="list-style-type: none"> Self portraits 	<p>Pete Mckee</p> <ul style="list-style-type: none"> Penguins 		<p>Georgia O'Keefe</p> <ul style="list-style-type: none"> Flowers 	
Computing	<ul style="list-style-type: none"> Knowledge: Personal, Social and Emotional Development I can wait a short amount of time for something I want e.g.: a computer loading / an App to work. I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots. I can select tools and resources that I need to complete a task of my own choosing. I know how to be safe online. I know that a password is secret. <p>Physical Development I know how to use an iPad or tablet appropriately. I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.</p> <p>Understanding the World I know how to use a camera i.e.: on an iPad. I know how to work a simple programable toy. I can select and use technology for particular purposes.</p>				

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