
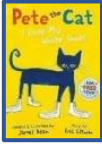



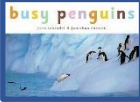


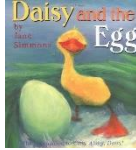
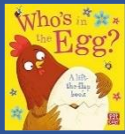






EYFS Sequenced Curriculum 2023 - 2024

EYFS: Nursery
EYFS Framework

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Me and My Family	Let's Explore Outside	Wonderful Water	Amazing Animals	Life Cycles	Journeys / Transport
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
Linked texts Fiction Non-fiction – <i>John Schnidel 'Busy' series</i> Traditional tales Diversity	Linked to Happy to Be Me <input type="checkbox"/> Who are you? <input type="checkbox"/> My Hair – Hannah Lee <input type="checkbox"/> Baby Goes to Market <input type="checkbox"/> A Handful of Buttons – Carmen Parets <input type="checkbox"/> We All Belong – Nathalie Goss <input type="checkbox"/> Amazing Me Sing – Carol Thompson <input type="checkbox"/> The Gingerbread Man <input type="checkbox"/> Wash Your Hands Linked to Pete the Cat <input type="checkbox"/> Colours – Percy the Park Keeper <input type="checkbox"/> My First Body <input type="checkbox"/> Busy Kittens <input type="checkbox"/> The Babies and Doggies <input type="checkbox"/> The Babies and Kitties Linked to Seasons / Celebrations <input type="checkbox"/> Wind – Carol Thompson <input type="checkbox"/> Kipper's Birthday	Linked to Wow Said the Owl / Tap the Magic Tree <input type="checkbox"/> Amazing Me Music – Carol Thompson <input type="checkbox"/> What can you see in Autumn <input type="checkbox"/> Autumn – Allie Busby <input type="checkbox"/> Wind – Carol Thompson <input type="checkbox"/> Owl Babies Linked to Seasons / Celebrations <input type="checkbox"/> Wind – Carol Thompson <input type="checkbox"/> Nativity	Linked to I Can Fly / Busy Penguins <input type="checkbox"/> Winter – Allie Busby <input type="checkbox"/> Polar Bear, Polar Bear – What do you Hear? <input type="checkbox"/> Say Hello to the Snowy Animals <input type="checkbox"/> Amazing Me Dance – Carol Thompson <input type="checkbox"/> Curious about snow <input type="checkbox"/> Snow – Carol Thompson <input type="checkbox"/> What's the weather? <input type="checkbox"/> Why Should I Brush My Teeth Linked to Seasons / Celebrations <input type="checkbox"/> Baby's First Chinese New Year <input type="checkbox"/> Busy Chinese New Year	Linked to Where's My Teddy / Introducing Teddy <input type="checkbox"/> Busy Monkeys <input type="checkbox"/> Goldilocks and the Three Bears <input type="checkbox"/> Brown Bear, Brown Bear <input type="checkbox"/> Busy Bear Cubs <input type="checkbox"/> Introducing Teddy <input type="checkbox"/> Dear Zoo <input type="checkbox"/> Loved to Bits Linked to Seasons / Celebrations <input type="checkbox"/> Summer – Allie Busby	Linked to Come On Daisy / Who's in the Egg <input type="checkbox"/> Other Daisy Books <input type="checkbox"/> The Ugly Duckling <input type="checkbox"/> Duck – Teresa Bellon <input type="checkbox"/> Busy Chickens <input type="checkbox"/> I Went Walking <input type="checkbox"/> Busy Barnyard Linked to Seasons / Celebrations Lulu Loves Flowers – Anna McQuinn	Linked to We All Go Travelling By <input type="checkbox"/> The Train Ride <input type="checkbox"/> Transport flip and flap book <input type="checkbox"/> Duck in a Truck Linked to / The Flying Bath <input type="checkbox"/> My mum is a Supermum <input type="checkbox"/> My Mummy is a Firefighter <input type="checkbox"/> Ten little superheroes <input type="checkbox"/> Amazing Me Dress Up – Carol Thompson <input type="checkbox"/> People who help us – Police <input type="checkbox"/> People who help us – Fireman <input type="checkbox"/> People who help us – Ambulance drivers <input type="checkbox"/> Little Red Riding Hood
Linked rhymes / songs	Linked to Happy to Be Me <input type="checkbox"/> If You Are Happy and You Know It <input type="checkbox"/> Head, Shoulders, Knees and Toes <input type="checkbox"/> Two Little Eyes to Look Around <input type="checkbox"/> Doctor Foster <input type="checkbox"/> Ms Polly Had a Dolly Linked to Pete the Cat <input type="checkbox"/> I have a Pet – Super Simple <input type="checkbox"/> When Cats Get up in the Morning – Super Simple Linked to Seasons / Celebrations <input type="checkbox"/> Happy Birthday	Linked to Wow Said the Owl <input type="checkbox"/> One Little Owl <input type="checkbox"/> I Can Sing a Rainbow Linked to Tap the Magic Tree <input type="checkbox"/> Five Little Leaves <input type="checkbox"/> Autumn Leaves are Falling Down Linked to Seasons / Celebrations <input type="checkbox"/> Rain, Rain, go Away <input type="checkbox"/> I Hear Thunder <input type="checkbox"/> What's the weather? <input type="checkbox"/> Christmas songs	Linked to I Can Fly / Busy Penguins <input type="checkbox"/> Five Little Penguins <input type="checkbox"/> Row, Row, Row Your Boat <input type="checkbox"/> Rub-a-Dub-Dub <input type="checkbox"/> Five Little Fishes <input type="checkbox"/> One, Two, Three Once I Caught a Fish Alive <input type="checkbox"/> I Had a Little Turtle <input type="checkbox"/> Jack and Jill Linked to Seasons / Celebrations <input type="checkbox"/> Five little snowmen <input type="checkbox"/> I'm a little snowman <input type="checkbox"/> Snowflake, Snowflake	Linked to Monkey & Me <input type="checkbox"/> Five Little Monkeys <input type="checkbox"/> Daddy's Taking us to the Zoo <input type="checkbox"/> Linked to Where's My Teddy <input type="checkbox"/> Five Little Teddies <input type="checkbox"/> Teddy Bear, Teddy Turn Around <input type="checkbox"/> When Goldilocks Went to the House of the Bears Linked to Seasons / Celebrations <input type="checkbox"/> Mr Sun	Linked to Come On Daisy / Who's in the Egg? <input type="checkbox"/> Five Little Ducks <input type="checkbox"/> I'm a Real Spring Chicken <input type="checkbox"/> Chick, Chick, Chicken <input type="checkbox"/> Five Little Birds <input type="checkbox"/> Old McDonald Had a Farm Linked to Seasons / Celebrations <input type="checkbox"/> Spring is Here	Linked to We All Went Travelling By <input type="checkbox"/> The Wheels on the Bus <input type="checkbox"/> Five Little Flying Saucers <input type="checkbox"/> John Brown Had Little Motor Car Linked to The Flying Bath <input type="checkbox"/> A Sailor Went to See <input type="checkbox"/> Ten Little Firefighters <input type="checkbox"/> Five Police Officers

Occupations	<ul style="list-style-type: none"> ▪ Doctors and Nurses ▪ Vets 	<ul style="list-style-type: none"> ▪ School Site Manager 	<ul style="list-style-type: none"> ▪ Vets 	<ul style="list-style-type: none"> ▪ Zoo Keeper 	<ul style="list-style-type: none"> ▪ Farmer 	<ul style="list-style-type: none"> ▪ Policeman/Fireman
Trips/Visitors Enrichments	Visitors / Videos <ul style="list-style-type: none"> ○ New baby ○ School nurse ○ Pets 	Trip: <ul style="list-style-type: none"> ○ Autumn walk around school grounds 	Videos <ul style="list-style-type: none"> ○ Penguin Trip: <ul style="list-style-type: none"> ○ Winter walk 	Visitors / Videos <ul style="list-style-type: none"> ○ Ducks Trip: <ul style="list-style-type: none"> ○ Spring walk 	Visitors / Videos <ul style="list-style-type: none"> ○ Wild animals 	Visitors / Videos <ul style="list-style-type: none"> ○ Caterpillars ○ Ducks Trip: <ul style="list-style-type: none"> ○ Summer walk

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	Spring	Summer
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Learning Priorities: [Linked to Development Matters](#)

Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Pay attention to one thing at a time <ul style="list-style-type: none"> ⇒ 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 <ul style="list-style-type: none"> ⇒ Listen to short stories with illustrations / props / sounds ⇒ Recall key events / name key characters ⇒ Begin to join in text retell - repeated refrains / some actions ▪ Follow an instruction with one part <ul style="list-style-type: none"> ⇒ Linked to: <input type="checkbox"/> daily routine <input type="checkbox"/> Key Person group activities ⇒ Special events: Autumn walk ▪ <i>Understand simple questions about ‘who’, ‘what’ and ‘where’</i> 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Enjoy listening to stories & remember much of what happens <ul style="list-style-type: none"> ⇒ Participate in small story group times ⇒ Through questioning recall key story events ⇒ Join in with simple text retelling using actions / words ▪ Begin to shift attention from one thing to another when needed and given a prompt ▪ Begin to understand and follow a two-part instruction <ul style="list-style-type: none"> ⇒ Linked to: <input type="checkbox"/> daily routine <input type="checkbox"/> child-initiated learning ▪ Understand some ‘why’ questions <ul style="list-style-type: none"> ⇒ Within child-initiated learning ⇒ Song / story time ▪ Begin to show an understanding of some prepositions <ul style="list-style-type: none"> ⇒ Follow some simple instructions – <i>up / down / next to</i> ⇒ Begin to use language of prepositions – <i>on / in</i> 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Enjoy listening to longer stories (with increased attention) and can remember much of what happens <ul style="list-style-type: none"> ⇒ Can answer a range of questions (who, what, where and why) with relevant comments. With support begin to use full sentences when giving responses. ▪ Shift attention from one thing to another with prompt ▪ Understand and follow a two-part instruction <ul style="list-style-type: none"> ⇒ Across the daily routine with confidence and independence ▪ Understand and respond confidently to simple ‘why’ questions <ul style="list-style-type: none"> ⇒ Within a range of contexts across the daily routine ⇒ With support begin to answer using some full sentences ▪ Show an understanding of some prepositions <ul style="list-style-type: none"> ⇒ Within instructions – <i>behind / in front of</i> ⇒ Use language of prepositions – <i>up / down / next to</i>

<ul style="list-style-type: none"> ⇒ Getting to know: □ one another □ new learning space □ daily routine □ learning choices ⇒ Recount of events: □ own experiences □ stories ▪ Begin to understand some 'why' questions related to own experiences ⇒ Autumn time / family events / special nursery events <p>Speaking</p> <ul style="list-style-type: none"> ▪ Begin to use a wider range of vocabulary ⇒ Linked to: □ daily routine □ themes □ key knowledge ▪ Learn new rhyme and begin to develop a repertoire of songs ⇒ Join in with actions / props ⇒ Fill in some missing words ▪ Begin to talk about a familiar book one-to-one ⇒ Comment on an illustration ...<i>picture / illustration</i> ⇒ Favourite character / part ... <i>character / event</i> ▪ Develop communication, begin to use different tenses ▪ Begin to use longer sentences of 4/6 words ▪ Start a conversation with an adult / friend ▪ Begin to use talk to organise selves / play 	<ul style="list-style-type: none"> ▪ Begin to listen to others in a small group with support <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use a wider range of vocabulary ⇒ Linked to: □ daily routine □ themes □ key knowledge ▪ 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 ⇒ Using illustrations / props □ name main characters □ sequence main events ▪ Continue to develop communication: □ use 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 retell a simple past event in correct order ▪ Begin to express a point of view: ■ likes ■ dislikes 	<ul style="list-style-type: none"> ▪ Listen to others in a small group, turn taking with use of prop e.g. talking when holding the teddy bear <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use a wider range of vocabulary in a range of contexts ⇒ Linked to: □ daily routine □ themes □ key knowledge ▪ Sing a large repertoire of songs ⇒ As part of a group / independently ▪ Talk about a familiar book and tell a longer story ⇒ Talk about characters / main events / likes / dislikes ▪ Develop communication: □ begin to use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with 'and' / 'like' / 'because' □ start a conversation and continue it, turn taking – be a good listener ▪ Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a view point – likes / dislikes □ Debate
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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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters

Self-Regulation

- *Show ‘effortful control’*
 - ⇒ **With support** follow the daily routine
 - ⇒ Play with others, sharing resources / taking turns
- **Begin to** talk about feelings ... *happy / sad / because*
 - ⇒ 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, looking carefully at illustrations
- **Begin to** recognise that some actions can hurt the feelings of others
 - ⇒ Identify action that made someone else upset
- **With support begin to** find solutions to some conflicts

Self-Regulation

- Talk about feelings using words like ‘happy’ and ‘sad’ and **begin to** use other words
 - ⇒ I am *angry / worried / scared*
- **With support begin to** understand and talk about how others might be feeling and the reasons why
 - ⇒ Friends - is happy / sad because ...
 - ⇒ Main characters in stories - is happy / sad because ...
- **With support begin to** talk with others to resolve conflicts
 - ⇒ Turn taking ... *your turn / my turn*
- **Begin to** help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas*
 - ⇒ Turn taking ... *your turn / my turn*
 - ⇒ Sharing ... *one for you / one for me*

Managing Self

- **Begin to** select and use activities and resources to achieve a set goal

Self-Regulation

- Talk about feelings using a range of words
 - ⇒ I am *proud / worried / careful / brave*
- **Begin to** understand how others might be feeling
 - ⇒ Links to R.E curriculum (friendship / special times)
- Help to find solutions to conflicts and rivalries
 - ⇒ Use words to talk to others about wants / needs
- Develop appropriate ways of being assertive
 - ⇒ Turn taking / sharing resources within provision
 - ⇒ Through stories e.g. *Rainbow Fish*

Managing Self

- Select and use activities and resources, with help when needed, to achieve own set goal / given goal
 - ⇒ Introduction of one Weekly Challenge
- Settle to an activity for some time
 - ⇒ Adult-led and child-initiated

- ⇒ Sharing resources / taking 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 classroom **routines** and rules
- **Begin to** be independent within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time

Building Relationships

- **Begin to play** with one or more other children
 - ⇒ Child-initiated learning / small group activities
- **Begin to** see themselves as part of a community
 - ⇒ Key Person group / nursery / family

- ⇒ Initiate own activities / adapting as required (with support)

- ⇒ Demonstrate interests

- Settle to an activity **of choice** for some time
- Increasingly follow classroom **routines** and rules (**with reduced practitioner guidance**)
- **Develop independence** within self-care routines

Building Relationships

- Play with one or more other children
 - ⇒ Activity of choice / small guided group activities
- Take part in pretend play with one or more children
- See themselves as part of a community
 - ⇒ Talk about: ■ own family ■ nursery class
- **Begin to** share and take turns with others
- **Begin to** extend and elaborate play ideas with others

- Increasingly follow rules, understanding why they are important

- ⇒ Following visuals

- ⇒ **Begin to** talk about reasons for some rules

- 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
 - ⇒ **Begin to** talk about ■ school ■ moving to Reception
- Become more outgoing with unfamiliar people, in the safe context of their setting
 - ⇒ Transition visits in to Reception
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas: adult-led and child-initiated

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	Spring	Summer
<p>Learning Priorities: Linked to Development Matters</p>		
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to develop movement skills of walking and running <ul style="list-style-type: none"> ⇒ Negotiating space ⇒ Begin to adapt speed / direction to avoid obstacles ▪ Continue to develop climbing skills <ul style="list-style-type: none"> ⇒ Use stairs using alternate feet ⇒ With support explore climbing frame ▪ Continue to develop balancing skills ... <i>balance</i> <ul style="list-style-type: none"> ⇒ Complete low level obstacle courses ⇒ Walk up / down a ramp ⇒ Stand still ⇒ Stand on one leg ▪ Begin to learn to hop ▪ Continue to develop riding skills – scooter / trike / balance bike <ul style="list-style-type: none"> ⇒ Use bike track: □ following track □ right direction 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to develop movement of walking and running ▪ Continue to develop climbing skills <ul style="list-style-type: none"> ⇒ Different heights using alternate feet ▪ Continue to develop balancing skills ▪ Learn to hop ▪ Begin to learn to skip ▪ Continue to develop riding skills <ul style="list-style-type: none"> ⇒ Regulate speed e.g. <i>slowing down when needed</i> ▪ Continue to develop ball skills (using balloons / large balls) <ul style="list-style-type: none"> ⇒ Throwing / catching ▪ Use large muscle movements <ul style="list-style-type: none"> ⇒ Circular movements / cross the mid-line activities ▪ Begin to remember some sequences and patterns of movement related to music and rhythm 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Begin to refine movement of walking and running <ul style="list-style-type: none"> ⇒ Adapt speed / direction to avoid obstacles ▪ Refine climbing and balancing skills <ul style="list-style-type: none"> ⇒ Using a range of equipment e.g. <i>ramps / tyres / crates</i> ▪ Develop skill of skipping in an open space ▪ Continue to develop riding skills – regulating speed / stopping and starting ▪ Continue to develop ball skills <ul style="list-style-type: none"> ⇒ Throwing and catching using a range of ball sizes ▪ Use large muscle movements <ul style="list-style-type: none"> ⇒ Crossing the mid line ▪ Remember some sequences and patterns of movement related to music and rhythm <ul style="list-style-type: none"> ⇒ Simple repeated patterns e.g. <i>hop / stop; jump / stop</i>

- ⇒ Stop / start
- **Continue to** develop ball skills
 - ⇒ Rolling (partner / circle games)
 - ⇒ Kicking
- **Begin to** use large-muscle movements to
 - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
 - ⇒ Paint and make marks (top to bottom / anti-clockwise)

Fine Motor Skills

- *Learn to use the toilet with help, and then independently.*
- **Begin to** show a preference for a dominant hand
- **Begin to** learn to use a knife and fork
- **Begin to** get dressed independently for outdoor play
- Use **some** one-handed tools and equipment
 - ⇒ Across provision e.g.: Pouring / filling
 - Stirring / mixing Rolling Painting / Drawing / mark making ...
- **Begin to develop** a comfortable grip when using pencils / pen
 - ⇒ Model and encourage a tripod grip

- ⇒ Marching / walking on tip toes to the beat of the music
- **Begin to** take part in some group team activities
- **Begin to** match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- **Begin to** collaborate with others to manage large items
 - ⇒ Work in partnership with adult / peer to move a larger object

Fine Motor Skills

- Show preference a for a dominant hand
- **Continue to** learn to use a knife and fork
- Increase independence getting dressed and undressed
 - ⇒ Getting ready for outdoor play
- Use a **range of** one-handed tools and equipment
 - ⇒ Across provision e.g: Malleable resources Mark making resources Range of construction resources Collage resources Transient art materials
- **Continue to develop** a comfortable grip with good control when holding pens and pencils.

- Take part in some group team activities
 - ⇒ Sport's Day
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
 - ⇒ Create dens / obstacle courses
- Collaborate with others to manage large items
 - ⇒ Moving large equipment with peers e.g. tyre / mat

Fine Motor Skills

- Use one-handed tools and equipment
 - ⇒ Including snipping with scissors
 - ⇒ Range of modelling tools
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils

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	Spring	Summer
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Learning Priorities: Linked to Development Matters	See EY2P Literacy Long Term
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Autumn	Spring	Summer
<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Begin to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with Phase 1 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 - 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: <ul style="list-style-type: none"> ⇒ Handle books carefully & correctly 	<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Continue to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 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 - Clap syllables in own name ▪ Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ▪ Continue to develop an understand the five key concepts about print: 	<p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> ▪ Develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 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 - Hear and say initial sounds in words - Explore and talk about different voice sounds, enunciating some phoneme correctly - Participate in oral blending/segmenting activities - Clap syllables in words ▪ Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary ▪ Use the five key concepts about print:

- ⇒ Name some book parts ... *front cover, back cover, page, title*
- ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
- ⇒ Understand print is read left to right .
- *Enjoy sharing a book with an adult*
 - ⇒ One to one Fiction and
 - ⇒ Small group time non-fiction
- **Begin to** read own name with visual support

Writing

- *Add some marks to their drawings, which they give meaning to. For example: "That says mummy.*
- *Make marks on picture to represent name*
- **Begin to** attempt to write name with some recognisable letters
 - ⇒ First letter of name
- To begin to understand that own marks represent meaning
 - ⇒ Point to marks
 - ⇒ Talk about made marks
 - ⇒ Label marks

- ⇒ Handle books carefully & correctly
- ⇒ Name some book parts *title / blurb*
- ⇒ 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 ... *first*
- Read own name without visual support

Writing

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

- ⇒ 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

Writing

- Use knowledge of print / letter knowledge in writing
 - ⇒ Recognisable letters ascribe
 - ⇒ Left to right / top to bottom directionality meaning
 - ⇒ Top to bottom directionality
- **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

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	Spring	Summer
Learning Priorities: Linked to Development Matters		See EY2P Maths Long Term
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Begin to compare quantities ... <i>group, lots, more, same, less</i> <ul style="list-style-type: none"> ⇒ Sort, match and label groups ⇒ Find the group with more / the same / less ▪ Notice, identify and talk about patterns around them <ul style="list-style-type: none"> ⇒ Clothing – <i>spotty / stripey</i> ⇒ Autumn ▪ Begin to copy and talk about a pattern – <i>ABAB</i> <ul style="list-style-type: none"> ⇒ Patterns with objects / actions ⇒ Give pattern a name ▪ Begin to recite numbers to 5 in correct order 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Sort and match objects accordingly e.g. <i>size / shape</i> ▪ Name and talk about patterns ▪ Continue and talk about a pattern – <i>ABAB</i> <ul style="list-style-type: none"> ⇒ Name objects in pattern / what comes next ⇒ Begin to spot a mistake in a pattern ▪ Recite numbers to 5 continued string ▪ Join in with number rhymes to 5 using props and fingers ▪ Use fingers to represent numbers with increasing accuracy <ul style="list-style-type: none"> ⇒ Number rhymes ⇒ Count objects of interest / within play ▪ Begin to compare quantities using ... <i>more than / fewer than</i> ▪ Fast recognition of objects up to 1 and sometimes 2 – subitising 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Extend and create ABAB patterns <ul style="list-style-type: none"> ⇒ Begin to spot and correct a mistake ▪ Recite numbers past 5 <ul style="list-style-type: none"> ⇒ Begin to start counting from a different number ▪ Count backwards from 5 ▪ Show 'finger numbers' up to 5. ▪ Join in a range of number rhymes to 5 using props and fingers ▪ Fast recognition of up to 3 objects – subitising <ul style="list-style-type: none"> ⇒ Recognise when a number is 'not three' ▪ Say one number for each item in order: 1,2,3,4,5 <ul style="list-style-type: none"> ⇒ Secure 1:1 correspondence

- Explore 1:1 correspondence
 - ⇒ Heuristic play free exploration
- **Begin** to say one number for each item to 3
 - ⇒ 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
 - ⇒ Show interest in shapes in the environment
 - ⇒ Manipulate and turn shapes
- **Begin** to talk about shapes *round, pointy, spotty, stripy*
- Make comparisons between objects using appropriate vocabulary
 - ⇒ Size ... *big / small / bigger / smaller*
- Understand positional language within daily routine ... *in / on / under*
- **Begin** to understand the language of time within the daily routine ... *next, later, after*

- **Begin** to count up to sets of 5 objects (1:1 correspondence)
- Use some numbers names in play **with some accuracy**
 - ⇒ Use skill of counting - one-to-one correspondence
- **Begin** to represent numbers with marks
 - ⇒ When asked, give marks numerical meaning

Shape, Space & Measure

- Select shapes appropriately **in a range of contexts**
 - ⇒ **Begin** to select specific shapes with purpose
- **Begin** to combine shapes to make new ones
- Talk about shapes
 - ⇒ *Big / small / circle / square*
- Make comparisons between objects using appropriate vocabulary
 - ⇒ *Bigger / smaller / taller*
- Understand positional language ... *up / down / next to*
- **Begin** to use **some** language of time within the daily routine
 - ⇒ *Morning / afternoon / night time*
- **Begin** to describe a familiar route (key landmarks)
- **Begin** to describe a sequence of events ... *first, next*

- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
 - ⇒ Within in a range of contexts
- Link numerals and amounts up to 5
 - ⇒ Within in a range of contexts
- Experiment with own symbols and marks as well as numerals
 - ⇒ Talk about made marks and ascribe meaning
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Talk about 2D shapes using some correct vocabulary
- Explore 3D shapes and begin to talk about some of their properties
- Understand and use positional language
 - ⇒ Following instructions / describe a simple route ... *behind / on top of / after / underneath*
- Make comparisons between objects relating to size, length, weight and capacity ... *heavy / light / heavier / lighter*
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc
 - ⇒ 2D through collage / 3D through construction
- Combine shapes to make new ones
 - ⇒ **Begin** to talk about properties ... *flat, pointy*

UNDERSTANDING THE WORLD □ Past and Present (KS1: 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
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Learning Priorities: [Linked to Development Matters](#)

<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> ⇒ Understand and follow the daily routine with the use of a visual timetable ⇒ Begin to develop an understanding of special events that don’t happen every day - <i>Grandparents Day / Harvest Festival</i> ⇒ Begin to develop an awareness of the different seasons – <i>Autumn / falling leaves / wind / rain</i> <p>Sequence:</p> <ul style="list-style-type: none"> ⇒ Begin to predict what might happen next within the daily routine, including the sequence of <i>morning and afternoon</i> ⇒ Understand and engage in key events to complete an activity e.g. <i>washing hands before snack time</i> <p>Duration:</p> <ul style="list-style-type: none"> ⇒ Begin to understand that activities are different in lengths of time e.g. <i>short / long story</i> <p>Sense of period:</p>	<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> ⇒ Understand that their birthday and some key festivals aren’t celebrated every day, and some days are different from other days - <i>birthday / special day</i> ⇒ Continue to develop an awareness of the different seasons and identify some key features – <i>Winter / snow / ice / frost / Spring / growing</i> <p>Sequence:</p> <ul style="list-style-type: none"> ⇒ Begin to understand and begin to use the vocabulary of time within the context of the daily routine – <i>later / next / after</i> ⇒ Be aware of beginning and end of a story, and begin to be aware of middle of a story – <i>beginning / end</i> ⇒ Begin to use sequencing vocabulary e.g. <i>before / next / after</i> <p>Duration:</p> <ul style="list-style-type: none"> ⇒ Understand that activities are different in lengths of time e.g. <i>short / long activity</i> 	<p>Chronology</p> <p>The Big Picture of Events Across Time:</p> <ul style="list-style-type: none"> ⇒ Continue to develop an awareness of the different seasons – <i>Summer / sun / warm</i> <p>Sequence:</p> <ul style="list-style-type: none"> ⇒ Understand and begin to use the vocabulary of time within the context of the daily routine – <i>later / next / after</i> ⇒ Know and talk about beginning, middle and end of a story / event - <i>beginning / middle / end</i> <p>Duration:</p> <ul style="list-style-type: none"> ⇒ Begin to recite the days of the week – <i>days of the week names</i> ⇒ Know that some days are different e.g. <i>school days, weekends at home, music day</i> <p>Sense of period:</p> <ul style="list-style-type: none"> ⇒ Develop an awareness of past significant nursery events – recall events using floor
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⇒ Understand that they were once a baby / toddler ... when I was a *baby / toddler ...*

⇒ **Begin to** understand that their siblings / parents were once babies / toddlers e.g. when I was a *baby / toddler ...* (Own life story and family history)

Own / Family History

▪ **Begin to** make sense of their own life history

⇒ When I was a baby *baby / new / grow*

⇒ The people in my family *family / brother / sister*

⇒ My birthday *birthday / party / presents / special time*

⇒ Special celebration e.g. *Diwali / Christmas ... celebration / nativity story*

Figures / Characters, Settings and Events from the Past

⇒ **Begin to** develop an awareness of different characters through traditional nursery rhymes and stories – *Doctor Foster / Ms Polly had a Dolly*

⇒ **Begin to** develop a sense of a 'long time ago'

⇒ **Begin to** develop an awareness of past significant nursery events e.g. *recall autumn walk when going on a winter walk*

Sense of period:

⇒ Understand that their sibling / parents were once in nursery / school e.g. *when I was in nursery* (Own life story and family history)

⇒ **Begin to** compare past nursery events / experiences ... *before*

Own / Family History

▪ **Continue to** make sense of their own life history

⇒ When I started nursery ... *sharing floor books*

⇒ My / family birthday (s) *birthday / party / presents*

⇒ Special nursery times / events ... Easter / Holi / Chinese New Year ... *celebration / special time*

Figures / Characters, Settings and Events from the Past

⇒ **Continue to** develop an awareness of different characters through traditional nursery rhymes and stories – *Jack and Jill / Rub-A-Dub/Dub*

⇒ **Begin to** develop an awareness of events through traditional nursery rhymes and stories

⇒ **Continue to** develop an awareness of different characters, settings and events through stories

books / photographs as a stimulus and using past tense

⇒ Compare past events / experiences ... *before*

Own Family History

▪ **Continue to** make sense of their own life history

⇒ When I started nursery

⇒ My / family birthday (s) *birthday / party / presents*

⇒ Share family trips / visits ... *journey / place*

⇒ Share family celebrations ... *special time / celebration*

⇒ Visit to Reception (transition)

Figures / Characters, Settings and Events from the Past

⇒ Develop an awareness characters and events through traditional nursery rhymes and stories – *Goldilocks and the Three Bears*

⇒ Develop an awareness of different settings through traditional nursery rhymes and stories – *Goldilocks and the Three Bears*

⇒ **Begin to** develop a sense of a 'long time ago'

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E)

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
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Learning Priorities: Linked to Development Matters

<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Continue to develop an awareness of self <ul style="list-style-type: none"> ⇒ Talk about some of the things that make them unique ⇒ Identify own likes and dislikes <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Begin to make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ 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 some family events / special times with others ⇒ Imitate everyday actions / events from family life (domestic role play) <p>Friendships</p>	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Continue to develop an awareness of self <ul style="list-style-type: none"> ⇒ Talk about things that make them unique ⇒ Talk about own likes and dislikes ⇒ Begin to compare likes / dislikes with those of others <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Begin to make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ Develop an awareness of different types of families ⇒ Remember and share family events / special times with others ⇒ Imitate special events from family life (domestic role play) <p>Friendships</p> <ul style="list-style-type: none"> ▪ Develop friendships <ul style="list-style-type: none"> ⇒ Play collaboratively with a friend / s 	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Develop an awareness of self <ul style="list-style-type: none"> ⇒ Compare likes / dislikes with those of others <p>My Family and Other Families</p> <ul style="list-style-type: none"> ▪ Make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ Develop an understanding of different types of families ⇒ Remember and share family events / special times with others ⇒ Imitate special events / celebrations from own life and that of others <p>Friendships</p> <ul style="list-style-type: none"> ▪ Develop friendships <ul style="list-style-type: none"> ⇒ Begin to appreciate likes / dislikes of friends <p>Different Cultures</p>
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- **Develop friendships**
 - ⇒ Name friend /s
 - ⇒ Play collaboratively with a friend / s

Different Cultures

- **Continue to** develop positive attitudes about the differences between people
 - ⇒ Demonstrate awareness and appreciate of their own physical features
- **Begin to** develop an awareness of special times / events / celebrations through:
 - ⇒ First hand experiences from home
 - ⇒ First hand experiences within nursery to reflect their own culture and that of others

- ⇒ Show an awareness of likes / dislikes of friends

Different Cultures

- **Continue to** develop positive attitudes about the differences between people
 - ⇒ Show appreciation of own physical features and others
 - ⇒ **Begin to** talk about similarities and differences between themselves and others within nursery / family
- **Continue to** develop an awareness of special times / events / celebrations through:
 - ⇒ First hand experiences from home
 - ⇒ First hand experiences within nursery to reflect their own culture and that of others
- **Begin to** develop an awareness of special places for: their own family friends

- **Continue to** develop positive attitudes about the differences between people
 - ⇒ Demonstrate awareness and appreciate of their own physical features and those of others
 - ⇒ Talk about similarities and differences between themselves and others within nursery / family
- Develop an awareness of different special times / events / celebrations, own and others, through:
 - ⇒ First hand experiences from home
 - ⇒ First hand experiences within nursery to reflect their own culture and that of others
- Develop an awareness of special places for:
 - their own family friends

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography) □ Natural World (KS1: Physical 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	Spring	Summer
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Learning Priorities: Linked to Development Matters

Autumn	Spring	Summer
<p>Different Occupations</p> <ul style="list-style-type: none"> ▪ Begin to show interest in and name some different occupations through: <ul style="list-style-type: none"> ⇒ Personal visits – <i>doctors / dentist / hairdressers</i> ⇒ Visitors into school ... <i>school nurse / photographer</i> ⇒ Texts and role play opportunities ... <i>doctor / dentist / hairdresser / vets</i> <p>Local Environment</p> <ul style="list-style-type: none"> ▪ Become familiar with the indoor and outdoor learning environment, including those used for self-care routines <ul style="list-style-type: none"> ⇒ Name and know the purposes of different spaces ▪ Become familiar with some key school spaces <ul style="list-style-type: none"> ⇒ Name and know the purposes of some different spaces – <i>office / hall / playground</i> 	<p>Different Occupations</p> <ul style="list-style-type: none"> ▪ Continue to show interest in different occupations and talk about the through: <ul style="list-style-type: none"> ⇒ Personal visits ⇒ Videos... <i>Vet / zoo keeper looking after penguins; farmer</i> ⇒ Texts and role play opportunities ... <i>Vet / zoo keeper / farmer</i> <p>Local Environment / Different Places</p> <ul style="list-style-type: none"> ▪ Participate in winter and spring walks around the school grounds <ul style="list-style-type: none"> ⇒ Point out and name some familiar places ⇒ Learn the names of some new places and buildings ⇒ Talk about observations ▪ Begin to know that there are different places 	<p>Different Occupations</p> <ul style="list-style-type: none"> ▪ Continue to show interest in different occupations and talk about them through: <ul style="list-style-type: none"> ⇒ Personal visits ⇒ Videos... <i>Vet / zoo keeper</i> ⇒ Visits <i>emergency services / shop keepers</i> ⇒ Texts and role play opportunities ... <i>Vet / zoo keeper / emergency services / shop keepers</i> <p>Local Environment / Different Places</p> <ul style="list-style-type: none"> ▪ Participate in summer walk around the school grounds and to the local shops / area <ul style="list-style-type: none"> ⇒ Begin to understand that different places and buildings in the local community have different purposes ⇒ Name some different buildings within the local community

- Talk about where they live
 - ⇒ Describe some key features – *house / door / windows / garden / bedroom ...*
 - ⇒ **Begin to** understand that friends / people live in different types of houses / homes
- Participate in autumn walk around the school grounds
 - ⇒ Observe / name key features – natural / man-made

Natural World

- **Begin to** use **some** senses in hands on exploration of natural materials when getting to know new outdoor learning space
- Experience and talk about weather / changes to the environment – *rain, wind, leaves falling, bare trees ...*
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Autumn collection *leaves, pine cones, conkers, twigs ...*
- Talk about what they see, **beginning to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment – *nursery outdoor learning space ... care / carefully*

- ⇒ Watch a video of penguins in natural environment
- ⇒ Watch a video of animals on the farm / ducks in a pond

Natural World

- **Begin to** use all their senses in hands on exploration of natural materials within learning space / local environment
 - ⇒ Develop curiosity and involvement
 - ⇒ **Begin to** talk about likes / dislikes of different materials
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Explore grouping / sorting different objects by natural material and properties
- **Begin to** understand the need to respect and care for the natural environment
 - ⇒ Look after the birds
- **Begin to** know that there are different places in the world
 - ⇒ Watch a video of penguins in natural environment
 - ⇒ Talk about the environment where penguins live in their natural habitat – *snow / ice / cold / sea*
- Experience and talk about different weather

- ⇒ Explore key events that happen in some familiar buildings
- ⇒ Learn the names of some new places and buildings – *different shops / services*
- Observe and name different types of local transport
- **Begin to** talk about different countries through holidays / stories

Natural World

- Use all their senses in hands on exploration of natural materials
- Explore collections of natural materials with similar and/or different properties
 - ⇒ Talk about likes / dislikes
 - ⇒ Use language to compare ... *same / different / rough / smooth ...*
- Talk about what they see, using a wide vocabulary.
- **Begin to** understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
 - ⇒ Share family holidays to different places / countries
- Talk about the differences between materials and changes they notice

	<ul style="list-style-type: none"> ⇒ Begin to talk about likes and dislikes ⇒ Identify and talk about seasonal changes – <i>snow, ice, cold, freezing, melting.</i> 	<ul style="list-style-type: none"> ▪ Experience and talk about different weather / seasonal changes ⇒ Talk about likes and dislikes and begin to give reasons
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UNDERSTANDING THE WORLD □ *Natural World* (KS1: Science)

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
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Learning Priorities: *Linked to Development Matters*

<ul style="list-style-type: none"> ▪ Talk about what they see, hear and feel begin to use a wider vocabulary ⇒ Begin to talk about some likes / dislikes <p><i>Living Things – Animals (including humans) and plants</i></p> <ul style="list-style-type: none"> ▪ Identify and name main body parts ▪ Explore and understand the use of some body parts ▪ Name and talk about different pets ▪ Match and name baby to adult pet – <i>puppy / dog, kitten / cat</i> ▪ Name some different woodland animals 	<ul style="list-style-type: none"> ▪ Talk about what they see, hear and feel use a wider vocabulary ⇒ Talk about some likes / dislikes <p><i>Living Things – Animals (including humans) and plants</i></p> <ul style="list-style-type: none"> ▪ Explore how to keep selves warm in Winter – <i>clothes / moving</i> ▪ Explore penguins and name different body parts ▪ Explore and name some other animals that like swimming in cold water – <i>seals, polar bears, whales, sharks, fish, walrus ...</i> ▪ Explore some animal habitats linked to winter time ▪ Look after the birds in Winter 	<ul style="list-style-type: none"> ▪ Talk about what they see, hear and feel use a wider vocabulary ⇒ Talk about likes / dislikes <p><i>Living Things – Animals (including humans) and plants</i></p> <ul style="list-style-type: none"> ▪ Explore how to keep self cool in summer and sun safe ▪ Explore and talk about different ways to travel using different body parts ... <i>walking, running, sliding, rolling, jumping, skipping ...</i> ▪ Name and talk about different wild animals – how they look and the way they move – <i>waddling penguins, stomping elephants, jumping kangaroos...</i> ▪ Take care of living things in nursery outdoor space
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- **Begin to** understand that trees / plants and flowers are living things and need to be cared for
- Learn to touch living things carefully
- **Begin to** explore different animal habitats linked to autumn time

Materials

- **Begin to** use **some** senses in hands on exploration of natural materials, developing curiosity:
 - Free exploration
 - Identifying likes / dislikes
- **Begin to** explore collections of materials with similar and/or different properties
 - Collect a group of autumn objects and name
 - Experiment with grouping / sorting different objects by theme / property e.g. Autumn collection *leaves, pine cones, conkers, twigs ...*

How Things Work

- Explore how familiar things work
 - Favourite toy
 - Decoration
- Explore different forces and **begin to** use language of *push and pull*
 - Push toys

- **Begin to** develop an understanding of life cycles
 - Own growth sequence
 - Name and match baby to adult farm animal
 - Planting / observing seeds growing
 - Observing eggs hatching into ducks

Materials

- **Begin to** use all their senses in hands on exploration of natural materials, developing curiosity
 - ⇒ Develop curiosity and involvement when exploring different materials
 - ⇒ **Begin to** talk about some properties of different materials – *same / different - hard / soft / wet / dry / cold / warm*
- Explore collections of materials with similar and/or different properties
 - ⇒ **Begin to** name some common materials – *wood, plastic, metal ...*
 - ⇒ **Begin to** experiment with grouping / sorting different objects by property or material e.g. *things that hard / soft; float / sink*
- **Begin to** notice how properties of materials change e.g. *things that melt when left in the sun (ice); adding water to flour*
- Talk about what they see, **continuing to** use a wider vocabulary
 - ⇒ **Begin to** observe and talk about natural processes – *water freezing / snow falling / ice and snow melting – water / ice / snow / frozen / melting*

How Things Work

Materials

- Use all their senses in hands on exploration of a range of materials extending curiosity
 - Name common materials
 - Describe properties of favourite materials
 - Make some simple comparisons between materials
 - Talks about likes / dislikes and begin to give some reasons
- Group materials and **begin to** label
- Notice how properties of materials change – *cold water becoming warm in the sun ...*

How Things Work

- Explore and talk about different forces they can feel ... *push / pull*
- Explore mechanical toys and talk about how they move
- Explore how vehicles travel on ramps of different gradients .. *fast / slow / far / near*

<ul style="list-style-type: none"> - Pull toys 	<ul style="list-style-type: none"> ▪ Explore and talk about different forces they can feel ... <i>push/pull</i> ▪ Explore mechanical toys and talk about how they move 	
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EXPRESSIVE ARTS & DESIGN: □ **Creating with Materials** (KS1 Art & Design / DT)

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
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Learning Priorities: [Linked to Development Matters](#)

<p>Colour</p> <ul style="list-style-type: none"> ▪ Free colour mixing exploration <p>Drawing</p> <ul style="list-style-type: none"> - Different media, including transient art materials ▪ Free exploration / mark making ▪ Creating lines - □ top to bottom □ left to right ▪ Creating circles ▪ Self-portrait: □ face □ whole body ▪ Making representations linked to experiences / quality texts: □ family □ pet □ autumn □ event / celebration <p>Painting</p> <ul style="list-style-type: none"> ▪ Using range of large tools – <i>foam rollers, sponges, chunky paint brushes, hands / fingers</i> ▪ Welly prints in mud ▪ Printing using body parts 	<p>Colour</p> <ul style="list-style-type: none"> ▪ Colour mixing exploration – naming colours <p>Drawing</p> <ul style="list-style-type: none"> - Different media, including transient art materials ▪ Free exploration / mark making ▪ Creating: □ lines □ circles ▪ Creating cross shapes ▪ Create enclosed shapes to make representations <ul style="list-style-type: none"> - Self / family member / friend - Penguins / ducks (characters in focus texts) - Event / celebration 	<p>Colour</p> <ul style="list-style-type: none"> ▪ Colour mixing exploration – talking about observed changes <p>Drawing</p> <ul style="list-style-type: none"> - Different media, including transient art materials ▪ Free exploration / mark making ▪ Creating: □ lines □ circles □ crosses ▪ Creating squares ▪ Create enclosed shapes to make representations <ul style="list-style-type: none"> - Self / family member / friend - Animals / vehicles (characters in focus texts) - Event / celebration
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- Printing □ lines □ circles
- Printing using autumn materials

Paper / Materials (collage)

- Free collage ... introduction to joining with glue

Sculpture / 3D

- Free exploration with playdough using:
 - Range of cutters
 - Range of tools (including scissors)
- Create playdough
 - Self-portrait of face
- Explore with recycled materials to make 3D shapes
 - Join pieces together using glue

- **Begin to** show different emotions in drawings and paintings, like happiness, sadness, fear etc.

Painting

- Printing using vegetables
- Splatter painting
- Bubble painting
- Ice cube painting (different coloured ice cubes)

Paper / Materials (collage)

- Free collage ... joining with glue and **begin to** use tape
- Ripping paper
- Using scissors to snip paper
- Introduction to different textured paper / materials

Sculpture / 3D

- Create playdough
 - Eggs
 - Birthday cakes with candles
 - Penguin / ducks (characters in focus text)
- Explore with recycled materials to make 3D shapes
 - **Begin to** join pieces together using tape
- Explore different materials freely and **begin to** develop own ideas about how to use them and what to make

- Use drawing to represent ideas like movement
⇒ Journeys (left to right)

- Show different emotions in drawings and paintings, like happiness, sadness, fear etc.

Painting

- Printing using
 - Animal feet (small world resources)
 - Wheels / tyres
- Patterns (wild animals)

Paper / Materials (collage)

- Free collage ... joining with glue and tape
- Cutting paper

Sculpture / 3D

- Create playdough
 - Animals (characters in focus text)
 - Vehicles
- Explore with recycled materials to make 3D shapes
 - Join pieces together using tape
- Explore different materials freely and develop own ideas about how to use them and what to make
 - Make wild animals
 - Vehicles

- Make a penguin / duck
- Make a home for a penguin / duck

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (KS1 Music / Performing Arts)

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
<p>Learning Priorities: Linked to Development Matters</p>		
<p>Role Play / Drama</p> <ul style="list-style-type: none"> ▪ Begin to take part in pretend play <ul style="list-style-type: none"> ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ Celebrations: Birthday party ... <i>cards / presents</i> ▪ Begin to create own small world scenes linked to interests ▪ Participate in oral text retelling with actions linked to focus texts - <i>imitation</i> ▪ Begin to create simple stories using small world linked to <ul style="list-style-type: none"> ⇒ Own experiences (my home / nursery) 	<p>Role Play / Drama</p> <ul style="list-style-type: none"> - Make a home for a penguin / duck ▪ Take part in pretend play <ul style="list-style-type: none"> ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ Celebrations: Chinese New Year / Mother’s Day ▪ Participate in oral text retelling with actions linked to focus texts – <i>imitation & innovation</i> ▪ Create own small world scenes linked to interests and begin to create linked to focus texts ▪ Take part in simple pretend play and begin to using an object to represent something else 	<p>Role Play / Drama</p> <ul style="list-style-type: none"> ▪ Take part in pretend play, extending narrative <ul style="list-style-type: none"> ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ Celebrations ▪ Participate in oral text retelling with actions linked to focus texts – <i>imitation, innovation and invention</i> ▪ Take part in simple pretend play using an object to represent something else ▪ Make imaginative and complex ‘small worlds’ <ul style="list-style-type: none"> ⇒ Using a variety of available open-ended materials and resources

⇒ Events / celebrations

⇒ Rhymes / stories

Music / Performance

▪ Listen with increased attention to sounds

⇒ Tune into body percussion sounds ...
body parts

⇒ **Begin** to move to a steady beat ... *beat /
march ...*

▪ Sing and remember some simple rhymes and songs

▪ Play instruments with increasing control

⇒ Free exploration of musical instruments

⇒ Learn to play: tapping banging shaking

▪ Create simple stories using small world linked to

⇒ Own experiences (my home / nursery)

⇒ Events / celebrations

⇒ Rhymes / stories

Music / Performance

▪ **Begin to** respond to what they have heard, expressing their thoughts and feelings.

▪ **Begin to** remember and sing entire songs

⇒ Winter / themed 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

⇒ Happy Feet Penguin Band / Dance

▪ Create simple stories, extending narrative, using small world linked to

⇒ Own experiences (my home / nursery)

⇒ Events / celebrations

⇒ Rhymes / stories

Music / Performance

▪ Respond to what they have heard, expressing their thoughts and feelings.

▪ Remember and sing entire songs.

▪ Sing the pitch of a tone sung by another person ('pitch match').

▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

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

▪ Play instruments with increasing control to express their feelings and ideas.