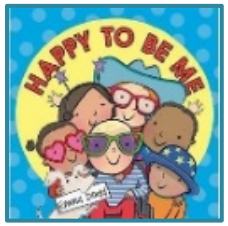
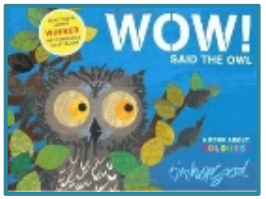
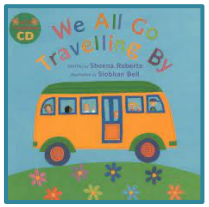
Every Child a Confident Learner

Nursery Curriculum

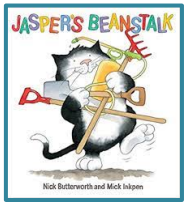
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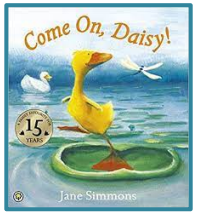










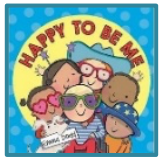
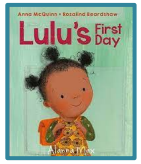
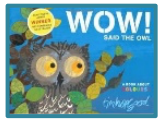
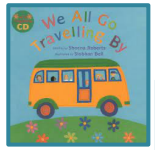
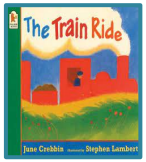
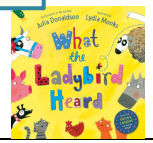
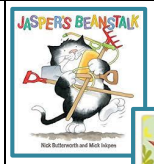
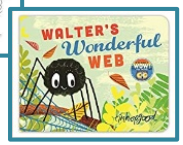
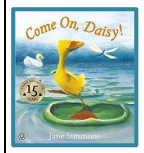


Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Nursery — Sequenced Curriculum

Age Related Expectations ** Teaching and learning to be adapted through short term planning, driven by assessment*

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS Theme	**Marvellous Me**	**Autumn/Celebrations**	**Transport**	**Animals & Lifecycles**	**Down in the Garden**	**Water**
Planning around a quality text: *To be chosen following children's interests.*	 	 	 	 	 	 
Linked texts Fiction Non-fiction Traditional tales	▪ Time for bed, Fred ▪ We're going to the dentist ▪ DK My first body ▪ My mum ▪ My dad	▪ Owl Babies ▪ Oliver's Wood ▪ Autumn ▪ Birds ▪ Time to go to bed ▪ A busy day for birds ▪ A dark, dark tale ▪ Spot's Birthday Party	▪ Naughty bus ▪ Red Lorry, Yellow Lorry ▪ Brilliant boats ▪ Dig, dig, digging ▪ My Big Book of Transport ▪ The Whales on the bus	▪ It's Mine by E. Yarlett ▪ Pig in the Pond ▪ We went to visit a farm one day ▪ Chickens aren't the only ones ▪ Daisy and the Egg ▪ Rosie's walk ▪ Farmyard hullabuloo	▪ 10 seeds ▪ Tiny seed Eric Carle ▪ The Very Hungry Caterpillar ▪ Mad about minibeasts ▪ Lulu loves flowers	▪ How Does a Tadpole Grow ▪ Hooray for fish! ▪ Book of Animals -O. Jeffers ▪ One Little Frog ▪ The Odd Fish ▪ Cuddly Dudley
Linked rhymes / songs *(See also EAD)*	▪ Head, Shoulders, Knees & Toes ▪ Eyes, nose, cheeky cheeky chin ▪ If you're happy & you know it ▪ Follow me, follow me do ▪ Hello stretchy stretchy ▪ Pat a cake, pat a cake	▪ Happy Birthday ▪ Twinkle Twinkle Little Star ▪ It's raining its pouring ▪ Rain, rain go away ▪ Frosty weather (Sing Up) ▪ I can sing a rainbow ▪ Owl song	▪ The Wheels on the bus ▪ Row, Row Your Boat ▪ A sailor went to sea ▪ The big ship sails ▪ Down at the station ▪ This little train ▪ Train is a-coming	▪ Old Macdonald ▪ Baa Baa Black Sheep ▪ Chick chick chick chicken ▪ Farmer's in his den ▪ Humpty Dumpty ▪ Little Bopeep ▪ Mary had a Little Lamb	▪ There's a tiny caterpillar ▪ Seed song ▪ 5 Little peas in a peapod ▪ Mary Mary quite contrary ▪ Mulberry bush ▪ Incy Wincy Spider ▪ Oats, beans, peas and barley grow	▪ 5 Little ducks ▪ 5 Speckled frogs ▪ Row, row, row your boat ▪ Jack and Jill ▪ Splish Splash Bathtime ▪ 1,2,3,4,5, Once I Caught a Fish Alive ▪ The ducks go waddling
Linked poetry	▪ Two little eyes to look around by Michael Foreman ▪ We can by Michael Rosen	▪ Wide-eyed owl ▪ Candles by Wendy Cope	▪ Ride in the car by Jim Rule ▪ Song of the train by David McCord	▪ Five brown eggs in a nest of hay ▪ Down at the farm where nobody goes…	▪ I have a little spider	▪ The quiet pond ▪ Splish splash splosh! By James Carter
Trips / Visitors / Enrichments	○ New baby ○ School nurse ○ Mums / dads	○ School grounds ○ Sessions to Little Explorers' World begin	○ Visit the school car park ○ Grandparent visitors	○ Trip to a farm ○ Walk around locality	○ School grounds keeper ○ School grounds, including the pond	○ School pond
Celebrations / Festivals / Special Events	○	○ Diwali ○ Harvest festival ○ Hanukah ○ Christmas	○	○ Eid ○ Trip to the farm ○ Easter	○	○ Graduation

School vision and values

"Every child a confident learner."





Seven key features of effective practice … *to be embedded through all areas of learning … creating powerful learners and thinkers*

The best for every child	High-quality care	The curriculum	Pedagogy
All children have the right to high-quality early education. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, four months behind their peers. We narrow that gap through quality first teaching, quality interactions, direct instruction, play-based learning, Colourful Semantics, WELLCOMM and strategies to support children with EAL or SEND. • Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.	Children's experience must always be central to the thinking of every practitioner. All children have the right to talk and they are encouraged to talk about what is important to them. • Young children thrive when they are loved and well cared for. Staff are nurturing and use emotion coaching strategies to support children. Every practitioner enjoys spending time with young children. Staff regularly access training with a focus on high quality interactions. • Effective practitioners are responsive to children. They share attention, thrive together, avoid frustration, highlight, review progress and motivate. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children. Home visits, stay/play/learn sessions and visits to settings help the transition into school.	The curriculum is a progressive sequence of everything the children are intended to learn while in the Foundation Stage. • Vocabulary development and planning for language development are central to the curriculum. • The curriculum is ambitious for every child. Careful sequencing helps children to build their learning over time. • The curriculum and planning are driven by children's interests. Staff with robust knowledge of the subject and curriculum can facilitate learning in whichever workshop area the children choose to learn. • Young children do not develop in a fixed way. Staff have thorough knowledge of each individual child and their next steps in learning. • Depth in early learning is much more important than covering lots of things in a superficial way.	Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Each child has a daily entitlement to direct instruction with a focus on phonics, literacy, PSE, maths and UW. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through focus activities, when practitioners guide their learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

Assessment	Self-regulation and executive function	Partnership with parents/carers
Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time. • Evidence of children's knowledge and progress is gathered through the use of Evidence Me and Wow Work folders.	Executive function includes the child's ability to hold information in mind, focus their attention, think flexibly and inhibit impulsive behaviour. • These abilities contribute to the child's growing ability to self-regulate, including concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. • Language development is central to self-regulation. Children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. • All adults have benefited from Dingley's Promise training with a focus on behaviours that challenge. All adults have benefited from training with a focus on emotion coaching and self-regulation.	It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents/carers and giving parents/carers clear information about their children's progress. • Class Dojo and Evidence Me are used to communicate with parents/carers and share information about their child's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children. Information about home learning is shared regularly via Class Dojo, including information from the Local Offer, The National Literacy Trust and The National College.

Characteristics of Effective Learning … *to be embedded through all areas of learning … creating powerful learners and thinkers*	
Playing & Exploring	▪ Realise that their actions have an effect on the world, so they want to keep repeating them. ▪ Plan and think ahead about how they will explore or play with objects ▪ Guide their own thinking and actions by talking to themselves while playing ▪ Make independent choices ▪ Do things independently that they have been previously taught ▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning ▪ Respond to new experiences that you bring to their attention
Active Learning	▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines ▪ Show goal-directed behaviour ▪ Begin to correct their mistakes themselves ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	▪ Take part in simple pretend play ▪ Sort materials ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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

Autumn

Learning Priorities: Linked to Development Matters 2021

Listening, Attention and Understanding

- Pay attention to one thing at a time
  - ⇨ Listen 1:1 to develop independence within daily routine
  - ⇨ Participate in short multi-sensory Key Person group time
- Enjoy listening to stories and begin to remember much of what happens
  - ⇨ Listen to short stories with illustrations / props / sounds
  - ⇨ Recall key events / name key characters
  - ⇨ Begin to join in text retell with some actions
- Follow an instruction with one part
  - ⇨ Linked to: □ daily routine □ Key Person group activities
- Understand simple questions about 'who', 'what' and 'where'
- Begin to understand some 'why' questions related to own experiences or texts

Speaking

- Begin to use a wider range of vocabulary
  - ⇨ Linked to: □ daily routine □ themes
- Learn new rhymes and begin to develop a repertoire of songs
  - ⇨ Join in with actions / props
  - ⇨ Fill in some missing words
- Begin to use different tenses (future and past)
  - ⇨ Talk about something that happened in the past
- Begin to use longer sentences of 4/6 words
- Start a conversation with a familiar adult / friend
- Begin to use talk to organise selves / play

Spring

Listening, Attention and Understanding

- Begin to shift attention from one thing to another when needed and given a prompt
- Enjoy listening to stories & remember much of what happens
- Begin to understand and follow a two-part instruction
  - ⇨ Linked to: □ daily routine □ Key Person group activities
- Understand some 'why' questions
- Begin to show an understanding of some prepositions (*see maths)*
- Begin to listen to others in a small group
  - ⇨ □ in key person or focused group

Speaking

- Use a wider range of vocabulary
  - ⇨ Linked to: □ daily routine □ themes
- Continue to develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and begin to tell a simple story
- Continue to develop communication, using future and past tense (not always correctly)
- Use longer sentence of 4/6 words
- Begin to join sentences with *'and'*
- Start a conversation with an adult / friend and begin to continue it with many turns
- Use talk to organise selves / play
- Begin to express a point of view
- Begin to retell a simple past event with support

Summer

Listening, Attention and Understanding

- Shift their attention from one thing to another when needed and given a prompt
- Enjoy listening to longer stories (with increased attention) and remember much of what happens
- Understand and follow a two-part instruction in a range of contexts
- Understand and respond confidently to simple 'why' questions
- Show an understanding of some prepositions (*see maths)*
- Listen to others in a small group
  - ⇨ □ in key person or focused group □ when playing collaboratively

Speaking

- User a wider range of vocabulary in a variety of contexts
- Sing a large repertoire of songs
- Sing a range of songs/rhymes as part of a group and independently
- Talk about a familiar book and tell a simple story
- Start a conversation with an adult / friend & continue it with many turns
- Develop communication, begin to use a wider range of tenses (with correct use of most tenses – but may have problems with irregular tenses)
- Use talk more confidently to organise selves / play
- Express a point of view & debate when they disagree with an adult / friend, using words as well as actions
- Use longer sentences of at least 6 words, joined by *'and '*
  - ⇨ Begin to use other words such as …*because, or*
- Begin to retell a simple past events in correct order, with support

Strategies to support Communication and Language to include:

Teaching and modelling vocabulary	Teaching and modelling language	Interactive reading	Teaching through collaborative talk	Teaching and modelling social communication skills
Repetition Naming and labelling Explaining and showing Imitation Commenting Extending Remodelling and recasting	Questioning Repetition Explaining and showing Opportunities to discuss events or experiences Imitation Commenting Recasting Narrating	Questioning Completion Posing suggestions or problems Imitation Recalling of events or experiences Commenting Recapping and reminding Expanding Extending Explaining Repetition	Recapping Explaining and showing Posing suggestions or problems Questioning Making links Evaluating Recall of events or experiences	Demonstrating social rules Waiting Body positioning Mirroring Gesturing Reminding Providing opportunities

The language of argument	The language of comparison	The language of deduction	The language of description
I want to…… I like…… I think…… Why? I think…… What do you think? It is…… Yes because…… I like……	It is the same because… It is not the same. This is……and that is……	It will……..because…… I think I will……. I think……..because…… It is……because……. It has……because…… Why do you think this is a ……..? What can you see?	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It is the same because……..
The language of explanation	**The language of explanation (mathematics)**	**The language of hypothesis**	**The language of opinion**
It is…… I …… You…… It is……..because…….. The……..is……	I've got the ……..one It's the same It's the same number. They / We both have…… Another one…… I have more…….. I think…… ……..is heavy/light	How do you know e.g. 'The porridge is hot'? It is……..because…… The……..is……..because…… What do you think? What do you think will happen next?	I like…… It is good/nice/beautiful 'What do you think?' I think…… I think that……..because…… What do you think? What will happen if……?
The language of retelling	**The language of sequencing**	**The language of evaluation**	**The language of prediction**
First I…….. Then…….. What did you do first? ……..happened first. Then what happened? Next……happened. Then……..happened. ……happened last.	First…….. Next…… Then……. ……happened first. Next……happened. Then……..happened. ……..happened last. It is……	I made this train. "I like the way……" I've done this picture. "I can see you have……" I like this because……. I made this……	I think it will…….. 'What do you think will happen?' It will…….. What do you think will happen next?

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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

Learning Priorities: Linked to Development Matters 2021

Autumn

Self-Regulation

- Begin to talk about feelings … *happy, sad, feelings*
  - ⇨ Show / imitate different emotions and label
  - ⇨ I am happy / sad because ….
- Begin to show awareness of how others might be feeling
  - ⇨ Offer comfort to a child who is upset / laugh with others
  - ⇨ Identify feelings of main characters in texts, using illustrations
- Begin to recognise that some actions can hurt the feelings of others
- With support begin to find solutions to some conflicts
  - ⇨ Share resources / take turns *e.g. bike track*

Managing Self

- Show interest in a range of experiences, indoors and outdoors
  - ⇨ Familiar and some new
- Begin to select and use continuous provision resources, with help when needed … *resources*
  - ⇨ Make independent learning choices … *learning, play*
  - ⇨ Put resources back in right place once used
- With support begin to follow class routines and rules
  - ⇨ Begin to respond to the tambourine
  - ⇨ Begin to gather for circle time with their key person
  - ⇨ Begin to tidy up with practitioner support
- Begin to be independent within self-care routines …*toilet, snack time, share, food, drink, wash / dry hands*
  - ⇨ Toileting / Handwashing / Snack time / Outdoor time
  - ⇨ Begin to hang up their own coat

Building Relationships

- Begin to see themselves as part of a community
  - ⇨ Key Person group / nursery / family
- Begin to play with one or more other children
  - ⇨ Child-initiated learning / small group activities
  - ⇨ Share resources / take turns …*my, your turn, share*

Spring

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and begin to use other words …*angry, hungry, tired*
- With support begin to understand and talk about how others might be feeling and the reasons why
- Begin to help to find solutions to conflicts and rivalries
  - ⇨ *E.g. realise themselves that they need to take turns / share*
- With support begin to talk with others to resolve conflicts

Managing Self

- Begin to select and use activities (familiar and new) and resources to achieve a set goal
- Settle to an activity of choice for some time
- Increasingly follow class routines *(e.g. now / next board)* and rules (with reduced practitioner guidance)
  - ⇨ Respond to the tambourine promptly
  - ⇨ Join in with key person group times
  - ⇨ Tidy up designated area with decreasing practitioner support
- Develop independence within self-care routines
  - ⇨ Put on / hang up own coat … *zip, fasten, take off*
  - ⇨ Toileting / Handwashing / Snack time / Outdoor time
- Begin to make healthy choices about food, drink, activity and toothbrushing.

Building Relationships

- See themselves as part of a community
  - ⇨ Friendship groups
- Play with one or more other children
  - ⇨ Child-initiated learning / small group activities
  - ⇨ Begin to share and take turns with others
  - ⇨ Begin to extend and elaborate play ideas with others
  - ⇨ Begin to take part in pretend play

Summer

Self-Regulation

- Talk about their feelings using a range of words … *scared, excited,*
- Begin to understand how others might be feeling
  - ⇨ Comfort a friend or ask a practitioner to help a friend
- Help to find solutions to conflicts and rivalries
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts

Managing Self

- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
  - ⇨ Settle to an activity (including adult-directed activities) for some time
  - ⇨ Begin to complete 1 or 2 key jobs per week
- Increasingly follow rules and routines, understanding why they are important.
  - ⇨ Begin to tidy up independently when directed
  - ⇨ Remember / follow rules without frequent adult reminder
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing.

Building Relationships

- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
  - ⇨ Child-initiated learning / small group activities
  - ⇨ Take part in pretend play

Executive function		
Autumn	**Spring**	**Summer**
Response inhibition ▪ Can wait for a short period of time. ▪ Can understand and follow 'now' and 'next' [visual and oral] Emotional control ▪ Talk about own feelings, using words like happy, sad, angry, worried ▪ Accept and respond to 'no' from an adult. Flexibility ▪ Adjust to changes in plans or routines with some warning. Sustained attention ▪ Can find it difficult to pay attention to more than one thing at a time. ▪ Concentrate on achieving something that's important to them e.g. complete a simple jigsaw with a friend. Organisation ▪ With reminders put toys / resources in a designated place. Time management ▪ Develop an awareness of the daily routine. ▪ Complete a short job within a time limit set by an adult e.g. tidy up time / put coat on Goal directed persistence ▪ Select and use activities and resources, with help when needed to achieve a goal they have chosen, or one which is suggested to them.	Response inhibition ▪ Ask before taking things. ▪ Wait for turn in small adult-led group activity. Working memory ▪ Can prepare self for a familiar activity e.g. put on apron to paint Emotional control ▪ With support recover from a minor disappointment in a short time. Flexibility ▪ Begin to know more, so feel confident about coming up with own ideas. Make more links between ideas. Sustained attention▪ Play with one or more other children, extending and elaborating play ideas. ▪ Begin to independently complete a simple familiar task. Task initiation ▪ Begin to follow an adult direction immediately after being given. Planning and prioritising ▪ Select and use activities and resources, to achieve a chosen goal, or one which is suggested to them. Goal directed persistence ▪ Concentrate on achieving something that's important. Begin to control attention and ignore distractions.	Response inhibition ▪ Begin to turn take in conversation. ▪ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Working memory ▪ Understand a question or instruction that has two parts, such as: Get your coat and wait at the door. Emotional control ▪ Talk about their feelings in more elaborated ways: "I'm sad because… "or "I love it when …". ▪ Uses non-aggressive solutions when faced with conflict in group of children without becoming overly excited. Flexibility ▪ Begin to correct mistakes themselves. ▪ Keep on trying when things are difficult. Sustained attention ▪ Enjoy listening to longer stories and can remember much of what happens. ▪ Can start a conversation with an adult or a friend and continue it for many turns. Task initiation ▪ Begin to complete weekly challenge. Planning and prioritising ▪ Begin to plan and think ahead about how they will explore or play with objects and others. Metacognition ▪ Begin to make minor adjustments to the strategy being used to solve a problem. ▪ Engage in self-talk about own actions.

Strategies to support Personal, Social and Emotional Development to include:

Teaching awareness of emotions and feelings	Teaching and modelling managing emotions and feelings	Teaching and modelling social communication	Teaching relationship skills	Teaching how to sustain positive relationships	Promoting self-care	Developing self-regulation and executive function
Labelling Discussing Explaining Scaffolding	Modelling Techniques to manage Reminders of techniques Scaffolding	Waiting Body positioning Mirroring Gesturing Non-verbal communication Demonstrating rules Reminders of rules	Impact of words and actions Connections Unique qualities Help-seeking Cooperation	Express needs Resolve conflicts Choose responses Collaborative Take responsibility Agency	Discussion Instructing Prompting Participating Using mistakes	Creating and navigating challenge ⇨ Reminding, memory prompts, posing problems, using increasingly complex instructions, providing opportunities, adapting, emphasising, repetition, teaching strategies Teaching self-monitoring and self-awareness ⇨ Teaching strategies, naming and labelling, making links between experiences and events, suggesting Creating a community of collaborative learners ⇨ Coordinating, signposting, questioning, being a co-player, providing a menu of strategies, refocusing, recapping Promoting physical activity Promoting talk about learning ⇨ Thinking aloud, planning and sequencing, evaluating, making links, recapping, using mistakes to learn, predicting, drawing attention

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn

Learning Priorities: Linked to Development Matters 2021

Gross Motor Skills

- Continue to develop movement skills of walking and running
  - ⇨ Negotiating space
  - ⇨ Begin to adapt speed / direction to avoid obstacles
- Continue to develop climbing skills
  - ⇨ Climb stairs using alternate feet
  - ⇨ With support explore climbing frame
- Continue to develop balancing skills *… balance*
  - ⇨ Complete low level obstacle courses
  - ⇨ Walk up / down a ramp
  - ⇨ Stand still or on one leg *e.g. musical statue*
- Begin to learn to *crawl*
- Continue to develop riding skills and pedal – scooter / trike / balance bike *…pedal, steer, stop, start, track*
  - ⇨ □ Follow bike track □ in correct direction □ stop / start
- Continue to develop ball skills *..kick, roll*
  - ⇨ □ Rolling (partner / circle games) □ kicking
- Begin to use large-muscle movements to
  - ⇨ Top to bottom movements e.g. wave flags and streamers or paint / make marks *…top to bottom*

Fine Motor Skills

- Use some one-handed tools and equipment
  - ⇨ Across provision: □ pour / fill □ stir / mix □ roll □ paint / draw / mark make *…pour, fold, pinch, tip, tap, scoop*
  - ⇨ Show an interest in scissors begin to □ know that scissors are used to cut paper □ use the correct grip when cutting
- Begin to learn to use a knife and fork
- Begin to show a preference for a dominant hand
- Begin to develop a comfortable grip when using pencils / pen
  - ⇨ Begin to copy and draw Beery pre-writing shapes □ straight vertical lines □ horizontal lines □ *circle*

Spring

Gross Motor Skills

- Continue to develop movement of walking and running and adapt speed/ direction to avoid obstacles*…travel, faster, slower*
- Use climbing frame independently
- Continue to develop balancing skills
- Learn to *crawl* and begin to learn to *bottom shuffle*
- Continue to develop riding skills
  - ⇨ Negotiate space / obstacles
- Continue to develop ball skills
  - ⇨ □ *Throw / catch* □ Begin to *aim* balls and beanbags *…target*
- Use large muscle movements
  - ⇨ Top to bottom and begin to use anticlockwise circular movement *…around e.g.* streamers or paint / make marks
- Begin to remember some sequences and patterns of movement related to music and rhythm
- Begin to take part in some paired activities e.g. *rolling ball*
- Begin to match developing physical skills to tasks and activities in setting
  - ⇨ e.g. □ obstacle course □ 'move like a …'
- Choose the right resource to carry out chosen plan
- Begin to collaborate with others to manage large items

Fine Motor Skills

- Continue to learn to use a knife and fork
- Show preference a for a dominant hand
- Use a range of one-handed tools and equipment e.g. making snips in paper with scissors.
  - ⇨ Hold paper and make small/ random snips*…snip, cut*
- Continue to develop a comfortable grip with good control when holding pens and pencils.
  - ⇨ Begin to copy and draw Beery pre-writing shapes □ *cross* with vertical and horizontal lines

Summer

Gross Motor Skills

- Continue to develop their movement, walking, running, climbing and balancing skills, using these skills for a variety of tasks
- Develop confidence to *crawl* and *bottom shuffle*
- Begin to *roll*
- Continue to develop riding skills
  - ⇨ Ride bikes with confidence around the track
- Continue to develop ball skills and begin to catch and aim (e.g. with beanbags)
- Use large muscle movements (top to bottom and anticlockwise)
- Remember some sequences and patterns of movement related to music and rhythm
- Begin to take part in small group team activities with adult support
  - ⇨ E.g. take turns in a target game or a simple team relay race
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- Collaborate with others to manage / move large items

Fine Motor Skills

- Use one-handed tools and equipment, e.g. scissors
  - ⇨ Make consecutive cuts with a forward motion of the scissors, without tearing paper
  - ⇨ Begin to be able to cut along a straight line
- Eat independently using a knife and fork
- Use a comfortable grip with good control when holding pens and pencils
  - ⇨ Begin to copy and draw Beery pre-writing shapes □ *square*

Strategies to support Physical Development to include:		
Promoting physical activity	Teaching the skills needed for moving and handling	Teaching the skills needed for mark-making and letter formation
Participate Repetition Combine learning opportunities Sparking or tempting Suggesting Experimenting	Explaining Narrating Repetition Reminding Commenting Reflecting Showing Breaking down and sequencing Physical support Signposting Targeting Extending Suggesting Using mistakes as teaching and learning opportunities Adapting	Prepare Modelling Narrating Demonstrating Use memory prompts Commenting Repetition

Progression in skills for the daily obstacle course to include:					
Crawling – under, over, through Jumping	Crawling – under, over, through Bottom-shuffling Jumping	Crawling – under, over, through Balancing Jumping Weaving in and out	Crawling – under, over, through Rocking side-to-side Jumping Weaving in and out	Pencil rolling Crawling – under, over, through Jumping Weaving in and out	Spider walking Crawling – under, over, through Jumping Weaving in and out

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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

Autumn

Learning Priorities: Linked to Development Matters 2021

Foundational Phonics / Reading

- Begin to develop phonological awareness. Join in with Phase 1 / foundational phonics activities, aspects 1 to 6:
  - ⇨ Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion
  - ⇨ Rhythm and rhyme: begin to develop awareness of words that sound the same *…rhyme*
  - ⇨ Alliterative activities, begin to identify words starting with the same phoneme within names
  - ⇨ Explore and copy different voice sounds
- Begin to understand some of the five key concepts about print:
  - ⇨ Handle books carefully & correctly
  - ⇨ Name some book parts *… front, back, cover, page, turn*
  - ⇨ Distinguish between print & picture *…picture, words/ writing*
  - ⇨ Print has meaning □ begin to recognise some familiar logos □ environmental labels with photograph
  - ⇨ Understand print is read left to right
- Enjoy sharing a book with an adult
  - ⇨ One to one
  - ⇨ Small group time
  } Fiction and non-fiction
- Begin to talk about a familiar book one-to-one
  - ⇨ Comment on an illustration …*picture*
  - ⇨ Favourite character / part … *character*
- Begin to read own name with visual prompt

Writing

- Begin to use some of their print knowledge in their early writing
  - ⇨ Add some marks to their drawings, which they give meaning to. E.g. "That says mummy."
- Begin to attempt to write name
  - ⇨ Begin to understand that own marks represent meaning
  - ⇨ Make marks on picture to represent name and talk about
  - ⇨ Point to marks / 'writing'
  - ⇨ Draw horizontal / vertical lines and circles
  - ⇨ Write first letter of name with correct letter formation

Spring

Foundational Phonics / Reading

- Continue to develop phonological awareness. Join in with Phase 1 / foundational phonics activities, aspects 1 to 7:
  - ⇨ Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
  - ⇨ Rhythm and rhyme: develop awareness of words that sound the same
  - ⇨ Tune into alliterative words, begin to identify / hear some initial phonemes in words
  - ⇨ Explore and begin to talk about different voice sounds
  - ⇨ Begin to participate in oral blending/segmenting activities
  - ⇨ Count or clap syllables in own name
- Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary
  - ⇨ Begin to be aware of story structure *…beginning, end*
- Continue to develop and understand the 5 key concepts about print:
  - ⇨ Handle books carefully & correctly
  - ⇨ Name some book parts *…title*
  - ⇨ Print has meaning – recognise some new logos
  - ⇨ Begin to understand what a word / letter is *… letter / word*
  - ⇨ Follow print left to right and begin to use 1:1 correspondence
  - ⇨ Know where to start reading …
  - ⇨ Know the correct orientation of letters and words
  - ⇨ Locate first and last letters and words*…first/ last*
- Read own name without visual prompt

Writing

- Begin to use some print / letter knowledge in early writing
  - ⇨ Symbols – lines / circles
  - ⇨ Some recognisable letters
  - ⇨ Left to right directionality
  - ⇨ Top to bottom directionality
  } ascribe meaning / point to directionality
- Begin to engage in purposeful mark marking
- Attempt to write name, using name card, with some recognisable letters, some correctly formed

Summer

Foundational Phonics / Reading

- Develop phonological awareness. Join in with Phase 1 / foundational phonics activities, aspects 1 to 7:
  - ⇨ Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
  - ⇨ Talk about rhyming words and begin to create rhyming strings with support
  - ⇨ Hear and say initial sounds in words (identify when the phoneme is the same / different)
  - ⇨ Explore and talk about different voice sounds
  - ⇨ Participate in oral blending / segmenting activities
  - ⇨ Count or clap syllables in familiar words
- Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary
  - ⇨ Begin to become aware of story structure *…beginning, middle, end*
- Understand the five key concepts about print:
  - ⇨ Identify a word in a sentence and understand it carries meaning
  - ⇨ Identify a letter in a word
  - ⇨ Name parts of book and show awareness of page number *… page number*
  - ⇨ Continue to develop understanding of word / letter
  - ⇨ Follow print, know it is read from top to bottom & use 1:1 correspondence
  - ⇨ Read own name in a variety of fonts/context
  - ⇨ Follow words with 1:1 correspondence while being read a simple sentence

Writing

- Use knowledge of print / letter knowledge in writing
  - ⇨ Some recognisable letters
  - ⇨ Left to right / top to bottom directionality
  } ascribe meaning
  - ⇨ Begin to match some letters to phonemes e.g. m for mummy
- Engage in purposeful early writing
- Write name, from memory, with correct letter formation

Foundational Phonics Coverage

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
2 weeks: aspect 1 2 weeks: aspect 2 2 weeks: aspect 3 2 weeks: aspect 4	2 weeks: aspect 5 2 weeks: aspect 6 3 weeks: aspect 7	2 weeks: aspect 1/2 2 weeks: aspect 3/6 2 weeks: aspect 4	2 weeks: aspect 5 2 weeks: aspect 6 1 week: aspect 7	2 weeks: aspect 1/2 2 weeks: aspect 3/6 2 weeks: aspect 4/5	2 weeks: aspect 4/7 2 weeks: aspects 5 3 ½ weeks: aspects 7

Strategies to support Literacy Development to include:					
Interactive reading	Teaching sound discrimination	Teaching sound manipulation	Mapping letters and sounds	Teaching mark-making and letter formation	Interactive writing
Thinking aloud Questioning Clarifying Summarising Predicting or recalling Labelling features of print and text Performing and use of performance cues Co-reading Making links	Name and label sounds Classify sounds Mimic or generate sounds Identify patterns in sounds Completion	Experimenting with sound Commenting Emphasis Repetition Decomposing Sparking or tempting	Label letter-sounds and letters Memory prompts Discuss position, form and shape Discuss spelling patterns Recapping	Preparing Explaining and showing Providing opportunities Feedback Rehearsing Memory prompts Discussing	Thinking aloud Rehearsing Co-writing Modelling Commenting Structuring Memory prompts Extending and revising Reflecting

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn

Learning Priorities: Linked to Development Matters 2021

Numerical Pattern / Number

- Begin to compare quantities … *group, lots, more, same, less*
  - ⇨ Sort, match and label groups
  - ⇨ Find the group with more / the same / less
  - ⇨ Compare sets of identical objects, then alter one variable e.g. colour/ size, and know the number remains constant.
- Notice, identify and talk about patterns around them
  - ⇨ □ Clothing □ Autumn – natural resources
- Begin to copy / continue and talk about a pattern – *ABAB*
  - ⇨ Patterns with objects / actions *…pattern*
- Begin to recite numbers to 5 in correct order
- Explore 1:1 correspondence
  - ⇨ Heuristic play free exploration
- Begin to understand that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number)
- Begin to say one number for each item to 3 *…count*
  - ⇨ Join in with number rhymes / songs with props & actions
  - ⇨ Use some number names in play

Shape, Space & Measure

- Begin to select shapes for appropriate tasks *…shape*
  - ⇨ Show interest in shapes in the environment
  - ⇨ Manipulate and turn shapes
- Begin to talk about shapes … *circle, triangle, rectangle, square round, pointy, spotty, stripy*
- Make comparisons between objects using appropriate vocabulary
- Size … *big, small*
- Understand positional language within daily routine … *in, out, on*
- Begin to understand some language of time within the daily routine … *next, later, after, night time*

Spring

Numerical Pattern / Number

- Sort and match objects accordingly e.g. *size / shape*
- Begin to compare quantities using … *more than, fewer than*
- Name and talk about patterns
- Continue and talk about a pattern – *ABAB*
- Recite numbers to 5
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with increasing accuracy
- Use some number names in play with some accuracy
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- Begin to count up to sets of 5 objects (1:1 correspondence)
- Begin to experiment with their own symbols and marks as well as numerals

Shape, Space & Measure

- Select shapes appropriately in a range of contexts
- Begin to combine shapes to make new ones
- Talk about shapes Autumn words plus *sides, corners, straight, line, bend, curve*
- Spatial awareness:
  - ⇨ Begin to experience different viewpoints *e.g. in context of transport topic*
- Understand positional language …autumn words + *under, behind*
- Describe a familiar route. Begin to discuss routes and locations using words like *in front of , behind*
- Begin to make comparisons between objects using appropriate vocabulary …*empty, full, more, lots, bigger, smaller*
- Begin to use some language of time within the daily routine
- Begin to describe a familiar route
- Begin to describe a sequence of events … *now, next, first*

See also UW: Past & Present - Chronology

Summer

Numerical Pattern / Number

- Talk about and identify patterns around them.
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern.
- Compare quantities using language: *'more than', 'fewer than'*
- Recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5
- Experiment with own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5

Shape, Space & Measure

- Talk about and explore 2D and 3D shapes *…cube, cylinder, faces*
- Understand position through words Autumn and Spring words plus *top, bottom*
- Spatial awareness:
  - ⇨ Experience different viewpoints *e.g. in context of gardens*
  - ⇨ Describe a familiar route. Discuss routes and locations using words like *in front of , behind*
- Make comparisons between objects relating to size, length, weight and capacity Spring words + *long, short, tall*
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

See also UW: Past & Present - Chronology

Strategies to support Mathematical Development to include:				
Teaching the association between number and quantity	Promoting fluency with numbers and sequences	Teaching problem-solving skills for maths	Teaching and modelling how to make comparisons and connections	Facilitating mathematical language
Naming and labelling Estimating Emphasis Visualising	Repetition Choral response Questioning to prompt recall Naming and labelling	Narrating Thinking aloud Reminding Providing a menu of strategies Using mistakes as teaching and learning opportunities Modelling using representations to solve a mathematical problem Reflecting	Commenting Emphasis Thinking aloud Imitation Making links Composing and decomposing	Narrating Naming and labelling Repetition Commenting Questioning Explaining and showing Imitation Extending Recasting
Maths songs to include:				
1 finger, 1 thumb, keep moving 3 little ducks 3 little speckled frogs 3 little monkeys	5 currant buns 5 little men in a flying saucer 5 in the bed	Alice the camel had 5 humps 5 green bottles 1, 2 buckle my shoe (up to 6)	5 little peas in a peapod 5 little apples 1, 2 buckle my shoe (up to 10)	5 little ducks 5 little speckled frogs 1, 2, 3, 4, 5 once I caught a fish alive 10 in the bed 10 green bottles

UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		** See also Occupations in People Cultures & Communities*
Chronology ⇨ Begin to use and understand a now/ next board to follow the daily routine…*now, next* ⇨ Begin to predict what might happen next in the day. ⇨ Begin to show awareness that there is a sequence of events to complete an activity. ⇨ Begin to use timers for turn taking. ⇨ Begin to develop an awareness of *autumn*. **Own life story and family history** ▪ Begin to make sense of their own life story and family history. ⇨ Begin to understand that they were once a baby/ toddler ⇨ When I was a baby … *baby, new, grow* ⇨ When I was a *toddler*… ⇨ Begin to develop an understanding about who lives in their house … *live, house* ⇨ Begin to develop an awareness about different types of families …*family, mum, dad, brother, sister* **Familiar situations from the past** ⇨ Begin to develop an awareness of a past significant event **Figures / characters, settings and events from the past** ⇨ Begin to develop an awareness of characters, events and settings from the past (nursery rhymes)	**Chronology** ⇨ Begin to understand and follow the daily routine with the use of a visual timetable ⇨ Begin to recite days of the weeks ⇨ Begin to predict what might happen in the morning/ afternoon. ⇨ Continue to show awareness that there is a sequence of events to complete an activity. ⇨ Begin to understand *later, next and after*. ⇨ Begin to develop an awareness of *spring*. **Own life story and family history** ▪ Make sense of their own life story and family history. ⇨ Continue to develop an awareness of themselves ⇨ Begin to talk about who is in their family … *grandparent, grandma, grandad* ⇨ Begin to imitate everyday actions and events from everyday life **Familiar situations from the past** ⇨ Begin to remember and talk about something that has happened in the past **Figures / characters, settings and events from the past** ⇨ Begin to develop an awareness of characters, events and settings from a long time ago (nursery rhymes)	**Chronology** ⇨ Understand and follow the daily routine with the use of a visual timetable. Begin to understand that different things happen on different days of the week e.g. Friday assembly … *yesterday, tomorrow* ⇨ Understand what might happen in the *morning/ afternoon.* ⇨ Understand that there is a sequence of events to complete an activity e.g. *apron on for painting, wash hands before eating snack* …use *later, next and after.* **Own life story and family history** ▪ Make sense of their own life story and family history. ⇨ Confidently talk about who is in their family … *grandparent, grandma, grandad* **Familiar situations from the past** ⇨ Develop an awareness of a significant past nursery / school event ⇨ Begin to compare past events / experiences e.g. autumn and summer walk ⇨ Remember and talk about something that has happened in the past. **Figures / characters, settings and events from the past** ⇨ Show an awareness of characters, events and settings from nursery rhymes from a long time ago.

UNDERSTANDING THE WORLD □ People, Culture & Communities (Foundational Geography & RE)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Learning Priorities: Linked to Development Matters 2021

My family and community (Foundational R.E)

- Continue to develop positive attitudes about differences between people
  - ⇨ Begin to develop an awareness of self and others □ talk about some of the things that make them unique □ begin to demonstrate an awareness and appreciation of their own physical features □ identify own likes and dislikes
  - ⇨ Begin to make connections between the features of their family and other families: □ talk about their own family □ listen to others as they talk about their family □ begin to develop an awareness of different types of families.
  - ⇨ Enjoy joining in with family customs and routines □ remember and share family events / special times with others □ begin to imitate everyday actions / events from family life (through domestic role play)
  - ⇨ Begin to develop an awareness of special times / events / celebrations through: …*birthday, celebrate, Christmas, Diwali*
  - ⇨ Through □ first hand experiences from home □ first hand experiences within nursery to reflect their own culture and that of others

Occupations

⇨ Begin to show an interest in different occupations: □ teacher □ site manager □ doctor and nurse

Local environment (Foundational Geography)

⇨ Become familiar with some key setting / school spaces □ name and know the purposes of some different spaces …*toilet, dining hall, classroom, playground, field*

Comparing the UK with other countries (Foundational Geography)

- Begin to develop an awareness some different countries in the world and talk about the differences they have experienced or seen in photos.
  - ⇨ Begin to share own experiences of visiting different places, including other countries
  - ⇨ Begin to show an awareness that: □ some people within their community / family have links with other countries □ some stories are set in other countries. □ listen to others as they share their experiences of visiting different places, including countries.
  - ⇨ Begin to develop an understanding of different countries through stories and non-fiction texts

Spring

My family and community

- Continue to develop positive attitudes about differences between people
  - ⇨ Talk about the connections between the features of their immediate family and other families.
  - ⇨ Begin to develop positive attitudes about the differences between people
  - ⇨ Begin to talk about similarities and differences between themselves and others within nursery / family
  - ⇨ Begin to develop an awareness of special places for: □ their own family □ friends
  - ⇨ Imitate everyday actions / events from family life (domestic role play)

Occupations

⇨ Continue to develop an interest in different occupations: □ bus driver □ taxi driver □ lollipop person □ farmer □ vet

Local environment

⇨ Begin to talk about where they live

⇨ Begin to talk about the journey to school □ with visual props talk about familiar places passed each day *park, shop, church, mosque, post office, road, traffic lights, zebra crossing*

⇨ Develop an awareness of and name some different types of transport

Comparing the UK with other countries

- Continue to develop an understanding of different countries through stories and non-fiction texts

Summer

My family and community

- Continue to develop positive attitudes about the differences between people
  - ⇨ Continue to talk about the connections between the features of their extended family and other families.
  - ⇨ Begin to take on different roles (domestic role play)

Occupations

⇨ Identify and talk about some different occupations: □ gardener □ nursery/ florist/ garden centre □ fire fighters

Local environment

⇨ Participate in walks around the local environment / community

⇨ Begin to understand that different places and buildings in the local community have different purposes □ name some different buildings within the local community □ explore key events that happen in some familiar buildings… *pray, shop, learn, read*

Comparing the UK with other countries

- Continue to develop an understanding of different countries through stories and non-fiction texts

UNDERSTANDING THE WORLD □ Natural World (Foundational Science and Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Learning Priorities: Linked to Development Matters 2021

Materials / processes

- Begin to use all senses in hands on exploration of natural materials *…listen, smell, see, hear*
- Begin to explore collections of materials with similar and/or different properties *…hard, soft* (identifying and classifying – how can we sort these materials?)
  - ⇨ Autumn collection *… leaves, pine cones, conkers, twigs*
- Talk about what they see, and begin to use a wider vocabulary
- Begin to develop an awareness of freezing / ice *ice, water, freeze* (pattern seeking – what makes water freeze?)

Living things- animals and plants

- Name a variety of human body parts and understand what we use different body parts for, including the five senses *…head, face, neck, teeth, eyes, nose, mouth, ears, knees, toes, legs, arms*
- Begin to be aware of the animals and plants in their local environment
- Begin to understand the need to respect and care for the natural environment and all living things
  - ⇨ Handle living things with care *…gentle, carefully*
  - ⇨ Understand why it is important and learn to only collect fallen natural objects

Seasons

- ⇨ Begin to talk about what they see, including the weather, using a wide range of vocabulary*… rain, sun, wind* (observing over time)
- ⇨ Begin to develop an awareness of seasons *…autumn/ winter* (observing over time)

How things work

- Begin to explore and talk about different forces they can feel
  - ⇨ Begin to understand that objects can be moved by pushing and pulling
  - ⇨ Explore and investigate mechanical toys / party decorations e.g. favourite toy / push and pull toys *…. toy, push, pull, bend*

Spring

Materials

- Use all their senses in hands on exploration of natural materials
- Begin to explore collections of materials with similar and/or different properties
  - ⇨ Using materials for 3D art / transient art
- Talk about what they see, using a wider vocabulary

Living things- animals and plants

- Begin to understand the need to respect and care for the natural environment
  - ⇨ Name some of the animals they see
  - ⇨ Learn how to handle animals with care
- Begin to understand the key feature of the life cycles of an animal
  - ⇨ Develop an awareness of animals and their young (identifying and classifying – how can we match the animals?)
  - ⇨ Develop an awareness of the lifecycle of a hen / chicken*…egg, hatch* (observing over time)

Seasons

- ⇨ Begin to use language to compare different weather and talk about likes / dislikes of different weather
- ⇨ Begin to develop an awareness of seasons *winter/ spring* (observation over time)

How things work

- Explore and talk about different forces they can feel
  - ⇨ Begin to understand that 'push' means 'move away' and 'pull' means 'move towards'
  - ⇨ Continue to explore and investigate mechanical toys *e.g. vehicles*

Summer

Materials / processes

- Continue to use all their senses in hands on exploration of natural materials.
  - ⇨ Begin to talk about likes/ dislikes
- Explore collections of materials with similar and/or different properties *e.g. linked to plants and water*
- Talk about what they see, continuing to use a wide vocabulary.
- Talk about the differences between materials and changes they notice
  - ⇨ Begin to develop an awareness of floating/ sinking linked to the water topic *…float, sink* (pattern seeking)
  - ⇨ Explore and observe how frozen things *melt* (observing over time)

Living things- animals and plants

- Begin to understand the need to respect and care for the natural environment and all living things
- Plant seeds and care for growing plants …*water, seeds, grow, plant*
  - ⇨ Begin to understand some key features of the life cycle of a plant *e.g. plants can grow from seeds, they grow taller* (observing over time)
- Begin to understand how to look after plants *e.g. know that plants need water and light to grow* (comparative testing – where do plants grow best?)

Seasons

- ⇨ Begin to develop an awareness of weather characteristics at different times of year (observing over time)
- ⇨ Begin to develop an awareness of seasons *…Spring, Summer*

How things work

- Explore and talk about different forces they can feel
  - ⇨ Explore how things work in water *e.g. water wheels, funnels …spin* (identifying and classifying – how can we sort the water toys?)

EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music)

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

Autumn

Learning Priorities: Linked to Development Matters 2021

- Listen with increased attention to sounds
  - ⇨ Tune into body percussion sounds ... *body parts*
  - ⇨ Begin to move to a steady beat … *beat / march*
- Develop a singing voice
  - ⇨ Sing and remember some simple rhymes and songs
- Play instruments with increasing control *stop/ go*
  - ⇨ Free exploration of musical instruments
  - ⇨ Begin to explore tempo, dynamic, pitch, timbre
  - ⇨ Begin to know the names of instruments
  - ⇨ Learn to play by: □ tapping □ banging □ shaking

Music lesson songs Autumn 1

- Wake up hands
- Heads shoulders knees & toes
- If you're happy & you know it
- Clap your hands and wiggle your fingers
- I've got a grumpy face (Sing Up)
- Shake the sillies out (Sing Up)
- Eyes, nose cheeky chin

Music lesson songs Autumn 2

- It's raining its pouring
- Rain, rain go away
- Frosty weather (Sing Up)

Spring

- Begin to respond to what they have heard, expressing their thoughts and feelings
- Begin to remember and sing entire songs
- Begin to sing the pitch of a tone sung by another person ('pitch match')
- Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Play instruments with increasing control to express their feelings and ideas
  - ⇨ Play along to songs (pulse and / or rhythm)
  - ⇨ Explore tempo, dynamic, pitch, timbre
- Move to music

Music lesson songs Spring 1

- The big ship sails on the alley alley oh
- Once there was a choo choo (from Banana Spilts)
- The wheels on the bus

Music lesson songs Spring 2

- Old Mc Donald had a farm
- Baa baa black sheep
- 5 little ducks
- Little Bo Peep
- Mary had a little lamb

Summer

- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Play instruments with increasing control (continuing to explore tempo, dynamics, pitch and timbre) to express their feelings and ideas
  - ⇨ Play along to familiar songs
  - ⇨ Respond to signals … *fast, slow, quiet, loud*
- Create their own songs, or improvise a song around one they know
- Begin to perform to an audience

Music lesson songs Summer 1

- Buzzing bee warm up
- Incy wincy spider
- There's a tiny caterpillar on a leaf
- Butterfly, butterfly
- Little green frog
- 5 little speckled frogs

Music lesson songs Summer 2

- Row, row, row your boat
- The waves in the sea (tune of the wheels on the bus)
- 1, 2, 3, 4, 5, once I caught a fish alive

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Drama)

Autumn

- Begin to take part in pretend play
  - ⇨ Imitate home experiences (home corner)
- Create simple stories (role play and small world)
- Begin to create own small world scenes linked to interests
- Begin to play alongside other children engaged in the same theme
  - ⇨ Using sounds and movements in their imaginary play

Spring

- Take part in simple pretend play and begin to use an object to represent something else
- Begin to develop complex stories using small world equipment
- Begin to make imaginative and complex 'small worlds'

Summer

- Take part in simple pretend play using an object to represent something else even though they are not similar
- Develop complex stories using small world equipment
- Make imaginative and complex 'small worlds'

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (Foundational Art)

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

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects		
▪ Explore mark-making: ⇨ As early gestures of drawing *(e.g. making horizontal lines, circular marks)* See PD Fine Motor ⇨ In a variety of contexts (*e.g. scribbles in response to music)* ▪ Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker.	▪ Use mark-making to: ⇨ Represent simple forms and movement ⇨ Create shorter lines, curves, enclosed circles; discovering that lines can make shapes ▪ Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. ▪ Explore mixing colours, begin to talk about / name colours and observe the changes.	▪ Draw lines and shapes to: *[Paul Klee stimulus]* ⇨ Represent simple forms and movement ⇨ Record observations and feelings; adding meaning to pictures *(e.g. draw a person using a circle for a head and straight lines for limbs)* ⇨ Draw from imagination, using simple abstract lines and shapes ▪ Become more confident in using different mark-makers with increasing control and efficiency. ▪ Become more selective of colours to achieve a desired effect.
Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).		
▪ Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold.	▪ Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. *[Orla Kiely Stimulus]*	▪ Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative		
▪ **Clay/Playdough:** Explore properties *e.g. poking, pulling, pinching, squeezing, patting.* ▪ **Loose Parts:** Explore properties of different objects /materials: moving, combining, lining up and stacking. *[Andy Goldsworthy Stimulus]*	▪ **Clay/Playdough:** Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ▪ **Loose Parts:** Begin to use selected parts to create simple constructions and models. Use simple tools to join, fix, cut etc.	▪ **Clay/Playdough:** Make a clay form & manipulate it with fingers to suggest a subject. ▪ **Loose Parts:** Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.
Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.		
▪ Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface.	▪ Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. *[Henri Matisse Stimulus]*	▪ Find, collect, arrange and stick material onto a surface to make a picture or pattern

Calendar of Key School Events	Sept:	Oct: .	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:
	Key worker meetings	Parent consultations		Winter concert							Graduation

KEY:

- Milestone from Development Matters 2021 *(Except in EAD: Visual Arts)*
- ⇨ Additional / further detail on learning outcome – added by school

  Linked Vocabulary

  Learning addressed in previous year / term

EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: