Every Child a Confident Learner

Nursery Rising 3s Curriculum

New EYFS Framework 2021



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

EYFS: Nursery (Rising 3s) — 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	Spring A	Spring B	Summer A	Summer B
EYFS Theme	**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	▪ 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 ▪ Chicken's aren't the only ones ▪ Daisy and the Egg ▪ Rosie's walk	▪ 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)*	▪ The Wheels on the bus ▪ Row, Row Your Boat ▪ Down at the station	▪ 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 ▪ 3 Little peas in a peapod ▪ Mary Mary quite contrary ▪ Mulberry bush ▪ Lavender's blue ▪ Incy Wincy Spider	▪ 3 Little ducks ▪ 3 Speckled frogs ▪ Row row row your boat ▪ Jack and Jill ▪ Splish Splash Bathtime ▪ The Waves in the Sea
	Key Person Group – Home Visits / Trips			
Trips / Visitors / Enrichments	○ Visit the school car park ○ Grandparent visitors	○ Trip to a farm ○ Vet role play ○ Walk around locality ○ School hens	○ School grounds keeper ○ School grounds, including the pond	○ School pond
Celebrations / Festivals / Special Events	○	○ Eid ○ 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.

Spring

Learning Priorities: Linked to Development Matters 2021

Listening, Attention and Understanding

- Begin to understand single English words in context …toilet, coat, peg, bag, help, snack, happy sad, hungry, tired
- Begin to understand frequently used phrases in English such as circle time, all gone, tidy up time, hometime
- Begin to understand simple instructions in English like put your coat on, wash your hands, put on your apron
- Begin to listen to simple stories and understand what is happening, with the help of the pictures

Speaking

- Start to say how they are feeling, using words as well as actions
- Begin to put two or three words together
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'

Summer

Listening, Attention and Understanding

- Listen to simple stories and understand what is happening, with the help of the pictures
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

Speaking

- Begin to ask questions
- Begin to link up to 5 words together …We can see the…
- Begin to use plurals, pronouns and prepositions

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

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.

Spring	**Summer**
Learning Priorities: Linked to Development Matters 2021	
Self-Regulation • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Feel strong enough to express a range of emotions. …happy, sad • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. …happy, sad Managing Self • Establish their sense of self. • Thrive as they develop self-assurance • Begin to express preferences and decisions. • Develop independence to wash hands, use the toilet, find their coat… Building Relationships • Engage with others through gestures and talk. • Begin to play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Begin to develop friendships with other children.	Self-Regulation • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Managing Self • Express preferences and decisions. They also try new things and start establishing their autonomy. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Building Relationships • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children.

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.

Spring	**Summer**
Learning Priorities: Linked to Development Matters 2021	
Gross Motor • Gradually gain control of their whole body through continual practice of large movements, such as running, jumping • Clap and stamp to music. • Begin to kick, throw and catch balls • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Begin to spin, roll and independently use ropes and swings (for example, tyre swings). • Begin to sit on a push-along wheeled toy, use a scooter or ride a tricycle Fine Motor • Begin to feed themselves with a knife and fork. • Begin to develop manipulation and control. • Begin to put on and fasten a coat. • Begin to explore different materials and tools.	Gross Motor • Enjoy starting to kick, throw and catch balls. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle • Walk, run, jump, climb and balance – and start to use the stairs independently. Fine Motor • Build independently with a range of appropriate resources. • Develop manipulation and control. • Begin to use one-handed tools and equipment. • Begin to show a preference for a dominant hand. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

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

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).

Spring	Summer
Learning Priorities: Linked to Development Matters 2021	
Foundational Phonics/Reading • Enjoy songs and rhymes, tuning in and paying attention. • Say some of the words in songs and rhymes. • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Begin to repeat words and phrases from familiar stories. • Begin to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Begin to recognise their name with a visual prompt. • Begin to develop play around favourite stories using props. • Begin to handle books carefully and correctly. • Begin to turn the pages in a book in the correct direction. • Begin to identify the difference between pictures and words. Writing • Enjoy drawing freely. • Begin to add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Begin to make marks on their picture to stand for their name.	Foundational Phonics/Reading • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Sing songs and say rhymes independently, for example, singing whilst playing. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Recognise their name with a visual prompt. • Handle books carefully and correctly. • Turn the pages in a book in the correct direction. • Identify the difference between pictures and words. Writing • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • Begin to draw lines and circles.

Foundational Phonics Coverage (see Anima Phonics)

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 1 week: aspect 6	2 weeks: aspect 1 2 weeks: aspect 2 2 weeks: aspect 3	2 weeks: aspect 4 2 weeks: aspects 5 2 weeks: aspects 6 1 ½ weeks: aspect 7

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.

Spring	Summer
Learning Priorities: Linked to Development Matters 2021	
Numerical Pattern / Number • Begin to take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Begin to show counting-like behaviour, such as pointing or saying some numbers in sequence. • Begin to sort objects by shape, colour and size. • Understand the value and composition of numbers 1 and 2, and begin to count 2 objects with 1:1 correspondence. **Shape, Space & Measure** • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Climb and squeezing selves into different types of spaces. • Begin to complete inset puzzles. • Begin to notice patterns and arrange things in patterns. • Begin to compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.	**Numerical Pattern / Number** • Take part in finger rhymes with numbers. • Compare amounts, saying 'lots', 'more' or 'same'. • Show counting-like behaviour, such as pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Sort and match objects by shape, colour and size. • Place objects into containers/spaces 1 by 1. • Understand the value and composition of numbers 3, 4 and 5, and begin to count 3 objects with 1:1 correspondence. **Shape, Space & Measure** • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.

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.

Spring	Summer
Learning Priorities: Linked to Development Matters 2021	** See also Occupations in People Cultures & Communities*
Chronology • Begin to develop an awareness of the daily routine • Repeat actions that have an effect, with an awareness of what will happen next. • Begin to recite numbers within nursery rhymes. • Begin to develop a sense of time when completing activities e.g. group time / short story / snack time. • Begin to develop an understanding of the vocabulary of time within the context of the daily routine – now/next. **Own life story and family history** • Develop an awareness of themselves • Begin to develop an awareness of family • With support, begin to imitate everyday actions / events from family life **Familiar situations from the past** • Begin to develop an awareness of immediate past events e.g. yesterday's party / special event / activity **Figures / characters, settings and events from the past** • Begin to develop an awareness of characters, settings and events through traditional nursery rhymes and stories	**Chronology** • Begin to understand key events to complete an activity e.g. putting on apron before painting • Begin to be aware of beginning and end of story • Develop an understanding of the vocabulary of time within the context of the daily routine – now/next, soon/later • Recite numbers within nursery rhymes. **Own life story and family history** • Show interest in photographs of themselves and family members • With support, imitate everyday actions / events from family life **Familiar situations from the past** • Develop an awareness of immediate past events e.g. yesterday's party / special event / activity **Figures / characters, settings and events from the past** • Develop an awareness of characters, settings and events through traditional nursery rhymes and stories

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.

Spring

Learning Priorities: Linked to Development Matters 2021

My family and community

- Develop an awareness of self
  - ⇨ Explore physical self
  - ⇨ Find out what they can do
  - ⇨ Respond to specific praise
- Make connections between the features of their family and other families
  - ⇨ Begin to develop an awareness of family (including relations and pets)
  - ⇨ With support begin to imitate everyday actions / events from their own family life
- Begin to develop friendships
- Begin to become aware of and appreciate their own physical features
- With support, begin to notice some similarities and differences between themselves and others within their Key Person group / family

Occupations

- Begin to develop some awareness of the occupations/roles of familiar people who they are in regular contact with (e.g. teacher, childminder, lunchtime organisers, taxi driver, bus driver, lollipop person)

Local environment

- With practitioner support become familiar with immediate indoor and outdoor learning environments, including those used for self-care routines
- Begin to know the purpose of different spaces
- Begin to name some different places
- Develop an awareness of different types of local transport

Comparing the UK with other countries

- Begin to develop an awareness of other countries
- Begin to understand some foods they experience are from different countries
- Begin to understand some stories are set in other countries

Summer

My family and community

- ⇨ Develop an awareness of self
- ⇨ Communicate emotions and observe responses of others
- ⇨ Establish a sense of belonging
- ⇨ Begin to identify some of their own likes and dislikes
- Make connections between the features of their family and other families
  - ⇨ Show interest in photographs of themselves and family members
  - ⇨ With support, show interest in shared family photographs of friends
- Develop friendships
  - ⇨ Name friend /s
  - ⇨ Play alongside friend / s and show an interest in what they are doing
  - ⇨ Notice similarities and differences between people
- Begin to develop an awareness of special times / events / celebrations through: - First hand experiences at home and in nursery

Occupations

- Develop some awareness of the occupations/roles of familiar people who they are in regular contact with (e.g. gardener, firefighter)

Local environment

- Develop independence when navigating and using space/s
- Name some familiar places
- With practitioner support, begin to develop an interest in visiting different places

Comparing the UK with other countries

- Understand some people within their community / family have links with other countries
- Understand some foods they experience are from different countries
- Understand some stories are set in other countries

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.

Spring

Learning Priorities: Linked to Development Matters 2021

Materials / processes

- Explore materials with different properties
  - ⇨ Begin to engage in sensory exploration, including touch, taste, smell, sound and visual stimulation
  - ⇨ Begin to develop increased curiosity around chosen materials

Living things- animals and plants

- Begin to talk about the living things in their natural environment
- Begin to look for and show an interest in animals within the local environment (identifying and classifying – how can we sort animals?
- Begin to understand the importance of handling living things with care
- Begin to understand that animals need food

Seasons

- Show interest in experiencing different weather (observing over time)
- Begin to develop an understanding of different clothing needed to go outside in the rain / cold / sun/ heat … (identifying and classifying – what would we wear when it is…?)

How things work

- Repeat actions that have an effect
- Explore movement (pushing / pulling) through everyday activities
- Begin to explore and investigate mechanical toys

Summer

Materials / processes

- Explore natural materials, indoors and outside
  - ⇨ Develop confidence to engage in sensory exploration, including touch, taste, smell, sound and visual stimulation (identifying and classifying – how can we sort the resources?)
  - ⇨ Develop increased curiosity around chosen materials
  - ⇨ Begin to develop likes / dislikes of different materials

Living things- animals and plants

- Begin to name some of the plants and animals they see in the environment and in books etc. (identifying and classifying)
- Begin to understand that plants need water and animals need food (pattern seeking – does water always help plants to grow?)

Seasons

- Explore and respond to different natural phenomena in their setting and on trips
- Continue to show interest in experiencing different weather (observing over time)
- Develop an understanding of different clothing needed to go outside in the rain / cold / sun/ heat … (identifying and classifying – what would we wear when it is…?)

How things work

- Explore movement (pushing / pulling) through everyday activities …open, close, push, pull
- Begin to talk about how to make objects move (comparative testing – which objects move more?)

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.

Spring	Summer
Learning Priorities: Linked to Development Matters 2021	
• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Explore their voices and enjoy making sounds. • Begin to explore a range of sound-makers and instruments and play them in different ways. • Begin to enjoy and take part in action songs, such as 'If you're happy and you know it'	• Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Incy wincy spider' • Explore a range of sound-makers and instruments and play them in different ways. • Make rhythmical and repetitive sounds.

Music lesson songs Spring 1	Music lesson songs Spring 2	Music lesson songs Summer 1	Music lesson songs Summer 2
- Hello song - Make a circle - Everyone good sitting… - If you're happy and you know it - Once there was a choo choo (from Banana Splits) - The wheels on the bus	- **Old Mc Donald had a farm** - Baa baa black sheep - 3 little ducks - Little Bo Peep - Mary had a little lamb	- **Incy wincy spider** - Buzzing bee warm up - 3 little speckled frogs - 3 little ducks	- Row, row, row your boat - The waves in the sea (tune of the wheels on the bus) - This is the way we wash our hair… - Splish splash bath

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Drama)	
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.	
Spring	**Summer**
Learning Priorities: Linked to Development Matters 2021	
• With support, begin to imitate everyday actions / events from family life • Begin to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	• With support, imitate everyday actions / events from family life • Develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

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.

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	
• Start to make marks intentionally. • Begin to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
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).	
• Begin to notice patterns with strong contrasts and be attracted by patterns resembling the human face.	• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
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: **Loose Parts:** • Begin to make simple models which express their ideas.	**Clay/Playdough:** **Loose Parts:** • Make simple models which express their ideas.
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.	
• Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials.	• Use their imagination as they consider what they can do with different materials. • Begin to explore how to join materials.

Calendar of Key School Events	Jan:	Feb:	Mar:	Apr:	May:	June:	July:
							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:

SPRING TERM:
SUMMER TERM: