

EYFS Curriculum

Communication and Language – Listening, Attention, Understanding, Speaking

We support and develop children's Communication and language throughout the year through high quality interactions and texts, drawing club, modelling ambitious vocabulary, daily opportunities for talk, circle times, stories, singing. Where appropriate, NELI/BVPS/ Language link will be used to support children.

Links to prior Learning:

Children should have been exposed to a range of language and vocabulary in their pre-school setting/childminders/home to support their listening and attention, understanding and speech.

N – LA: Enjoys listening to longer stories and can remember much of what happens. Begins to pay attention to more than one thing at a time. 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?" Can shift from one task to another if you fully obtain their attention, for example, by using their name?

Can answer simple why questions?

N – S: Use a wide range of vocabulary – words taught to extend vocab. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. May have problems with irregular tenses, plurals, some sounds and multisyllabic words. Uses sentences of four to six words – I want to play with the cars. Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions. Can start a conversation with an adult or 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." Uses sentences joined up with words like because or and? Uses future and past tense.

Links to next steps learning in Year 1:

The foundational skills and knowledge learned in Communication and Language throughout Reception are fundamental for children to be able to make progress in all areas of learning in EYFS and beyond. These skills will enable children to learn, hear and respond to people, teaching, activities and other stimuli.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils will need to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

Spoken Language NC statutory Requirements:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

All of these requirements apply to children in Year 1, at a level that is appropriate to their language development

Term	Knowledge Expectations	Vocabulary Expectations	How
Spring	<ul style="list-style-type: none"> • Know listening skills and expectations - eye contact, sitting still, not talking. • Know some instructions have two parts and be able to follow both. • Know and sing a range of simple songs and rhymes e.g. nursery rhymes. • Know different familiar stories and be able to talk about them. • Use sentences of at least four or six words. 	<p>Listening Skills listen · attention · sit · still · eyes · ears · brains · mouths · look · focus · interest · eye contact · sitting still · not talking · listening · concentration</p> <p>Instructions instructions · follow · both · next · before · order</p> <p>Songs & Rhymes rhymes · nursery rhymes · songs · singing</p> <p>Stories & Narratives play · familiar · unfamiliar · stories · retell · recreate · roles · characters · theme · topic · storylines · narratives</p> <p>Sentence Building</p>	<p>Listening/sitting/speaking/vocabulary/understanding is at the heart of our curriculum and offer in EYFS. Through whole class sessions, group activities and continuous provision, staff continually model and, support and praise listening skills using the good listening prompts. High quality interactions are modelled by staff and supported through whole class teaching, group activities and continuous provision.</p> <ul style="list-style-type: none"> • Learning and singing songs • Counting and Nursery rhymes • Daily story times

<ul style="list-style-type: none"> • Know how to express their point of view and feelings about a topic. • Know sentences can be extended with words such as and/because. • Know a why question is asking for a reason as a response. • Know a how question is asking about something e.g. how they feel, how something works. • Know a who question is asking about a person/character. • Know they need to give others chance to speak and then respond to others. • Know how to answer questions in sentences rather than single words. • Know and use a range of social phrases e.g. Good Morning, Good afternoon, Hello, How are you? Good Bye. • Recognise the importance of manners and use them eg please and thank you. • Know they can use their own storylines and narratives in play alone and with others. • Know why listening is an important skill, to help us complete our work, to keep us safe, for pleasure – links to music and storytelling. • Know explanations/descriptions follow a sequence and more detail makes them interesting. • Know books are a source of familiar and new vocabulary. • Know we are learning new vocabulary all the time and we can ask if we do not understand a word. • Know when to use new vocabulary appropriately. • Know relevant comments and questions relate to the current topic - as modelled by the adult. • Know and use correct tense in speech e.g. plays playing played. • Know some familiar stories and be able to retell them – orally. 	<p>phrases · lines · and · because · connectives · extend · longer · shorter · information · sentences · words · vocabulary · tense · past · present · future</p> <p>Questions questions · why · how · respond · ideas · explanation</p> <p>Social Phrases & Manners Good Morning · Hello · How are you? · Good Bye · please · thank you</p> <p>conversation • Discussion • Statement • Feelings • Express Events • Where • When • What</p> <p>Rules & Expectations Rules • Expectations</p> <p>Behaviour • good choices • Other Concepts Role Model • Correct • Incorrect • Visitors • Assembly Humour • Jokes</p> <p>Pictures • Cues • Props • Organise • Sequence</p>	<ul style="list-style-type: none"> • Story language • Story maps • Drawing Club • Life cycles growth - observing plant growth and chicks • Poles Apart – observations and about places, maps, polar animals • Space – observations and facts about planets, space, space travel • Naughty bus – adventure story language, comprehension, inference, alternative endings • Chicks <p>Daily phonics - Phase 2 – including new vocabulary and comprehension of what has been read</p> <ul style="list-style-type: none"> • Each teaching session prioritises vocabulary and speaking • Staff model high quality language when teaching and interacting with children <p>Environment is language rich – many opportunities to develop language through teaching and continuous provision</p>
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PSED – Self Regulation, Managing Self and Building Relationships

We support and develop children's Communication and language throughout the year through high quality interactions, drawing club, modelling ambitious vocabulary, daily opportunities for talk, circle times, stories, singing. Where appropriate, NELI/BVPS/ Language link will be used to support children.

Links to prior Learning:

Children should have been exposed to a range of experiences in their preschool setting and at home to support their personal, social and emotional development. They should have had access to a range of opportunities to talk about and develop these skills with adults and peers.

N – PSED SR - Select and use activities and resources, with help when needed.

Develop their sense of responsibility and membership of a community.

Help to find solutions to conflicts and rivalries.

Increasingly follow rules, understanding why they are important.

Do not always need an adult to remind them of a rule.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like happy, sad, angry or worried.

Can the child settle at some activities for a while?

MS: Show more confidence in new social situations.

BR: Become more outgoing with unfamiliar people, in the safe context of their setting.

Play with one or more other children, extending and elaborating play ideas.

Begin to understand how others may be feeling.

Around 3, can sometimes manage to share, take turns with others, with adult guidance, understanding 'yours' and 'mine'.

Around the age of 4, plays alongside others or do they always want to play alone?

Takes part in familiar pretend play – for example pretending to be mummy or daddy.

Take part in other pretend play with different roles – Gruffalo for example.

Can generally negotiate solutions to conflicts in play.

Links to next steps learning in Year 1:

The skills and knowledge taught in Reception will support the children's transition to school, including becoming aware of the environment, staff and each other. This will enable them to become familiar with the expectations of school and provide the foundational skills/knowledge to participate in all elements of EYFS.

PSHE NC statutory Requirements:

- respect the opinions and beliefs of others.
- uphold the rule of law.
- appreciate the importance of equality before the law.
- cherish the individual liberty afforded to citizens of these islands.
- support the principle of freedom of expression.
- understand and exercise the notion of fair play.
- be committed to personal and social responsibilities.
- develop a sense of community and togetherness.

Term	Knowledge Expectations	Vocabulary Expectations	How
Spring	<ul style="list-style-type: none"> • Know other children can add to play when included. • Know they can talk to others to keep play going and need to offer responses to others. • Know that children will only join activities when they demonstrate friendly behaviour e.g. ask them or offer equipment. • Use a range of strategies to resolve conflict, Ask an adult for help, discuss it together, ask a friend for help. • Know others need to use equipment and they will need to share with others fairly – e.g taking turns with scissors and glue during a group activity. 	<p>Emotions: happy · sad · angry · worried · embarrassed · shy · glad · excited · scared · feelings</p> <p>Social Skills play · playing · others · children · together group · friendly · unfriendly · relationships · friends · friendship · sharing · turn taking · waiting · patience · home · family · behaviour · actions · consequence · conversation · talking · listening · help · support · assistance · describe · tell · show</p> <p>Communication: questions · why · how · what · when · where · who · reasoning · explanation Problem-Solving Need · want · opinions · interests · adapt · change · learn · resolve · reaction · argue · solution · compromise</p>	<p>Personal, Social, Emotional development is at the heart of our curriculum and offer in EYFS. Through whole class sessions, group activities, continuous provision and incidental situations, staff continually model, support and guide children to manage their emotions and develop positive attitudes, relationships, independence and resilience. This development is fundamental to their overall learning and is supported through positive interactions with adults and peers.</p> <ul style="list-style-type: none"> • Colour monster story with mini-me and jar to focus on emotions each day.

<ul style="list-style-type: none"> • Know they cannot always have the things they want or want to do instantly and the reasons for this (as appropriate to the situation). • Know class and school expectations and understand the importance of following these rules to keep us safe and everyone happy. • Know who to ask for support when they are unable to complete a task e.g. peers and adults in the setting. • Understand the importance of showing respect to everyone and each other's cultures and traditions • Know about a range of feelings – Happy, Sad, Angry, Confused, Tired, Lonely, Shy, Embarrassed etc and how these feelings may present physically in others e.g. smiling, crying, frowning etc. • Know different situations may elicit different feelings in different people and be sensitive to this. • Know what makes them unique and recognise some differences and similarities between people, communities and traditions. • Know conversations require turn taking with listening and speaking. • Know they need to ask questions using appropriate lang e.g. Who, what, where, when, how and why. • Know they can solve conflict with discussion rather than physically. • Know what they need and want and how express this clearly and calmly. • Know their own opinions and interests. • Know what they are good at and why e.g. swimming because I go to swimming lessons. • Know that their actions have an effect on others e.g. saying unkind things makes other children sad. • Know how to offer comfort to someone who is upset e.g. playing with them when they are alone. • Know they need to set goals in their learning- what they want to achieve • Know they need to focus their attention on others when they are given instructions. • know they have to keep trying when things go wrong and adapt their work accordingly. 	<p>Personal Qualities: kind · unkind · praise · confident · understanding · unfamiliar · familiar · abilities · rules · expectations · co-operation · teamwork · new · like · dislike · skill · talent · unique · special · individual · emotional · physical · respect · resilience · resourceful · reflective · responsible · care · consideration · comfort</p> <p>Health & Hygiene: healthy · unhealthy · clean · dirty · ill · germs · hot · cold · tired</p> <p>Daily Routines: sleep · hydrated · thirsty · exercise · morning · daytime · evening · night time · meal times</p>	<ul style="list-style-type: none"> • Incidental learning as situations arise • Staff model play where necessary and interactions to support the children in respecting one another and their environment • Referring back to class and school rules as necessary • Lolly stick pot for behaviour • Class Dojo points – praising positive interactions and behaviour • Ten Ten teaching sequence • Looking after animals (chicks) and taking care of plants
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PHYSICAL DEVELOPMENT – GROSS MOTOR SKILLS AND FINE MOTOR SKILLS

Children improve their gross and fine motor skills daily by engaging in a range of activities including threading, cutting, weaving, playdough, mark making, construction, drawing, writing, using tweezers, outdoor play, using outdoor equipment and our weekly forest learning sessions. We encourage correct pencil grip using pinch, flip, grip. Children are taught swimming in the school pool in the Summer Term.

Links to prior Learning:

Children should have been exposed to a range of experiences in their pre-school setting/childminders/home to support their gross and fine motor skills. They should have had access to a range of equipment and opportunities to develop their motor skills.

N – GM - Continue to develop their movement, balancing, riding and ball skills.

Go up steps and stairs, or climb up apparatus, using alternative feet.

Skip, hop, stand on one leg, 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 able to use and remember sequences and patterns of movement related to music and rhythm.

Match developing physical skills to tasks

Choose the right resources to carry out their own plan.

Collaborate with others to manage large items.

Most but not all chd are reliably dry during the day by 4.

N – FM - Use one-handed equipment for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Start to eat 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.

Be increasingly independent in meeting their own care needs, e.g. using the toilet etc

Make healthy choices about food, drink activity and tooth brushing.

Links to next steps learning in Year 1:

Physical Development NC statutory Requirements:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.

	<ul style="list-style-type: none"> • Know respect means showing you value a person, a personal quality or ability. • Know resilience means the ability to cope, adapt and continue when things go wrong. • Know responsibility means when you are in charge of something/someone. <p>Know that resourceful means you are good at finding ways to solve problems.</p>		
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Term	Knowledge Expectations	Vocabulary Expectations	How
Spring	<ul style="list-style-type: none"> - Know different ways to travel – run, hop, skip, jump, walk, jog, march, sprint, roll, crawl, slide. - Know that negotiating space safely means to find space to work in and avoid others in the area. - Know how to alter speed and direction when travelling. Know that changing speed and direction, stopping, pausing moving away from others will enable them to negotiate space safely. - Know how to roll, pass, throw and catch equipment such as different sized balls, hoops, beanbags etc. watching the item, getting hands ready, hold it tight. - Know how to balance, putting hands out to help, lifting one foot off the floor. - Know front balance is resting palms and feet on the floor and raising body up to balance parallel to the floor on feet and hands. - Know reverse balance is placing palms behind hips and raising body up parallel to the floor on palms and heels. - Know actions can be carried out in different ways using different speeds and body parts – quickly skipping, slowly clapping, quietly rolling etc. - Know movements can be matched to music, loud/slow = heavy/large movements Quiet/fast = light/quick movements. - Know how to match movements to a beat or pulse e.g. clapping/jumping in time. - Know how to use ribbon sticks, paintbrushes, chalks, crayons, pencils etc to make straight lines and circles – using straight lines and circular movements. - Know how to use one handed equipment such as scissors etc. - Know scissors and other equipment must be handled carefully to prevent accidents e.g. carry scissors pointing to the floor etc. - Know how to use cutlery at meal times. - Know which hand they prefer to use. - Know how to use buttons and zips on their coats and clothes. - Know when they need the toilet to ask and understand why it is important to keep clean and dry - to prevent illness etc. - Know it is important to wash hands after using the toilet and understand why. - Know it is important to have a balanced diet including different food groups. - Know a few basic foods, considered healthy and unhealthy. 	<p>As above plus:</p> <p>Movement running • skipping • hopping • balancing • jumping • walking • marching • leaping • rolling</p> <p>Equipment roll • pass • kick • throw • catch • balls • hoops • beanbags</p> <p>Safety & Teamwork climbing • balance • tunnels • slides • stepping • stones • hand grips • turn-taking • partner</p> <p>Writing & Fine Motor pencil • pinch • flip • grip • tripod • letters • line • start • finish</p> <p>Health & Hygiene wash • brush • teeth • clean • healthy • illness</p> <p>Exercise & Body exercise • strengthen • muscles • heart • brain • lungs • oxygen • blood</p> <p>Sleep & Growth sleep • rest • grow</p> <p>Tool Safety tools • protect • safe</p> <p>Food eat • foods • healthy • calcium • milk • bones • balanced • diet • fats • sugars • treats</p>	<p>Physical development is at the heart of our curriculum and offer in EYFS. Throughout the indoor and outdoor environment, children continually have opportunities to develop and strengthen gross and fine motor control and skills. In addition, children have daily access to large outdoor equipment on the playground including bikes, climbing, throwing and catching, balancing. This development is fundamental to their ability to make marks and then write which has a huge impact on future learning and progress. Activities and provision to support learning in physical development, provision and activities are at least but not limited to:</p> <ul style="list-style-type: none"> • Mark making resources and enhancements throughout indoor and outdoor environment • Painting area • Mark making area • Threading activities • Tweezer activities • Puzzles • Small construction • Small world • Making area • Whole class teaching sessions • Experiment with different ways of moving • Forest learning sessions • Action songs and rhymes • Big toys sessions outside • Phonics sessions • Teach and practice letter formation • Drawing club sessions • Cosmic kids sessions • Pen disco sessions • Teach and practice pinch-flip-grip pencil grip method • Support and teach children how to put on coats etc for

<ul style="list-style-type: none"> - Know the importance of core strength to sit up straight. --Know why it is important to keep healthy – so we are not sick, tired etc. - Know some basic principles of keeping healthy –diet, keeping clean, sleep etc. - know how to hold a pencil correctly. Developing a tripod grip. - Know letter shapes a -z. Link phoneme to grapheme a –z. - Know where letters start and finish and the direction to follow to produce them. Follow an initial model and then progress to independent letter production. - Know we can move our bodies in different ways to travel e.g. running, skipping, hopping, balancing, jumping, walking, marching, leaping, rolling etc. - Know how to roll, pass, kick, throw, and catch equipment such as different sized balls, hoops, beanbags. - Know how to travel safely across a range of equipment – climbing equipment, balance beams, tunnels, slides, stepping stones. Holding on to hand grips watching where to place feet etc. - Know how to work as a team/with others, taking turns to complete activities passing to a partner. - Know the correct pencil grip – tripod grip between finger and thumb. - Know how letters are formed – Where each letter starts and finishes and where it sits on the line. - Know that we need to keep ourselves clean by washing and brushing our teeth etc to stay healthy and prevent illness. - Know we need to exercise to keep healthy. We need to exercise to strengthen our bodies and muscles including our heart, brain and lungs. - Know we need our heart to pump blood and oxygen around our bodies. We need our brain to tell our bodies what to do and to help keep us safe. We need our lungs to breathe in oxygen. - Know we need to sleep to help our bodies rest and grow. - Know we need to use tools safely – be aware of others working closely, protect self, etc - Know that we need to eat a range of different foods to stay healthy – eg know that calcium from milk helps strengthen bones. - Know we can eat some foods which are not healthy e.g. fats and sugars in moderation as part of a balanced diet. 		<ul style="list-style-type: none"> • Support children with using toilet • Routines – eg toilet wash hands, wash hands before eating etc • Daily routines – get up, get dressed, brush teeth, etc • When choosing lunches, talk about healthy choices, balanced (varied) diet
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LITERACY – Comprehension, Word Reading and Writing

We follow ELS phonics, which ensures children are taught quality phonics every day, with progression, consistent resources and quality reading books which are matched to the children's phonics ability. Children are inspired to read and write through use of Drawing Club interwoven with Literacy Pathways, using high quality inspirational texts. Reading is at the heart of our EYFS, with stimulating book areas and engaging story times every day. Children are taught to write using clear progression of skills, with a strong emphasis on letter formation embedded. Writing development follows the writing framework guidance and children only compose when they are ready. Mark making is encouraged and supported through our continuous provision both indoors and out. Priority is given to developing core strength, gross motor and then fine motor skills to empower children to have all of the skills needed to be able to make marks on a page. We encourage correct pencil grip using pinch, flip, grip.

<p>Links to prior Learning:</p> <p>Children should have been exposed to a range of experiences in their preschool setting and at home to support their literacy skills. They should have had access to a range of equipment, texts, verbal stories/rhymes and opportunities to develop their letter recognition, reading, oral and mark making skills.</p> <p>N – LITERACY</p> <p>C</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>WR</p> <p>Understands print has meaning</p> <p>Understands print can have different purposes.</p> <p>Understands we read English text from left to right and top to bottom</p> <p>Understands the names of the different parts of a book.</p> <p>Understands page sequencing</p> <p>Spot and suggest rhymes.</p> <p>Count or clap syllables in words.</p> <p>Recognise words with the same initial sound.</p> <p>W</p> <p>Use some of their print and letter knowledge in their early writing. E.g. writing m for mummy.</p> <p>Write some of their name.</p> <p>Write some letters accurately</p>	<p>Links to next steps learning in Year 1:</p> <p><u>ENGLISH NC statutory Requirements:</u></p> <p>READING:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words and blend sounds to read words containing taught GPCs ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read common exception words ▪ read words with contractions ▪ read aloud accurately books that are consistent with their developing phonic knowledge + re-read to build up fluency/confidence <p>COMPREHENSION:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding ▪ understand both the books they can already read accurately and fluently and those they listen to. ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them. <p>SPELLING/GRAMMAR:</p> <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught + common exception words ▪ days of the week ▪ name the letters of the alphabet ▪ add prefixes and suffixes eg s, es, ing, ed, er, est ▪ use the prefix un- ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include skills taught so far <p>HANDWRITING:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form capital and lower-case letters in the correct direction, starting and finishing in the right place and understanding which handwriting families letters belong to ▪ form digits 0-9 <p>WRITING:</p> <ul style="list-style-type: none"> ▪ write sentences by saying aloud, composing, sequencing, re reading and reading aloud what they write ▪ leave spaces between words ▪ join words and joining clauses using and ▪ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learn the grammar for year 1 in English <p>use the grammatical terminology in English</p>
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Term	Knowledge Expectations	Vocabulary Expectations	How																																				
Spring	<p>-- Know they can make marks and give them meaning</p> <p>- Know that a sentence has a capital letter, finger spaces and full stop.</p> <p>- Recognise when a word rhymes with another word and identify the rhyming part.</p> <p>- Be able to hear and say the sounds within familiar words using taught sounds to orally blend (use Robot arms to help)</p> <p>- Be able to hear and say the sounds within familiar words using taught sounds to orally segment (stretch the word to help)</p> <p>- Recognise, write, hear & say all sounds taught so far</p> <p>- Know that some sounds are made from 2 or 3 different letters put together. eg sh ch th ng nk ai ee</p> <p>-Know that some phonemes sound the same but are spelt differently eg er/ur,</p> <p>- When reading, read each word/caption or sentence 3 times – 1 sound it out, 2 read a bit quicker, 3 use your storyteller voice (for fluency)</p> <table border="1" data-bbox="256 790 765 938"> <caption>Reception/Primary 1 Spring 1: Phase 3-4*</caption> <thead> <tr> <th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr> </thead> <tbody> <tr> <td>Review week R:4 /oo/ <oo> (book)</td><td>/ar/ <ar> /ur/ <ur> /oo/ <oo> (food)</td><td>/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air></td><td>/ure/ <ure> /er/ <er> /oa/ <ow></td><td>Assess and review week R:5</td><td>Review week R:6</td></tr> <tr> <td>they, all, are</td><td></td><td>ball, tall</td><td>when, what</td><td></td><td></td></tr> </tbody> </table> <p>* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.</p> <table border="1" data-bbox="256 997 765 1140"> <caption>Reception/Primary 1 Spring 2: Phase 3-4</caption> <thead> <tr> <th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr> </thead> <tbody> <tr> <td>Review week R:7</td><td>Review week R:8</td><td>Review week R:9</td><td>Review week R:10</td><td>Assess and review week R:11</td><td>Review week R:12</td></tr> <tr> <td>said, so, have</td><td>were, out, like</td><td>some, come, there</td><td>little, one, do</td><td>children, love</td><td></td></tr> </tbody> </table> <p>-Know that in order to write, there is a sequence – say the word, warm it up, segment the sounds, count the sounds, write the first/next sounds etc then read to check. Repeat for other words with finger spaces in between words (Modelled through Drawing Club, phonics, small group and other teaching opportunities)</p> <p>-Use the writing sequence to write some CVC, CCVC, CVVC and CVCC words using taught sounds in response to modelled examples through Drawing club, phonics sessions, small group activities.</p>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food)	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6	they, all, are		ball, tall	when, what			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12	said, so, have	were, out, like	some, come, there	little, one, do	children, love		<p>Writing Skills mark • meaning • sequence • finger space • list • message • card • speech bubble • story • song • letter • formation • size • consistency • write • caption • sentence • full stop • capital letter</p> <p>Phonics & Sounds rhyme • rhyming • alliteration • sound • blend • segment • phoneme • grapheme • initial sound • tricky word • robot arms • sound it out • storyteller voice• digraph • trigraph • fluency</p> <p>Book Talk & Comprehension question • answer • understanding • character • feeling • likes • dislikes • happened • next • end • why • book • setting</p> <p>Storytelling retell • story map • beginning • middle • end • happened • characters • setting</p>	<p>At least but not limited to:</p> <ul style="list-style-type: none"> • Daily story times • Daily songs and nursery rhymes • Inspiring texts including Penguin, Penguin Huddle, Poles Apart, Naughty Bus used to develop interest in texts, story language, imagination, inference, comprehension, book talk and purposes for writing, through drawing club or sequential teaching. • Real Life experiences/information texts including space powerpoint, London video clip, eggs/chicks in classroom to captivate and spark interest • Oral blending through phonics and through incidental sessions • Mark making resources easily accessible and available indoors and out • Name writing • Letter formation practise • Opportunities to make marks in every area through enhancements and provocations according to themes eg what can you see, drawing family members, drawing characters, drawing club, painting characters, writing sounds, writing words • Opportunities to read through provocations and enhancements eg read and snip, tricky word/sound hunts, what can you see, morning mission activities. <p>Environment will be enhanced according to learning themes, but through continuous provision, Literacy will be developed in each area:</p> <ul style="list-style-type: none"> • Small World Area: real life toys – cars, trains, people, animals, specific story characters and story maps, speech bubbles, signs, buildings, books • Building area – animals, people, pictures of buildings, scenarios, books, design sheets, labels • Construction – kits, labels, photo prompts, books
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																																		
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<ul style="list-style-type: none"> -Apply all taught skills – segmenting sounds, writing sequence, tricky words – to write words, captions and sentences (at appropriate stage to child's ability and readiness) - Know that a sentence has a capital letter, finger spaces and full stop. -Recognise tricky words taught so far -Know how to form each letter taught using the rhyme to help - Practise and refine formation of letters to form them correctly whilst developing consistency of size. -Know they can make marks to communicate meaning – eg writing lists, messages, cards, speech bubbles, stories, songs etc (through modelling in taught inputs and adult interaction opportunities arising in continuous provision) -Know how to combine strategies to read words, captions and simple sentences – identify the sounds, sound it out, tricky word? - Know, ask and answer questions about the books they have read - demonstrating understanding. -Be able to talk about books including likes, dislikes, what has happened, how characters feel, what might happen next, what happened at the end, would I like this book, why? -Retell simple stories using story maps to help 		<ul style="list-style-type: none"> • Role play – real life objects eg phones, kitchen equipment, clothing, accessories, babies • Dough – books, tools, loose parts, labels • Finding out – ice, states of matter, magnets, growing resources and books, chick photos/information and books • Tinker – numbers, colours, sizes, shapes, tweezers, natural objects • Drawing Club will be used to encourage mark making, imaginative creativity, story language and practice of letter formation/blending/tricky words/captions • Model, identify and practice story language • Story maps • Daily phonics: Phase 3 – including new vocabulary Each teaching session prioritises vocabulary and speaking • Staff model high quality language when teaching and interacting with children • Paired, individual and whole class reading through phonics teaching each day • Environment is language rich – many opportunities to develop language through teaching and continuous provision.
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MATHEMATICS – Number and Numerical Patterns

Through use of the NCTEM programmes, children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. The materials are based on international research and are organised into key concepts which underpin early mathematics. There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond. Additional shape, space and measure teaching sequences are planned separately to ensure readiness for Year 1.

Children should have been given the opportunity to explore number, shape, patterns and measure in their preschool setting and at home. They should have had access to a range of equipment and experiences to investigate number, shape and measure.

Links to prior Learning:

N – MATHS
N
Fast recognition of up to 3 objects -subitising.
Recite numbers past 5.
Say one number for each item in order: 1,2,3,4,5.
Know the last number reached when counting many there are in total - Cardinal principle.
Show finger numbers up to 5.
Link numerals and amounts.
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.
NP
Talk about and explore 2d and 3d shapes using informal language: sides, corners, flat etc.
Understand position through words alone 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.
Combine shapes to make new ones.
Talk about and identify the patterns around them. e.g. designs on clothes
Extend and create ABAB patterns – stick leaf stick leaf.
Notice and correct an error in a repeating pattern.
Describe a sequence of events, real or fictional, using words such as first, then

Links to next steps learning in Year 1:

Maths NC statutory Requirements:

NUMBER:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

ADDITION + SUBTRACTION:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition + subtraction, using concrete objects and pictorial representations, and missing number problems

ADDITION + SUBTRACTION:

- solve one-step problems involving multiplication/division, by calculating the answer using concrete objects, pictorial representations/arrays

FRACTIONS:

- recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity

MEASUREMENT:

- compare, describe and solve practical problems for measure, weight, capacity, time
- measure and begin to record lengths/heights, mass/weight, capacity/volume, time
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

GEOMETRY:

- recognise and name common 2-D and 3-D shapes
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Term	Knowledge Expectations	Knowledge Expectations	How
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Spring	<p>Continue to develop subitising and counting skills. Explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal. Connect two equal groups to doubles. Begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> - Continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - Begin to identify missing parts for numbers within 5 - Begin to recognise pairs of numbers that add up to 5. - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups when comparing numbers - Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers according to their 'shape' - Continue to develop an understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - Order numbers and play track games - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Numbers & Counting count • counting • sequence • counting on • counting back • order • more than • less than • beyond 20</p> <p>Number Relationships subitise • subitising • number • missing part • pair • add up • 5 and a bit • double • equal • unequal • group</p> <p>Patterns & Sequences staircase pattern • repeated pattern • finger pattern • Hungarian number frame</p> <p>Concepts odd • even • shape • compare • quantity</p>	<p>Maths is central to learning in our EYFS and is developed daily through counting songs and rhymes and incidental counting/mathematical teaching eg how many children.... How many of these do we need.... Do we have enough of.... What colour/shape/size is..... where is..... etc. Resources and independent/group opportunities support development of mathematical skills including:</p> <ul style="list-style-type: none"> - Maths area: activities/enhancements are deliberately set out to practice what has previously been learned. - Tinker table: objects and numerals/number tracks - Making table – snip and match activities - Building/construction – tape measures, calculators, resources of different shapes and sizes - Role play – phones, shopping lists, telephone numbers, various shapes and sizes of household objects - Dough – instructions, recipes - Small world – labels with numbers of resources to match <p>Daily maths teaching using the teaching sequence from NCTEM is followed to teach children skills through opportunities to:</p> <p>SUBITISING:</p> <ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • continue to compare sets using the language of comparison, and play games which involve comparing sets • explore a range of patterns made by some numbers greater than 5 • including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>CARDINALITY, ORDINALITY AND COUNTING:</p> <ul style="list-style-type: none"> • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
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			<ul style="list-style-type: none"> • order numbers, linking cardinal and ordinal representations of number. • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. <p>COMPOSITION:</p> <ul style="list-style-type: none"> • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. • begin to explore the composition of numbers within 10. explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles <p>COMPARISON:</p> <ul style="list-style-type: none"> • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. 4 • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
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UNDERSTANDING THE WORLD – Past and Present, People, Culture and Communities and The Natural World

Children are taught key skills and concepts through play-based, hands-on experiences that foster curiosity and encourage questioning. With a focus on first-hand experiences, children are able to explore the school community, discuss changes over time and explore natural and man made materials. They are introduced to diversity through use of stories and opportunities for creative outcomes and examples, whilst making links and connections to other learning. We follow The Way, Truth and Life RE scheme.

Links to Prior Learning:

Children should have been exposed to a range of experiences in their preschool setting and at home to support their Understanding of the World. Real life experiences are strong development of communication and language are essential for the development of these skills.

N - UW

PP

Begin to make sense of their own life story and family's history.

PCC

Shows an interest in different occupations.

Explore how things work.

Continue to develop 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.

NW

Use all their senses in hands on exploration of natural materials.

Explore collections of materials with similar or different properties.

Talk about what they see using a wide vocabulary

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and animal.

Begin to understand the need to respect and care for the environment and living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Links to next steps learning in Year 1:

NC statutory Requirements:

HISTORY:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; significant historical events, people and places in their own locality.

GEOGRAPHY:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

SCIENCE:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

COMPUTING:

- Understand what algorithms are and how they are implemented as programs on devices and that these follow precise and unambiguous instructions
- create and debug simple programs and use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content and safely and respectfully, keeping personal information private
- recognise common uses of information technology beyond school
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

RE:

	<p>Following The Vine and The Branches, children are expected to know:</p> <ul style="list-style-type: none"> ▪ Creation: God made the world; people care for creation; prayer helps us grow closer to God. ▪ Christmas: Jesus is God's Son; Mary said yes to God; angels announce Jesus' birth; Christmas stories are found in the Bible. ▪ Jesus' Life and Mission: People met Jesus and were changed; Christians continue his mission of sharing God's love. ▪ Lent & Easter: Jesus fasted in the desert; Lent is a time for prayer, giving, and new beginnings; Holy Week tells the story of Jesus' death and resurrection. ▪ After the Resurrection: Stories include Emmaus, Ascension, and Pentecost; the Holy Spirit helps the Church continue Jesus' mission. ▪ Christian Community & Other Faiths: Christians form a worldwide family; the cross is a key symbol; children learn about Jewish faith and local Christian communities.
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Term	Knowledge Expectations	Vocabulary Expectations	How
Spring	<ul style="list-style-type: none"> - Know Chester is a place within a country called England within the United Kingdom. - Know that countries have many places and a capital city. - Know that our capital city is London. - Know the features of the world around them – e.g. school grounds, their house, route to school, nearby local features, shops, library, railway, canal, parks. - Know there are differences in different environments Chester compared to London –eg landmarks, transport, and compared to Arctic/Antarctic - eg cold climate, different landscape - Know different animals live in different environments, identify sea and land creatures and their environments, identify animals that live in hot and cold countries - Know and name some of the different countries in the world. -Know that the world is a planet called Earth -Know what Earth looks like -Identify and talk about features of a simple world map -Find The Arctic and Antarctica on a world map -Know what our country looks like on a map - Know that some places are a long way away and the different ways we might need to travel there -Know that Earth is a planet in our Solar System -Know some features of some planets -know that a route is the way we take from one place to another – such as how we get from home to school. - Know that pictorial representations of our environment and routes are maps. - Know that maps are usually an aerial view. - Know that an aerial view is looking down on something. -Draw maps including simple features 	<p>Places and Local Environment school • classroom • playground • home • street • shop • library • park • canal • train • bus • England • United Kingdom • country • capital • city • London</p> <p>Maps & Routes map • globe • world • Earth • route • near • far • aerial • view</p> <p>Cold & Hot Places Arctic • Antarctica • cold • ice • snow • hot • desert</p> <p>Animals & Where They Live sea • ocean • fish • seal and other Arctic/Antarctic animals) • penguin • land • farm • chick •</p> <p>Travel walk • car • bus • train • boat • plane</p> <p>Seasons & Weather Autumn • Winter • Spring • Summer • leaves • tree • sunny • rainy • windy • snowy • warm • cold</p> <p>Look & Describe same • different • change • look • see • notice • compare</p> <p>Life Cycles & Plants frog • tadpole • butterfly • caterpillar • chick • egg • bean • seed • plant • grow • water • light</p> <p>States of Matter solid • liquid • water • ice • melt • freeze • boil • cool • hot • cold • warm • colder • warmer • hotter • hard • soft • wet • dry</p> <p>Question Words who • what • where • when • why • how</p> <p>Celebrations birthday • Shrove Tuesday • Lent • Chinese New Year • lantern • dragon • animal names • fireworks • red • envelope • card</p>	<p>Understanding of the World is embedded into our EYFS. We have a finding out area within provision which we resource to support children's independent enquiry. In addition, through whole class sessions, group activities and continuous provision, children's curiosity is provoked and they learn knowledge, skills attitudes which will prepare them for Year 1 and beyond</p> <ul style="list-style-type: none"> -Small World Area - Penguin, Penguin Huddle, Poles Apart- real life play using knowledge learned about polar animals and places - Naughty Bus – routes, adventures -building area – animals, pictures of polar regions, scenarios -dough – changes of state of matter -tinker – ice, water, states of matter -Finding out – ice, water, states of matter, London landmarks, maps, journeys/routes in London, world map, atlases, information texts about polar regions/animals/London -Sand – wet/dry, containers, sieves, scoops -water – containers of different sizes, colours, bubbles <p>Teaching opportunities at least but not limited to:</p> <ul style="list-style-type: none"> • Penguin, Penguin Huddle – interest in penguins, polar regions, other polar animals • Poles Apart – compare polar regions and find out about animal life in each region, finding them on world map, knowing about climate there – comparing to Chester. Finding out about some other places in the book – Australia, India, England, etc

<ul style="list-style-type: none"> -Know that changes can be made eg water/chocolate can be liquid or solid -Know how to change the state of matter -Know and sequence life cycles of frogs, butterflies, chicks and bean plants. <ul style="list-style-type: none"> - Know about the conditions that plants need to thrive – water and light to survive and they will wither and die without them. - Know how our environment changes in different seasons – Autumn: the leaves fall off the trees and the weather is colder, Winter: the trees are bare and it gets cold and sometimes snows, Spring: buds appear on the trees the weather gets warmer and wet and plants and animals start to grow/be born, Summer: the weather is warm and we can play out, all the flowers and plants have grown. -Know how some things stay the same e.g. the tree is always there but somethings change e.g. the tree is different in different seasons. - Know they need to use how, why where, what, when and who questions to find out about the world around them. -Know about the traditions of Shrove Tuesday and that it marks the beginning of Lent. - Know about Chinese New Year celebrations and customs; special food, red envelopes, lanterns, fireworks, cleaning house, cards, dragon puppets, dragon dancing, fortune cookies, the animals race. - Know how to use an ipad to take a photo and look back at it. - Know information can be found on the internet. - Know we can use technology to help us/to enjoy. 	<p>open • tap • click • press • camera • photo • picture • image • gallery • save • view • look back</p> <p>IT</p> <p>internet • search • website • click • link • information • online • browser • Google • technology • device • app • play • music • video • game • help • enjoy • listen • watch</p>	<ul style="list-style-type: none"> • Naughty Bus – types of transport, busy city compared to Polar regions and Chester. Chester is in England and London is our capital city. Find UK and England on World Map, find Chester and London on England map. Maps of London – tube, landmarks, draw own maps. Know that a journey can be recorded as a map. Look at simple maps and talk about the journeys eg past, through, around. • Space – powerpoint, books – look at World map and view as planet – learn about other planets in our solar system – name, appearance, position and some features. How do people travel in space? • Eggs/chicks – observe, what to you know? Hands on experience – handle chicks once hatched and safe to do so. Information books and powerpoint to find out information. Compare to other life cycles – humans, frogs, butterflies • Chinese New Year – find out about the customs and traditions – who celebrates it and why? How does it compare to our new year? Animal race story and year of the – what year is it going to be and what year were you born in?
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EXPRESSIVE ARTS and DESIGN – Creating with Materials and Being Imaginative and Expressive

Children always have access to a full range of creative resources and tools throughout continuous provision and they are taught through a combination of free exploration and adult-guided activities that focus on sensory experiences, developing skills, and expressing personal ideas. Children are provided with a wide range of materials to explore, encouraging them to develop their own ideas, and we offer opportunities for them to learn techniques and how to use different tools. Real life experiences and video clips, along with engaging themes, inspire children to be creative.

Links to Prior Learning:

Children should have been exposed to a range of experiences in their preschool setting and at home to support their creative development. Messy play and a range of materials and techniques for free play and exploration both indoor and outside should provide children with a wealth of creative experiences.

N -EAD

CM -Explore different materials freely to develop their own ideas

Develop 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 begins to use these shapes to represent objects.

Draw with increasing complexity and detail.

Use drawing to represent ideas like movement and loud noises.

Explore colour and colour mixing.

BIE - Take part in simple and pretend play, using an object to represent something else.

Begin to develop complex stories using small world equipment.

Make imaginative, complex small worlds with blocks and construction.

Show different emotions in their drawings and paintings, like 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 and copy melodic shape.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express feelings and ideas

Links to next steps learning in Year 1:

NC statutory Requirements:

MUSIC:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

ART:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DESIGN TECHNOLOGY:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

Term	Knowledge Expectations	Vocabulary Expectations	How
Spring	<ul style="list-style-type: none"> - Know they can perform their own songs and rhymes as well as familiar rhymes. - Learn, sing and perform Christmas songs - Know pitch means how high or low a note is. - Know tempo is the pace or speed music is played at. - Know volume is how loud a sound is. 	<p>As Above plus:</p> <p>Joining Materials sticky tape • glue • string • treasury tags • split pins • paper clips • elastic bands</p> <p>Colours & Mixing colour • mix • red • blue • yellow • green • orange • purple</p>	Expressive Arts and Design infiltrates our EYFS. Through whole class sessions, group activities and continuous provision, children's creativity is encouraged and they continually develop skills, knowledge, techniques and attitudes which will prepare them for Year 1 and beyond

<ul style="list-style-type: none"> - Know how pitch tempo and volume can be changed to alter sounds. Know that sounds can be changed with increased/decreased pressure/speed of beat on percussion instruments. - Know instruments need to be plucked, struck or blown to create sounds. - Know different music and sounds can express different emotions/feelings. - Know that we need to close lines to make shapes and objects. - Know that shapes and objects we draw can represent anything. - Know that we need to look closely at objects to draw with accuracy and detail. - Know that we can choose different colours to paint/colour different things - Know different materials have different textures which can be combined e.g. thin, smooth tissue paper, rough, bumpy corrugated paper. - Know and use a range of techniques e.g. printing, painting, collage, sculpting, modelling, drawing, cutting, joining, sticking. - Know the qualities of different media – e.g. paint can be mixed for new colours, paper can be layered, pastels rubbed to blend. - Know we can produce products for different purposes – eg Christmas decoration, card, etc - Know how to change the matter of clay/dough to manipulate it into a desired shape <p>Through rolling, squeezing, pressing, cutting etc</p> <ul style="list-style-type: none"> - Know how to use simple tools e.g. scissors, sellotape, simple modelling tools, shape cutters, paintbrushes, pencils. - Know we can use a range of items in pretend play to retell or develop our own stories. - Know how to join materials using sticky tape, glue, string, treasury tags, split pins, paper clips, elastic bands etc. - Recognise improvements and make changes to models etc. e.g. when glue isn't strong enough uses sticky tape instead. - Recognise colours through observation and know which colours can be mixed to produce colours they need. - Know and copy features of famous artists work e.g. abstract art Kandinsky's circles and The Dot pictures – concentric circles to produce abstract pictures. - Know we can combine movement and music to express different feelings. - Know we can create stories through play, making connections to familiar stories and using story language and sequencing. - Know we can work with friends to create stories, pictures, music together. 	<p>Art & Artists art • artist • circle • dot • abstract • Kandinsky</p> <p>Movement & Music movement • music • dance • sing • song • rhyme • beat • pitch • tempo • volume</p> <p>Storytelling & Play story • pretend • play • sequence • language</p> <p>Working Together friend • together • share • create • help</p>	<ul style="list-style-type: none"> - Small World Area – polar animals, pictures of polar regions, spacecraft, planets, pictures of space, teddy, box, colander, wellies, peg doll space explorers, London landmarks, London buses/taxis, story maps, vehicles, animals and trains, books - Building area – animals, people, pictures of different buildings - Dough – loose parts, recipes, instructions, pictures - Tinker – natural objects, loose parts - Finding out – maps, globe, London landmarks, polar animals, photos of different places and cultures - Sand – wet/dry, different sized containers, sieves, scoops - Water – containers of different sizes, colours, bubbles - Book Area – stories linked to children's interests, favourite stories, books we've shared in teaching/drawing club etc - Painting – a range of paints and tools for free painting, plus enhancements to paint animals, climates, places, planets, plants, seasonal changes etc <p>Teaching opportunities at least but not limited to:</p> <ul style="list-style-type: none"> • Painting – Free exploration, plus painting in response to teaching – polar animals, London landmarks, Royal family members, planets, globes, plants, story characters, castles – selecting correct colour eg animal colours, plant colours and mixing/adapting colours. • Mark making – free exploration plus drawing club – teacher models drawing the character/setting/adventure time and children use these as inspiration to create their own pictures. Focus on lines, shapes, pencil grip, different styles of making marks eg waves, zig zags, circles, cross hatches, etc • Constructing – children taught to use glue and tape to join, scissors to cut, hole punch to make holes. Adults model and teach how to create models using tools and materials which represent real life objects, liked to teaching and children's interests – eg a rocket, a castle, etc. Staff model talking about what they are doing and encourage children to do the same, reflecting on what they have done and how they might resolve problems. Children encouraged to work with increasing independence in choosing what to make and the materials/tools/techniques to use. • Follow charanga music scheme to enable children to develop musical skills in sequence, including singing, playing instruments, listening and responding to music
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			<ul style="list-style-type: none">• Sing songs daily• Listen to a range of music and talk about how the music makes them feel. Experiment with different ways of moving to different types of music – dance, scarves, pen disco etc.• Learn songs and perform them with actions for Masses, coffee afternoons• In role play and small world play, adults model and support children to develop play storylines based on real life experiences and stories learned in the classroom. Children are encouraged to listen to each other's ideas and work together to create collaborative play ideas.
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