

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
Autumn	- 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.	This is the minimum vocabulary we teach and model throughout the term, plus any incidental vocabulary and language that arises through the children's interests and self chosen learning. Listening Skills listen · attention · sit · still · eyes · ears · brains · mouths · look · focus · interest · eye contact · sitting still · not talking · listening · concentration Instructions	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. Daily songs - Daily counting and Nursery rhymes - Daily story times

	• 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.	instructions · follow · both · next · before · order Songs & Rhymes rhymes · nursery rhymes · songs · singing Stories & Narratives play · familiar · unfamiliar · stories · retell · recreate · roles · characters · theme · topic · storylines · narratives Sentence Building phrases · lines · and · because · connectives · extend · longer · shorter · information · sentences · words · vocabulary · tense · past · present · future Questions questions · why · how · respond · ideas · explanation Social Phrases & Manners Good Morning · Hello · How are you? · Good Bye · please · thank you Play & Interaction imaginatively · imagination · fact · play · individual · group · family · home · names of body parts · relation names eg Mummy, Daddy, Auntie etc Other Concepts loud · quiet · fast · slow · easy · difficult · simple · under · over · beside · on top · behind	• Language is modelled and supported through all continuous provision experiences and resources including: -School, Gingerbread Man, Little Red Riding Hood, Nativity characters and story maps in small world area -building area – animals, people, pictures of buildings, scenarios -dough – language of manipulation -tinker – numbers, colours, sizes, shapes, tweezers - Maths – numbers, objects, five frames, dot patterns, subitising resources • Drawing Club • Model, identify and practice story language • Story maps • Daily phonics: Phase 1- listening carefully and describing/naming sounds heard Phase 2 – including new vocabulary - when ready • Each teaching session prioritises vocabulary and speaking • Staff model high quality language when teaching and interacting with children • Environment is language rich – many opportunities to develop language through teaching and continuous provision. • Speaking role in Nativity
Spring	As Autumn plus: • 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.	Listening Skills listen · attention · sit · still · eyes · ears · brains · mouths · look · focus · interest · eye contact · sitting still · not talking · listening · concentration Instructions instructions · follow · both · next · before · order Songs & Rhymes rhymes · nursery rhymes · songs · singing Stories & Narratives play · familiar · unfamiliar · stories · retell · recreate · roles · characters · theme · topic · storylines · narratives Sentence Building phrases · lines · and · because · connectives · extend · longer · shorter · information · sentences · words · vocabulary · tense · past · present · future Questions questions · why · how · respond · ideas · explanation Social Phrases & Manners Good Morning · Hello · How are you? · Good Bye · please · thank you	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. • Learning and singing songs • Counting and Nursery rhymes • Daily story times • Story language • Story maps • Drawing Club • Life cycles growth - observing plant growth and chicks • Poles Apart – observations and about places, maps, polar animals

		conversation • Discussion • Statement • Feelings • Express Events • Where • When • What Rules & Expectations Rules • Expectations Behaviour • good choices • Other Concepts Role Model • Correct • Incorrect • Visitors • Assembly Humour • Jokes Pictures • Cues • Props • Organise • Sequence	• Space – observations and facts about planets, space, space travel • Naughty bus – adventure story language, comprehension, inference, alternative endings • Chicks Daily phonics - Phase 2 – including new vocabulary and comprehension of what has been read • Each teaching session prioritises vocabulary and speaking • Staff model high quality language when teaching and interacting with children Environment is language rich – many opportunities to develop language through teaching and continuous provision
Summer	As above plus: • Know, understand and use question language; who, What, Where, When, Why and How. • Know questions help to clarify understanding. • Know relevant information relates to the current subject and is not just about sharing personal information. • Know their ideas and feelings are important and how to express them appropriately. • Be able to demonstrate listening behaviours and engage in back and forth conversation. • Be confident and explain ideas and thoughts • Be confident to use new vocabulary when speaking	Listening Skills listen • attention • sit • still • eyes • ears • brains • mouths • look • focus • interest • eye contact • sitting still • not talking • listening • concentration Instructions instructions • follow • both • next • before • order Songs & Rhymes rhymes • nursery rhymes • songs • singing Stories & Narratives play • familiar • unfamiliar • stories • retell • recreate • roles • characters • theme • topic • storylines • narratives Sentence Building phrases • lines • and • because • connectives • extend • longer • shorter • information • sentences • words • vocabulary • tense • past • present • future Questions questions • why • how • respond • ideas • explanation Social Phrases & Manners Good Morning • Hello • How are you? • Good Bye • please • thank you Play & Interaction imaginatively • imagination • fact • play • individual • group • family • home • names of body parts • relation names eg Mummy, Daddy, Auntie etc Actions & Movement Actions • Movement Communication conversation • Discussion • Statement • Feelings • Express Events • Where • When • What • question words (who, what, where, when, why, how) • understand Rules & Expectations Rules • Expectations Behaviour • good choices Other Concepts	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. • Learning and singing songs • Counting and Nursery rhymes • Daily story times • Drawing Club • More developed story language – fantasy fiction • Supertato – imagination, superheroes we know and those we can invent – what superpower would you like, designing superheroes – what do they need? – power belts, etc - Learning about real life superheroes – what do they do to save/rescue etc • Moving on – how have we developed since starting school? - Skills, talents, wishes, aspirations Daily phonics - Phase 2 – including new vocabulary and comprehension of what has been read • Each teaching session prioritises vocabulary and speaking • Staff model high quality language when teaching and interacting with children Environment is language rich – many opportunities to develop language through teaching and continuous provision

		Role Model • Correct • Incorrect • Visitors • Assembly Humour • Jokes Pictures • Cues • Props • Organise • Sequence	
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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
Autumn	- 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.	Emotions: happy · sad · angry · worried · embarrassed · shy · glad · excited · scared Social Skills: play · playing · others · children · together · group · friendly · unfriendly · relationships · friends · friendship · sharing · turn taking · waiting · patience · home · family Actions behaviour · actions Communication:	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.

	• 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. • 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 and talk about people who are special to them and understand why. • Know about their own family and be secure discussing them freely e.g family members Mum/dad/siblings/ grandparents pets etc. • Know about different family situations e.g. stepparents, adoption, mixed families etc. Know what makes them unique and recognise some differences and similarities between people, communities and traditions.	Talk · sentence · conversation · talking · listening · help · support · assistance · describe · tell · show · questions · why · how · what · when · where · who · reasoning · explanation Problem-Solving: need · want · opinions · interests · adapt · change · learn · resolve · reaction · argue · solution · compromise now next 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	• Talk about family members, why they are special and how they make us feel • Colour monster story with mini-me and jar to focus on emotions each day. • Incidental learning as situations arise • Staff model play and interactions to support the children in getting to know one another and their school environment • Sharing class/school rules and referring back to them as necessary • Lolly stick pot for behaviour • Class Dojo points – praising positive interactions and behaviour • Ten Ten teaching sequence • Christmas play – building confidence, following instructions, performing for a purpose
Spring	As above plus: • 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.	Emotions: happy · sad · angry · worried · embarrassed · shy · glad · excited · scared · feelings 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 Communication: questions · why · how · what · when · where · who · reasoning · explanation Problem-Solving Need · want · opinions · interests ·	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. • Colour monster story with mini-me and jar to focus on emotions each day.

	• 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. • 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. Know that resourceful means you are good at finding ways to solve problems.	adapt · change · learn · resolve · reaction · argue · solution · compromise 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 Health & Hygiene: healthy · unhealthy · clean · dirty · ill · germs · hot · cold · tired Daily Routines: sleep · hydrated · thirsty · exercise · morning · daytime · evening · night time · meal times	• 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
Summer	As above plus: • Know instructions often have more than one part and they must follow all of the instructions. • Know ways to stay healthy e.g. Healthy diet and food groups, rest and sleep, hydration, exercise, positive attitudes. • Know about daily routines e.g. get up, breakfast, go to school, playtime, learning, lunchtime, home time, meal times, evening routines, bath, shower, brush teeth, bed. • Know how to keep ourselves clean e.g. handwashing, shower, bath, soap, water, toothpaste, tooth brushing, hair brushing, toileting. • Know about germs and the effect they have on our body e.g. germs make us sick and attack our immune system. • Know that washing our hands and keeping clean helps to get rid of germs and keep us healthy.	Emotions: happy · sad · angry · worried · embarrassed · shy · glad · excited · scared · feelings 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 Communication questions · why · how · what · when · where · who · reasoning · explanation Problem-Solving need · want · opinions · interests · adapt · change · learn · resolve · reaction · argue · solution · compromise 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 Health & Hygiene healthy · unhealthy · clean · dirty · ill · germs · hot · cold · tired · wash hands · keep clean · stay healthy · scrub · rinse · dry	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. • Colour monster story with mini-me and jar to focus on emotions each day. • 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

		Daily Routines sleep · hydrated · thirsty · exercise · morning · · afternoon daytime · evening · night time · meal times · wake up · get up · breakfast · school · playtime · learning · lunchtime · home time · dinner · bath · shower · brush teeth · bedtime Instructional Words first · next · then · last · before · after · listen · wait · stop · go · put · take · bring · tidy · wash · eat · drink Concept words: all, both, together, separate Food and Diet: fruit · vegetables · meat · fish · bread · milk · water Well-being: rest · energy · move · run · jump · play Positive Attitudes happy · calm · kind · share · help	• Sports day – building confidence in abilities and learning new skills • Swimming pool on site – learning new skills, confidence in the water, water safety • Transition activities – building confidence in moving on • Talking about and focusing on talents, gifts, abilities
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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.

Term	Knowledge Expectations	Vocabulary Expectations	How
Autumn	- 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.	Body Head • neck • shoulders • arms • wrists • hands • fingers • chest • stomach • legs • ankles • feet • brain • heart • lungs • muscles • blood • oxygen Movement Walking • marching • jogging • running • sprinting • skipping • hopping • jumping • crawling • rolling • sliding • shuffling • balancing • throwing • catching • kicking • clapping • climbing • travelling • holding • fast • slow • quickly • long • short • light • heavy • backwards • forwards • left • right • next • stop • pause • direction • sideways • front • back • over • under • behind • in front • around •	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.

	- 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. - 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.	down • up • near • far • opposite • grip • pinch • tripod • finger • thumb Equipment Beanbags • range of different sized balls • quoits • hoops • cones • skittles • skipping ropes • ribbon sticks • brushes • chalks • coloured pens • pencils • scissors • hi vis jacket • Outdoor large equipment – blocks • crates • bikes • tricycles • scooters • den building equipment etc. Food bread • potatoes • pasta • rice • eggs • meat • fish • nuts • pulses • dairy • milk • yoghurt • cheese • Fruit and Vegetables • sugar • cakes • biscuits • sweets • healthy • unhealthy treats • meals	Activities and provision to support learning in physical development, provision and activities are at least but not limited to: • 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 • 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 • 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
Spring	As above plus: - 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.	As above plus: Movement running • skipping • hopping • balancing • jumping • walking • marching • leaping • rolling Equipment roll • pass • kick • throw • catch • balls • hoops • beanbags	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

	- 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.	Safety & Teamwork climbing • balance • tunnels • slides • stepping • stones • hand grips • turn-taking • partner Writing & Fine Motor pencil • pinch • flip • grip • tripod • letters • line • start • finish Health & Hygiene wash • brush • teeth • clean • healthy • illness Exercise & Body exercise • strengthen • muscles • heart • brain • lungs • oxygen • blood Sleep & Growth sleep • rest • grow Tool Safety tools • protect • safe Food eat • foods • healthy • calcium • milk • bones • balanced • diet • fats • sugars • treats	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: • 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 • 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
Summer	- Know how to take turns and work co-operatively in a group – passing, sharing, initially with adult support and later independently - - Know and use a variety of fundamental movements – jumping, catching, throwing, kicking, rolling, crawling, sliding, balancing, jogging, walking, running, marching, hopping, skipping.	As above, plus: Movement running • skipping • hopping • balancing • jumping • walking • marching • leaping • rolling • crawling • sliding • jogging Equipment Handling	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

	- Know more than one movement can be combined to link movements and travel. - Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y. - Know some letters are tall letters and some our short letters e.g. t m and should be formed this way. - Know the role of different food groups to keep us healthy: Know calcium helps our bones and teeth, Know protein helps us to develop muscle, Know carbohydrates give us energy, Know fruit and veg provide us with vitamins and minerals, Know fats and sugars help our bodies to function but we only need small amounts. - Know what happens to our bodies when we exercise – know our heart rate increases so more blood and oxygen is pumped around our bodies, We get hot and use our muscles which strengthens them. - Know how to cross roads safely and the rules we need to follow to do this – Stop, Look, Listen. - know the importance of technology but that is also important to take a break and to have time away from the screen.	roll • pass • kick • throw • catch • balls • hoops • beanbags Safety & Teamwork climbing • balance • beams • tunnels • slides • stepping • stones • hand grips • turn-taking • co-operate • partner Writing & Fine Motor pencil • pinch • flip • grip • letters • anticlockwise • retrace • tall • short • line Health & Hygiene wash • brush • teeth • clean • healthy • illness Exercise & Body Awareness exercise • strengthen • muscles • heart • brain • lungs • oxygen • blood Sleep & Growth sleep • rest • grow Tool Safety tools • goggles • hi-vis • protect • safe Food & Nutrition eat • foods • healthy • calcium • protein • carbohydrates • vitamins • minerals • balanced • diet • fats • sugars • moderation Road Safety & Technology stop • look • listen • cross • road • screen • break	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: • 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 • Physical sessions • Sports day • Swimming sessions • 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 • 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.

Links to prior Learning:

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.

N – LITERACY

C

Engage in extended conversations about stories, learning new vocabulary.

WR

Understands print has meaning

Understands print can have different purposes.

Understands we read English text from left to right and top to bottom

Understands the names of the different parts of a book.

Understands page sequencing

Spot and suggest rhymes.

Count or clap syllables in words.

Recognise words with the same initial sound.

W

Use some of their print and letter knowledge in their early writing.

E.g. writing m for mummy.

Write some of their name.

Write some letters accurately

Links to next steps learning in Year 1:

ENGLISH NC statutory Requirements:

READING:

- 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

COMPREHENSION:

- 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.

SPELLING/GRAMMAR:

- 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

HANDWRITING:

- 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

WRITING:

- 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
- use the grammatical terminology in English

Term	Knowledge Expectations	Vocabulary Expectations	How
Autumn	- Know conversation involves turn taking and making links to a subject. - Know symbols have meaning, and recognise print in books is read to be understood. - Know the different parts of a book, front cover, title, spine, back cover, pages, page numbers, blurb etc. - Know writing can be written or read from left to right, top to bottom. - Know that a character is a person, animal, being, creature, or thing in a story - Know that the setting is where the characters in the story are and where the story takes place. - Know stories have a structure, talk about the beginning, end, setting, characters etc. - Know there are different book categories with focus on fiction and nonfiction. - Know that anything can happen in stories and stories begin in someone's imagination - Know that rhyme means words that sound the same or similar in their endings. Recognise rhyming words in stories and rhymes. - Know that alliteration is when words start with the same sound. Recognise words starting with the same sound in rhymes and songs. - Know words are made up of a number of syllables, which can be counted. - Know they can make marks and give them meaning – reading back to an adult what they have written. - Recognise when a word rhymes with another word and identify the rhyming part. - Be able to identify environmental sounds they hear eg household sounds, animal noises, weather. - Be able to hear and say the sounds within a familiar VC then CVC word using taught sounds to orally blend it (use Robot arms to help) - Be able to hear and say the sounds within a familiar VC then CVC word using taught sounds to orally segment it (stretch the word to help)	Book Parts book • cover • title • spine • page • pages • page number • blurb • front • back Story Elements character • setting • story • beginning • end • fiction • nonfiction • imagination Phonics & Sounds Names of weather occurrences, animals, household objects – all in response to environmental sound games • rhyme • rhyming • alliteration • sound • syllable • beginning • middle • end • rhythm • robot arms • blend • segment • phoneme • grapheme • initial • tricky word • remember • letter Writing Skills mark • meaning • list • message • card • sequence • finger space • tall • short • line • flick • full stop • capital letter	At least but not limited to: • Daily story times • Daily songs and nursery rhymes • Inspirational texts including Gingerbread Man, Little Red Riding Hood, Room on the Broom, Marvellous Me, Colour Monster • Real Life experiences including clips/stories/information texts about Diwali, Remembrance, Bonfire Night, family photos to captivate and spark interest • Oral blending through phonics and through incidental sessions eg line up if you are wearing s-o-ck-s, pick up a p-e-n, etc • 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. Environment will be enhanced according to learning themes, but through continuous provision, Literacy will be developed in each area: • 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, photos of homes

- Recognise, write, hear & say all sounds taught so far
- Match pictures to their initial sound
- Know which sounds words begin with. Hear the phoneme and link it to the appropriate grapheme.
- Read CVC words and match them to pictures

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/l/ <l> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <ck>	/f/ <f> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1 pull	/h/ <h> /b/ /t/ <th> <ff> /l/ <th> <ll>
	l, the, no	put, of, is	to, go, into		as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /i/ <i> /w/ <w> /s/ <s>	/j/ <j> /z/ <z> <zz> /w/ <w> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

- 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)
- 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)
- Use the writing sequence to write some VC and CVC words using taught sounds in response to modelled examples through Drawing club, phonics sessions, small group activities.
- Know that a sentence has a capital letter, finger spaces and full stop.
- Know that some sounds might sound the same but they can be spelt differently – eg ss, ll, ff, ck,
- Know some words are not phonetically decodable and need to be recognised as tricky words.
- Recognise tricky words taught so far
- Know how to form each letter taught using the rhyme to help
- Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.
- Know some letters are tall letters and some our short letters e.g. t m and should be formed this way.
- Know they can make marks to communicate meaning – eg writing lists, messages, cards, etc (through modelling in taught inputs and adult interaction opportunities arising in continuous provision)

- Construction – kits, labels, photo prompts, books
- Role play – real life objects eg phones, kitchen equipment, clothing, accessories, babies, Christmas/Diwali
- Dough – books, tools, loose parts
- Finding out – photos of our families, objects/books/pictures relating to traditions eg Diwali, remembrance, bonfire night, autumnal objects/magnifying glasses, mirrors
- Tinker – numbers, colours, sizes, shapes, tweezers, autumnal objects, books
- Drawing Club will be used to encourage mark making, imaginative creativity, story language and practice of letter formation/blending/tricky words
- Model, identify and practice story language
- Story maps
- Daily phonics:
Phase 1- listening carefully and describing/naming sounds heard
Phase 2/3 – including new vocabulary - when ready
- 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.
- Speaking role rehearsed, developed and performed in our EYFS Nativity

Spring

- Know they can make marks and give them meaning
- Know that a sentence has a capital letter, finger spaces and full stop.
- Recognise when a word rhymes with another word and identify the rhyming part.
- Be able to hear and say the sounds within familiar words using taught sounds to orally blend (use Robot arms to help)
- Be able to hear and say the sounds within familiar words using taught sounds to orally segment (stretch the word to help)
- Recognise, write, hear & say all sounds taught so far
- Know that some sounds are made from 2 or 3 different letters put together. eg sh ch th ng nk ai ee
- Know that some phonemes sound the same but are spelt differently eg er/ur,
- 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)

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /a/ <a> /oo/ <oo> (book) /ar/ <ar>	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /ar/ <ar>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oi/ <oi>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* 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.

Reception/Primary 1 Spring 2: Phase 3-4					
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	

- 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)
- 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.
- 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

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

Phonics & Sounds

rhyme • rhyming • alliteration • sound • blend • segment • phoneme • grapheme • initial sound • tricky word • robot arms • sound it out • storyteller voice • digraph • trigraph • fluency

Book Talk & Comprehension

question • answer • understanding • character • feeling • likes • dislikes • happened • next • end • why • book • setting

Storytelling

retell • story map • beginning • middle • end • happened • characters • setting

At least but not limited to:

- 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.
- Environment will be enhanced according to learning themes, but through continuous provision, Literacy will be developed in each area:
- 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
 - 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

	-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		• 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.																																										
Summer	- Be able to hear and say the sounds within familiar words using taught sounds to orally blend (use Robot arms to help) - Be able to hear and say the sounds within familiar words using taught sounds to orally segment (stretch the word to help) - Recognise, write, hear & say all sounds taught so far - Know that some sounds are made from 2 or 3 different letters put together. - Know that some phonemes sound the same but are spelt differently eg er/ur, ai/ay ow/ou - 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) <table><tr><th colspan="6">Reception/Primary 1 Summer 1: Phase 4</th></tr><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><tr><td>Phase 4:1 CVCC -ed /ed/</td><td>Phase 4:2 CCVC -ed /t/</td><td>Phase 4:3 CCVCC -ed /d/</td><td>Phase 4:4 CCVCV -ed /d/</td><td>Assess and review week R:13</td><td>Phase 4:5 CCCVCC -er –est</td></tr></table> <table><tr><th colspan="6">Reception/Primary 1 Summer 2: Phase 5 introduction</th></tr><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><tr><td>/a/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le</td><td>/oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw></td><td>/w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe></td><td>/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e></td><td>Assess and review week R:14</td><td>/igh/ <i-e> /oa/ <o-e> /yoo/ <u-e> /s/ <c></td></tr><tr><td>oh, their</td><td>people, Mr, Mrs</td><td>your, ask, should</td><td>would, could, asked</td><td>house, mouse, water</td><td>want, very</td></tr></table> -Know that in order to write, there is a sequence – say the word, warm it up, segment the sounds, count the sounds, write the	Reception/Primary 1 Summer 1: Phase 4						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVCV -ed /d/	Assess and review week R:13	Phase 4:5 CCCVCC -er –est	Reception/Primary 1 Summer 2: Phase 5 introduction						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	/a/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /yoo/ <u-e> /s/ <c>	oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very	Writing Skills sequence • finger space • write • caption • sentence • neatness • handwriting • letter • formation • capital letter • full stop • line Phonics & Sounds blend • segment • phoneme • grapheme • digraph • trigraph • rhyme • rhyming • sound it out • fluency • storyteller voice • tricky word • read • familiar • quick • identify Book Talk & Comprehension question • answer • understanding • character • feeling • likes • dislikes • happened • next • end • why • book Storytelling retell • story map • create • beginning • middle • end • characters • setting	At least but not limited to: • Daily story times • Daily songs and nursery rhymes • Inspiring texts including Jack and the Beanstalk, Super Duper You, Supertato. Mad about Minibeasts 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 people who help us, castles, minibeasts to captivate and spark interest • Oral blending through phonics and through incidental sessions • 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, words, sentences with increasing independence • Opportunities to read through provocations and enhancements eg read and snip, tricky word/sound hunts, what can you see, morning mission activities.
Reception/Primary 1 Summer 1: Phase 4																																													
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/a/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /yoo/ <u-e> /s/ <c>																																								
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very																																								

	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) -Use the writing sequence to write words, captions and sentences using taught sounds in response to modelled examples through Drawing club, phonics sessions, small group activities. -Apply all taught skills – segmenting sounds, writing sequence, tricky words – to write words, captions and sentences both as a response to teaching and independently for purpose. -Recognise tricky words taught so far - Practise and refine letter formation to form them correctly whilst developing neatness and consistency of size. -Know how to combine strategies to read words, captions and simple sentences – identify the sounds, sound it out, tricky word? -Read familiar words without sounding them out to develop fluency. - 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 -Create simple story maps in response to stories they read or hear, and in preparation for small world stories they want to create.		Environment will be enhanced according to learning themes, but through continuous provision, Literacy will be developed in each area: • Small World Area: real life toys – cars, trains, people, animals, specific story characters and story maps, speech bubbles, signs, buildings, books, mini blank books • Building area – animals, people, pictures of buildings, scenarios, books, design sheets, labels • Construction – kits, labels, photo prompts, books • Role play – real life objects eg phones, kitchen equipment, clothing, accessories, babies • Dough – books, tools, loose parts, recipes, instructions • Finding out – people who help us posters, blank information sheets, qr codes and ipads, castle photos/books, minibeast photos, toys, magnifiers, books, writing resources • Tinker – numbers, colours, sizes, shapes, tweezers • Drawing Club will be used to encourage mark making, imaginative creativity, story language and practice of letter formation/blending/tricky words/captions/sentences • Model, identify and practice story language • Story maps • Daily phonics: Phase 3 and 4– 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
Autumn	<i>Build on previous experiences of number from their home and nursery environments.</i> <i>Further develop subitising and counting skills.</i> <i>Explore the composition of numbers within 5.</i> <i>Begin to compare sets of objects and use the language of comparison.</i> - Be able to identify when a set can be subitised and when counting is needed - Subitise different arrangements, both unstructured and structured - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - Spot smaller numbers 'hiding' inside larger numbers - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - Compare sets of objects by matching - Begin to develop the language of 'whole' when talking about objects which have parts - Know that a pattern is a set of things (objects/numbers/shapes) arranged following a rule e.g red, blue, red, blue. - Know how to copy an create simple repeated patterns ABAB - Know height is the distance from the base to the top of an object. - Know length is the measurement of the longest side of an object. - Know weight is how heavy something is. The downward force caused by gravity on an object. Weight and Mass are different things. Mass is actually the amount of matter measured by how much something weighs. - Know capacity is the amount something can hold. Usually measured in volume which is the amount of space something takes up. - Know items can be ordered from the largest to the smallest etc.be able to order 2/3 items by height, length, weight and capacity. - Know positional language refers to the place where something or someone is e.g. behind, in front, next to. - Know the different times of day- Morning, Afternoon, Evening and Night time.	Counting & Number Concepts subitise • subitising • arrangement • number • quantity • finger pattern • count • counting • sequence • cardinality • 1:1 correspondence • whole • compare • match Patterns & Arrangements pattern • rule • ABAB • copy • create • repeated pattern • staircase pattern Measurement & Comparison height • length • weight • gravity • capacity • volume • space • largest • smallest • order Positional & Time Language behind • in front • next to • sequence • Monday • Tuesday • Wednesday • Thursday • Friday • Saturday • Sunday • morning • afternoon • evening • night • today • tomorrow • yesterday • day • week • weekend • weekday • first • next • then • last • before • after • now • later	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: - 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 Daily maths teaching using the teaching sequence from NCTEM is followed to teach children skills through opportunities to: SUBITISING: • subitise within 3, then 5 by identifying sub-groups in larger arrangements • create own patterns for numbers within 4 • practise using fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. CARDINALITY, ORDINALITY AND COUNTING: • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting

	- Know how to sequence events and describe using words such as first and then.		• have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. COMPOSITION: • see that all numbers can be made of 1s • compose their own collections within 4. • explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5 COMPARISON: • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including ‘more than’ and ‘fewer than’ • compare sets ‘just by looking’ at first, and then by subitising and matching • compare sets by matching, 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.
Spring	<i>Continue to develop subitising and counting skills.</i> <i>Explore the composition of numbers within and beyond 5.</i> <i>Begin to identify when two sets are equal or unequal.</i> <i>Connect two equal groups to doubles.</i> <i>Begin to connect quantities to numerals.</i> - 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	Numbers & Counting count • counting • sequence • counting on • counting back • order • more than • less than • beyond 20 Number Relationships subitise • subitising • number • missing part • pair • add up • 5 and a bit • double • equal • unequal • group Patterns & Sequences staircase pattern • repeated pattern • finger pattern • Hungarian number frame Concepts odd • even • shape • compare • quantity	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: - 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

	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		- 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 Daily maths teaching using the teaching sequence from NCTEM is followed to teach children skills through opportunities to: SUBITISING: • 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'. CARDINALITY, ORDINALITY AND COUNTING: • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • 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. COMPOSITION: • 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
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			• begin to link even numbers to doubles COMPARISON: • 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.
Summer	<i>Consolidate counting skills, counting to larger numbers. Develop a wider range of counting strategies. Secure the knowledge of number facts through varied practice.</i> - Continue to develop counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Develop conceptual subitising skills including when using a rekenrek - Recognise and name numerals beyond 20. - Know and automatically recall some number bonds to 5/10 - Know the difference between even and odd numbers and recognise the patterns they find. - Know some double facts for numbers to 10. - Know how to distribute quantities evenly, sharing them into two equal groups. - Know half of some numbers to 10. - Know features of 2d shapes; number of straight or curved sides, corners/points/vertices e.g. a triangle has 3 straight sides and 3 corner points. - Know 3d shapes have height, width and depth. We can see all their faces. - Know and name 3d shapes – sphere, cone, cube, cuboid, cylinder. - Know the features of 3d shapes; faces, edges and vertices/corners e.g. a cube has 8 vertices, 12 straight edges and 6 square faces. - Recognise 2d and 3d shapes in real life objects e.g. a piece of paper is a rectangle, the clock is a circle.	Numbers & Counting count • counting • set • actions • sounds • number • numeral • one more • one less • same • different • compare • quantity • subitise • subitising • rekenrek • 10-frame • double • even • odd • pattern • share • half • equal • group Operations & Concepts add • plus • more • less • equal • recall • number bond • within 10 • beyond 20 Shapes & Geometry 2d shape • 3d shape • straight • curved • side • corner • • face • edge • height • tall • short • measure • sphere • cone • cube • cuboid • cylinder • triangle • rectangle • circle • square	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: - 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 Daily maths teaching using the teaching sequence from NCTEM is followed to teach children skills through opportunities to: SUBITISING: • continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns • 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 • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.

			• consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. CARDINALITY, ORDINALITY AND COUNTING: • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. • consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. COMPOSITION: • explore the composition of 10 • consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. COMPARISON: • order sets of objects, linking this to their understanding of the ordinal number system. • consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
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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:

	Following The Vine and The Branches, children are expected to know: - 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
Autumn	- Know about familiar school staff and environment/routines in school - Know about familiar people – family members and their roles at home and in the wider world. - Know lots of families are made up of lots of different people and situations e.g. step siblings adopted children step parents etc. - Know families have different routines and relationships. - Know about the roles different people in their family have and talk about them. - Know that babies can drink milk but need help to control their physical movements and hold their heads up. Toddlers can crawl or walk and eat some real food but are very messy and still need lots of help. Children can eat real food and run and jump etc. Teenagers are growing and changing really fast. Adults have grown up form babies and are fully grown. Old people begin to move more slowly and sometimes need help with their hearing and sight. - Know in the past they were a baby and a toddler and now they are a child. - Know they will grow into a teenager and an adult and will grow old. -Know all children have their own interests. - Know some children will like the same thing e.g. some will like football and other children will like different things such as craft instead of football. - Know how our environment changes in different seasons – Autumn the leaves fall off the tress and the weather is colder. Winter the trees are bare and it gets cold and sometimes snows. - 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. (Observing and talking about changes, particularly in the forest.)	Family & Relationships family • parents • siblings • step • adopted • roles • routines • relationships Growth & Development baby • toddler • child • teenager • adult • old • grow • change • crawl • sit • walk • run • learn • interests Preferences & Activities Vocabulary associated with any activities/sports/ groups children are involved in eg rainbows, sports • same • different • like Seasons & Environment autumn • winter • spring • summer • leaves • trees • weather • snow • forest Celebrations & Customs birthday • Christmas • wedding • christening • Chinese New Year • Diwali • Diyas/Divas • Easter • Bonfire Night • Remembrance • poppy World Around Us school • day • teacher • assembly • hall • classroom • playground • lunchtime • areas • outside • inside • house • route • shops • library • railway • canal • parks • features • natural • scent • texture • color Living Things & Survival air • water • food • light • shelter • growth • decay Questions & Inquiry how • why • where • what • when • who History & Traditions Rama • Sita • diva • rangoli • mendhi • shadow • puppets • Bonfire • Remembrance • poppy RE IT	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 -Small World Area - Gingerbread Man, Little Red Riding Hood, Nativity characters/story maps, vehicles and trains – friction/forces -building area – animals, people, pictures of buildings, scenarios -dough – changes of state and matter -tinker – natural objects -Finding out – natural objects, stones to represent people, family photos – discussion about roles in families, mirrors – features of faces, photos/books about traditions eg remembrance, Diwali, Christmas, Guy Fawkes, maps of stories eg journey of Red Riding Hood, journey of Gingerbread Man, etc -Sand – wet/dry, containers, sieves, scoops -water – containers of different sizes, colours, bubbles Teaching opportunities at least but not limited to: • Daily story times • Daily teaching input/discussion

	- Know about special events they celebrate at home; birthdays, Christmas, christenings, weddings etc. - Know that other people don't always have the same celebrations as them. That lots of people have different celebrations - Know that some customs/celebrations have similarities and differences e.g. Diwali and Bonfire Night all have special food and fireworks. - 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 that school is in Hoole and Hoole is in the city of Chester - Visit Chester when we go to see the Christmas show at Storyhouse- Know about features of natural objects and find out about them by using senses to explore eg - scent, texture, colour etc.- Know about growth and decay in living things: Humans and animals grow and change over time - Know in order for living things to survive they need air, water, food, light, shelter. - Know some objects are sources of light e.g. lamp, candle, torch, lightbulb, lightening. But other objects reflect light e.g. mirror, window. - Know some materials allow light to pass through and others don't. Transparent objects let light pass through them, whereas opaque objects don't. Translucent materials allow some light to pass through but not enough to make images clear. - Know they need to use how, why where, what, when and who questions to find out about the world around them. - Know about people from the past who are important historical figures. - Know about the Hindu festival of Diwali – special food, Rama and Sita story, diva lamps, rangoli patterns, mendhi designs, dancing, shadow puppets. - Know about the traditions around Bonfire Night - Know about Remembrance Sunday/Day and why people wear poppies - Know about Christmas and the ways people celebrate and why - Know about the Christmas story and take on a role to tell/perform the story to visitors. - Know how to open an app and use the tools to draw a simple picture on an iPad. - Know, use and talk about some technology devices eg till, pretend phone, iPad, Yoto.	open • tap • click • press • swipe • scroll • select • choose • draw • erase • start • finish • move • drag • drop app • screen • touchscreen • iPad • tablet • phone • pretend phone • till • scanner • Yoto • button • volume • play • pause • picture • image • tools • menu • technology • device • sound • music • on • off	• Inspirational texts including Gingerbread Man, Little Red Riding Hood, Room on the Broom, Marvellous Me, Colour Monster • Home visits before school to enable staff to take photos of children's favourite toys and enable staff to support children when they are talking about families and family holidays/celebrations etc at school • Opportunities for children to talk about family members and find out about how families differ. Finding out about roles of family members • Look at and talk about different family photographs – compare and contrast photographs from today to those from the past – how do you know they are from a long time ago? • Look at photos of them as babies – how have they changed? That was in the past, this is now, in the future we will be.... • Visit from a baby – observe, question and share knowledge about babies. • What can we do now that we couldn't do as a baby? What do we use that they don't? • Use mirrors to look carefully at and talk about facial features – create observational drawings/paintings using correct colours and lines/shapes for features • Real Life experiences including clips/stories/information texts about Diwali, Remembrance, Bonfire Night, family photos to captivate and spark interest and find out more about them • Diwali dancing/dressing up with visitor from Hindu community • Take part in our EYFS Nativity for parents, including learning and performing a line and wearing a costume. Know that their role tells an important part of the Christmas story.
Spring	- Know Chester is a place within a country called England within the United Kingdom. - Know that countries have many places and a capital city.	Places and Local Environment	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,

	- 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 -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. - 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.	school • classroom • playground • home • street • shop • library • park • canal • train • bus • England • United Kingdom • country • capital • city • London Maps & Routes map • globe • world • Earth • route • near • far • aerial • view Cold & Hot Places Arctic • Antarctica • cold • ice • snow • hot • desert Animals & Where They Live sea • ocean • fish • seal and other Arctic/Antarctic animals) • penguin • land • farm • chick • Travel walk • car • bus • train • boat • plane Seasons & Weather Autumn • Winter • Spring • Summer • leaves • tree • sunny • rainy • windy • snowy • warm • cold Look & Describe same • different • change • look • see • notice • compare Life Cycles & Plants frog • tadpole • butterfly • caterpillar • chick • egg • bean • seed • plant • grow • water • light States of Matter solid • liquid • water • ice • melt • freeze • boil • cool • hot • cold • warm • colder • warmer • hotter • hard • soft • wet • dry Question Words who • what • where • when • why • how Celebrations birthday • Shrove Tuesday • Lent • Chinese New Year • lantern • dragon • animal names • fireworks • red • envelope • card open • tap • click • press • camera • photo • picture • image • gallery • save • view • look back IT internet • search • website • click • link • information • online • browser • Google • technology • device • app • play • music • video • game • help • enjoy • listen • watch	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 -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 Teaching opportunities at least but not limited to: • 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 • 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
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	-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.		• 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?
Summer	- Know that different materials have different properties - Tissue paper and sponges absorb water, Plastic and metal don't absorb water. - Some metal things are attracted to magnets and other materials are not. - Some materials are translucent and others are opaque. -Know if an object stays on top of the water it floats and if it drops to the bottom it sinks. - Know children have different interest/likes/dislikes and understand this is part of different personalities. - Know how we have changed since we have started school - Know and talk about what we are good at - Know there are lots of different jobs in the wider world e.g. doctor, police, firefighters, teachers, hairdressers, footballers, vets, dancers, artists, chefs etc. - Know that the past has been, the present is now and the future is to come. - Know that as we grow and develop we will be able to try new things and we can have aspirations for our future - Know that our school is more than just Reception, Year 1, the playground and the hall - Know that moving on is a part of growing up - Know that Year 1 is our next step in school and talk about what that means. - Know how to take and view a photo on an ipad - Know we can use technology to help us achieve many things	Materials & Properties material • property • absorb • water • tissue • paper • sponge • plastic • metal • magnet • attract • translucent • opaque Floating & Sinking float • sink • top • bottom • water Personal & Social interest • like • dislike • personality • different • same Growth & Change grow • change • school • started • good • try • new • aspiration • future • Reception • Year 1 • playground • hall • next • step • moving • up Jobs & Occupations doctor • police • firefighter • paramedic • dentist • nurse • builder • postal worker • coastguard • teacher • hairdresser • footballer • vet • dancer • artist • chef and any other occupations children come up with Time Concepts past • present • future IT open • tap • camera • photo • picture • image • gallery • save • view • look back • technology • device • app • help • enjoy • play • music • video • game • listen • watch	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 -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 Teaching opportunities at least but not limited to: • Jack and the Beanstalk – seeds – growing seeds and beans, planting, what do plants need to grow? Measuring plants, investigating where plants will and won't grow. Why castles were built – features and purposes of castles. Who lived in them. • Mad about Minibeasts – different types of minibeast – flying, how many legs, types of body, friendly/not, pollination • Super Duper You – how we've changed already since starting school – skills, talents, what makes us unique and special, looking back on our year – what's happened, how we've grown and changed, what's next and what might the future hold?

			• Supertato – people who help us –what do they do? Career aspirations • Real Life experiences/information texts including people who help us, castles, minibests to captivate and spark interest
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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
Autumn	- Know a range of simple songs and nursery rhymes (farmers in the den, Princess Long Ago, Sing a Song of Sixpence, Hickory Dickory etc – in line with children's interests) and counting songs (five speckled frogs, five cheeky monkeys etc) - Know they can perform their own songs and rhymes as well as familiar rhymes. - Learn, sing and perform Christmas songs - Know a story can be performed for an audience's pleasure and entertainment (performing in the EYFS Nativity and watching the Storyhouse live performance)	Songs & Rhymes song • rhyme • sing • counting • music • perform Music Concepts pitch • high • low • tempo • speed • volume • loud • soft • instrument • pluck • strike • blow • beat • sound Art & Drawing shape • line • close • object • draw • dot • artist • Yasoi Kusama • style • dab • decorate • observation • careful • detail • accuracy	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 -Small World Area - Gingerbread Man, Little Red Riding Hood, Nativity characters/story maps, vehicles, animals and trains, books

	- 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. - 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 - Through rolling, squeezing, pressing, cutting etc - Know how to use simple tools e.g. scissors, sellotape, simple modelling tools, shape cutters, paintbrushes, pencils. - Know ideas can be represented through media – e.g. can draw self portrait. - Know and copy features of famous artists work e.g. add dots to pumpkin pictures in the style of Yasoi Kusama - Know we can use a range of items in pretend play to retell or develop our own stories.	Colours & Materials colour • paint • paper • tissue • smooth • rough • bumpy • texture Techniques & Media print • paint • collage • sculpt • model • draw • cut • join • stick • layer • blend • press • squeeze • roll • cut Tools & Equipment scissors • sellotape • cutter • paintbrush • pencil • tool Pretend Play pretend • play • small world • role play • story • role • act Performance show • perform • audience • narrator • microphone • aisle • actors • solo • duet • stage	- Building area – animals, people, pictures of different buildings - Dough – loose parts, recipes, instructions, pictures - Tinker – natural objects, loose parts - Finding out – natural objects, family photos, mirrors, photos/books about traditions eg remembrance, Diwali, Christmas, Guy Fawkes, maps of stories eg journey of Red Riding Hood, journey of Gingerbread Man, etc - 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 portraits, family members, story characters, seasonal changes, Christmas pictures etc Teaching opportunities at least but not limited to: • Painting – Free exploration, plus painting in response to teaching – portraits, houses, families, Room on the Broom characters, Yasoi Kusama pumpkins, Gingerbread Man characters, Little Red Riding Hood characters, Christmas story characters – selecting correct colour eg eye colour, animal colours, landscape 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, linked to teaching and children's interests – eg a house, a hat, a new broom, etc. Staff model talking about what they are doing and encourage children to do the same. • Follow charanga music scheme to enable children to develop musical skills in sequence, including singing, playing instruments, listening and responding to music • 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.
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			• Diwali music and dancing, dressing up in traditional dress • Learn songs and perform them with actions for Masses, coffee afternoons and Nativity • Learn lines and actions and perform them for Nativity • Watch KS1 Nativity dress rehearsal • Visit Storyhouse to see a live show • 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.
Spring	As above plus: - 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.	As Above plus: Joining Materials sticky tape • glue • string • treasury tags • split pins • paper clips • elastic bands Colours & Mixing colour • mix • red • blue • yellow • green • orange • purple Art & Artists art • artist • circle • dot • abstract • Kandinsky Movement & Music movement • music • dance • sing • song • rhyme • beat • pitch • tempo • volume Storytelling & Play story • pretend • play • sequence • language Working Together friend • together • share • create • help	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 -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 Teaching opportunities at least but not limited to: • Painting – Free exploration, plus painting in response to teaching – polar animals, London landmarks, Royall 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, linked 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 • 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.
Summer	As above plus: - Know and copy features of famous artists work - Know how to evaluate own and others work – positive features that work well, areas that need strengthening support etc - Know and talk confidently and sequentially about their creative processes – eg how something has been made. - Know they can independently apply skills and knowledge learned to create, perform and play. - Know and make choices about alternative ways to join and fix may work better with different materials. - Know they can use previous experience with project development – joining, connecting materials etc to improve later work. - Confidently perform songs, rhymes, movement, music as part of a group or class either as part of taught sessions or through continuous provision.	As Above plus: Art & Artists art • artist • copy • feature • style • Evaluation & Improvement evaluate • improve • change • strengthen • support • positive Creative Process process • make • create • choice • independent • apply • skill • knowledge Joining & Fixing join • fix • sticky tape • glue • string • treasury tags • split pins • paper clips • elastic bands Performance & Music perform • song • rhyme • movement • music • group • class • beat • pitch • tempo • volume	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 -Small World Area – school peg dolls, Jack and the Beanstalk, minibests, superheroes, people who help uscharacters/story maps, vehicles, animals and trains, books -Building area – animals, people, pictures of different buildings -Dough – loose parts, recipes, instructions, pictures -Tinker –loose parts, egg trays, numbers, ten frames -Finding out – people who help us with QR codes, castle information, different superheroes

			-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 people who help us, superheroes, Jack, beanstalk, castles, minibeasts, etc Teaching opportunities at least but not limited to: • Painting – Free exploration, plus painting in response to teaching –selecting correct colour and mixing/adapting colours, choosing tools, techniques and materials they wish to express – eg pastels, watercolours, paint, etc. • 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 –create models choosing which tools, techniques and materials to use to represent real life and imaginary objects, linked to teaching and children's interests – eg a super hero costume or accessory, a home for a minibeast or a trap for Evil Pea. Children independently reflect on what they have done and how they achieved their final product. • Follow charanga music scheme to enable children to develop musical skills in sequence, including singing, playing instruments, listening and responding to music • 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 support children to develop play storylines involving greater imagination and creativity. Children are encouraged to listen to each other's ideas and work together to create collaborative play ideas. Fabrics, materials and other props available to create eg capes, dens, vehicles, etc
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