

EARLY YEARS CURRICULUM

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

[Statutory framework for the early years foundation stage 2024 – 1.16]

'Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.'

[Statutory framework for the early years foundation stage – 1.16]

Intent - Curriculum design

Our early years curriculum is the starting point for all subjects within the **National Curriculum**.

It ensures that all 7 areas of the **Statutory Framework for the Early Years Foundation Stage** are covered within each National Curriculum subject area and the **Early Learning Goals** within each of these areas are able to be achieved.

Development Matters – Non-statutory curriculum guidance has been used to support the development of progression within our curriculum. Staff are able to use the **observation checkpoints** to help identify any child who is at risk of falling behind, so they can plan effectively to ensure they reach age-related expectations.

In the curriculum the **key knowledge** that is needed to ensure our children are **school ready** for Year 1 has been identified.

Suggested **provocations** and **questions** have been identified to stimulate interest, enable pupils to explore, problem solve, lead their own learning and take part in play which is guided by adults.

Tiered vocabulary has been identified to support the development of communication and language in all subject areas.

Key texts have been identified through our **reading spine and story cycle** as a method for supporting our pupils to learn through stories.

Implementation

Our curriculum is implemented through a combination of **adult-led activities** and **play** within our **continuous provision**.

The provision at Benedict Biscop C.E. Academy has been created to act as a **third teacher**, encouraging the children to be curious and want to explore through their play. It is based upon the **Regio philosophy** using **holistic** and **real-life** resources which help provide more open-ended opportunities, which in turn help develop sustained concentration in learning over time.

Our provision is constantly **evolving and changing** to meet the needs of our cohorts and respond to their interests.

Provocations are provided within the provision to help provoke interests and start lines of enquiry through play.

Impact

Our curriculum and pedagogy combined help to create confident children who are motivated and engaged in learning. Children have a thirst for learning, they achieve highly and make rapid progress, preparing them well for the next stages in their learning.

Communication and Language

The **Statutory framework for the early years foundation stage** states that 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.

The **Early Learning Goals**, which set out the expectation for children's learning and development by the end of Reception within this area are:

ELG: Listening, Attention and Understanding	<i>Additional Benedict Biscop challenge:</i>	ELG: Speaking	<i>Additional Benedict Biscop challenge:</i>
<i>Children at the expected level of development will:</i> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-Begin to listen and respond appropriately to adults and their peers. - Begin to join in with discussions about a text, taking turns and listening to what others say. - Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	<i>Children at the expected level of development will:</i> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	-Begin to recite familiar poems. -Begin to articulate and justify answers. -Begin to describe and explain for different purposes, including for expressing feelings. -Begin to participate in discussions and presentations, performances, role play, improvisations and debates. -To begin to retell familiar stories in increasing detail.

Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Children generally, focus on an activity of their own choice and find it difficult to be directed by an adult. -Listen to other people’s talk with interest, but can easily be distracted by other things. -Make themselves understood, and can become frustrated when they can’t. -Start to say how they are feeling, using words as well as actions. -Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. -Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j multi-syllabic words such as ‘banana’ and ‘computer’ -Listen to simple stories and understand what is happening, with the help of the pictures. -Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. -Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. -Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. -Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. -Engage in story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Use new vocabulary in different contexts. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Termly breakdown of learning:

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts. - Understand ‘why’ questions. - Develop their communication, but may continue to have problems with irregular tenses and plurals, - Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words. 	<ul style="list-style-type: none"> - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play.
Reception	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Engage in story times. - Ask questions to find out more and to check they understand what has been said to them. - Develop social phrases - Learns new vocabulary - Uses new vocabulary throughout the day 	<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts.


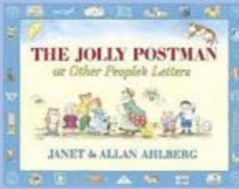

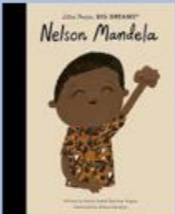

Suggested Tiered Vocabulary

*Our provision is vocabulary and language rich. Each area of our provision and curriculum has specifically mapped tiered vocabulary which is displayed within our provision. Staff are expected to model a high level of vocabulary at all times.

Daily routines/opportunities

Family group time – Me, Myself, My World books, Story time – story cycle and curriculum reading spines, Phonics, Maths Meetings, interactions with adults and peers in continuous provision, learning songs and rhymes throughout the curriculum, music playing within the provision, paired collaboration – phonics and daily maths meeting, , daily worship, books within provision, I pads, vocabulary displayed within provision, daily routines – following instructions e.g. tidying areas, family dining

Story Cycle 2023 – 2024

 <p>The Colour Monster by Anna Llenas Genre: Fiction Links: PSED exploration of feelings and emotions. Rationale: We have used the idea in the story to help the children with their emotional development.</p>	 <p>Neil Armstrong by Maria Isabel Sanchez Vegara Genre: Biography Links: UTW & History Rationale: To educate and inspire children about engineers and astronauts.</p>	 <p>Betsy Buglove Saves the Bees by Catherine Jacob Genre: Fiction Links: UTW & Science Rationale: To promote caring for wildlife and saving nature.</p>	 <p>The Jolly Postman by Allan Ahlbera Genre: Fiction Links: C&L Rationale: Traditional tales and various genres of writing. Expose children to rhyming words.</p>	 <p>Pinocchio by Di Lemia, Giuseppe Genre: Fiction Links: C&L Rationale: Traditional tale and the lesson that children can learn from this is that we can lead a happy life by being truthful and changing ourselves for the better.</p>
 <p>There's only one you by Kathryn Heling Genre: Fiction Links: PSED and RE Rationale: Celebrating similarities and differences. Promoting that we are all unique and special.</p>	 <p>Pablo Picasso by Maria Isabel Sanchez Vegara Genre: Biography Links: EAAD & Art Rationale: To inspire the children about art, music and literature.</p>	 <p>Tree: Seasons come, seasons go by Patricia Hegarty Genre: Fiction Links: Science & UTW Rationale: Life cycle of a tree and introduces images and vocabulary linked to the seasons.</p>	 <p>Room on the Broom by Julia Donaldson Genre: Fiction Links: PSED & CL Rationale: To develop rhyming skills and promote kindness and helping others.</p>	 <p>The Three Little Pigs by Axel Schefflers Genre: Fiction Links: C&L Rationale: teaches children that hard work and determination pay off and that laziness has consequences.</p>
 <p>The Puffin book of fantastic first poems by June Crebbin Genre: Poetry Links: C&L Rationale: To introduce poetry and rhyming words to the children.</p>	 <p>Nelson Mandela by Maria Isabel Sanchez Vegara Genre: Biography Links: PSED, UTW & History Rationale: To educate children about human rights and equality.</p>	 <p>If I had a little dream by Nina Laden Genre: Fiction Links: PSED, Science & UTW Rationale: This book sees and appreciates through a child's eyes how fortunate we are to live in the world we do.</p>	 <p>The Smartest Giant in Town by Julia Donaldson Genre: Fiction Links: PSED & CL Rationale: To develop rhyming skills and promote kindness and helping others.</p>	 <p>Jack and the Beanstalk by Ed Bryan Genre: Fiction Links: C&L Rationale: raises questions about the value of trust, who we should trust, and why.</p>

Personal, Social and Emotional Development

The **Statutory framework for the early years foundation stage** states that children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The **Early Learning Goals**, which set out the expectation for children’s learning and development by the end of Reception within this area are:

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.

Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Be increasingly able to talk about and manage their emotions. -Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. -Develop friendships with other children. -Safely explore emotions beyond their normal range through play and stories. -Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. 	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. -Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs.

Termly breakdown of learning:

	Autumn Term How am I feeling? Who am I? What do I at school?	Spring Term How am I feeling? How do I take care of myself? How do others feel?	Summer Term How am I feeling? How can I be a good friend? How can I solve problems?
Self-Regulation		Self-Regulation	Self-Regulation

	<ul style="list-style-type: none"> - Share their name with adults and children in the setting - Choose an area of the setting to explore - Begins to follow new routines <p>Manage Self</p> <ul style="list-style-type: none"> - Separate from familiar adult - Hang coat up on peg - Put school bag in the box - Follow setting rules - Go to the toilet - Put on own coat <p>Build Relationships</p> <ul style="list-style-type: none"> - Play alongside others in the environment - Recognise familiar adults in the setting - Know that when someone is crying they are sad 	<ul style="list-style-type: none"> - Can say if they are happy or sad - Can try new activities in the setting - Can follow a single instruction <p>Manage Self</p> <ul style="list-style-type: none"> - Revisit an activity to try it again - Knows some school rules - Use the snack table when hungry or thirsty - Put on own wellies <p>Build Relationships</p> <ul style="list-style-type: none"> - Share resources in an area - Knows the names of some adults in the setting - Can help an adult when asked 	<ul style="list-style-type: none"> - Can say how they are feeling using a wider choice of words like excited, scared - Can stay on task in an area on an activity of their choosing - Can talk to adults and others when focused on a task <p>Manage Self</p> <ul style="list-style-type: none"> - Know that it is ok to try again when something goes wrong - Talk about school rules - Put on own shoes <p>Build Relationships</p> <ul style="list-style-type: none"> - Wait for a turn in an area with support - Talk to an adult about their play - Help others in their play
Reception	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Say how they feel and why - Plan what they are going to do in an area - Follow 2 or more step instructions <p>Manage Self</p> <ul style="list-style-type: none"> - Choose tools and resources needed to complete a task - Know the school rules and why we follow them - Use cutlery with greater control <p>Build Relationships</p> <ul style="list-style-type: none"> - Initiate play with their peers - Know the names of a wider range of adults - Talk about the feelings of their peers 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Describe how different events make them feel different emotions - Think of an idea and decide how they will achieve it - Follow more complex instructions <p>Manage Self</p> <ul style="list-style-type: none"> - Know that some activities will take longer to complete than others - Explain what might happen if we don't follow school rules - Zip up own coat <p>Build Relationships</p> <ul style="list-style-type: none"> - Have back and forth conversations with peers - Share experiences from home with adults in the setting - Begin to form friendship groups 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Know when they are feeling unhappy/worried and how to talk to adults - Persevere with a task until it is completed - Use social cues to follow instructions <p>Manage Self</p> <ul style="list-style-type: none"> - Know that mistakes are ok and we learn from them - Know that not following school rules affects others - Put on own wet suit <p>Build Relationships</p> <ul style="list-style-type: none"> - Take on the ideas of others to extend play - Know how their behaviour affects others - Notice how their friends are feeling and if it is different

	<p>Suggested Tiered Vocabulary</p> <p>Tier 1 happy, sad, scared, family, friend, adult, talk, listen, love, kind, cry Tier 2 anxious, joyful, excited, proud, special, upset, worried, shy Tier 3 relieved, comforted, reassured, ecstatic</p>
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Physical Development

The **Statutory framework for the early years foundation stage** states that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The **Early Learning Goals**, which set out the expectation for children's learning and development by the end of Reception within this area are:

ELG: Gross Motor Skills	ELG: Fine Motor Skills	Additional Benedict Biscop challenge:
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<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> -Move around in space safely at a variety of speeds, avoiding obstacles and other people. -Use strength to hold their own body weight. e.g., holding a press up or set position for an extended period of time. Perform skills to suit a variety of sports, showing agility, balance and co-ordination. -Play a variety of games, sticking to a set rule system. -Identify how adults and children have different roles and responsibilities. -Display empathy towards others and explain why people have different emotions. -Attempt new activities with confidence and isn't scared to try new things after being unsuccessful. -Explain the basic rules of simple game/activities and explain why these are important to follow. -Get dressed and undressed independently, with minimal adult support. -Explain why it is important to lead a healthy lifestyle. -Display empathy towards others and isn't put off when losing a game or activity. -Set realistic goals and targets for themselves, based on their knowledge of their own ability. -Listen and respond to instructions appropriately, following simple sets of instructions.
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Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. -Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. -Walk, run, jump and climb – and start to use the stairs independently. -Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. -Develop manipulation and control. -Explore different materials and tools. -Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. -Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Start eating independently and learning how to use a knife and fork. -Show a preference for a dominant hand. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping - and climbing. -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility. -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. -Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes and personal hygiene.

Termly breakdown of learning:

	Autumn Term	Spring Term	Summer Term
	How can I move my body?	How can I move my body to music? Can I use music to express emotions?	How can I use apparatus?
Nursery	<p>Fine motor skills -Provide a range of resources/equipment/tools with the provision and encourage correct grip e.g. tripod grip for pencils and to develop manipulation and control. Resources to be larger scale initially and progress to finer manipulatives -Teach tripod grip. - Reinforce the use of a dominant hand. -Encourage pupils to explore different materials and tools. -Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Movement and balance [gross] -Provide opportunities for pupils to climb small scale [e.g. half own height] reinforcing using alternate feet. -Provide opportunities for pupils to ride/move a range of vehicles. Encourage pupils to hold on with both hands and walk safely behind. -Explain how to use a rope swing. -Model strategies to support the development of balance and movement e.g. skipping, hopping, stand on one leg and hold a pose</p> <p>Game skills -Modelling kicking, throwing and catching balls. Resources to be larger scale initially and progress to smaller manipulatives.</p> <p>Expressive -Introduce a range of music and provide a range of tuned and untuned instruments to explore. -Prompt children to express themselves and move whilst listening to music.</p> <p>Health and Safety -Introduce the need for rules when using certain equipment and tools within the provision to keep safe.</p>	<p>Fine motor skills -Continue to insist on tripod grip for use in dominant hand. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Encourage pupils to explore different materials and tools. -Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Movement and balance [gross] -Provide opportunities for pupils to climb reinforcing using alternate feet e.g. climbing frames/trees. -Continue to develop their movement, balancing, riding (scooters, trikes and bikes), providing a range of progressional resources.</p> <p>Game skills -Continue to develop ball skills, providing a range of progressional resources -Start taking part in some group activities, which they make up for themselves, or in teams. - Play games that include different balances and movements: Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Expressive -Listen to range of music and explore a range of tuned and untuned instruments -Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Health and Safety -To know the rules for keeping safe when using equipment and tools.</p>	<p>Fine motor skills -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. -To select their own equipment/resources/tools. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Use one-handed scissors independently. To fasten zips. To pick up small items with appropriate grip.</p> <p>Movement and balance [gross] -Encourage the children to move in different ways -Encourage the children to climb higher and jump from increasing heights -Build up movements into sequences. -Provide children with more open areas to develop their skills.</p> <p>Game skills -To aim for the basket with a ball -To attempt to kick a ball -To climb above own head height on climbing frame -To collaborate in games</p> <p>Expressive -Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Health and Safety -Understand how to keep safe when handling tools and moving equipment/materials. -Follow safety rules.</p>
Reception	<p>Fine motor skills -Develop fine motor skills so that they can use a range of tools</p> <p>Movement and balance [gross] -Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing -Model fluent style of moving, with control and grace. -To negotiate space and obstacles safely</p> <p>Game skills -To aim for the target with a ball -To kick a ball -To climb above own head height on climbing frame/tree -To collaborate in games, beginning to understand simple rules -Continue to provide a range of equipment and manipulatives to support the develop overall body strength, coordination, balance and agility</p>	<p>Fine motor skills -Develop fine motor skills so that they can use a range of tools</p> <p>Movement and balance [gross] -Negotiate space and obstacles with consideration for themselves and others. -Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing -Progress towards a more fluent style of moving, with developing control and grace. -Continue to develop overall body strength, coordination, balance and agility -To be able to perform different movements on the climbing structure e.g. swing -To scoot safely</p> <p>Game skills</p>	<p>Fine motor skills -Develop fine motor skills so that they can use a range of tools with confidence e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Movement and balance [gross] -Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing -Encourage holding own weight -Progress towards a more fluent style of moving, with developing control and grace. -Demonstrate strength, balance and coordination when playing -To ride a balance bike with feet on the floor</p> <p>Game skills To aim a ball into a low/ near target -To participate in a variety of games, following games rules confidently</p>

<ul style="list-style-type: none"> -To praise others for their achievements -Model showing control when having feelings when winning/lose <p>Expressive</p> <ul style="list-style-type: none"> -Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none"> -To know how to move around obstacles safely [when running] -To use tools and equipment safely 	<ul style="list-style-type: none"> -To aim a ball to hit a target -To kick and catch a large ball -To participate in a variety of games -To praise others for their achievements -Model showing control when having feelings when winning/lose <p>Expressive</p> <ul style="list-style-type: none"> -Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none"> -To know how to move around obstacles safely [when riding] -To use tools and equipment safely 	<ul style="list-style-type: none"> -To explain the rules for the game -To know who the referee is and their role -To explain why people have different emotions in games. <p>Expressive</p> <ul style="list-style-type: none"> -Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none"> -To use tools and equipment safely -To move around a space safely and control/change speed -To explain why it is important to lead a healthy lifestyle.
<p>Suggested Tiered Vocabulary</p> <p>Tier 1 run, jump, clap, nod, climb, pick up, hold, roll, kick, hop, skip, move, pull, push, game Tier 2, balance, safely, control, target, rule, handle, crawl, aim, feelings, strength, scoot Tier 3 apparatus, obstacle, rhythm, three points of contact, express, co-ordination, percussion, weight, sequence</p>		

<p>Provocations/resources</p> <p>Music [range of genre and culture] played throughout the provision as stimulus [soundtracks or projected videos];</p> <p>Items to develop fine motor control throughout the provision e.g. inset puzzles, jigsaw puzzles, interlocking cubes, tweezers, paintbrushes – all sizes, scissors – range of sizes, pencils – different thicknesses, crayons, oil/ chalk pastels – different sizes, pens – thin and chunky;</p> <p>Sensory experiences - sensory trays, sewing opportunities [fabrics and threads], playdough, clay – rollers & sculpting tools, bikes, cutlery;</p> <p>Outdoor: sand and water area, climbing frames, trees, logs, tyres, wooden planks, pallets, balls, ropes, outdoor games; bikes, scooters, wheel chair</p> <p>Construction: hammers, nails, screws, screwdrivers, wooden blocks;</p> <p>Clothing – wetsuits, wellies, shoes, coats, costumes, cultural dress</p>	<p>Events</p> <p>Fitness Event (World Fitness Day)</p> <p>Sports Day – PE equipment</p> <p>Mud Day (National Festival)</p>
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Literacy

The **Statutory framework for the early years foundation stage** states that 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).

The **Early Learning Goals**, which set out the expectation for children’s learning and development by the end of Reception within this area are:

ELG: Comprehension	<i>Additional Benedict Biscop challenge:</i>	ELG:	<i>Additional Benedict Biscop challenge:</i>	ELG:	<i>Additional Benedict Biscop challenge:</i>
<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during 	<ul style="list-style-type: none"> - Discuss the significance of titles and events - Discuss word meaning and link new meanings to those already known. - Make simple inferences - Predict what might happen on the basis of what has been read so far. 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words - Blend sounds in unfamiliar words using the GPCs that they have been taught - Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes - Read words containing taught GPCs - Read Y1 common exception words, noting unusual correspondences 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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; 	<ul style="list-style-type: none"> - Write own first name with appropriate upper and lower-case letters - Print majority of letters clearly, although size and shape may be irregular - Write simple regular words, some spelt correctly - Begin make phonetical attempts at words - Spell CVC words usually correctly

discussions about stories, non-fiction, rhymes and poems and during role-play.			between spelling and sound and where these occur in words.	- Write simple phrases and sentences that can be read by others.	
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Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Enjoy songs and rhymes, tuning in and paying attention. -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. -Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. -Enjoy sharing books with an adult. -Pay attention and respond to the pictures or the words. -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. -Repeat words and phrases from familiar stories. -Ask questions about the book. -Make comments and shares their own ideas. Develop play around favourite stories using props. -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. -Read a few common exception words matched to the school’s phonic programme. -Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense.

Termly breakdown of learning:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoys drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing <p>Show a preference for a dominant hand.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name.</p>
Foundat	<p>SEE Foundations for Phonics document for FULL guidance</p> <p>file:///C:/Users/ewhelam/Downloads/LS-KEY-GUIDANCE-Tuning-into-Sounds-PD04%20(1).pdf</p>					
	Aspect 1 – Environmental sounds					
	listen to and identify outdoor sounds listen to and identify indoor					

	<p>sounds use drumsticks (stroke, beat, tap) to make different sounds use my voice to sing at different volumes identify the sounds in a sounds lotto game identify sounds made behind a screen (keys, bells) make the correct animal noise from a set of clues give others a set of clues to guess an animal guess what is inside the container by the sound it makes</p> <p>Aspect 2 – Instrumental sounds identify and name the instruments being played remember and repeat a rhythm discriminate and copy loud and quiet sounds stop and start playing my instrument at a signal play my instrument to describe an action (fairy footsteps) perform a short instrumental piece for others play an instrument to match the sound an animal might make</p> <p>Aspect 3 – Body percussion perform a song with actions perform an action to match a musical instrument perform actions increasing and decreasing my speed as necessary copy a body sound copy a sequence of body sounds identify a body sound (snoring, eating) suggest times when be noisy or quiet use my voice to make slow, fast, quiet, loud, long, short sounds move my body in response to an instrument sound</p>					
Reception	<p>Read individual letters by saying the sounds for them.</p> <p>Holds a pen using a tripod grip.</p> <p>Can form recognisable letters.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Can form recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Engage in non-fiction books.</p> <p>Form lower-case and capital letters correctly.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>

			as exact repetition and some in their own words Develop their small motor skills so that they can use a range of tools competently, including pencils for writing.		Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	
Phonics	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r l Week 5 h b f l the	Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) we me be	Week 1 ai ee igh oa Week 2 oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words ending in –ing compound words Week 5 longer words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end Review all taught so far Secure spelling	Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today	Week 1 long vowel sounds CVCC CCVC Review all taught so far Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer words

Mathematics

The **Statutory framework for the early years foundation stage** states that 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.

The **Early Learning Goals**, which set out the expectation for children's learning and development by the end of Reception within this area are:

ELG: Number	<i>Additional Benedict Biscop challenge:</i>	ELG:	<i>Additional Benedict Biscop challenge:</i>
<i>Children at the expected level of development will:</i> - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.	- Count forwards to 10, 20 or 40 - Begin to count backwards from 10 - Compare two sets of objects using one-to-one correspondence - Add two or more numbers - Recall number bonds to 10 - Subtract numbers using the 'take-away' concept - Understand and use the part-whole model to add and subtract	<i>Children at the expected level of development will:</i> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Use concrete objects, pictorial representations and arrays to double and half numbers, count in 2s, 5s and 10s - Understand multiplication as a repeated addition - Recall number bonds to 10 and 20 - Begin to identify tens and ones in a number.

	- Write a family of number sentences with three related numbers.	- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
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Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Combine objects like stacking blocks and cups. -Put objects inside others and take them out again. -Take part in finger rhymes with numbers. -React to changes of amount in a group of up to three items. -Compare amounts, saying 'lots', 'more' or 'same'. -Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. -Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' -Climb and squeeze themselves into different types of spaces. Build with a range of resources. -Complete inset puzzles. -Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. -Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: 'more than', 'fewer than'. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -Understand position through words alone – for example, "The bag is under the table," –with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'. -Make comparisons between objects relating to size, length, weight and capacity. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Combine shapes to make new ones - an arch, a bigger triangle etc. -Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> -Count objects, actions and sounds. Subitise. -Link the number symbol (numeral) with its cardinal number value. -Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.

*Through daily Maths Meeting and continuous provision

2-Year-Old		Nursery			Reception			Year 1
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Next Steps
Subitising	<ul style="list-style-type: none"> Intuitively distinguish between groups of 1 and 2 (and possibly 2 and 3). Begin connecting small quantities to number words to form an explicit idea of cardinality, or “how-many-ness.” 	<ul style="list-style-type: none"> Make a small collection (usually 1-2 and possibly 3) with the same number as another collection without counting. In everyday situations, take or give two or three objects from a group (without relying on a model or matching strategy). 	<ul style="list-style-type: none"> Begin to identify up to 3 objects, without having to count them individually (‘subitising’). Subitise different arrangements up to 3. 	<ul style="list-style-type: none"> Accurately identifies up to 3 objects, without having to count them individually (‘subitising’). Create arrangements of numbers within 3 Discuss arrangements of number within 3 (perceptual subitising) 	<ul style="list-style-type: none"> Accurately identifies arrangements within numbers up to 3 (Perceptually subitise) Begin to develop conceptual subitising by identifying sub-groups in larger arrangements Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> Develop increased confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Begin to explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Continue to match arrangements to finger patterns. Explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. 	<ul style="list-style-type: none"> Develop increased confidence in subitising by continuing to explore patterns within up to 6 Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Identify when it is appropriate to count and when groups can be subitised. Develop conceptual subitising skills including when using a rekenrek 	<ul style="list-style-type: none"> Revisit subitising within 5 using perceptual subitising Practise conceptual subitising of larger numbers as they become more familiar with patterns made by the numbers 5–10.
	<ul style="list-style-type: none"> Chant number words in “sing-song” fashion Begin to say numbers in order, some of which are in the right order (ordinality) up to 5. 	<ul style="list-style-type: none"> Say number in order, some of which are in the right order (ordinality) up to 5 Begin to point or touch (tags) items when counting saying one number for each item. Uses some number names and number language within play, and may show fascination with large numbers Begin to show finger numbers up to 5. 	<ul style="list-style-type: none"> Point or touch (tags) each item, saying one number name for each item, using the stable order of 1, 2, 3, 4, 5... Count up to five items, recognising that the last number said represents the total counted so far Uses number names and number language more accurately Show finger numbers up to 5] Begin to match numeral to quantity for numbers up to 5 	<ul style="list-style-type: none"> Point or touch(tags) each item, saying one number name for each item, using the stable order of 1, 2, 3, 4, 5... Begin to accurately count beyond 5 items, recognising that the last number said represents Begin to read and write numerals to represent 1–10. Verbally counts to 20. Accurately shows finger numbers up to 5. 	<ul style="list-style-type: none"> Continue to develop counting skills, i.e. cardinality, 1:1 correspondence up to 5. Explore the cardinality of 5, linking this to die patterns and 5 fingers on 1 hand & fives frame. Develop an understanding that anything can be counted, including actions and sounds Begin to explore a range of strategies which support accurate counting (linked to subitising patterns) Match numerals to quantities up to 5. Begin to explore the counting pattern beyond 20. Read and write numerals 0-5 	<ul style="list-style-type: none"> Develop understanding of ordinality with numbers up to 5 and then up to 10 Develop understanding of the ‘staircase pattern’ with numbers up to 5 and then up to 10, recognising that each number is one more than the previous number Continue to match numerals to quantities up to 5. Count out a set of objects from a larger set Verbally count beyond 20, recognising the repeating pattern of ‘1’s. Read and write numerals 0-10 Begin to read and write numerals 10-15. 	<ul style="list-style-type: none"> Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Develop strategies for counting larger numbers of objects, including those that cannot be seen or moved Accurately read and write numerals to 10 Understand that the quantity of an amount does not change if things are rearranged (linked to subitizing) Begin to read and write numerals 15-20. 	<ul style="list-style-type: none"> Explore the linear number system within 10, looking at a range of ordinal representations Explore the link between the ‘staircase’ pattern and a number track.

Composition	<ul style="list-style-type: none"> Recognises part-whole relations occur in everyday life e.g. eyes, nose and a mouth are parts that make up a whole face. 	<ul style="list-style-type: none"> Separates a group of three or four objects in different ways. Begins to compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Begin to recognize that a whole number can be made up of different parts Compare parts within whole numbers up to 5 using language: 'more than', 'fewer than' "the same" Begins to solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> Begin to develop the language of 'whole' when talking about objects which have parts. Attempts to solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> See that all numbers can be made of 1s Compose own collections within 4. Explore the concept of 'wholes' and 'parts' Explore the composition of numbers within 5 	<ul style="list-style-type: none"> Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 Begin to see that numbers within 10 can be composed of '5 and a bit'.(focus on 6&7) Explore the composition of odd and even numbers, looking at the 'shape' of these numbers Begin to link even numbers to doubles Accurately use the language of comparison (more than, fewer than, equal to) 	<ul style="list-style-type: none"> Understand that numbers within 10 can be composed of '5 and a bit' Explore the composition of 10 Become secure in explaining these compositions. 	<ul style="list-style-type: none"> Focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth
Comparison	<ul style="list-style-type: none"> Begin to compare and recognise changes in numbers of things within groups of items, using words like more, lots or 'some' 	<ul style="list-style-type: none"> Continue to compare and recognise changes in numbers of things within groups of items, using words like more, lots or 'same' 	<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than' "the same" 	<ul style="list-style-type: none"> Accurately use language such as 'more than', 'fewer than' and 'the same' to compare quantities when solving real-life problems 	<ul style="list-style-type: none"> Use the language of comparison, including 'more than' and 'fewer than' and begin to use 'equal to' Compare sets using a variety of strategies <ul style="list-style-type: none"> 'just by looking', (subitising) by matching, e.g., seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> Order numbers to 8, using the language of <i>more than</i>, <i>less than</i> and <i>equal to</i> to describe the relationships between numbers. Continue to compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> Order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> Revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity.

Shape	<ul style="list-style-type: none"> Perceive the shape and size of objects. Forms intuitive mental prototypes of shapes, especially those that are symmetric and closed. Uses shape to form intuitive categories of objects in the world. Use the shape of objects to learn new vocabulary words. Compare real-world objects. Judges two shapes the same if they are visually similar in any way. 	<ul style="list-style-type: none"> Choose puzzle pieces and tries to fit them in Use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves) to describe Recognise that two objects have the same shape Explore shape awareness through construction 	<ul style="list-style-type: none"> Choose items based on their shape which are appropriate for the child's purpose Respond to both informal language and common shape names Begin to show awareness of shape similarities and differences between objects 	<ul style="list-style-type: none"> Begin to name some common 2D shapes through the exploration of 3D shapes Begin to talk about and explore properties of 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' partition and combine shapes to make new shapes with 2D and 3D shapes Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> Confidently name 2D shapes Begin to name 3D shapes Accurately identify properties of 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round', and 'faces', 'edges', 'angles', 'surfaces', 'vertices' 	<ul style="list-style-type: none"> Accurately name 2D and 3D shapes Identify 2D and 3D shapes based on their properties Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> Consolidation of 2D and 3D Shape properties Grouping 2D shapes using different criteria. 	
Spatial Awareness	<ul style="list-style-type: none"> Begin to move their bodies and toys around objects and explores fitting into spaces Responds to some spatial and positional language 	<ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces Begin to remember their way around familiar environments Responds to some spatial and positional language Explore how things look from different viewpoints including things that are near or far away 	<ul style="list-style-type: none"> Respond to and use language of position and direction Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	<ul style="list-style-type: none"> Predict, move and rotate objects to fit the space or create the shape they would like Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Discuss routes and locations, using words like 'in front of' and 'behind' 	<ul style="list-style-type: none"> Uses spatial language, including following and giving directions 	<ul style="list-style-type: none"> Using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models 	<ul style="list-style-type: none"> Predict and visualise how models will look (spatial reasoning) Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Able to name positions, including left and right. Consolidate the learning of positional language (MNP)
Pattern	<ul style="list-style-type: none"> Begin to identify patterns around them, e.g. in animal print, wallpaper etc. 	<ul style="list-style-type: none"> Confidently describe and explore patterns around them, e.g. in animal print, wallpaper etc, using informal language like 'pointy', 'spotty', 'blobs', etc. Join in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines 	<ul style="list-style-type: none"> Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Recalls a sequence of events in everyday life and stories Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (AB) 	<ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat 	<ul style="list-style-type: none"> Spot patterns in the environment, beginning to identify the pattern "rule" Fixes errors in AB patterns Fills in missing element of an ABAB pattern. 	<ul style="list-style-type: none"> Recognizes, describes, and builds repeating patterns with core units such as AAB, ABC and AABC. 	<ul style="list-style-type: none"> Fixes errors in AAB, ABC and AABC patterns 	<ul style="list-style-type: none"> Consolidation – making patterns using common 2D shapes.

Measure	<ul style="list-style-type: none"> Makes simple comparisons of length intuitively but may not recognise length as a distinct attribute (separate from general size, such as "small" and "big"). 	<ul style="list-style-type: none"> Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time 	<ul style="list-style-type: none"> Begin to make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> Finds the longer or shorter, heavier or lighter and more/less full of two items 	<ul style="list-style-type: none"> Become familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time in a range of ways through play. Compare length, weight and capacity. 	<ul style="list-style-type: none"> Understand fairness and accuracy when comparing length, weight or capacity Use measuring tools in everyday experiences and play for a purpose. Begin to measure time in a range of ways through play/purpose 	<ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Use measuring tools in everyday experiences and play for a purpose, with increasing accuracy. Experience measuring time in a range of ways through play for a purpose using timers and calendars 	<ul style="list-style-type: none"> Compare height and length using key terminology. Measure objects using other items as non-standard units of measurement, such as squares.

Understanding the World

The **Statutory framework for the early years foundation stage** states that 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.

The **Early Learning Goals**, which set out the expectation for children's learning and development by the end of Reception within this area are:

ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World	<i>Additional Benedict Biscop challenge:</i>
<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> - To know where they are - Identify what they pass on the way to school - To begin to have access to maps -To draw a simple map - Make a comparison between two different places (England and Africa) -Use books to explore landmarks (Katie in London)

Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Explore and respond to different natural phenomena in their setting and on trips. -Make connections between the features of their family and other families. -Notice differences between people. 	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history. -Show interest in different occupations. -Explore how things work. 	<ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map.

	<ul style="list-style-type: none"> -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. -Continue developing positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them.
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Termly breakdown of learning within **Geography**:

	Autumn Term	Spring Term	Summer Term
	<p>What can I see around me?</p> <p>What do you notice outside?</p>	<p>Where in the world are we?</p> <p>What do you notice outside?</p>	<p>What do you notice about different places around the world?</p> <p>What do you notice outside?</p>
Nursery	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know the inside environment differs from the outside -To know that people live in different houses <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To know that people travel to school in different ways. Observe and record what they see. <p>Human and physical</p> <ul style="list-style-type: none"> -To know environments change and to name changes they see daily -To know that outside environments can differ e.g. the school yard is different to the field -To know that environments change (natural and manmade). 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know different places can be near or far <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To visit the local environment and name different types of transport they see. To know that transport is used to get places. <p>Human and physical</p> <ul style="list-style-type: none"> -To know that environments change To know that plants change over time and with seasons To know that plants need to be cared for to grow and stay healthy. 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know that different places can be near or far <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To know that animals are found in different places in the environment. To locate different animals in the immediate environment and to think about how we need to care for creatures in the environment. <p>Human and physical</p> <ul style="list-style-type: none"> -To know environments around them change depending on weather.
Reception	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know and name key places in their lives e.g. home, school, shops, beach -To recognise different types of house -To name different features of their local environment - beach, sea, harbour, shops, <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment [observing and recording what they see] <p>Human and physical</p> <ul style="list-style-type: none"> -To name and explain processes they see daily -To know that plants can be grown for food. To know that plants need water, light and soil to grow. -To know that we can change the environment e.g. litter -To describe similarities and differences between places 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know that different places can be near or far - To know a map shows different places. -To know that Moorside is in Sunderland -To know that the world is made up of different countries. -To know that different countries have differences e.g. China – food <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment [observing and recording what they see] <p>Human and physical</p> <ul style="list-style-type: none"> -To know that people cause pollution e.g. from cars, litter 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know that different plants can be found in different places -To know that Sunderland is in England -To know that humans build places -To name different plants/trees found in our local environment <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment [observing and recording what they see] <p>Human and physical</p> <ul style="list-style-type: none"> -To know that people cause pollution and that we need to look after our environment -To positively care for the local environment
	<p>Suggested Tiered Vocabulary</p> <p>Tier 1 inside, outside, flowers, vegetables, grow, water, sun, plants, trees, chair, table, house, car, bike, walk, school, beach, sea, shop, soil, food, animals, roads, paths Tier2 litter, city, place, festival, map, furniture, flat, building, harbour, seasons, weather, Moorside, Sunderland, shore, tide, creatures Tier 3 pollution, environment, country, bungalow, locality, observe</p>		

Provocations/resources Impact of weather on locality Plants, Maps, Books – Rosie’s Walk, Katie in London, Atlas’, Photographs of local structures Items found at the beach e.g. crabs, seaweed, rocks, shells, jellyfish Items found in the outdoor environment/locality e.g. plants, flowers, animals, insects, steam	Events/activities Beach School – rock-pooling, landmarks, coastal features, litter picking, animals, habitats Secret Garden – maps, routes, litter picking, animals, habitats, local environment Forest School – litter picking, local environment, maps, routes Recycle Week Seasonal Walk Chinese New Year – life in China, food, Chinese lanterns, Chinese writing, cultural dress
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Termly breakdown of learning within **History**:

	Autumn Term	Spring Term	Summer Term
	Who is special to me? Why do we celebrate Bonfire Night? Why do we wear poppies?	What special events do people celebrate around the world? What special structures are around us? Who are important people from the past?	What special events do we celebrate as a community? How has the world changed over time?
Nursery	-To know significant people in their own family and how families differ. -To know key events that are celebrated by families and why they are significant. -To know symbols and items people have when celebrating.	-To know that families have similar special events and occur at specific times (Easter, Holi Festival and Chinese New Year) -To name a significant artist from the past e.g., Pablo Picasso and Van Gough -To know that significant events happen over time and that this creates history.	-To know that memories create their and others history and they can change in and between a period of time -To know the significance of special events that occur throughout the year. -To know that significant events and celebrations are different for different cultures.
Reception	-To know that there are significant events throughout the year -To know who Guy Fawkes was and the consequences of his actions -To know the significance of poppies and the consequence of the World War.	-To know that there are building in Sunderland which show our history e.g. Penshaw Monument, ‘Tommy’ Seaham, Angel of the North, Wheel at Silksworth [from the mine] -To know these were built a long time ago and still stand today -To know Britain and other countries have different types of rulers/monarchs -To name and describe a significant artist from the past e.g., Van Gough and Pablo Picasso	-To know how the earth was different when dinosaurs were alive -To know that the earth has evolved and changed since the time of the dinosaur era. -To know that art styles have changed over time.
	Suggested Tiered Vocabulary Tier 1 today, yesterday, a long time ago, Mam, Dad, brother, sister, King, Queen, Christmas, dinosaur Tier 2 remember, memories, famous, special, artist, festival, Guy Fawkes, statue Tier 3 important person, History, extinct, fossil, excavate, monarch, monument		

Suggest Provocations/resources Family photos, self/ family portraits, Books – ‘Little People, Big Dreams’ books (Neil Armstrong, Pablo Picasso), harvest vegetables, Bonfire art work, Poppy art work, Diwali images, photographs of Sunderland landmarks, photographs of the Buckingham Palace, King Charles and other world leaders and monarchs’ homes, books and photographs of dinosaurs and other animals (fossils/other extinct animals), model animals/dinosaurs, photographs of famous artwork throughout History	Events/Routines Remembrance Harvest Festival Christmas Easter Diwali Chinese New Year Holi Festival (25 th March 2024)
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Termly breakdown of learning within **Science**:

	Autumn Term	Spring Term	Summer Term
	How do we change as we grow? What do we need to grow? How does the weather change?	How do plants change as they grow? What do they need to grow? How does the weather change?	How do animals change as they grow? What do they need to grow? What is the weather like around the world?

Nursery	<ul style="list-style-type: none"> - Begin to talk about myself - Name different stages in development e.g. baby, toddler - Name facial body parts - Describe simple needs e.g. warmth food, sleep, water - Describe changes in weather and plants - Name some seasons and seasonal fruits 	<ul style="list-style-type: none"> - Talk about Winter in greater detail i.e. the changes with the environment and plants - Talk about Spring in greater detail i.e. the changes with the environment and plants - Know appropriate clothing for better insulating in winter - Name plants that we eat (seasonal fruit and vegetables) - Begin to know how we care for plants 	<ul style="list-style-type: none"> - Know animals that live inside and outside - Know animals grow from babies/eggs - Name basic features of animals - Identify invertebrates in immediate environment - Learn how we might show care for animals - To learn about changes in a lifecycle e.g. butterfly, frog
Reception	<ul style="list-style-type: none"> - Begin to gain an awareness in the stages of a human lifecycle e.g. baby comes before toddler - To know what their sense are - To use their senses and describe what they can sense - To describe differences and similarities - To describe changes in weather - To notice change over time e.g. change in leaf colour, decay of vegetables - To learn that some animals hibernate 	<ul style="list-style-type: none"> - To describe changes to the environment linked to seasons and time - To name a range of materials in the environment and think about how they could be used based on their properties - Name simple parts of a plant - Name common plants found in our outdoor area 	<ul style="list-style-type: none"> -To learn about how invertebrates adapt to survive - Identify plants they eat - Think about consumers and basic animal food chains - Think about conditions for successful plant growth - Name animals in different parts of the world - Learn about how they are adapted for survival
<p>Suggested Tiered Vocabulary</p> <p>Tier 1 change, care, clean, grow, plant, animals, baby, adult, eyes, mouth, nose, ears, hair, rain, snow, wind, sun Tier 2 before, senses, Autumn, Winter, Spring, Summer, toddler, teenager, touch, taste, sight, hail stones, rotten Tier 3 hibernate, environment, Life Cycle, nocturnal, decay</p>			

<p>Suggest Provocations/resources</p> <p>Now and then photographs, planting and growing herbs and vegetables in polytunnel, animals that hibernate photographs in small world, 'Pumpkin Jack' – decomposing pumpkin, investigation Station – experiments, animal food chains, butterfly Kits – lifecycle, books – tree (seasonal changes), real flowers/plants, snack, cooking – biscuits, pasta, bread, pizza etc.</p> <p>Everyday Resources</p>	<p>Events/routines</p> <p>Seasonal Walk</p> <p>Change for Life – healthy eating and lifestyle, personal hygiene, oral hygiene</p> <p>Dentist Visit – oral hygiene</p>
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Termly breakdown of learning within **Computing**:

	Autumn Term	Spring Term	Summer Term
	<p>Can I explore how 'things' work and move?</p> <p>How can we stay safe?</p> <p>How can we find out more information?</p>	<p>Can I explore how 'things' work and move?</p> <p>How can we stay safe?</p> <p>How do I take a photograph?</p>	<p>Can I explore how 'things' work and move?</p> <p>How can we stay safe?</p> <p>Can I control appliances in the setting?</p>
Nursery	<ul style="list-style-type: none"> - Explore items to see cause and effect - Follow a simple instruction - Know that toys/items can be turned on and off - Know how to turn devices on and off - Begin to navigate touch screens 	<ul style="list-style-type: none"> - Know how items/toys work e.g. through pressing, pulling lifting. - Know that they can turn on and off, know how to turn devices on and off - Know that the Internet can be used to find information. - Know that adults are needed to keep them safe - Adult is needed to keep them safe – -Navigate touch screens - Begin to use specific functions like the camera on an Ipad 	<ul style="list-style-type: none"> - Know how items/toys work e.g. through pressing, pulling lifting. - Know that they can turn on and off, know how to turn devices on and off - Know that the Internet can be used to find information. - Know that adults are needed to keep them safe - Adult is needed to keep them safe - Navigate touch screens - Begin to use specific functions like the camera on an Ipad
Reception	<ul style="list-style-type: none"> - Give instructions to make someone move - Know how to turn on iPads - Know that internet can be used to find information. - Begin to use the Internet to find information [with the support of an adult] - Know adults are needed to keep them safe. - Navigate touch screens for a specific purpose. 	<ul style="list-style-type: none"> - Use simple coding equipment [Sphero] - Describe how something moves using positional language such as forwards, backwards, left and right - Know how to turn on iPads - Know that internet can be used to find information. 	<ul style="list-style-type: none"> - Use simple coding equipment [Bee Bots] in a controlled way - Know how to turn on iPads - Know that internet can be used to find information. - Begin to use the Internet to find information [through making phonetically plausible attempts to spell key words] - Know adults are needed to keep them safe. - Navigate touch screens for a specific purpose.

- Begin to use the Ipad independently to start playing games or use the camera app	- Begin to use the Internet to find information [with the support of an adult and through making phonetically plausible attempts to spell key words] - Know adults are needed to keep them safe. - Say no, please stop and I'll tell to someone who makes me feel sad, uncomfortable or upset. - Navigate touch screens for a specific purpose to open an app or play a game - Know how to use the camera app.	- Describe rules I must follow when online - Know how to use iPads to play games - Know how to use the camera app.
Suggested Tiered Vocabulary Tier 1 push, forwards, backwards, button, on, off, side, turn, find out, photograph, Ipad Tier 2 device, repeat, safety, internet, information, instruction, programme, Sphero, Bee bot Tier 3 coding, research, dismantle, left, right		

Suggest Provocations/ resources iPads in areas: use of voice recorder, camera app, internet, text applications such as Pages or Notes, painting app such as Brushes, access to online games such as Numbots; Sphero; Beebots; Unplugged coding activities e.g. obstacle courses; recipes; Old landline phone; Digital camera; Camera – role play prop; Old laptops and computers to dismantle ; Jukebox ; Mac Computers in Garden Room; Projectors; Remote controlled toys [e.g. cars]; CD players; Electronic microscope	Events/routines General routines – following instructions Anti-bullying week (November) Online safety week (February) Safer Internet Day (7 th February)
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Why is the word God so important to Christians?	Why does Christians Perform Nativity Plays at Christmas?	Which stories are special and why?	Why do Christians put a cross in an Easter Garden?	Why places are special and why?	Where do we belong?
Reception	Know that: -Christians believe in God. -The words God/Lord/Creator/Father are important to Christians. -God teaches us through Bible stories. -Christians praise/celebrate God through singing. -Christians believe God created the world thousands of years ago. -We all need to care for God's world.	Know that: -Some people in their life are special. -Jesus was special because he came from God. -Jesus did special miracles when he was an adult. -Jesus was born in Bethlehem, in a stable. -Christians celebrate the birth of Jesus at Christmas. -We share love at Christmas time.	Know that: -People have special books and that they should be treated with care. -The Bible is the Christian Holy book. -The Bible is made up of many stories. -God teaches us through religious stories. -Some believe in a different Holy Book like a Torah	Know that: -Christians celebrate Easter. -Religious stories like: Palm Sunday, Good Friday and Easter Sunday. -Easter is a special time for Christians. -In nature, new life appears around Easter time. -Christians use religious objects during Easter -Know how Christians celebrate Easter.	Know that: -Some places are special to people. -Some places are special to people because of their religion. -Places of worship have special things inside of them. -Religious objects in a church have special names. -People need to behave in a special way in church. -We all have our own ideas about the natural world. -People who believe in the Jewish religion worship in a synagogue.	Know that: -People welcome others into their lives. -Each person is unique and special. -People have special experiences in their life. -Christians welcome people into their community through baptism. -Christians use religious object in baptism. -In the Jewish religion, babies are welcomed in a naming ceremony.

Expressive Arts and Design

The **Statutory framework for the early years foundation stage** states that 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.

The **Early Learning Goals**, which set out the expectation for children's learning and development by the end of Reception within this area are:

ELG: Creating with Materials	<i>Additional Benedict Biscop challenge:</i>	ELG: Being Imaginative and Expressive	<i>Additional Benedict Biscop challenge:</i>
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<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> -Use and explore techniques, beginning to select the best one for an intended purpose -Begin to use colour, design, form, function and texture to create an intended effect. -Specifically select props and appropriate materials that support with role-play. -Use small tools with more precision and with purpose. 	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> -Use and explore techniques, beginning to select the best one for an intended purpose -Begin to use colour, design, form, function and texture to create an intended effect. -Specifically select props and appropriate materials that support with role-play; -Use small tools with more precision and with purpose. - Take part in singing, accurately following the melody. - Clap rhythms
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Development Matters identifies that children should learn the following within this area and the observation checkpoints be used to identify any children who are at risk of falling behind and not meeting age related expectations:

Birth to three	3 and 4 year olds	Children in Reception
<ul style="list-style-type: none"> -Show attention to sounds and music. -Respond emotionally and physically to music when it changes. -Move and dance to music. -Anticipate phrases and actions in rhymes and songs, like 'Peepo'. -Explore their voices and enjoy making sounds. -Join in with songs and rhymes, making some sounds. -Make rhythmical and repetitive sounds. -Explore a range of sound makers and instruments and play them in different ways. -Notice patterns with strong contrasts and be attracted by patterns resembling the human face. -Start to make marks intentionally. -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. -Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. -Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. -Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. -Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials. -Use their imagination as they consider what they can do with different materials. -Make simple models which express their ideas. 	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing. -Show different emotions in their drawings – happiness, sadness, fear etc. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups.

Termly breakdown of learning within **ART**:

Autumn Term	Spring Term	Summer Term
Portraits Can I draw myself and my family?	Colour Can I explore what happens when we mix colours?	Shape Can I use art to express my ideas and feelings?

Nursery	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To begin creating lines, shapes/forms i.e. drawing a circle for a face. -To create drawings that show their emotions <p>COLOUR</p> <ul style="list-style-type: none"> -To be introduced to the mixing of primary colours to understand that colours change when mixed. -To notice that white paint when added will lighten colours. -To describe why they are selecting colours [for purpose]. <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -To select materials from a range provided 	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To create lines and simple shapes to create more recognisable forms e.g. vehicles/homes <p>COLOUR</p> <ul style="list-style-type: none"> -To use materials and colours to represent different parts of the form. -To mix primary colours -To know materials have different textures -To identify and use different patterns and textures are combined for purpose <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -To select materials for design purposes [to represent specific items] 	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To create lines and simple shapes to create more recognisable forms e.g. bodies <p>COLOUR</p> <ul style="list-style-type: none"> -To mix colours for different purposes -To know how to hold scissors and use appropriately -To join materials using different methods <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -To select materials for design purposes [to represent specific items], beginning to use finer manipulatives
Reception	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To create lines and simple shapes to create more recognisable forms e.g. ovals for faces <p>COLOUR</p> <ul style="list-style-type: none"> -To explore using different paint types -To begin to add detail with paint i.e. for features of face. -To create secondary colours -To begin creating shades of brown and green <p>CULTURAL INFLUENCES</p> <ul style="list-style-type: none"> -To explore and create from imagination and real-life experiences <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -Use brushes of varying thickness -Use different media to create texture 	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To create lines and simple shapes to create more recognisable forms e.g. ovals for faces <p>COLOUR</p> <ul style="list-style-type: none"> -To begin creating shades of brown and green -To use brushes of varying thickness [particularly fine brushes for detail] -To use different media to create pattern and texture for specific detail e.g. patterns in leaves. -To start combining colours in different ways – creating shades. <p>CULTURAL INFLUENCES</p> <ul style="list-style-type: none"> -To explore and create from imagination and real-life experiences <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -To select varying media for drawing, painting, printing and sculpting [with prompting] e.g. oil pastels, clay 	<p>LINE, SHAPE, FORM</p> <ul style="list-style-type: none"> -To create lines and simple shapes to create more recognisable forms e.g., begin to add detail to recognisable forms e.g., bodies and animals <p>COLOUR</p> <ul style="list-style-type: none"> -To use bright/dull colours -To create a range of shades <p>CULTURAL INFLUENCES</p> <ul style="list-style-type: none"> -To recognise some cultural influences and use as inspiration for their art e.g. famous artists – widening personal knowledge [taking inspiration from children’s interests – looking more closely at shapes and form] <p>USE OF TOOLS</p> <ul style="list-style-type: none"> -To select varying media for drawing, painting, printing and sculpting e.g. oil pastels, clay
<p>Suggested Tiered Vocabulary</p> <p>Tier 1 mark, line, circle, brush, paint, mix, primary colours Tier 2 light, dark, shade, pattern, stroke Tier 3 texture, sculpt, plan, design, create, evaluate</p>			

<p>Suggest Provocations/resources</p> <p>Framed paper and charcoal, photographs of art work – Van Gogh, Andy Goldsworthy, Pablo Picasso, observational drawing – seasonal vegetables and flowers, family photographs for family portraits, paint – ready mixed, powder, watercolour, clay, pastels – oil and chalk, charcoal, pens, crayons, pencils, scissors, glue, cellotape, books – famous artists - Van Gogh, Andy Goldsworthy, Pablo Picasso</p>	<p>Events</p> <p>Art Gallery Spirited Art</p>
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Termly breakdown of learning within **Design and Technology**:

	Autumn Term	Spring Term	Summer Term
	<p>Cooking and nutrition</p> <p>How do we make healthy food and drinks?</p> <p>Structures</p> <p>How can we make models and structures?</p>	<p>Cooking and nutrition</p> <p>How do we make healthy food and drinks?</p> <p>Structures</p> <p>How can we make models and structures?</p>	<p>Cooking and nutrition</p> <p>How do we make healthy food and drinks?</p> <p>Structures</p> <p>How can we make models and structures?</p>
Nursery	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> <p>DESIGN</p> <ul style="list-style-type: none"> -To select ingredients <p>MAKE</p> <ul style="list-style-type: none"> - To transform materials 	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> <p>DESIGN</p> <ul style="list-style-type: none"> -Choose colours and shapes to make objects <p>MAKE</p> <ul style="list-style-type: none"> -Make 2D and 3D models 	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> <p>DESIGN</p> <ul style="list-style-type: none"> To plan the shape of finished item <p>MAKE</p> <ul style="list-style-type: none"> -Add colour to mouldable materials

	<ul style="list-style-type: none"> - To mix ingredients using bowl and spoon TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> - To describe product made using technical vocabulary e.g. sweet, sour EVALUATE <ul style="list-style-type: none"> - To observe changes in ingredients when mixed 	<ul style="list-style-type: none"> -Use a range of joining materials TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> -To know properties of different joining materials EVALUATE <ul style="list-style-type: none"> -Describe if they are happy with their product 	<ul style="list-style-type: none"> -Use tools to sculpt TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> -Know some materials can be moulded EVALUATE <ul style="list-style-type: none"> -Describe if they are happy with their product
Reception	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> DESIGN <ul style="list-style-type: none"> -To decide what ingredients they will use for a specific product MAKE <ul style="list-style-type: none"> -To combine flavours/ingredients to make a baked item TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> -To begin to know how to use a vary of cooking utensils -To learn different skills including: chopping, cutting and baking skills EVALUATE <ul style="list-style-type: none"> -To know that their design may need to change 	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> DESIGN <ul style="list-style-type: none"> -To design a product based on inspiration from real life MAKE <ul style="list-style-type: none"> - To select colours to represent different parts of a product - To use joining materials of different strengths TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> -To know how to combine different materials EVALUATE <ul style="list-style-type: none"> -Evaluate their product using words such as strong and weak 	<p>Each term focuses on a different focus area/material, however staff may change order based on pupil interest.</p> DESIGN <ul style="list-style-type: none"> -To design a product based on inspiration from real life or imagination MAKE <ul style="list-style-type: none"> -To mould materials into different shapes -To add colour to mouldable materials TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> -To know tools that are used to sculpt EVALUATE <ul style="list-style-type: none"> -Change designs to improve them
Suggested Tiered Vocabulary Tier 1 cut, join, fold, tape, stick Tier 2 thread, connect, slot, flange, sew, sculpture Tier 3 plan, design, create, evaluate, binca, construct, landmark			

Suggest Provocations Ongoing baking activities, images of different homes, images of local landmarks, Diwali tealight holders, Sellotape, masking tape, glue sticks, PVA glue, hot glue guns, scissors, string, paint, newspaper (paper mâché), junk modelling materials, e.g. cardboard boxes, toilet roll tubes etc., wooden blocks, hammers, nails, saws, clay, scalpels and tools	Events/Routines
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Termly breakdown of learning within **Music**:

	Autumn Term	Spring Term	Summer Term
	What can you hear? Can I sing familiar songs and rhymes?	What sounds can I make with my body? Can I sing familiar songs and rhymes?	Can I explore instruments? Can I sing familiar songs and rhymes?
Nursery	Listen and respond <ul style="list-style-type: none"> -Listen to sounds in the local school environment Perform <ul style="list-style-type: none"> -Join in with familiar songs -Perform in worships and celebrations e.g. Harvest, Nativity Explore and create/compose <ul style="list-style-type: none"> -Use voice to create different sounds -Gain sounds from untuned percussions instruments 	Listen and respond <ul style="list-style-type: none"> -Listen to sounds in the local school environment Perform <ul style="list-style-type: none"> -Join in with familiar songs -Perform in worships and celebrations Explore and create/compose <ul style="list-style-type: none"> -Use voice to create different sounds -Use untuned percussion to keep a rhythm -Used tuned percussion to produce sounds and keep a beat -Use signals to start and stop 	Listen and respond <ul style="list-style-type: none"> -Listen to sounds in the local school environment <ul style="list-style-type: none"> -Sing familiar songs from memory -Know the names of some percussion instruments. Perform <ul style="list-style-type: none"> -Perform in worships and celebrations Explore and create/compose <ul style="list-style-type: none"> -Use voice to create sounds and rhythms -Use untuned and tuned percussion to keep rhythm
Reception	Listen and respond <ul style="list-style-type: none"> -To make movements in response to music -To listen to sounds in the wider school environment and comparing high and low sounds Perform <ul style="list-style-type: none"> -To sing songs to retell stories -Perform in worships and celebrations e.g. Harvest, Nativity Explore and create/compose	Listen and respond <ul style="list-style-type: none"> -To notice changes of tempo Perform <ul style="list-style-type: none"> -Perform in worships and celebrations Explore and create/compose <ul style="list-style-type: none"> -Use body percussion to accompany a rhythm and keep the beat e.g. clap -To experiment with sounds -To represent feelings using tuned percussion 	Listen and respond <ul style="list-style-type: none"> -To notice changes of tempo Perform <ul style="list-style-type: none"> -Perform in worships and celebrations -To build a full repertoire of songs Explore and create/compose <ul style="list-style-type: none"> -Use body percussion to accompany a rhythm and keep the beat e.g. clap -Use untuned percussion to play songs we sing

-Use untuned percussion to produce sounds -Use voice to produce a number of different sounds		
Suggested Tiered Vocabulary Tier 1 sing, dance, song, action, happy, sad, fast, slow, clap, sound Tier 2 practice, beat, high, low, instruments (names) Tier 3 rhythm, rehearse, performance, percussion		

Suggest Provocations/resources Music from other cultures, percussion instruments, books linked to festivals	Events/routines Worship
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