

Early Years Curriculum Map

School Vision and Values:



Through our curriculum, we want everyone to have the opportunity to grow as individuals, to take risks in a safe and engaging environment and to be able to let our lights shine. Our curriculum helps us to appreciate our own talents, skills and those of others.

Our curriculum celebrates God's world and the joy it brings. It challenges thinking, provides opportunities to build on prior knowledge and to develop relationships and skills of working in unity. We use our local area and the opportunities it provides to ignite our curiosity in the world around us as we discover the foundations we will continue to build upon as we grow older.



Early Years Curriculum Intent:

At Holy Trinity Rosehill CofE Primary we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

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

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

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation:

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

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books, a focus on rhymes and songs as well as the systematic teaching of phonics through the Essential Letters and Sounds (ELS) programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

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

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

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to a year group overview each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using our school EY emails to engage in their child's learning and share experiences from home.

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

Curriculum Impact:

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

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

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

Communication and Language – Prime Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
	Out & About		Caring & Inspiring People		Journeys		
Nursery Skills	Listens with interest to familiar adults Listens to a short story that interests them Joins in with familiar rhymes and songs		Listens to adults and peers in a small group for a short amount of time. Follows a simple instruction when their name is called.		Listens to a story as a whole class Joins in and enjoys stories, rhymes and songs		

	<p>Begins to use new words and phrases modelled by an adult</p> <p>Interested in sounds and songs.</p> <p>Focuses attention when their name is called.</p> <p>Understands a simple sentence</p> <p>Understands simple concepts such as fast/slow</p> <p>Understands simple questions (who, what, where)</p> <p>Builds 4 to 6 words together to begin to say simple captions and sentences.</p>	<p>Listens and joins in with familiar stories</p> <p>Joins in with rhymes and songs</p> <p>Starts a conversation with an adult and a friend</p> <p>Uses talk to organise themselves in their play</p> <p>Understands the use of different objects (e.g. scissors, cutlery, pencils)</p> <p>Begins to orally compose a simple sentence with increasing accuracy</p> <p>Uses new vocabulary and phrases in play</p>	<p>Can shift their attention from an activity they are enjoying to something else</p> <p>Follow two-part instructions</p> <p>Listens and responds to a child in their play</p> <p>Understands how and why questions</p> <p>Understands simple prepositions</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Uses a range of vocabulary based on their own experiences.</p> <p>Joins up a sentence in two parts (using and or because for example)</p> <p>Uses the correct tense some of the time</p> <p>Uses pronouns for people some of the time with increasing accuracy</p> <p>Orally composes a simple sentence.</p>	
<p>Nursery Knowledge</p>	<p>Familiar adults in school and at home</p> <p>Which types of stories they like</p>	<p>How to shift their attention to listen in a small group scenario</p>	<p>How to shift their attention to listen in larger groups</p> <p>How to move from one task to the next</p>	

	<p>A handful of familiar songs and nursery rhymes</p> <p>Their name and to answer when they are called</p> <p>Simple concepts such as fast/slow</p> <p>What is meant by who, what, what questions and be able to answer them</p> <p>How to copy and construct a simple sentence or caption using 4 to 6 words.</p>	<p>When their name is called that they follow a simple instruction</p> <p>How to starts a conversation with an adult and a friend</p> <p>How to organise themselves in their play using talk</p> <p>The use of different objects (e.g scissors, cutlery, pencils) and when these are useful.</p> <p>How to copy and begin to compose a simple sentence with increasing accuracy.</p> <p>A range of simple songs and rhymes</p> <p>New vocabulary used in books and interactions</p>	<p>How to follow two-part instructions</p> <p>How to listen to others and responds appropriately to peers and adults in their play</p> <p>How to respond to how and why questions</p> <p>Simple prepositions (on, in, to, before, after)</p> <p>How or start a conversation with an adult or a friend and to take turns</p> <p>A range of vocabulary based on their own experiences (home, family, community, beach, holidays, farm etc)</p> <p>How to join up a sentence (using and or because for example)</p> <p>How to the correct tense some of the time.</p> <p>How to use pronouns some of the time</p> <p>How to construct a sentence orally</p>	
Vocabulary Bold- preparation for Reception	Child's name, nursery rhymes, fast, slow, who, what, why, when, how	Names of objects and areas (scissors, pens, playdough, Lego, sand, water, outside, inside)	How, why, simple prepositions (on, in, to, before, after, inside/outside etc), taking turn, sharing, and, because, vocab linked to tense (had/have, give/gave, jump/jumped/jumping etc.), pronouns (he/him, she/her etc).	
Reception Skills	<p>Listens to a story with increasing attention for a few minutes (may still fiddle)</p> <p>Can stop what they are doing on a signal most of the time.</p>	<p>Listens to a story and recalls the main parts or a part they enjoyed.</p> <p>Makes predictions based on what they've seen and heard</p>	<p>Can retell a familiar story in their own words.</p> <p>Listens to rhymes, songs and poems and talks about what they have heard and enjoyed.</p> <p>Understands humour</p>	<p>Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will: - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth</p>

	<p>Begins to ask questions when the subject interests them</p> <p>Be able to ask and answer questions</p> <p>Understands that listening carefully is important.</p> <p>Orally constructs sentences</p> <p>Uses familiar vocabulary through the day (including prepositional language, tenses and pronouns) with increasing accuracy.</p> <p>Enjoys listening to new and familiar books (fiction & non-fiction)</p> <p>Joins in with songs and rhymes</p>	<p>Stops what they are doing on a signal nearly always.</p> <p>Asks a variety of questions in different contexts.</p> <p>Begins to use new vocabulary when playing.</p> <p>Talks in an organised sequence with intention</p> <p>Orally constructs with increasing difficulty</p>	<p>Describes events in some detail</p> <p>Uses talk to help work out problems and organise their thinking.</p> <p>Uses new vocabulary throughout the day</p> <p>Uses narrative and storylines in their play</p> <p>Articulates ideas in well-formed sentences most of the time.</p> <p>Connects one idea to another when speaking</p>	<p>exchanges with their teacher and peers.</p> <p>Statutory ELG: Speaking Children at the expected level of development will: - 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</p>
<p>Reception Knowledge</p>	<p>When to be quieter and still</p> <p>What signals are used in school and how to respond to them</p> <p>How to ask questions and beginning to use how, why, when and what in context.</p> <p>Why listening is important</p> <p>How to use new vocabulary heard</p>	<p>How to comment on what they have heard and read.</p> <p>How to ask a variety of questions in different contexts.</p> <p>How to use new vocabulary when playing.</p> <p>How to organise their language and how to speak in the correct tense most of the time</p>	<p>How to speak in more complex sentences to describe and recall events and stories.</p> <p>Children will know how to use adjectives to describe the story, setting and characters.</p> <p>How to add detail to conversations in order to describe</p> <p>To communicate with others to solve problems and organise their thoughts</p>	

	<p>What is needed in order construct a sentence orally</p> <p>Prepositional language (on, behind, under etc) and how to use the correct tenses and pronouns with increasing accuracy</p> <p>When to join in with stories, rhymes and songs</p> <p>A range of songs and rhymes off by heart</p>	<p>How to use what they've seen and heard to make predictions and comments about books</p>	<p>How to use new vocabulary in context</p> <p>How to add storylines in their play</p> <p>How to speak in well-formed sentences most of the time.</p> <p>How to connect one idea to another when speaking</p>	
<p>Vocabulary Bold- preparation for KS1</p>	<p>Signals in school (e.g. joining in with singing signals, Reception, listening ears etc), prepositional language (under, next to, in between, beside, behind etc- links to maths), pronouns.</p>	<p>Story language (in the beginning, information about characters), range of adjectives to describe (large, big, massive etc).</p> <p>Tense – (play/playing/played, done/did, have/has/had, read/read/reading, saw/seen).</p>	<p>Range of descriptive language and adjectives relevant to stories and events, beginning, middle, end, fiction, non-fiction, new vocabulary linked to topics and current reading (found in specific areas). Connectives (e.g. next, then, finally, because, however, except etc).</p>	

Personal, Social and Emotional Development – Prime Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

<p>Nursery Skills</p>	<p>Enjoys the company of other children and wants to play with them.</p> <p>Begin to be more outgoing with unfamiliar people and show more confidence in new social situations.</p> <p>Select and use resources with help.</p> <p>Play with at least one other child, giving cues in play.</p> <p>Begins to find solutions to conflicts (i.e. asking for help from adults)</p> <p>Follow simple class rules.</p> <p>Develop a sense of responsibility within the class.</p> <p>To settle at a self-chosen activity for a period of time</p> <p>Understands when they need the toilet, asking for help if necessary</p> <p>Notices that some things are healthier than others</p>	<p>Talk about their feelings (if they are happy or sad and why).</p> <p>Play with more than one child, extending and elaborating play ideas</p> <p>Co-operates with other children and plays well within a group</p> <p>Develops resolving conflicts with other</p> <p>Takes part in pretend play</p> <p>Builds upon two-way conversations (listening and responding to others).</p> <p>Takes risks and tries new things</p> <p>Uses the toilet independently most of the time</p> <p>Talks about healthy and unhealthy</p>	<p>Begin to understand the feelings of others and respond appropriately.</p> <p>Help to find solutions to conflicts.</p> <p>Follows rules without always needing reminding.</p> <p>Engages in pretend play with different roles</p> <p>Aware of similarities and differences between themselves and others and celebrates these.</p> <p>Stays dry most of the day</p> <p>Understands healthy choices including exercising, eating fruit and vegetables and brushing teeth</p>	
<p>Nursery Knowledge</p>	<p>Who they like playing with and begin to initiate play with them.</p> <p>Skills to support them with new and unfamiliar people and new social situations (begin to know what to say, asking names and introducing themselves).</p>	<p>A range of feelings (happy, sad, excited, scared, frightened) and how to show this.</p> <p>More than one child in their class and know how to extend and elaborate their play ideas.</p>	<p>A range of feelings and begin to know how to respond to these (e.g. giving a tissue to someone who is crying, joining in with laughter etc).</p> <p>How and who to ask for help to resolve conflict.</p>	



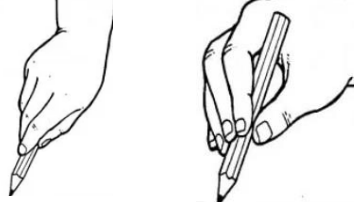
	<p>Which resources then can use independently and ones they may need support with.</p> <p>A friend or peer who they can play with and how begin to initiate play with them.</p> <p>How to ask for support or guidance with conflict and model how adults react and behave. Children will begin to know that you can share resources and how to do this with support and guidance.</p> <p>Simple class rules (no hurting, sharing resources, tidying up).</p> <p>How to be responsible within the class (sharing resources, kind to others, looking after resources, knowing how to ask for help, looking for an adult, not being alone, asking to go to the toilet).</p> <p>Areas of the classroom, which activities are available and how to access them.</p> <p>A range of healthy and unhealthy foods</p>	<p>How to take part in pretend play and a range of scenarios familiar to them (domestic role play- kitchen, cleaning etc, schools, Doctors and vets).</p> <p>How to build upon two-way conversations (using how/why, building on conversations).</p> <p>When to take a risk and do it safely, asking for support when needed (from adults and friends).</p> <p>How to resolve minor conflicts</p> <p>When they need the toilet and how to manage toileting needs</p> <p>How to keep fit and healthy</p>	<p>The rules in school and not always need reminding of them.</p> <p>A range of play experiences based on interests and topics (beaches, shops, teachers, home etc).</p> <p>That everyone is different and be able to celebrate similarities and differences between others.</p> <p>That we need to brush our teeth</p> <p>That we need to exercise</p> <p>That too much sugar is not good for us</p> <p>That fruit and vegetables are healthy</p> <p>That we need to wash our hands after the toilet, before we eat</p>	
<p>Vocabulary Bold- preparation for Reception</p>	<p>Names of adults and children in class, names of areas and resources in the classroom, tidying, kindness, sharing/share), healthy, unhealthy (names of these), toilet, help,</p>	<p>Naming feelings (happy, sad, scared, excited etc), names of children and adults in school, play language and narrating play (I am making a nice cup of tea, talking on the phone, making up stories in their play), how to ask for help, fit, healthy, unhealthy, rules.</p>	<p>More feelings (anxious, nervous, silly, disgusted etc). Conflict resolving vocab (sharing, next time, how about, let's try etc). Language linked to rules. Vocab linked to topics/specific areas. Similar/same, differences/different, celebrate, compare, toothbrush, toothpaste, exercise, clean, hygiene, sugar, fruit and vegetables.</p>	

<p>Reception Skills</p>	<p>Recognise that they belong to different communities and social groups.</p> <p>Talk freely about their own home and community.</p> <p>Seeks out a familiar adult for comfort, help and assistance.</p> <p>See themselves as a valuable individual.</p> <p>Uses the toilet independently</p> <p>Talks about healthy and unhealthy choices</p> <p>Understands the need for good oral and physical hygiene</p> <p>Notices when they are hot/cold, seeking support if necessary</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can talk about what they can do well and what they need help with.</p> <p>Shows confidence choosing the resources they need for activities.</p> <p>Follows the class rules</p> <p>Brushes teeth confidently</p> <p>Washes hands with soap and water after the toilet and before lunch/snack</p> <p>Notices when they are hot/cold and adjusts their clothing accordingly</p>	<p>To show resilience and perseverance in the face of challenge.</p> <p>To identify and moderate their own feelings and emotions.</p> <p>To manage their own needs.</p> <p>To think about the feelings and perspectives of others</p> <p>Notices when they can improve their creations and sees this as learning and improving.</p> <p>Follows the class rules and applies these in different contexts</p> <p>How to manage their own personal needs (toileting, drinks, hygiene, clothing)</p>	<p>Self-Regulation. Statutory ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Statutory ELG: Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p>Reception Knowledge</p>	<p>Which groups they belong to e.g. family, school, church, sports teams.</p> <p>Facts about their home and community and be able to talk about these with others.</p> <p>Which adults they can talk to and how to ask for comfort, help or assistance.</p>	<p>What a friend is and how to build relationships with others.</p> <p>How to use their words, facial expressions and body language to display emotions and to begin to show empathy towards others.</p>	<p>What endurance is and how it is essential when facing a challenge.</p> <p>What feelings they have and how to moderate their own feelings and emotions.</p> <p>What needs they have (toilet, drinks, hygiene, exercise, diet, clothing) and how to manage these needs with increasing independence.</p>	

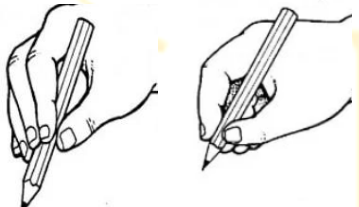

	<p>That they are unique and that they can let their light shine.</p> <p>Why rules are important and how to use them in school in order to be safe.</p> <p>When they need the toilet and how to manage their needs</p> <p>A range of healthy and unhealthy choices</p> <p>The need to brush twice daily</p> <p>That germs stays on their hands and bodies if they are not washed away</p> <p>How to ask for help with personal needs</p>	<p>What they do well and what they need support with.</p> <p>What resources are needed to complete an activity.</p> <p>What are class rules, how to follow them and why they are important.</p> <p>How to brush teeth and the routine in school</p> <p>How to take jumper/cardigan/coat on and off</p>	<p>That other people have feelings and that they can gauge these through facial expressions, body language and language.</p> <p>What they want their creations to look like and how to use resources (including adults and peers) in order to improve them.</p> <p>Why the class rules are importance and how these can be used in different contexts and environments.</p>	
<p>Vocabulary Bold- preparation for KS1</p>	<p>Family members, staff in school, people in the community. Facts about community/local area, Holy Trinity Rosehill, church, Stockton-on-Tees, England, North-East, home/house/flat/bungalow, town, street, bedroom, family members, values, compassion, endurance, friendship, forgiveness, thankfulness, let your light shine.</p>	<p>Friend, friendship, sharing, compassion, caring, words linked to feelings/emotions, skills/talents (range of vocab linked to this e.g. artist, sporty, reading etc). Names of resources and tools needed (stapler, hole punch, safety pin, blutac, tape etc), rules, following.</p>	<p>Endurance, challenge, risk, feelings/emotions, needs, survival, diet, exercise, clothing, hydration, oxygen, facial expressions, body language, creations/creating, improve, develop.</p>	

Physical Development – Prime Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>Develop their movement, balancing and riding of bikes and scooters</p> <p>Attempts to go up steps and stairs, using alternate feet.</p> <p>Use large muscle movements to wave scarves, paint and make marks.</p> <p>Enjoys sensory activities</p> <p>Makes marks</p> <p>Moves around spaces without banging into objects and people</p>		<p>Begin to skip, hop, stand on one leg and hold a pose (such as musical statues).</p> <p>Continues to develop balance and co-ordination when riding</p> <p>Moves with more confidence on stairs</p> <p>Follow a simple movement pattern (such as warm up to music).</p> <p>Moves in different ways (crawls along a plank, balances, climbs)</p> <p>Takes risks and tries new things.</p> <p>Begins to use one handed tools.</p> <p>Makes marks with meaning.</p>		<p>Works with others to manage large items (moving a long plank safely, carrying hollow blocks).</p> <p>Uses one handed tools and equipment (e.g. making snips in paper with scissors)</p> <p>Begins to use a comfortable grip with control when holding pens and pencils.</p> <p>May begin to form letters in their name (with lines, circles initially).</p> <p>Begins to use a knife and fork</p> <p>Shows a preference for a dominant hand.</p> <p>Begin to put coat on independently.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>		
							

<p>Nursery Knowledge</p>	<p>How to safely access bikes and scooters</p> <p>That by putting both arms out you can balance better.</p> <p>When you go up and down stairs, you have to put your whole foot on the step and hold onto a rail.</p> <p>How to negotiate space without bumping into others</p> <p>How to model an adult when using large apparatus and objects.</p> <p>How to use pens, pencils and other tools to make marks.</p>	<p>How to lift one leg up to enable skipping as well as how to hold hands out to balance when standing on one leg</p> <p>How to follow the moves of the teacher when warming up to music</p> <p>How to bend down for crawling and how to use hands/arms to stand back up again.</p> <p>When to take a risk and try something new as well as when to ask for help or support.</p> <p>How to begin to use one handed tools and works with adults to develop skills better</p> <p>How to make marks and talk about them</p>	<p>How to pick large items up using both hands or teaming up with someone to carry large items together.</p> <p>How to hold scissor correctly and begin to do this independently or when reminded by an adult.</p> <p>How to use fingers correctly to grip pens and pencils and do this most times/when reminded.</p> <p>How to copy letters or trace over letters to begin to write their names</p> <p>How to hold a knife and fork</p>	
<p>Vocabulary Bold- preparation for Reception</p>	<p>Balance, direction, up, down, friendship, talking, sharing/sharing, help, support, tidy, play.</p>	<p>Body parts, movements (hop, skip, jump, slide, crawl etc), balance, standing, sitting, follow, warm up, music, beat, bend, stand.</p>	<p>Collect, hold, throw, catch, carry, hold, safety/safely, names of tools (scissors, tape, pens, cutlery), letters/GPCS (in name), numerals, names, certain mnemonics (for letters in in names)</p>	
<p>Reception Skills</p>	<p>Children can roll, crawl, hop, walk, jump, run, skip, climb.</p> <p>Develop small motor skills so they can use a range of tools.</p> <p>Develop the foundations of an efficient handwriting style moving to being more secure with a modified tripod grasp moving to a tripod grasp (depending on age).</p> <p>Use a range of tools in their play</p>	<p>Progress towards a more fluent style of moving with developed control and grace.</p> <p>Continue to develop small motor skills to that the children can use a range of tools (pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons).</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Continue to develop the foundations of an efficient handwriting style.</p> <p>Develop overall body strength, coordination, balance and agility needed for dance, gym, swimming etc.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently use large and small apparatus indoors and outdoors, alone or in a group.</p>	<p>Statutory ELG: Gross Motor Skills Children at the expected level of development will: - 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.</p>

	<p>Follow instructions and model movements in PE lessons</p> <p>Move around climbing frame safely and within their limits</p> <p>Carry objects safely</p> 	<p>Continue to develop the foundations of an efficient handwriting style and be secure in tripod grasp (depending on age)</p> <p>Experiment with large movements</p> 	<p>Develop overall body strength, balance, coordination and agility.</p> <p>Develop and refine ball skills (throwing, catching, kicking, passing, batting, aiming).</p> <p>Know and talk about the factors that support their overall health and wellbeing.</p>	<p>Statutory ELG: Fine Motor Skills</p> <p>Children at the expected level of development will: - 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.</p>
<p>Reception Knowledge</p>	<p>Different ways of moving their body and how to do this safely.</p> <p>A range of ways to use finer movements in order to complete a task</p> <ul style="list-style-type: none"> - Children will begin to know which is their dominant hand and use it for writing, drawing and cutting. - Children will know begin to use a range of tools safely <p>How to begin sit at a table and how to pick up a pencil beginning to use the correct grip on a frequent basis.</p>	<p>How to move in time to music/ a beat, to change direction and stop safely.</p> <p>When to use certain tools and to do this in a safe and more controlled manner.</p> <p>How to sit at a table or sit on the floor.</p> <p>How to form letters and numbers and begin to do these in a controlled and consistent manner using phase 2 and 3 mnemonics for support (with some</p>	<p>How to move their body in a range of ways (walking, running, hopping, skipping, squats, balances, dances) and how to do these in varying speeds and levels of difficulty.</p> <p>How to combine different movements e.g. dance and gymnastic moves, catching and throwing, running and passing objects etc.</p> <p>That sometimes there are different roles in a team (leaders etc) and that it is important that everyone is valued and can join in.</p>	

	The mnemonics for phase 2 letters and begin to use these to support formation.	reversals and some inconsistencies with formation).	That practising skills allows them to be refined and developed. How to throw, catch, kick, bat and aim using a ball and other objects (beanbags etc). What impacts overall health and wellbeing (diet, exercise, hygiene, friendship etc). To know all phase 2, 3 and most of phase 5 mnemonics to help form letters almost always correctly.	
Vocabulary Bold- preparation for Y1 vocab	Body parts (arms, legs, fingers, thumbs, shoulders, elbows, toes), movement (hopping, skipping, jumping, sliding, slithering, stamping etc), right handed/left handed, names of tools (pencils/pens, scissors, hole punch), phase 2 GPCs and mnemonics, grip , safety/safely.	Movement (different types), beat, rhythm , direction, change, start, stop, safely, tools, letter formation, GPCs for Phase 2 and 3 with mnemonics.	Different types of movement, speed, difficulty, levels, combination, dance, gymnastics, catching, throwing, sliding, passing, team, leader, valued, practise, refine, develop, health/ healthy, diet, wellbeing, hygiene, exercise, heart-beat, pulse , phase 2, 3, and 5 GPCs and mnemonics.	

Literacy – Specific Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Early Learning Goals
Nursery Core Texts							
	Ten Little Fingers and Ten Little Toes Funny Bones Three Little Pigs	The Family Book Blue Penguin	Simon Sock The Earth Book The Little Red Hen	Zog Meg and Mog	What the Ladybird Heard Handa's Surprise Goldilocks and the Three Bears	The Train Ride The Very Hungry Caterpillar	
Nursery Skills	<p>Knows that the marks they make have value</p> <p>Distinguishes between the different marks that they make</p> <p>Have a favourite book.</p> <p>Hold a book the correct way and turn the pages.</p> <p>Enjoy sharing a book with an adult.</p> <p>Listens to stories, rhymes and songs.</p> <p>Join in with actions and repetitive refrains / verses.</p>		<p>Enjoys drawing and writing on paper, on screen and in sand/playdough.</p> <p>Begins to make up stories, play scenarios, drawings in response to stories they know or places they have been.</p> <p>Sing songs / rhymes.</p> <p>Have favourite rhymes, songs and stories.</p> <p>Recognise familiar logos / signs.</p> <p>Enjoys rhythmic and musical activities with clapping and playing musical instruments with the beat.</p> <p>Begins to tell their own stories</p>		<p>Ascribes meaning to signs, symbols and words that they see in different places including those made up themselves.</p> <p>Attempts to write some letters of their name.</p> <p>Uses lines, circles, curves or letter type shapes.</p> <p>Emergent writing – lines, squiggles from left to write in imitation.</p> <p>Filling in missing words in a familiar rhyme or story.</p> <p>Describe what is happening to characters in a picture book.</p> <p>Begins to clap out syllables in words.</p>		

		<p>Begins to structure their speech and into sentences</p>	<p>Recognise when two words begin with the same letter.</p> <p>Knows the difference between a picture and words.</p> <p>Tell their own stories</p> <p>Describe events in a story using pictures.</p> <p>Composes sentences orally</p>	
<p>Nursery Knowledge</p>	<p>A range of values for marks e.g. words in the environment (signage), signing names, making lists etc.</p> <p>That there are different marks and be able to distinguish between the marks that they make.</p> <p>A selection of books and be able to say which one is their favourite.</p> <p>How to hold a book the correct way and how to turn the pages.</p> <p>How to sit and listen to a familiar adult reading a story or singing</p> <p>When to join in with actions and repetitive refrains / verses in familiar stories and rhymes.</p>	<p>That there are different ways to make marks (on paper, whiteboards, chalking, paint, sand, playdough) and how to access these areas.</p> <p>A range of rhymes, songs and stories and be able to name and join in with their favourites.</p> <p>A range of easily recognisable marks in the environment e.g. Tesco, McDonalds, Apple.</p> <p>What a beat is (not by name) and join in with rhythmic and musical activities with clapping and musical instruments with increasing skill and accuracy.</p> <p>How to begin to tell their own stories with a basic plot.</p> <p>How to structure a simple oral sentence</p>	<p>A range of signs, symbols and easily recognisable words (mum, their name) and ascribe meaning to them (including words made up by themselves)</p> <p>That their name has letters in and to begin to form some of their name with increasing accuracy and formation.</p> <p>A range of emergent writing styles e.g. wiggles, lines and squiggles and use these independently in their play</p> <p>How to join in with stories and when to add in missing words and phases e.g. rhyming couplets, shouting parts of a story (with support from peers and adults).</p> <p>Know that there are different characters in books and begin to describe them using what they can see.</p>	

					That words have syllables (not by name).		
					The difference between words/marks and pictures.		
					How to tell their own short story using a basic plot		
					How to use pictures to describe events in a story using their own words.		
Vocabulary Bold- preparation for Reception	Mark making, drawing, writing, names of different signs familiar to them (STOP, Tesco, McDonalds etc), language used to describe own marks (my mammy, a garden etc), names of some key texts (listed below), book, pages, book, story, nursery rhyme, song, title, rhyming.	Names of mark making (playdough, sand, paper, paint, pens/pencils, chalk etc), drawing, writing, stories, books, make up, imagination, song/sing, songs (found below), rhyme , rhymes (found below), logos and signs with increasing difficulty found in environment (Exit, Apple, school logo etc), clapping, beat, rhythm , names of a range of musical instruments (drum, shaker etc), beat, once upon a time, in a land far away , the end, sentence.	Names of signs and symbols used in schools and found outside (depending on cohort), correct pronunciation for sounds in name and of interest (e.g. d for daddy), ELS mnemonics to support formation, lines, circles (other names of marks), words, read/reading, characters, beginning, middle, end, fiction/non-fiction, title, blurb , types of text (book, e-book, magazine, handwritten, letter, note, list etc), initial sound, phoneme, grapheme , sounds, syllable.				
Reception Core Texts							
	Our Class is a Family	Rosie's Walk	Supertato	A Superhero Like You	Naughty Bus	Tad	Bog Baby
	New House for Mouse	Goldilocks and the Three Bears	Look Up!	Jabari Tries	Jack and the Beanstalk	Martha Maps it Out	Way Home for Wolf
Reception Skills	Emergent writing - lines, squiggles, using letters they know (from name) within play. Attempts to write their name Is able to tell a simple story or event		Begins to break the flow of speech into words. Begins to segment the sounds in simple words to write them down.		Write labels and captions. Writes a simple sentence that can be read by others. Writes harder to read and spell words.		Statutory ELG: Word Reading Children at the expected level of development will: - 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

	<p>Give meaning to marks that they draw, paint or mark make in the environment.</p> <p>Writes some phase 2 and 3 sounds (GPCs).</p> <p>Can use robot arms and blending hands with increasing accuracy.</p> <p>Writes the initial sound in some simple words in their play.</p> <p>Handle real and digital books with increasing competency.</p> <p>Listen to stories and join in when reading 1:1, small group or whole class.</p> <p>Begins to be aware of the way stories are structured.</p> <p>To tell their own stories independently.</p> <p>Talk about events and the main characters in familiar stories.</p> <p>Continue to show an interest in illustrations.</p> <p>Recognise familiar words e.g. own name and names of people who are important to them.</p> <p>To read individual letter sounds and recognise corresponding graphemes</p> <p>Clap out the syllables in words.</p> <p>Enjoys listening to fiction and non-fiction texts</p>	<p>Links sounds to letters and writes initial sounds and some middle and final sounds.</p> <p>To recognise a rhyming string.</p> <p>To know the difference between a letter and a word.</p> <p>To blend sounds to read CVC words.</p> <p>Can say phase 2 and 3 graphemes</p> <p>Writes name</p> <p>Writes phase 2 and 3 Harder to Read and spell words (HRS)</p> <p>Knows that print carries meaning from left to right and top to bottom.</p> <p>Recognises digraphs.</p> <p>Blends sounds to read VC and CVC words.</p> <p>Reads some high frequency words</p> <p>Talks about events in stories which are read to them.</p> <p>Has a favourite book</p> <p>Listens to stories and predicts what happens next.</p>	<p>Write recognisable letters most of which are correctly formed.</p> <p>To continue or generate a rhyming string.</p> <p>Reads simple phonetically decodable words using their knowledge of sounds.</p> <p>Reads some harder to read and spell words</p> <p>Enjoy sharing a range of texts. Fiction, non-fiction, magazines with an adult / peer.</p> <p>Shows a deeper interest in books drawing on their phonic knowledge, experience of other books and illustrations to interpret a text.</p> <p>Retell a familiar story in the correct sequence.</p> <p>Create their own stories.</p> <p>Adapt familiar stories to add their own ideas.</p> <p>To read a simple sentence.</p> <p>Re-read their own sentences aloud to an adult / peer.</p> <p>Uses vocabulary from stories/books heard in context and within play.</p>	<p>and books that are consistent with their phonic knowledge, including some common exception words. Statutory ELG: Writing</p> <p>Children at the expected level of development will: - 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.</p>
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	Orally composes sentences.			
Reception Knowledge	<p>How to use emergent writing skills in their play (e.g. lines from left to write for a list, ticks for a register/list).</p> <p>The letters of their name and how to copy it if needed</p> <p>Parts of a story/events and how to retell it</p> <p>How to make marks with meaning</p> <p>Phase 2 and beginning of phase 3 GPCs (linked to ELS- below) and begin to use these in and out of phonics lessons</p> <p>What robot arms and blending hands are and when to use them</p> <p>How to read initial sounds and some familiar words in their play</p> <p>That text comes in different styles and how to handle and use them correctly</p> <p>The beginning, middle, end of stories and that they come with a structure.</p> <p>What an illustration is and how to use them in texts.</p> <p>Their name and familiar words and spot these in the environment and in play</p>	<p>That speech is broken into multiple words and be able to pick out words from sentences.</p> <p>That words can be segmented and blended to help with reading and writing</p> <p>How to segment and blend words using say it, stretch it, robot arms, blending hands, counting out sounds (ELS)</p> <p>Initial, medial and end sounds of words.</p> <p>A rhyming string and how to continue it.</p> <p>The difference between letter names and sounds.</p> <p>How to blend CVC and begin to blend CCVC words.</p> <p>All phase 2 and 3 phonemes (ELS) and recognise most graphemes with increasing accuracy.</p> <p>Phase 2 and 3 mnemonics and use these with increasing accuracy/ use of sound mat/wall frieze.</p> <p>How to write their first name (using correct formation with increasing accuracy).</p>	<p>What label and caption/sentences are and be able to write these independently</p> <p>What their writing says once it's written</p> <p>Harder to read and write (HRS) words taught through ELS (using word wall if needed) and how to read and write most of these</p> <p>How to form all single letters using the correct mnemonics (may use sound mat/wall frieze for support).</p> <p>To use GPCs taught in writing with increasing accuracy and independence</p> <p>What a rhyme is and to continue a rhyming string</p> <p>How to access a book matched to their reading ability and how to use their phonic skills to decode it.</p> <p>A range of text types and how to share these with peers and adults</p> <p>How to identify if a text is fiction or non-fiction through visuals (contents, index, real images, illustrations, titles, facts) with increasing accuracy.</p> <p>How to apply phonic knowledge to a range of text types with increasing independence</p>	

	<p>Phase 2 and 3 phonemes and graphemes with increasing accuracy</p> <p>That words are made up of syllables (not by name) and how to clap these out accurately.</p> <p>That books can be fiction or non-fiction</p> <p>How to model and create own oral sentences</p>	<p>Harder to read and spell words (ELS) taught in phonics and begin to read and write these with increasing independence and use of word walls</p> <p>That print carried meaning from left to right/ top to bottom and follow with their finger</p> <p>That letter names and sounds are different.</p> <p>The alphabet and begin to say letters in and out of order.</p> <p>How to spot digraphs and trigraphs in words with increasing accuracy.</p> <p>How to blend to read VC, CVC and CVVC with increasing independence</p> <p>Parts of a story and how to discuss events that happen at particular parts.</p>	<p>How to sequence a story</p> <p>How to create their own short story using their interests.</p> <p>Capital letters, finger spaces, full stops (and other punctuation where appropriate) to help decode and read decodable texts matched to their phonic knowledge.</p> <p>How to read what they have written to an adult or peers.</p>	
<p>Vocabulary Bold- preparation for KS1</p>	<p>Left to right, text, text types (lists, letters, notes, sentences), phase 2/3 GPCs and mnemonics, story, text, events, beginning, middle, end, once upon a time, the end, character, range of adjectives to describe (linked to texts), phonics, phoneme, grapheme, GPC, digraph, trigraph, segment, blend, robot arms, blending hands, initial sound, sequence, illustration/illustrator, author, title, blurb, fiction, non-fiction, syllable.</p>	<p>Sentence, caption, question, words, finger space, full stop, question mark, exclamation mark, speech bubble, say it, stretch it, robot arms, blending hands, count the sounds, GPCs and mnemonics for sounds taught, harder to read and spell word (and HRS words taught), initial, medial and end sounds, rhyming, rhyming string, names of the alphabet, consonant, vowel, phoneme, grapheme, formation, digraph, trigraph, story, events, story language (based on texts).</p>	<p>Label, list, caption, sentence, written, punctuation (punctuation in Spring term, plus anymore that come up/interest of children), letter names, GPC and mnemonics (ELS), rhyme, rhyming string, decode, text, fiction/non-fiction, contents, index, title, illustration, facts, sequence, predict</p>	

Maths – Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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

	Counting Understand cardinality Subitising 1 and 2 Fitting objects	Numbers in Nature Counting Positional language Patterns Size Shapes	Comparing numbers Counting to 5 Recognise numbers to 10 Subitises up to 3 Positional language Quantities Repeating patterns Explore shapes	
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<p>Nursery Skills</p>	<p>Recognise numbers of significance</p> <p>Begins to say numbers in order</p> <p>Begin to understand cardinality (takes or gives two or three items from a group)</p> <p>Subitise 1 and 2</p> <p>Fits objects into spaces</p> <p>Joins in with counting and maths games/songs.</p>	<p>Begins to notice numerals in the environment</p> <p>Counts beginning to use 1:1 correspondence and joins in with counting songs</p> <p>Use language such as more, lots, the same.</p> <p>Responds to and uses positional language</p> <p>Understand near/close and far way</p> <p>Joins in with sound and action patterns and notices patterns</p> <p>Explores size (length, weight, capacity)</p> <p>Begins to recognise some shapes in the environment</p> <p>Plays with manipulatives in play (e.g. cubes/Numicon).</p>	<p>Compares 2 groups (up to 5 objects)</p> <p>Counts 1 to 5</p> <p>Begins to recognise numbers to 10</p> <p>Subitises up to 3</p> <p>Begins to link numerals to amounts (up to 5)</p> <p>Understands cardinality and counts in order (up to 5) using 1:1 correspondence</p> <p>Uses positional language in play</p> <p>Creates arches and enclosures in construction</p> <p>Creates own simple repeating patterns</p> <p>Compare quantities saying more or less</p> <p>Talk about and explore shapes (sides, corners, straight, curved, flat, round)</p>	
<p>Nursery Knowledge</p>	<p>That some numbers are significant to them e.g. on your birthday you will be 3 or 4.</p> <p>How to say numbers in order up to 5</p>	<p>How to count things around them with increasing accuracy up e.g. how many bikes outside, how many pencils on the table</p> <p>That touching/pointing to an object increases accuracy of counting</p>	<p>How to explain how two groups of items are similar/different (up to 5 objects)</p> <p>A range of number songs to count to 5</p> <p>How to use 1:1 correspondence to count to 5</p>	

	<p>That how many things are in a set and the number name for that quantity (with increasing accuracy).</p> <p>That the last number counted is the number of objects in the set and be able to apply this most of the time.</p> <p>How to begin to subitise (don't need to know term) 1 and 2 images and how to subitise these most of the time.</p> <p>How to negotiate objects for them to fit into spaces (e.g. food on a plate, cube in a square hole etc).</p> <p>How to join in with counting and number/maths songs.</p>	<p>How to use their fingers to count up to 5 through songs and by copying what the teacher is showing.</p> <p>The meaning of <i>some</i> positional language based on topics and interests (e.g.in, under, over) or the phrases (on top of or next to) and how to apply this to their play.</p> <p>How to listen to positional vocabulary and follow the instructions to place items in various places depending on the positional vocabulary used.</p> <p>How to describe the position of an object by using the words “near/close” and “far” with increasing accuracy.</p> <p>That sounds/ actions can be copied and that a pattern repeats.</p> <p>That things can be measured, grouped and compared (not using this language) depending on size, shape, length, capacity and weight).</p> <p>How to use manipulatives in play.</p>	<p>How to count up to 10 with the numerals and objects with increasing accuracy</p> <p>Numerals up to 3 when counters or objects are used</p> <p>How to respond to positional language and use it to instruct peers and adults in play.</p> <p>How to use 3D shapes to build models with increasing difficulty.</p> <p>How to use two shapes to create a repeating pattern.</p> <p>What “more than”, “less/fewer than” means and may begin to use this in own play scenarios.</p> <p>How to describe 2d shapes and other objects/toys, beginning to use vocabulary in context</p>	
<p>Vocabulary Bold- preparation for KS1</p>	<p>Number, numeral names, order, group, all together, count, subitise, object, space, amount, shape and names of shapes.</p>	<p>Count, numbers, numeral (including names), fingers, subitise, amount, more, lots of, same, different, positional language (under, on, next to, behind, near, far etc), pattern, repeat, shape, size, measure, long/longer, short/shorter, tall/taller, heavy/light, big/small, full/empty, how many?</p>	<p>Compare, same, different, count, all together, number, numeral (names of numerals), size, shape, triangle, square, rectangle, circle, (names of other shapes in context), pattern, repeat, corner, side, edge, 2d, 3d, flat, round, build, manoeuvre, rotate, flip, turn, more, less,</p>	

			fewer than, positional language (linked to topic/interest/individual)	
Reception Areas of Learning Covered				
	1:1 counting Positional and Directional Language Recognising and ordering numbers to 5. Formation of written numbers Subitising to 5 Counting groups of objects 2D Shapes Pattern	Weight and Capacity 2D/3D shape Subitising to 10 Partitioning amounts Matching numerals to quantities Number bonds to 5 Counting and Sequencing to 10 Addition and subtraction More/less Length Pattern Doubling Directions and instructions Time	Addition and subtraction Time Money Units of measurement More/less Subitising 2D/3D Shapes Odd and Even numbers. Sharing	
Reception Skills	Counts to 10 using 1:1 correspondence Matches numeral to quantity to 5 Begins to recognise that the next number in the sequence is the number one more than. Notices patterns in the environment and when counting Begins to understand composition of numbers to 5 (2, 2, 1) Forms numbers in provision Separates 3, 4 or 5 objects in different ways	Counts up to 10 objects from a larger group. Matches numeral to quantity (up to 10) Follows and gives simple instructions/directions Makes own models, talking about shapes and objects used. Joins in with a variety of counting songs to count forwards and backwards Talks about time in everyday life (yesterday, tomorrow, morning, afternoon, evening).	To begin to count objects beyond 10. Compare numbers Understand one more/one less than in consecutive numbers. Understands that numbers are composed of other numbers. Explores the composition of shapes How to continue, copy and create patterns Compares length, weight and capacity Recalls number facts to 5 and some to 0	Number Children at the expected level of development will: - 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. Statutory ELG: Numerical Patterns Children at the expected level of development will: - 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

	<p>Subitises beyond 3</p> <p>Predicts which objects may fit into spaces and moves and rotates objects to fit.</p> <p>Talks about everyday shapes and use mathematical language to discuss shapes in the environment (2D and some 3D).</p> <p>Can make and talk about patterns they have made.</p>	<p>Begins to know some doubles facts and some pairs of numbers that add together to make 5 and 10.</p> <p>Finds the longest, shortest, heaviest, lightest within play</p> <p>Spots patterns and can identify the odd one out</p>	<p>Understands that adding makes more and taking away makes less</p> <p>Recognising symbols +, - and =</p> <p>Explores and represents numbers up to ten spotting odd and even numbers</p> <p>Noticed that even amounts can be shared equally and odd has one extra.</p> <p>Forms numbers to 10 using the correct formation</p> <p>Uses money in play and begins to notice how much coins are worth.</p> <p>Talks about time in their play e.g. 12 o'clock is dinner time, we have snack on the afternoon etc.</p>	<p>quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Reception Knowledge</p>	<p>Numerals to 10</p> <p>How to subitise how to physically manoeuvre shapes to fit a tetromino/pentomino or in play/3d/2d building</p> <p>How to subitise 1, 2 and 3 objects (Aut1) and 4 and 5 (Aut 2) in different contexts</p>	<p>Patterns with increasing amounts/difficulty (Spring 1)</p> <p>How to subitise numbers 6-10</p> <p>How to partition numbers to 10</p> <p>How to count up to 10 items from a larger group</p>	<p>Different ways of measuring objects (length, weight, capacity) using non-standard units</p> <p>The composition of numbers 6- 10</p> <p>How to compare numbers and amounts to 10</p> <p>To know that numbers are odd or even and begin to see the pattern and name odd and even numbers.</p>	

	<p>What a five frame is and begin to use it (Aut 1)</p> <p>What a ten frame is and begin to use it.</p> <p>The names of 2D and some 3D shapes in the environment</p> <p>How to access shape puzzles</p> <p>To use 1:1 correspondence to count up to 10 objects/pictures</p> <p>Match amounts and numerals up to 5</p> <p>How to use aids in the classroom to support with number formation in play</p> <p>Recognise orders and what may be one more/one less with increasing accuracy</p> <p>Separate and combine groups in different ways (up to 5).</p> <p>Recognise 2D shapes in the environment and notice the features.</p> <p>How to detect a pattern and be able to continue a pattern with 2 and then 3 objects.</p>	<p>How to match numerals to quantities up to 10</p> <p>How to form numerals to 10 with increasing accuracy of formation</p> <p>Simple directions and how to follow and give simple instructions using directions</p> <p>Make their own models using shapes and describe them</p> <p>How to manoeuvre and manipulate objects and themselves to fit a space</p> <p>A range of counting songs and join in with them using hands and objects to match</p> <p>That objects may be longer/shorter, heavier/lighter within their play</p> <p>Different times of the day and what they do at those different times</p> <p>That amounts can be doubled, halved and added together and being to do this in practical and play scenarios</p>	<p>That when sharing amounts, even numbers are distributed equally and odd amounts are not.</p> <p>How to distribute amounts equally (in halves and other groups)</p> <p>How to spot and continue, copy and create patterns</p> <p>How to use maps and plans in their play</p> <p>How to compare amounts up to 10</p> <p>One more and one less</p> <p>Number bonds to and within 10</p> <p>How to compare lengths, weight and capacity</p> <p>Number facts to 5 and then 10</p> <p>Different times of the day and what they do at those different times</p> <p>How to form numbers to 10 correctly and use aids in the classroom to support if needed</p> <p>That + means add, - means takeaway/subtract and = means equals/all together/same as</p> <p>Different times of the day and what happens during them e.g. worship in the morning</p> <p>That we use money to buy things</p> <p>That coins and notes have different values</p>	
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Vocabulary Bold- preparing for KS1	Count, numbers to 10 and above, order, sequence, one more, one less , fewer/greater, objects, same/different, subitise, objects, predict , shape, 2d, 3d, names of 2d and 3d shapes (circle, triangle, rectangle, square, cube, cone, sphere etc), pattern, repeat , same, different, tetromino, pentomino, combine , all together, 1:1, matching, positional language (behind, next to etc), Numicon, five frame, ten frame.	Pattern, repeat , copy, subitise, numbers/numerals used, partition, divide, equal groups , same/different, compare, larger/smaller, match, quantities , directions (up, down, right, left etc), instructions (first, next, last etc), models, 2D, 3D, shape, puzzle, round, flat, curved, edge, corner, vertices, manoeuvre, manipulate , space, spatial awareness , objects, match, longer/shorter, heavier/lighter, full/empty, different non-standard measurements (cubes/hands long), measure, times of the day (morning, afternoon, evening etc), o'clock, half past , lunch, bed time etc, double, half/halved, add, equals, all together, is the same as, Numicon, ten frame, five frame, part-whole model .	Weight, capacity, length, height , non-standard units of measurement, time, money, pence, pennies, measurement, composition , compare, amounts, odd, even, double, half, groups , equal, same, different, map, plan, one more, one less, number bond, facts, o'clock, half, denes, base 10 equipment, part whole model .	
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Understanding of the World – Specific Area

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

5:16

<p>Nursery Skills</p>	<p>Discuss what happened in their past.</p> <p>Retell stories they've heard about themselves.</p> <p>Explore occasions in their lives that make them feel special</p> <p>Begin to make sense of their own 'story' – their family and history.</p> <p>Uses play to discuss what happened in their past e.g. at the weekend, knowing that they have been somewhere or seen something in the past.</p> <p>Joins in and comments on what their parents have told them about their own story e.g. "When I was a baby I cried a lot", "I had a favourite teddy".- add to skills</p> <p>Talk about what they see</p> <p>Use senses in hands on exploration</p> <p>Explore collections of items (natural, man-made)</p> <p>Notices differences between people</p> <p>Notices signs of Autumn and Winter and how this is different to Summer.</p>	<p>Show interests in different occupations (within their families and their friends).</p> <p>Discusses their immediate family's jobs and roles</p> <p>Begin to use language to explain when something happened.</p> <p>Uses time language in their play or when conversing with adults/peers</p> <p>Notice and talks about the changes in the seasons/weather (changes in state).</p> <p>Understands that humans and animals grow and change</p> <p>Begins to explore simple forces</p> <p>Begins to have a sense of identity in relation to where they live.</p> <p>Begins to understand basic features of their local area.</p> <p>Recognises differences between themselves and others and is sensitive and respectful to these.</p>	<p>Discusses where they've previously been.</p> <p>Uses language to discuss when they are going to or have done something.</p> <p>Explore artefacts and objects and discuss if they are new or old.</p> <p>Recognises their own past (baby, yesterday, start of nursery)</p> <p>Notices changes and differences in the environment</p> <p>Can talk about events from their past e.g. to the park, to Spain, to see grandparents etc.</p> <p>Uses time language in their play (e.g. later, after, next etc)</p> <p>Notice and comment on objects that look older</p> <p>Knows that the world is made up of lots of places/countries.</p> <p>Talks about differences between materials and changes they notice.</p> <p>Continues to make observations of plants and animals.</p> <p>Grows plants and understands what they need to be healthy.</p>	
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	Uses conversation to talk about what they have seen.	Can talk about letting their light shine and what they are good at (in simple terms)	Oral health and why it is important. Explore simple forces.	
Nursery Knowledge	<p>How to use conversation to talk about what they have seen</p> <p>How to use conversation and play to discuss what happened in their past e.g. at the weekend, knowing that they have been somewhere or seen something in the past.</p> <p>There are occasions in their lives that make them feel special</p> <p>How to retell what their parents have told them about their own story e.g. “When I was a baby I cried a lot”, “I had a favourite teddy”.</p> <p>How to begin to talk about aspects of autumn (weather, objects- leaves, conkers, clothing etc).</p> <p>That items are made of different materials (not using the term materials) and be able to comment on the physical appearance of what they have e.g. big, shiny, pretty, fluffy etc.</p> <p>Who lives in their house.</p> <p>Members of their family</p>	<p>How to begin to use basic time language with increasing accuracy in play and conversations with peers and adults (e.g. before, after, later, at the weekend).</p> <p>What jobs their immediate family does through discussions and interactions.</p> <p>How to talk about some aspects of winter and spring (weather, animals, clothing etc) using appropriate language.</p> <p>That some objects float and some sink in water and that if they throw a ball/object it will land on the floor.</p> <p>That you can push and pull some objects and begin to use and follow this vocabulary.</p> <p>That they live in house and the number of their house/name of their road.</p> <p>Basic features of their local area e.g. a shop, park, road, traffic lights.</p> <p>That everyone is special and unique and know that they can let their light shine</p>	<p>That the world is changing and notice differences e.g. plants growing, life cycles, weather, themselves through using images, books, conversations and play.</p> <p>Past events e.g. where they have travelled previously e.g. to the park, to Spain, to see grandparents etc.</p> <p>How to use time language in their play (e.g. later, after, next etc).</p> <p>That some items come from the past and be able to notice how these are different (rusty, tarnished, scuffed- not by name).</p> <p>That objects are made of different materials (not using term) and that they have a purpose e.g. the teddy is soft and nice to cuddle, the helmet is hard, my coat is warm</p> <p>How to talk about differences in materials e.g. the carpet is soft but the floor is hard etc.</p> <p>That they live in the world and that there are other places apart from where we live through discussions, stories and observations of maps/pictures and globes.</p>	

	<p>Basic physical features of people and be able to describe people depending on these e.g. hair and eye colour, clothing.</p> <p>That the weather and environment changes and notice these differences when pointed out of in discussion with an adult or peers.</p> <p>How to use conversation to talk about what they have seen</p> <p>How to use conversation and play to discuss what happened in their past e.g. at the weekend, knowing that they have been somewhere or seen something in the past.</p>	<p>through discussions and the sharing of examples</p> <p>That humans and animals change as they grow and begin to understand basic life cycles- egg- chicken, lamb- sheep etc with support and through stories and play.</p>	<p>That plants and animals change over time and be able to comment on these changes.</p> <p>What basic needs a plant has (sun, water).</p> <p>That brushing teeth twice a day is important.</p> <p>That too much sugar is bad for your teeth.</p> <p>How to experiment with floating, sinking, gravity, pushing, pulling, gears and leavers in play.</p> <p>That the environment changes e.g. plants growing, life cycles, weather, themselves</p> <p>How to use books, conversations, observations and play to obtain knowledge about the world</p> <p>Past events e.g. where they have travelled previously e.g. to the park, to Spain, to see grandparents etc</p> <p>A range of time connectives e.g. later, after, next etc</p>	
RE knowledge	<p>There are occasions in their lives that make them feel special</p> <p>Christians believe Jesus is a special gift from God.</p>	<p>A couple of religious stories e. g The Feeding of the 5000, Healing of the Blind Man, The Lost Sheep.</p> <p>That a cross is a special symbol for Christians.</p>	<p>The word God is a name</p>	
RE Vocabulary	<p>Belonging, Special, Respect Love, Care, Christmas, Jesus, Mary, Joseph, Shepherds, Wise Men, Angels</p>	<p>Bible, Jesus, God, Easter, Jesus, Cross</p>	<p>God, Creation, Church, Holy Bible</p>	

<p>Vocabulary Bold- preparation for Reception</p>	<p>See, notice, observe, autumn, season, weather (sun, rain, cloudy, storm, windy), autumnal objects (conkers, pinecones, leaves, acorns), colours (brown, red, orange, yellow, green), clothing/clothes (coat, hat, gloves, scarf, wellies, waterproofs), material, senses, look, feel, smell, touch, range of adjectives to describe materials (shiny, soft, hard, fluffy), home, house, family, relation/relatives, family member, names of relatives (mum/mummy, dad/daddy, brother, sister, pets, nana, grandad, auntie, uncle- relevant to children), live/living, features, words to describe people (hair length, hair colours- blonde, brunette, eye colour, skin colour, religious clothing etc depending on cohort and discussions), changes, same, different, similarities, compare, dead, today, yesterday, tomorrow, before, then, after, earlier, baby, toddler, smaller, special, respect,</p>	<p>Jobs (names of jobs depending on cohort- firefighter, police officer, teacher, cleaner, cook etc- depending on cohort and interests), career, caring, unique, inspiring, let your light shine, season, winter, spring, weather types, house/home, road, street, name of road/house number, basic human features (park, church, shops etc), human, animals (insect, minibeast, names of baby and grown animals e.g. lamb- sheep), life-cycle (some examples), egg, new life, float, sink, fall, fly, push, pull, today, yesterday, tomorrow, weekend, before, then, after, went, going, died, alive.</p>	<p>Objects, materials, names of materials (wood, plastic), names of properties/adjectives (soft, hard, bendy), same, similar, different, differences, notice, touch, feel, plants (names of some plants/parts (leaf, flower, tree, daffodil, daisy, apple tree)), lifecycle, world, Stockton-on-Tees, world, map, globe, country, holiday, sea/ocean, island, names of plants/animals and different growing stages, care, nurture, grow/growing, sun, water, roots, stem, leaves, oral hygiene, toothbrush, tooth paste, dentist, hygiene, sugar, cavities, teeth/tooth, floating, sinking, gravity, push, pull, today, yesterday, tomorrow, before, then, after, later, tomorrow, yesterday, change, different, next, old, long ago, before I was born,</p>	
<p>Reception Skills</p>	<p>Recognise that they belong to different communities and social groups.</p> <p>Talks about members of their immediate family and community.</p> <p>Names and describes people who are familiar to them.</p> <p>Christmas in different cultures/communities and compare to UK.</p> <p>The explore the natural world around them.</p>	<p>Comments on images of familiar situations in the past.</p> <p>Compares and contrasts characters from stories and nursery rhymes, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Describe what they see, hear and feel outside.</p> <p>Draws information from a simple map.</p> <p>Begins to use a compass in their play when exploring environments.</p> <p>Recognise that some environments are different to the one in which they live (climate, town/country/coastal)</p> <p>Understand the different environments and be able to compare them.</p>	<p>Statutory ELG: People, Culture and Communities Children at the expected level of development will: - 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</p>

	<p>Talks about the features of their own immediate environment</p> <p>Notice similarities, differences, patterns and change in nature</p> <p>Understands that there are different food textures and tastes.</p> <p>Makes observations of animals and plants</p> <p>Observes differences in objects, materials and living things.</p> <p>Comment on images of familiar places in the past.</p> <p>Notices and talks about Bonfire night celebrations and safety</p> <p>Describes Remembrance Day</p> <p>Uses time connectives in play and conversations</p> <p>Notices items from the past in provision, books and videos</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them and changes.</p> <p>Talk about how environments might vary from one another</p> <p>Explore similarities, differences, patterns and change in nature.</p> <p>Describes a range of different food textures and tastes when cooking.</p> <p>Makes observations of animals and plants and explains why some things occur.</p> <p>Explores similarities and differences in relation to places, objects, materials and living things</p> <p>Makes connections and comments about the past</p> <p>Uses the class timeline and comment on months of the year, past/present/future</p> <p>Understands that they will grow up and make predictions about what this may be like e.g. When I grow up..."</p> <p>Compare and discusses stories, nursery rhymes and people from the past</p>	<p>Understand that some places are special to members of the community.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Understand that there are different environments and be able to compare them.</p> <p>Explore similarities, differences, patterns and change in nature</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p> <p>Understand that there are different animals and plants and to be able explain why some things occur, and talks about changes</p> <p>Understand and be able to comment on similarities and differences in relation to places, objects, materials and living things</p> <p>Begin to compare the environments to their own and comment on similarities, differences, likes/dislikes, changes etc</p> <p>Asks questions about changes and things that have stayed the same</p> <p>Uses a basic timeline</p> <p>Uses times of the day in conversation and play</p>	<p>stories, non-fiction texts and – when appropriate – maps.</p> <p>Statutory ELG: Past and Present</p> <p>Children at the expected level of development will: - Talk about the lives of the 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.</p> <p>Statutory ELG: The Natural World</p> <p>Children at the expected level of development will: - 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.</p>
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		<p>Understands that Jesus was once a baby who grew older and died on the cross</p> <p>Understands and discusses changes from the past through stories and in discussions</p> <p>Observes and discusses famous explorers and significant people and events from the past</p> <p>Talks about people who help us</p>	<p>Discusses past events that are special to them or for friends and family</p> <p>Predicts what might happen to an animal or plant as it grows or what they used to look like</p> <p>Compares and discusses holidays, transport, clothing and school</p>	
<p>Reception Knowledge</p>	<p>That people belong to communities and groups</p> <p>That everyone is part of a family or community</p> <p>Who is in their family</p> <p>That the world is full of exciting things</p> <p>That Autumn brings changes in weather, plants animals and the environment</p> <p>That there are different objects, materials and living things.</p> <p>How to describe foods that they like and dislike using adjectives</p> <p>How they have changed from when they were a baby and can comment on these similarities and differences.</p>	<p>What a map is and begin to know how to use it.</p> <p>That we live in England and that people around the world live in some countries.</p> <p>That life in other countries is different e.g. weather, lifestyle, food, traditions.</p> <p>That the natural world changes because of lots of things (nature, weather, seasons, litter, pollution, global warming etc) and how to talk about these in play and through stories.</p> <p>How environments might vary from one another e.g. school and home, ponds, oceans, farms.</p> <p>That nature is always changing and how to comment on this e.g. “last week it snowed but it has melted”, “worms come out because of the rain”, “the flowers are</p>	<p>That they have senses (touch, smell, sight hearing) and use these to describe outside.</p> <p>How to use a simple map.</p> <p>What a compass is and begin to use this in their play.</p> <p>Different environments and be able to name some human and physical features (mountain, town/country/coast, harbour, village etc)</p> <p>How to begin to compare the environments to their own and comment on similarities, differences, likes/dislikes.</p> <p>How to use a basic timeline, thinking about where they are now, what happened in the past and predict what may happen in the future.</p> <p>How to use times of the day in conversation and play e.g. this morning, at lunch time, yesterday with accuracy.</p>	

	<p>Places from their past that are special to them and why.</p> <p>That there's a past</p> <p>That Bonfire Night is celebrated in England and how to stay safe during this.</p> <p>That Jesus was born at on Christmas Day.</p> <p>The importance of Remembrance Day and why it is celebrated.</p> <p>How to use time connectives with increasing accuracy (later on, earlier, tomorrow at the weekend, when I was little etc).</p> <p>How to spot items from the past during play e.g. looks old, is well-used, tarnished or different (phones, computers, silverware in water area).</p>	<p>growing in spring", "there are more insects".</p> <p>That food taste and texture changes when it is cooked (wet to dry, hard to soft, cold to hot).</p> <p>A range of animal names and how these change as they grow e.g. chick to chicken.</p> <p>That plants grow and need to be cared for.</p> <p>That plants have different parts.</p> <p>That some things are dead or alive.</p> <p>That materials can be used for a particular purpose and begin to make suggestions e.g. material for a chair instead of glass, plastic for a water bottle.</p> <p>That there's a past and be able to comment and make connections with it.</p> <p>How to comment on the class timeline to look at days of the week, months of the year and where we are now.</p> <p>That they will grow up and make predictions about what this may be like e.g. "When I grow up..."</p> <p>How to compare and discuss stories, nursery rhymes and people from the past (Queen Elisabeth, King Charles, Jesus, when the children were babies)</p>	<p>What events have happened which are special to them or for friends and family (a new baby, parties, holidays, celebrations etc) and be able to say why.</p> <p>What might happen to an animal or plant as it grows or what they used to look like (e.g. the flower was once a seed, the bird was once a chick).</p> <p>That holidays, transport, clothing and school have changed through reading stories, looking at photographs and discussions.</p> <p>That we have four seasons and should be able to name the one we are in and why they think that (objects, clothing, weather, occasions).</p> <p>How to name and talk about similarities, differences, patterns and change in nature e.g. in summer, "we have more bees because they get nectar from the flowers" or "in the summer we have to wear sun cream to protect our skin".</p> <p>How to use their senses and vocabulary to talk about food textures e.g. blending fruit to make a smoothie and then freezing it to make ice lollies etc.</p> <p>That there are different plants (trees, fruit/vegetables, flowering plants, bushes) and animals (beginning to think about how they can be grouped e.g. four legs, bird, mammal, carnivore etc)</p>	
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		<p>That Jesus was once a baby who grew older and died on the cross.</p> <p>That the world and people have changed and be able to make comments through stories and discussions e.g. used to have candles/no electricity, black and white images etc.</p> <p>That Neil Armstrong was the first person on the moon.</p> <p>That space travel has developed over time.</p> <p>That firefighters help us.</p> <p>That firefighters have changed over time and to how to comment on this during discussions, reading stories and looking at photographs. beg</p>	<p>That animals grow in different ways and be able to talk about multiple life cycles (frogspawn- tadpole- frog, egg- chick- bird, egg- caterpillar- cocoon- butterfly) with increasing accuracy and understanding.</p> <p>Know that some things are alive, dead or have never lived and begin to talk about this in relation to stories, play and exploration with adults.</p> <p>alive</p> <p>How to ask questions about changes and things that have stayed the same.</p>	
<p>RE Knowledge</p>	<p>That there are occasions in their lives that make them feel special</p> <p>What happens at a traditional baptism.</p> <p>How other religions celebrate when they welcome a baby.</p> <p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>A couple of religious stories e.g. The Good Samaritan, Noah's Ark</p> <p>That the Holy Bible and the Qur'an are sacred texts</p> <p>That Christians remember Jesus' last week at Easter.</p> <p>That Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians try to show love to others.</p>	<p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	

		That a palm cross is a special symbol.		
RE Vocabulary	Belonging, Special, Respect Love, Care, Welcoming, Unique, Baptism, Ceremony, Nativity, Jesus, God, Christian, Christmas, Bethlehem, Mary Joseph, Shepherds, Wise Men, Angels Carols	Jesus, Bible, God, Christians, Old Testament, New Testament, Qur'an, Easter, Palm Sunday, Jesus, Messiah, King, Jerusalem, Holy Week, Cross, Festival, Good Friday, Easter Sunday	God, Create, Creation, Creator, Church, Worship, Praise, Holy, Prayer, Bible	
Vocabulary Bold- preparation for KS1	Belong/belonging, part of, community , group, family, relative, family member, sibling , parent, grandparent, grandad, nana/grandma etc, auntie, uncle, cousin, niece/nephew, friend, places, town, Stockton- on-Tees- Fairfield, Holy Trinity Rosehill, Rosehill Site, Trinity Site, parts of school (hall, yard, playground, dining hall, courtyard, outdoor area, orchard), road, country , island , world, Earth, United Kingdom , England, past, present, future , now, stages of humans (baby- child- teenager- adult) , seasons, autumn, summer , orbit, weather (sun, rain, rainbow, cloudy, windy etc), parts of a tree (trunk , leaves, branches, roots, bud), parts of a flower (stem, roots, leaf, petal), deciduous , evergreen, dead, alive, decay , living, harvest , grow/growing, names of minibeast and animal, habitat, day length, material , soft, hard, parts of the human body/bones (skull, thigh, leg, shoulder, elbow etc), radiographer, bonfire night, Guy Fawkes, safety, fire brigade, fire fighter, 999,	Season, winter, spring, blossom, bud , new life, baby and names for animals (kitten, foal, lamb, chick etc), weather (sun, rain, ice, frost, snow, cloud, rain, storm, windy, sleet, hailstone , rainbow), senses , taste, smell, touch, hearing, types of animal (bird, insects), frozen , melt/melting, defrost, liquid, solid , deciduous, evergreen, nocturnal , hibernate, habitat , smooth, waterproof, flexible, durable , suitable, material , soil, compost, nutrients , water, sunlight, Earth, moon, stars, planets (names of planets) astronaut, rocket scientist, gravity , floating, sinking, buoyancy, density , current, now, past, present, future , connect, similarity/differences , compare, connect, significant people (of interest- Queen Elisabeth, King Charles, royal family, Neil Armstrong, Helen, Sharman etc) , inspiring people (jobs/careers of interest, scientists, inventors, fire fighters, police officers, teachers,	human features, physical features (mountain, town/ country/coast, harbour , village etc), compare. similarities, differences, likes/dislikes, sacred , special, mosque, church, objects/weather/occasions associated with seasons, pattern , map, globe, key, North , East, South, West , compass, change, blend, freeze, cool, set, bake, cook, boil, temperature, degrees Celsius , names of food, food groups (pasta, bread, protein , meat, fish), different plants (trees, fruit/vegetables, flowering plants, bushes , local plants) and animals, legs, bird , mammal, amphibian, reptile , carnivore/omnivore/herbivore, life cycles , food chain, purpose, alive, dead, never lived, Seasons, spring, summer, senses , words to describe senses (textures , loud/quiet/soft), texture sun damage , UVA , sun cream, sunglasses, safety, damage, growing, life cycle, stages of growth (tadpole- froglet-frog), food chain , types of animals, change, reversible/irreversible change , ruler, measure, survive, basic needs, properties, suitable , different	

		doctors, dentists, engineers etc), places of work (fire station, laboratory, hospital, vets, police station etc) map, North, East, South, West, key, compass, directions, countries, lifestyle, nature, change, litter, pollution, global warming, environments, human features, physical features, man-made, natural, names of environments interest (school and home, ponds, oceans, farms), senses, taste, change, cook/cooking/cooked, bake/baking/baked, freeze, cool, set, range of textures (hard, soft, smooth, silky, sticky), animal names, growth, living/alive, dead, never lived.	materials (wood, plastic, glass, metal, rock, brick, cardboard etc), ways to describe materials (thick, thin, bendy, see through, not see through), ways to change materials (bend, stretch, pull, twist)	
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Expressive Arts and Design – Specific Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

<p>Nursery Skills</p>	<p>Takes part in simple pretend play using objects to represent items.</p> <p>Play with small world items to act out and tell stories.</p> <p>Explores different materials freely (in craft area for example) to make their own creations.</p> <p>Explore colour in the environment and how to mix colours</p> <p>Investigate and explore different ways to apply paint and other forms of media</p> <p>Begin to recognise and respond to familiar songs.</p> <p>Begin to join in with dancing and singing</p> <p>Listen with increased attention to sounds</p> <p>Shows interest in musical instruments</p>	<p>Use blocks and construction kits to make cities, buildings, parks, own imaginary worlds.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Creates closed shapes with continuous lines and uses these shapes to represent objects.</p> <p>Explores colour and colour mixing.</p> <p>Experiments with different forms of medium and surfaces</p> <p>Recognise and begin to join in when singing simple songs.</p> <p>Joins in with music using movement and sounds</p> <p>Listen carefully and identify different sounds.</p> <p>Explores sounds made by musical instruments</p>	<p>Develop their own ideas and then decide which materials to use to express them. Joins different materials and explores different textures.</p> <p>Uses drawing to represent ideas.</p> <p>Mixes colours with increasing accuracy</p> <p>Show different emotions in their drawings.</p> <p>Represents simple objects/people in their drawings.</p> <p>Experiment with printing and stencils</p> <p>Remember and sing simple songs.</p> <p>Begin to sing their own songs.</p> <p>Use movement and sounds to express ideas and feeling</p> <p>Begin to feel the pulse of a piece of music (not using vocab).</p> <p>Listen, identify and respond to sounds they have heard with thoughts and feelings.</p> <p>Play musical instruments correctly and carefully in their play</p>	
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<p>Nursery Knowledge</p>	<p>A range of scenarios and how people interact with each other e.g. home, families, shops, parks and how to model these in their play.</p> <p>How to manoeuvre small words to act out stories and narratives</p> <p>The different items available in the craft/art area and how to access this (gluing with increased skill).</p> <p>That there are different colours and be able to name some colours accurately (red, blue, yellow, green, pink, purple).</p> <p>That colours can be mixed in different ways</p> <p>That paint and other forms of media can be applied in a range of ways (different brushes, sponges, hands/fingers, outside, on walls/floor etc).</p> <p>How to respond when they hear familiar songs</p> <p>When their favourite song is on/music that they enjoy and how to move their body</p> <p>How to listen carefully to a range of sounds within the environment.</p> <p>That there are many musical instruments</p>	<p>Different areas for building, small world and role play across the setting.</p> <p>Ways of combining structures together (Lego, bricks, junk modally, deconstructed roleplay etc) to support their play</p> <p>A range of materials and how to combine them to express their ideas.</p> <p>How to draw a range of shapes and lines in order to represent objects (people, animals, buildings, vehicles).</p> <p>A range of colours by name and what happens when they're mixed.</p> <p>A range of medium to explore with (chalk, paint, crafting, dough, sand etc).</p> <p>Some nursery rhymes and songs</p> <p>How to move and use instruments when they hear music.</p> <p>How to listen carefully and identify different sounds.</p> <p>How to use instruments to create sound and that this can change depending on how it is moved</p>	<p>A range of materials and how they can be combined to support play</p> <p>That objects can be used to print and make marks with</p> <p>How to join materials and that this can alter the texture (e.g. sand and glue, glitter and paint).</p> <p>That some materials are malleable (not by term) and others are not</p> <p>How to draw their ideas in an age appropriate way</p> <p>How to represent simple objects/people/emotions in their drawings by combining shapes and lines.</p> <p>How to combine colours to make new ones</p> <p>How to use objects for printing and stencilling</p> <p>A handful of nursery rhymes and songs off by heart.</p> <p>That we can make up our own songs</p> <p>How to use movement and sounds to express ideas and feelings</p> <p>How to begin to feel the pulse/beat of music (not using vocab).</p>	
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			How to listen carefully, identify and respond to a range of different sounds. How to use musical instruments carefully and correctly in their play	
Vocabulary Bold-preparation for Reception	Roll , dip, drip, flick, drop, squirt, splat, string, glue, tape, nursery rhyme, song, music, action songs, instruments , listen, faster, slower, loud, quiet, shake, hit, rattle, brush, paint, sponge, chalk, pens, pencil, paper, card, range of craft objects (boxed, tubes, cups, feathers, googly eyes, pipe cleaner etc), colour, colours (red, yellow, blue, green etc), mix, pretend, imaginary, real, act, story, a range of narratives (making cups of tea, washing clothes, on the phone, going to the shops/park etc).	small world, build, pretend, role play, combine, stick, craft, model pencil, crayon, wax crayon, texture, feel, pattern, line, share, respond, beginning, middle, end , sing, whisper, play, structure , names of building materials (Lego, Duplo, dough, bricks, etc), draw, shapes, lines, items to draw (people, animals, buildings, vehicles etc, colours, primary colour, range of mediums (chalk, paint, crafting, dough), music, song, favourite, thoughts, feelings, movement, instrument, sound , loud, quiet, like/dislike, gentle, hard, soft .	Pattern, rubbing, stencil, print, dough, scissors, cut, decorate, construct/model, pulse, beat, rhythm, material, texture , range of textures (soft, rough, hard, smooth, crinkly), mix, print, join , change, squidgy, draw, emotions (happy, smile, crying, sad), mix, primary colours, secondary colours, pitch , singing/song, compose, musical instruments, movement , dances (jump, twist, sit, stand, wave, clap).	
Nursery Music Songs	Here is a list of songs that the children in Nursery should know fluently by the end of the year. The songs link to topics taught.			
	<ul style="list-style-type: none"> • Wind the bobbin up • Twinkle Twinkle Little Star <ul style="list-style-type: none"> • Finger family • Head, Shoulders, Knees and Toes • If you're happy and you know it • 5 Little Monkeys/5 little firefighters <ul style="list-style-type: none"> • Pat a cake • I'm A Little Tea Pot • Elephants have wrinkles (Makaton) <ul style="list-style-type: none"> • Row Row Row your Boat 			
Reception Skills	To explore colour mixing in more detail – making their own colours in their paintings.	To observe items and copy them in a drawing.	Develop own ideas and decide which materials to use to express them	Children at expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting

	<p>Construct and create using a variety of resources.</p> <p>Produce different patterns</p> <p>Experiment further with different drawing tools and media (thickness and tone)</p> <p>Draw from imagination and observations with increasing skill</p> <p>Mix primary colours to create new colours and use own colours in their painting</p> <p>Sing familiar and new songs with others</p> <p>Listen to music and begin to move their bodies expressively.</p> <p>Feel the steady pulse (not using vocab) in a piece of music.</p>	<p>Develop storylines in their pretend play.</p> <p>Plan and make items themselves.</p> <p>Construct and create using a variety of resources</p> <p>Observes and represents simple objects and people in their drawings</p> <p>Sing and perform familiar and new songs, matching the melody and singing along with others.</p> <p>Listen attentively and move to music, expressing their feelings and using instruments.</p> <p>Feel the steady pulse (not using vocab) and move their bodies to show this.</p> <p>Begin to copy simple rhythms and use these in performances.</p>	<p>Talk about the art of others describing simple techniques and media used.</p> <p>Making creations and be able to explain the process and reasoning behind their ideas.</p> <p>Explore and engage in music making and dance, performing solo or in small groups.</p> <p>Sing and perform a range of songs on their own or in a group matching pitch (high/low) and following the melody.</p> <p>To make their own music, songs and poem using a range of instruments.</p> <p>Identify the steady pulse (not using vocab) in and move their bodies and instruments in time with music.</p> <p>Copy simple rhythms and use these in performances.</p>	<p>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.</p> <p>Statutory ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will: - 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 <input type="checkbox"/> when appropriate <input type="checkbox"/> try to move in time with music.</p>
<p>Reception Knowledge</p>	<p>That combining colours makes a new colour.</p> <p>That materials can be combined and constructed in a variety of ways.</p> <p>How to produce different patterns.</p> <p>How to use a range of different drawing tools and media and to experiment with thickness and tone</p> <p>The names of primary colours and say what happens when they are mixed.</p>	<p>How to copy a drawing with increasing accuracy.</p> <p>A range of storylines and narratives (three beards, mummies and daddies, doctors, shops, police station, space ship etc)</p> <p>How to make items that they have planned.</p> <p>A range of construction resources and how to create new items.</p>	<p>How to use materials to make props in their play.</p> <p>How to make creations and talk about the steps, processes and reasoning behind their choices.</p> <p>That artists and designers create artwork and how to comment on it.</p> <p>Talk about the art of others describing simple techniques and media used.</p> <p>That adding black darkens a colour.</p>	

	<p>Know some songs of interest off by heart and learn new ones.</p> <p>How to join in singing with others.</p> <p>How to listen to music and begin to respond expressively.</p> <p>That music has a steady pulse (not using vocab) and how to follow it.</p>	<p>How to represent simple objects and people with drawings.</p> <p>That red and yellow makes orange.</p> <p>That yellow and blue makes green.</p> <p>That blue and red makes purple.</p> <p>Know more songs off by heart and learn new ones.</p> <p>How to match a melody and sing along with others.</p> <p>How to listen attentively and respond expressively to music with movement and instruments.</p> <p>That music has a steady pulse (not using vocab) and how to follow it using their bodies.</p> <p>That music uses rhythm (not using vocab) that can use long and short sounds.</p>	<p>That adding white lightens a colour.</p> <p>Know a range of songs off by heart and perform these on their own and in a group.</p> <p>How to match pitch and melody when singing on their own and in a group.</p> <p>How to join in expressively with music making – dancing, singing and performing in their own way.</p> <p>That music has a steady pulse (not using vocab) and how to follow it using their bodies in different ways.</p> <p>That music uses rhythm (not using vocab) that can use long and short sounds that can be copied.</p>	
<p>Vocabulary Bold- preparation for KS1</p>	<p>Pencil, wax crayon, chalk, feather, twig, primary colours, secondary colours, nursery rhymes, action songs, instruments (names of instruments), listen, faster, slower, loud, quiet, shake, rattle, hit, combine, new colour, material, song, favourite, tune, melody, pattern, print, range of tools (brushes, stamps, sponge etc), story, pretend,</p>	<p>natural materials, recycled materials, Sellotape, glue staple, split pin, 3D, fabric/textiles (names- cardboard, plastic, cloth, brick, wooden blocks, stitch, needle, thread, bind, wrap, weave, pattern</p>	<p>Rubbing, stencil, print, pattern, artist, designer, colours, primary, secondary, dark, light, shade, music, create, perform, poem, poetry, joke, rhythm timing, prop, design, create, choice, steps, reflect, designer, creator, technique, media, darker, lighter.</p>	

	made up, names of role play (home, shops, schools, police, pet shop etc).			
Reception Music Songs	<p>Here is a list of songs that the children in Reception should know fluently by the end of the year. The songs link to topics taught.</p> <ul style="list-style-type: none"> - Incy Wincy Spider - Hickory Dickory Dock - 5 Current Buns - Miss Polly Had a Dolly - Humpty Dumpty - There's a Worm at the Bottom of the Garden <ul style="list-style-type: none"> - 10 Green Bottles - 5 Little Ducks/5 Little Mice - The Ants Came Marching Two by Two <ul style="list-style-type: none"> - This Old Man - The Wheels on the Bus 			

