



# St John Boste Catholic Primary School

## EYFS Curriculum

*Development Matters (DfE, 2023) and Birth to 5 Matters (Early Years Coalition, 2021) have been used to inform this curriculum.*

v.12

# EYFS Curriculum

## Contents:

<b>Nursery Curriculum Overview</b>
<b>Nursery key texts</b>
<b>Communication and Language</b>
<b>Personal, Social and Emotional Development</b>
<b>Physical Development</b>
<b>Literacy</b>
<b>Mathematics</b>
<b>Understanding the World</b>
<b>Expressive Arts and Design</b>

<b>Reception Curriculum Overview</b>
<b>Reception key texts</b>
<b>Communication and Language</b>
<b>Personal, Social and Emotional Development</b>
<b>Physical Development</b>
<b>Literacy</b>
<b>Mathematics</b>
<b>Understanding the World</b>
<b>Expressive Arts and Design</b>
<b>Key dates</b>

# Nursery Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Me!	Night Lights	Near and Far	Every Living Thing	People who Help Us	Our Wonderful World
Important People	Our family and friends	Neil Armstrong	Amelia Earhart	Frida Khalo	Florence Nightingale	David Attenborough
Experience	Autumn walk	Nativity	Chinese New Year celebration	Spring Walk	Nurse/Police/Fire brigade visit	Butterflies
Overview	<p><b>Me!</b> My <b>name</b> makes me <b>special</b>. I can talk about what I <b>like</b>. I can talk about what I <b>do not like</b>. I am making new <b>friends</b> and learning their name.</p> <p><b>My Family</b> We belong to a <b>family</b>. <b>All families are different</b>. We can name our family members - <b>Mam, Dad, brother and sister</b>. Some families have a <b>pet</b> – <b>fish, hamster, rabbit, cat, dog</b>. We know how to <b>care</b> for our class pet, Arthur the <b>Giant African land snail</b>.</p> <p><b>My Home</b> My <b>home</b> is where I live.</p>	<p><b>Light and Dark</b> During the <b>day</b>, the <b>sky</b> is <b>light</b> and we can see the <b>sun</b>. At <b>night</b> the sky is <b>dark</b>. We can see the <b>moon</b> and <b>stars</b>. Astronauts travel into space in a <b>rocket</b>. <b>Neil Armstrong</b> was the first man to walk on the moon.</p> <p><b>Diwali</b> <b>Diwali</b> is a <b>celebration</b>. <b>Diwali</b> is known as the <b>festival of lights</b>. Many celebrations have <b>fireworks</b>. Fireworks <b>explode</b> and make a <b>loud noise</b>, like a <b>bang</b>. Fireworks are <b>colourful</b>. <b>-red, orange, yellow, green, blue, purple</b></p> <p><b>Nocturnal Animals</b></p>	<p><b>Where do I live?</b> We live in <b>Washington</b>. Our <b>school</b> is called <b>St. John Boste</b>. Near our school is a <b>church</b> and <b>shop</b>.</p> <p><b>Transport</b> We can look at a <b>map</b> of school and be curious about what we see. We can name different <b>types of transport</b> and talk about our experiences using them. We know that we may <b>travel</b> in a <b>car</b> to take a short journey. If we were <b>travelling</b> far to another country we may go on an <b>aeroplane</b> or <b>boat</b>. <b>Amelia Earhart</b> flew aeroplanes.</p>	<p><b>Spring</b> In <b>Spring</b>, we can see changes outside. Plants <b>grow</b> and baby animals are <b>born</b>.</p> <p><b>Plants</b> We recognise and can talk about the plants and flowers growing – <b>daffodils, blossom, leaves white, brown, yellow, black</b> <b>Flowers</b> and <b>food</b> grow from <b>seeds</b>. Seeds need <b>soil, sunshine</b> and <b>water</b> to <b>grow</b>.</p> <p><b>Animals</b> We can name baby animals <b>-dog-puppy,cat-</b></p>	<p><b>Police</b> Some <b>jobs</b> that people do to help others <b>-police, firefighters, teachers, doctors, nurses</b> Police Officers help us and <b>keep us safe</b>. They drive <b>cars, vans</b> and <b>bikes</b>. Their <b>siren</b> makes a <b>loud noise</b> and <b>flashes</b> blue to tell people they're going to an <b>emergency</b>. <b>-handcuffs, walkie talkie, body camera, helmet, notepad</b></p> <p><b>Fire Fighters</b> <b>Fire Fighters</b> drive a <b>fire engine</b> and help put out fires, even in tall buildings. <b>-hose, water, gloves, helmet, mask, safe</b></p>	<p><b>Minibeasts</b> Minibeasts help our world so we need to take care of them. <b>-spider, ladybird, beetle, snail, worm, bee, butterfly</b> We can make homes for minibeasts in our garden. <b>Bees</b> help plants to grow and make food for us – <b>hive, honey</b>. <b>Worms</b> make soil healthy. We are able to observe the lifecycle of a <b>butterfly</b>. <b>-cocoon, chrysalis, caterpillar, waiting, emerge</b></p> <p><b>Looking after our world</b> Our world is amazing.</p>

	<p>A <b>house</b> is made from <b>bricks</b> and has <b>walls, floors, roof, windows, doors, garden, rooms, bedroom.</b></p> <p><b>Autumn</b> Leaves begin to <b>fall off</b> the <b>trees</b> in <b>Autumn</b>. The leaves turn <b>red, orange and brown</b>. The leaves make a <b>crunchy</b> sound.</p>	<p>In <b>Autumn</b> and <b>Winter</b>, the day gets <b>dark</b> much earlier now. <b>Daytime</b> is <b>shorter</b> and <b>night-time</b> is <b>longer</b>. <b>Owls, hedgehogs</b> and <b>foxes</b> are <b>nocturnal animals</b>. Nocturnal means animals <b>sleep</b> in the daytime and are <b>awake</b> at night.</p> <p><b>Advent</b> <b>Advent</b> is the time we are <b>preparing</b> for <b>Christmas</b>.</p> <p><b>Christmas</b> Christmas is <b>Jesus' birthday</b>. <b>Mary</b> and <b>Joseph</b> are Jesus' <b>parents</b>. Jesus was <b>born</b> in a <b>stable</b> surrounded by animals. <b>Shepherds</b> and <b>Kings</b> visited Jesus.</p>	<p><b>- train, bus, bike, helicopter</b></p> <p><b>A Faraway Place</b> <b>Chinese New Year</b> is a <b>celebration</b>. The story tells us about <b>12 animals</b> who race to decide the next new year. We know the animal being celebrated this year. The colour <b>red</b> is a sign of <b>good luck</b> in China. The Chinese New Year celebrations include a <b>parade, dancing lions, dragons, drums</b> and <b>food</b>.</p>	<p><b>kitten, frog-froglet/tadpole, chicken-chick, sheep-lamb</b> We know that chicks <b>hatch</b> from eggs. We know that tadpoles can be found in <b>pond water</b>.</p> <p><b>Humans</b> We can talk about different parts of our <b>body</b> and label them. We understand our bodies are our own. We know our body can do many things - <b>see, smell, taste, hear</b> We can make observations of what we look like <b>-head, hair, eyes, ears, nose, mouth, body, arms, legs, elbow, hands, fingers, foot, toes</b> <b>-Frida Khalo</b> painted self-portraits.</p> <p><b>Easter</b> At <b>Easter</b>, we hear the story of when Jesus <b>died</b> on the cross. We understand Jesus is <b>alive</b> again on <b>Easter Sunday</b> and we <b>celebrate</b>.</p>	<p><b>Doctors and Nurses</b> <b>Doctors</b> and <b>nurses</b> help us when we are <b>poorly</b>. They can give us a <b>check up</b> to find out why we are <b>poorly</b> so that they can make us better again. <b>-Florence Nightingale</b></p> <p><b>Healthy Food</b> How can we stay <b>fit and healthy</b>? What food should we eat? We should only eat small amounts of <b>sugar</b> and after meals. <b>Dentists</b> help us keep our <b>teeth clean</b>. We should <b>brush</b> our teeth twice a day.</p> <p><b>Healthy Body</b> When we <b>exercise</b>, we keep our bodies <b>healthy</b>. It is important to keep our bodies moving by <b>running, jumping</b> and <b>throwing</b> to keep us strong. When we exercise our <b>breath changes</b> and our <b>heart beats faster</b>. What sports/clubs do you go to outside of school?</p>	<p>Wonderful creatures live close to us on the <b>land</b> and in the <b>sea</b>. At the <b>seaside</b> we find many creatures living in the sea and in <b>rock pools</b>. <b>-crab, starfish, jellyfish, seal, bottlenose dolphin</b>. In the <b>countryside</b> we can find <b>foxes, deer, badgers</b> and <b>moles</b>. We must <b>look after</b> the world we live in. <b>Plastic</b> and rubbish <b>damage</b> the <b>world</b> and are <b>dangerous</b> for animals in the <b>ocean</b> and <b>forests</b>. What rubbish can find around school? We should <b>recycle</b> all rubbish so that they can be used again. We need to care of all the animals and insects in our world. <b>-David Attenborough</b></p>
<p><b>Key Texts</b></p> <p>Talk for Writing Texts</p>	<p><b>Rosie's Walk</b></p> <p><b>Hairy Maclary</b></p> <p><b>Chicken Licken</b></p> <p><b>Dear Zoo</b></p> <p><b>You Choose</b></p> <p><b>Pants</b></p>	<p><b>Brown Bear</b></p> <p><b>Elmer's Friends</b></p> <p><b>Colours, Colours Everywhere</b></p> <p><b>Alien's Love Underpants</b></p> <p><b>Dear Santa</b></p> <p><b>Nativity</b></p>	<p><b>We're Going on a Bear Hunt</b></p> <p><b>The Train Ride</b></p> <p><b>The Tiger Who Came to Tea</b></p> <p><b>Dragon Noodle Party</b></p> <p><b>Goldilocks and the Three Bears</b></p> <p><b>Magic Porridge Pot</b></p>	<p><b>Jasper's Beanstalk</b></p> <p><b>Come on Daisy!</b></p> <p><b>Hug</b></p> <p><b>Jack and the Beanstalk</b></p> <p><b>Peepo!</b></p> <p><b>Titch</b></p>	<p><b>The Gingerbread Man</b></p> <p><b>Hansel and Gretel</b></p> <p><b>Kitchen Disco</b></p> <p><b>Don't Put Your Finger in the Jelly Nelly</b></p> <p><b>I Don't Want to Wash My Hands</b></p> <p><b>Teeth</b></p>	<p><b>The Very Hungry Caterpillar</b></p> <p><b>The Three Billy Goats Gruff</b></p> <p><b>Commotion in the Ocean</b></p> <p><b>10 Little Ladybirds</b></p> <p><b>The Rainbow Fish Tiddler</b></p>

--	--	--	--	--	--	--

<p><b>Pie Corbett's Reading Spine Nursery:</b></p>	<p>Where's Spot?, Dear Zoo, You Choose, We're Going on a Bear Hunt, Brown Bear, Jasper's Beanstalk, The Very Hungry Caterpillar, Hairy Maclary, Each Peach Pear Plum, Hug, The Train Ride, Come on Daisy!</p>
--	---



<p><b>Communication and Language</b></p>		<p><b>Rising 3's</b></p>			
		<p><b>Listening and Attention</b> We listen with interest to adults when they read stories.</p>	<p><b>Listening and Attention</b> We recognise and responds to many familiar sounds that we hear.</p>	<p><b>Listening and Attention</b> We show interest in exploring and playing with sounds, songs and rhymes.</p>	<p><b>Listening and Attention</b> We are developing single channelled attention; we can shift to a different task</p>

		<p><b>Understanding</b> We can identify action words by following simple instructions.</p> <p><b>Speaking</b> We can use language to share our feelings, experiences and thoughts.</p> <p>We are learning new words and are able to use them.</p> <p>Daily story, rhyme and song opportunities.</p>	<p><b>Understanding</b> We are beginning to understand more complex sentences.</p> <p><b>Speaking</b> We are beginning to hold a conversation, jumping from topic to topic.</p> <p>Daily story, rhyme and song opportunities.</p>	<p><b>Understanding</b> We understand simple questions -<b>who, what, where</b></p> <p><b>Speaking</b> We can ask a variety of questions-<b>what, where, who</b></p> <p>Daily story, rhyme and song opportunities.</p>	<p>if our attention is fully obtained. When we hear our name it helps us to focus.</p> <p><b>Understanding</b> We are developing understanding of simple concepts.</p> <p><b>Speaking</b> We are able to use longer sentences.</p> <p>We are beginning to use word endings (e.g. <i>going, cats</i>)</p> <p>Daily story, rhyme and song opportunities.</p>	
	<b>3-4</b>					
	<p><b>Listening and Attention</b> We are learning to develop our listening and attention skills during story time.</p> <p>We are beginning to know how to sit and how to look at the person who is speaking - this help us to focus on what is being said.</p> <p><b>Understanding</b> We are building our vocabulary by repeating unfamiliar words.</p> <p><b>Speaking</b> We are able to join in with social phrases such as responding to the register – <b>good morning, good afternoon</b></p> <p>We can talk in more detail about things that are of particular importance to us such as our family and pets.</p>	<p><b>Listening and Attention</b> We are developing a love of books, songs and rhyme.</p> <p>We are hearing and using new vocabulary from listening to a variety of stories and rhymes.</p> <p><b>Understanding</b> We are building our vocabulary by exploring unfamiliar words and concepts to gain an understanding of what they mean through stories and other activities.</p> <p><b>Speaking</b> We can use longer sentences of four to six words.</p> <p>We are developing confidence to talk about what is happening and to give our own ideas.</p>	<p><b>Listening and Attention</b> We are learning to pay attention to more than one thing at a time.</p> <p>We are beginning to explore a variety of traditional tales.</p> <p>We can listen to others in small groups and when the topic of conversation is of interest.</p> <p><b>Understanding</b> We understand and can follow simple prepositions and directions – <b>over, under, on, behind, through</b></p> <p><b>Speaking</b> We can use a wider range of vocabulary that is influence by stories and themes.</p>	<p><b>Listening and Attention</b> We continue to explore a variety of traditional tales.</p> <p>We hear and try to use correct pronunciations modelled e.g. ‘swimmed/swam’</p> <p><b>Understanding</b> We are beginning to understand a question or instruction that has two parts.</p> <p><b>Speaking</b> We are developing our communication and use irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>We can take part in a variety of story activities to retell and invent our own stories through small</p>	<p><b>Listening and Attention</b> We can anticipate key events and phrases in rhymes and stories.</p> <p><b>Understanding</b> We are beginning to understand questions – <b>why</b></p> <p><b>Speaking</b> We know many rhymes.</p> <p>We can talk about familiar and favourite books.</p> <p>We are developing our pronunciation to speak more clearly. Some sounds: r, j, th, ch, and sh – and multisyllabic words can be difficult for us.</p> <p>We can explore a variety of traditional tales and are beginning to talk about events and characters.</p>	<p><b>Listening and Attention</b> We enjoy listening to longer stories and can remember much of what happens.</p> <p>We can give focus our attention for longer periods.</p> <p><b>Understanding</b> We are beginning to understand questions – <b>how</b></p> <p><b>Speaking</b> We are able to use more complex sentences, express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions- <b>and, because</b></p> <p>We can use talk to organise ourselves and our play.</p>

	<p>We are beginning to use our new friend's and teacher's name to get their attention.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We show curiosity in the world around us and are encouraged to ask a simple question – what.</p> <p>We can take part in our Christmas Nativity performance and join in with songs.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We join in with repetitive parts of stories and rhyme.</p> <p>We can retell a simple past event in the correct order.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>world play and puppet shows.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We can take part in a variety of story retelling activities to retell and invent our own longer stories through roleplay.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We are able to talk about past experiences, explain what is happening and anticipate what might happen next.</p> <p>We use 'thinking time' before responding.</p> <p>We are beginning to talk with a partner before sharing ideas to a larger group.</p> <p>Daily story, rhyme and song opportunities.</p>
	<p><b>Rhymes containing short sentences and/or slower paced rhymes:</b></p> <ul style="list-style-type: none"> <li>• Humpty dumpty</li> <li>• Baa baa black sheep</li> <li>• Twinkle, twinkle, little star</li> <li>• Row, row, row your boat</li> <li>• Rain, rain go away</li> <li>• Pat a cake</li> <li>• Little Miss Muffet</li> <li>• Star light star bright</li> <li>• Jack and Jill</li> <li>• Polly put the kettle on</li> </ul>	<p><b>Action songs:</b></p> <ul style="list-style-type: none"> <li>• Brush your teeth</li> <li>• Head, Shoulders, knees and toes.</li> <li>• If you're happy and you know it.</li> <li>• Sleeping bunnies</li> <li>• Dingle, dangle scarecrow</li> <li>• Wind the bobbin up</li> <li>• The Farmer's in his den</li> </ul>	<p><b>Rhymes containing longer sentences:</b></p> <ul style="list-style-type: none"> <li>• The grand old duke of York</li> <li>• This little piggy went to market</li> <li>• The bear went over the mountain</li> <li>• Down in the jungle</li> <li>• Incy wincy spider</li> <li>• I'm a little teapot</li> <li>• The wheels on the bus</li> <li>• Old McDonald had a farm</li> <li>• Miss Polly had a dolly</li> <li>• Mary had a little lamb</li> </ul>	<p><b>Counting songs:</b></p> <ul style="list-style-type: none"> <li>• 5 little speckled frogs</li> <li>• 5 little ducks</li> <li>• 5 little men in a flying saucer</li> <li>• 1,2,3,4,5 once I caught fish alive</li> <li>• Two little dickie birds</li> <li>• Three blind mice</li> <li>• Five current buns</li> <li>• 5 little monkeys jumping on the bed</li> <li>• One finger, one thumb</li> </ul>		
<p><b>Personal, Social and Emotional Development</b></p>		<p><b>Rising 3's</b></p>				
		<p><b>Making Relationships</b> We are developing relationships with special people.</p> <p>We are starting to separate from our families and explore new situations</p>	<p><b>Making Relationships</b> We are learning that other people also have viewpoints and ideas that can be different to ours.</p>	<p><b>Making Relationships</b> We are beginning to be able to cooperate in favourable situations with familiar people.</p> <p style="text-align: center;"><b>Sense of Self</b></p>	<p><b>Making Relationships</b> We enjoy seeking out others to share experiences with, particularly those who may have a similar interest.</p>	

		<p>with support and encouragement from another familiar adult.</p> <p><b>Sense of Self</b> We know some things that we like and dislike as well as our interests.</p> <p>We are gradually learning that actions have consequences.</p> <p><b>Understanding Emotions</b> We are able to seek comfort from familiar adults or distract ourselves with a comfort object when upset.</p>	<p>We show concern for people who are special to us.</p> <p><b>Sense of Self</b> We are developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p><b>Understanding Emotions</b> We are beginning to express a wide range of feelings and emotions</p>	<p>We enjoy sharing our ideas and preferences and making choices and decisions.</p> <p><b>Understanding Emotions</b> We are beginning to think about our feelings and make links with managing our emotions.</p> <p>We respond to the feelings of others, showing concern and offering comfort.</p>	<p><b>Sense of Self</b> We explore our own and other people's views through play.</p> <p><b>Understanding Emotions</b> We are beginning to recognise that some actions can hurt or harm others and try to stop ourselves from doing something we should not do.</p> <p>We can cooperate with routines.</p>
		<b>3-4</b>			
<p><b>Making Relationships</b> We welcome everyone in our nursery group.</p> <p>We are learning each other's <b>name</b>.</p> <p>We enjoy playing alone and alongside other children.</p> <p>We know that we can speak to an adult if we need help.</p> <p><b>Sense of Self</b> We enjoy being involved in our daily activities.</p> <p>We can talk about what makes us <b>special</b>.</p> <p>We can discuss our <b>likes</b> and <b>dislikes</b>.</p> <p>We are developing a sense of responsibility, e.g. Self-registration, self-care routines such as hanging own coat up.</p>	<p><b>Making Relationships</b> We enjoy playing with others.</p> <p>We are beginning to invite others to play and attempting to join others' play.</p> <p><b>Sense of Self</b> We know the nursery <b>rules</b>.</p> <p>We are starting to follow rules and understand why they are important.</p> <p>We can create and talk about our own visual rule reminders, e.g. lining up, sitting nicely on the carpet.</p> <p><b>Understanding Emotions</b> We are starting to show more confidence in new social situations.</p>	<p><b>Making Relationships</b> We are becoming more confident when interacting with less familiar people in nursery.</p> <p>We are able to seek the companionship of others to share experiences and play.</p> <p><b>Sense of Self</b> We are becoming more aware of the similarities and differences between ourselves and others.</p> <p><b>Understanding Emotions</b> We try to find solutions to conflicts by suggesting other ideas.</p>	<p><b>Making Relationships</b> We play with each other by extending and elaborating on play ideas.</p> <p><b>Sense of Self</b> We show increasing confidence and self-esteem through being outgoing towards people.</p> <p>We can take risks and try new things or new social situations. We are becoming confident in being able to express our needs and ask adults for help.</p> <p><b>Understanding Emotions</b> We try to talk with others to solve any disagreements.</p>	<p><b>Making Relationships</b> We show increasing consideration of our friend's needs.</p> <p>We are starting to think before responding.</p> <p><b>Sense of Self</b> We know that there are special people in our community who can help us.</p> <p><b>Understanding Emotions</b> We can talk about our feelings -<b>happy, sad, angry</b></p> <p>We are starting to talk together about how others might be feeling.</p>	<p><b>Making Relationships</b> We know that adults in nursery can help us to resolve conflicts with others.</p> <p>We practice skills of negotiation and compromise as modelled by adults.</p> <p><b>Sense of Self</b> We are developing appropriate ways of being assertive – we use <b>kind hands</b>.</p> <p><b>Understanding Emotions</b> We are beginning to explore different situations from different points of view.</p> <p>We can bring ideas of feelings into our pretend play.</p>

	<p>We are beginning to know our nursery daily routine and rules.</p> <p>We can independently explore the nursery environment.</p> <p>We can select and use resources.</p> <p><b>Understanding Emotions</b> We can talk about being <b>kind</b> to others, sharing and turn taking.</p> <p>We are becoming more settled when leaving a familiar adult at the beginning of nursery.</p>					
<p><b>Physical Development</b></p>		<p><b>Rising 3's</b></p>				
		<p><b>Moving and Handling</b> We are able to sit up and stand up from different starting positions.</p> <p>We can sit comfortably on a chair with both feet on the ground.</p> <p>We can walk, run and climb safely on different levels and surfaces.</p>	<p><b>Moving and Handling</b> We enjoy moving in response to music, or rhythms played on percussion instruments.</p> <p>We can jump with both feet leaving the floor and can jump forward a small distance.</p> <p><b>Health and Self-Care</b></p>	<p><b>Moving and Handling</b> We can kick a stationary ball with either foot, throw a ball with increasing force and accuracy.</p> <p>We are beginning to catch a large ball by using two hands and our chest to trap it.</p> <p>We use wheeled toys with increasing skill such as pedalling, balancing, holding</p>	<p><b>Moving and Handling</b> We can turn pages in a book, sometimes several at once.</p> <p>We show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p>	

		<p>We are beginning to understand and choose different ways of moving.</p> <p>We are able to climb up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>  <p><i>Digital Pronate Grasp</i></p> <p><b>Health and Self-Care</b> We enjoy being energetic in short bursts followed by time for rest and calm.</p>	<p>We are competent at feeling ourselves.</p> <p>We can hold a cup with two hands and drink from it well without spilling.</p> <p>We can increasingly express our thoughts and emotions through words and facial expressions.</p>	<p>handlebars and sitting astride.</p> <p>We are beginning to show preference for a dominant hand and/or leg/foot.</p> <p>We mostly move our elbow when mark making and our shoulder is now stabilised.</p> <p><b>Health and Self-Care</b> We are developing some independence in self-care and show an awareness of routines such as handwashing or teeth cleaning but still often need adult support.</p> <p>We are beginning to recognise danger and seek the support and comfort of familiar adults.</p> <p>We are developing increasing understanding of and control of the bowel and bladder. We are starting to communicate our need for the toilet.</p>	<p>We are starting to mark making tools with fingers held opposite the thumb, beginning to form the arc between the thumb and index finger.</p>  <p><i>Four Finger Grasp</i></p> <p>We are beginning to move from the wrist when mark making with pencils/pens, with the hand and fingers moving as a whole unit.</p> <p><b>Health and Self-Care</b> We are able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots.</p>
--	--	---	---	---	--

**3-4**

<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We can balance using our hands and body to stabilise.</p> <p>We can use large muscle movements – <b>shoulders, arms</b>.</p> <p>We can use a tools and equipment in one hand such as paintbrushes.</p>	<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We can create lines and circles using large body movements.</p> <p><b>Health and Self-Care</b> We are starting to wash and dry our own hands.</p> <p>We are becoming more independent in attending to our own toileting needs.</p>	<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We can <b>balance</b> on one foot and move our body to improve stability.</p> <p>We can work with others to move items and travel together.</p> <p><b>Health and Self-Care</b></p>	<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We are able to use and remember sequences and patterns of movements that match music and rhythm.</p> <p>We are beginning to use one handed tools.</p> <p>We can select and use the correct tools to help plant</p>	<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We can run with an awareness of our surroundings, adjust speed and direction.</p> <p>We are developing the correct pencil grip with good control.</p> <p>We are becoming more independent as we get</p>	<p><b>Moving and Handling</b> We take part in activities and exercises to strengthen our upper body and finger muscles.</p> <p>We can hold and release with two hands to <b>throw</b> and <b>catch</b> a large ball, beanbag or object.</p> <p>We can hold a pencil correctly and have good control.</p>	
---	---	---	---	--	--	--

	<p>We can go up steps using alternate feet.</p> <p>We are beginning to skip, hop, stand on one leg and hold a pose.</p> <p><b>Health and Self-Care</b> We need support as we are developing our self-care needs.</p> <p>We can indicate when we need to use the <b>toilet</b>.</p> <p>We can tell adults when we are <b>hungry/full</b> up, <b>tired</b> or want to play.</p> <p>We can get dressed with help.</p>		<p>We are beginning to learn how and when to use a <b>knife, fork</b> and <b>spoon</b>.</p> <p>We can make our own porridge.</p>	<p>seeds and to take care of our plants. <b>-trowel, watering can</b></p> <p>We are beginning to use the same hand, in a comfortable grip with good control when holding pens and pencils.</p> <p>We have lots of opportunities for writing, including pencil control activities.</p> <p><b>Health and Self-Care</b> We can name and identify different parts of the body <b>-head, hair, eyes, ears, nose, mouth, body, arms, legs, elbow, hands, fingers, foot, toes</b></p> <p>We know that equipment and tools must be used <b>safely</b>.</p>	<p>dressed. We can put on our coats and are beginning to fasten them.</p> <p>We use the same hand for writing and using tools.</p> <p><b>Health and Self-Care</b> We know the importance of healthy eating and brushing our teeth.</p> <p>We are beginning to make healthy choices about food, drink, exercise and hygiene.</p> <p>We are willing to try different foods.</p> <p>We can wash and dry our own hands properly. We know why this is important.</p> <p>We can describe the effects of exercise on our bodies – <b>breath changes, heart beats faster</b>.</p>	 <p>Static Tripod Grasp or Static Quadropod Grasp</p> <p><b>Health and Self-Care</b> We can put on our coats and fasten them.</p> <p>We are independent in meeting their self-care needs. We can use the toilet independently and wash and dry our hands thoroughly. We can talk about why this is important.</p>
<p><b>Literacy</b></p>	<p><b>Rising 3's</b></p>					
		<p><b>Reading</b> We have some favourite stories, rhymes, songs, poems or jingles to listen to and begin to join in with.</p> <p><b>Writing</b> We can distinguish between the different marks we make.</p> <p>We enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough.</p> <p>We take part in finger gym activities, messy play and exercises to strengthen our</p>	<p><b>Reading</b> We can repeat and use actions, words or phrases from familiar stories.</p> <p>We enjoy rhythmic and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p><b>Writing</b> We understand that the marks we make have meaning and can be used to communicate our thoughts and ideas.</p>	<p><b>Reading</b> We can fill in the missing word or phrase in a known rhyme or story.</p> <p><b>Writing</b> We make repeated marks including lines and a series of shapes.</p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p>	<p><b>Reading</b> We are beginning to recognise familiar logos or icons for apps.</p> <p><b>Writing</b> We are able to consider and plan what marks we are going to make before we begin.</p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p>	

		upper body and finger muscles.	We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.			
<b>3-4</b>						
	<p><b>Reading</b></p> <p>We listen to and join in with stories and poems, when reading one-to-one and in small groups.</p> <p>We show interest in illustrations and words in print and digital books and words in the environment.</p> <p><b>Essential Letters and Sounds (ELS) - Element 1</b> <b>General sound discrimination - Environmental Sounds</b></p> <p>We notice sounds around us.</p> <p>We can recognise that different objects make different sounds.</p> <p>We are beginning to identify and name sounds.</p> <p>We can talk about environmental sounds, describing and comparing them.</p> <p><b>Writing</b></p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We sometimes give meaning to the marks we make.</p> <p><b>Rosie's Walk</b> Instructions for a simple class activity e.g. how to do</p>	<p><b>Reading</b></p> <p>We join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>We look at and enjoy print and digital books independently.</p> <p><b>ELS - Element 2</b> <b>General sound discrimination – Instrumental Sounds</b></p> <p>We know that instruments sounds can make sounds.</p> <p>We are developing an awareness of how to use instruments to make sounds.</p> <p>We are beginning to identify the sounds of familiar instruments and name them – <b>drum, triangle, shaker.</b></p> <p>We are developing an awareness of how you can change the way an instrument sounds.</p> <p>We can talk about instrumental sounds, describing and comparing them.</p> <p>We can use instruments to recreate a sound from a given instruction - <b>Tap the drum loudly, shake the tambourine quietly.</b></p> <p><b>Writing</b></p>	<p><b>Reading</b></p> <p>We are beginning to be aware of the way stories are structured, and to tell our own stories.</p> <p>We handle books and touch screen technology carefully and the correct way up.</p> <p><b>ELS - Element 3</b> <b>General sound discrimination – Body Percussion</b></p> <p>We know that our bodies can make sounds.</p> <p>We can join in and copy actions of familiar songs.</p> <p>We can join in and copy body percussion patterns and sequences.</p> <p>We are building an awareness of how we can change body percussion sounds.</p> <p>We can create our own sequences of body percussions.</p> <p>We can describe body percussion and join in with longer sequences of body percussion.</p> <p>We are able to follow instructions to recreate body percussion sounds, -</p>	<p><b>Reading</b></p> <p>We are able to talk about events and principal characters in stories.</p> <p>We are beginning to suggest how a story might end.</p> <p><b>ELS - Element 4</b> <b>Rhythm and Rhyme</b></p> <p>We can join in with songs and rhymes.</p> <p>We recognise familiar rhythms and rhymes.</p> <p>We are beginning to recognise that words rhyme.</p> <p>We can copy and keep a simple <b>beat.</b></p> <p>We can join in and copy breaking words into syllables with a beat.</p> <p>We are starting to experiment with rhyme and make up our own rhyming words as well as complete sentences with our own rhymes orally.</p> <p>We can break words down into syllables with a beat.</p> <p>We can create our own beat.</p> <p><b>ELS - Element 7:</b> <b>Oral Blending and Segmenting</b></p>	<p><b>Reading</b></p> <p>We recognise familiar words and signs such as our own name, advertising logos and screen icons.</p> <p>We know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>ELS - Element 5</b> <b>Alliteration</b></p> <p>We are exploring the initial sounds of words.</p> <p>We can select objects with a given initial sound from a choice of two. We can identify initial sounds of words.</p> <p>We match to objects with the same initial sound and play with alliteration.</p> <p><b>ELS - Element 7:</b> <b>Oral Blending and Segmenting</b></p> <p>We are beginning to identify the initial sounds of words - <b>e/u/r/h/b/f/l/</b></p> <p>We can segment VC and CVC words into their individual sounds.</p> <p>We are able to blend and say a simple VC and CVC word after hearing it broken down into its individual sounds.</p> <p><b>Writing</b></p>	<p><b>Reading</b></p> <p>We know information can be relayed through signs and symbols in various forms.</p> <p>We are beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p><b>ELS - Element 6</b> <b>Voice Sounds</b></p> <p>We know that our mouths can make different movements and sounds.</p> <p>We can copy different voice sounds and mouth movements.</p> <p>We can recognise different voice sounds.</p> <p>We can make a variety of different voice sounds, including animal sounds.</p> <p>We can say speech sounds clearly.</p> <p>We can describe and compare voice sounds.</p> <p>We can create our own ideas for voices of characters/ imitate voices.</p> <p><b>ELS - Element 7:</b></p>

	<p>something/get from one place to another.</p>	<p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We imitate adults writing by making continuous lines of shapes and symbols from left to right.</p> <p>We are beginning to include mark making and early writing in our play.</p> <p><b>Dear Santa</b> Letter to Santa.</p>	<p><b>Stamp feet loudly, clap hands softly.</b></p> <p><b>ELS - Element 7: Oral Blending and Segmenting</b></p> <p>We are beginning to identify the initial sounds of words - <i>s/a/t/p/i/n/</i></p> <p>We know that words can be broken up into sounds.</p> <p><b>Writing</b></p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We attempt to write our own name or other words using combinations of lines, circles and curves, or letter-type shapes</p> <p><b>We're Going on a Bear Hunt</b> Information text – Letter of invitation to the bear to come into school.</p>	<p>We are beginning to identify the initial sounds of words - <i>m/d/g/o/c/k/</i></p> <p>We can choose the correct object when hearing the word broken into single sounds.</p> <p><b>Writing</b></p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We are beginning to make letter-type shapes to represent the initial sound of our name and other familiar words.</p> <p><b>Come on Daisy!</b> Information text – Report on ducks.</p>	<p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We are beginning to write some of our name. We can copy our name from a name card.</p> <p><b>The Gingerbread Man</b> Instructions text – How to make gingerbread.</p>	<p><b>Oral Blending and Segmenting</b></p> <p>We are beginning to identify the initial sounds of words - <i>j/v/w/x/y/z/qu</i></p> <p>We are starting to blend the sounds of longer words.</p> <p>We can identify how many sounds are in a VC or CVC word.</p> <p><b>Writing</b></p> <p>We take part in finger gym activities, messy play and exercises to strengthen our upper body and finger muscles.</p> <p>We are beginning to write some recognisable letters.</p> <p>We can write our name.</p> <p><b>The Very Hungry Caterpillar</b> Recount text – cooking activity e.g. making fruit kebabs/smoothies.</p>
<p><b>Writing Opportunities</b></p>	<p>We develop our early writing through finger gym, dough disco, messy play, mark making and using Talk for Writing strategies.</p> <p>We have opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> <li>- cards, invitations, tickets, lists, photograph/picture books, letters, prescriptions, appointment cards, postcards, signs, maps</li> </ul> <p>We have a variety of mark making materials to explore:</p> <ul style="list-style-type: none"> <li>- sticks, paintbrushes, pipettes, pencils, felt tips, crayons, chalk,</li> </ul>					

	<p>We use lots of different techniques to make marks:</p> <ul style="list-style-type: none"> <li>- painting, stamps, spray, drip,</li> </ul>										
<p><b>Daily story time and nursery rhymes:</b></p>	<p>From key texts, Pie Corbett Reading Spine, Talk for Writing texts, theme texts, mathematics list, children’s favourite stories from home, nursery rhyme and song progression list.</p>										
<p><b>Mathematics</b></p>	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="499 544 2141 587"> <p><b>Rising 3’s</b></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="1077 587 1341 1425"> <p><b>Comparison</b> We are beginning to compare and recognise changes in quantity- <b>more, lots, same</b></p> <p><b>Counting</b> We are beginning to say numbers in order-<b>1,2,3</b></p> <p><b>Spatial Awareness</b> We are starting to remember our way around familiar environments.</p> <p>We can explore how things look from different viewpoints including things that are near or far away.</p> <p><b>Shape</b> We can select puzzle pieces and attempt to fit them in the correct place.</p> <p><b>Measures</b> We explore differences in size -<b>big, small</b></p> <p>We are beginning to anticipate times of the day such as mealtimes or home time.</p> </td> <td data-bbox="1341 587 1603 1425"> <p><b>Counting</b> We can say numbers in order, some of which are in the right order-<b>1,2,3,4,5</b></p> <p><b>Spatial Awareness</b> We can move our bodies and toys around objects and explore fitting into spaces.</p> <p><b>Shape</b> We recognise two objects have the same shape.</p> <p><b>Pattern</b> We explore the pattern of everyday routines and are interested in what happens next.</p> <p><b>Measures</b> We explore differences in length- <b>long, short</b></p> </td> <td data-bbox="1603 587 1883 1425"> <p><b>Comparison</b> We can compare and recognise changes in quantity.</p> <p><b>Counting</b> We can say numbers in order-<b>1,2,3,4,5</b></p> <p><b>Cardinality (How many?)</b> We can take or give two or three objects from a group.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>on, under, in, out</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated action patterns.</p> <p><b>Measures</b> We can explore differences in weight-<b>heavy, light</b></p> </td> <td data-bbox="1883 587 2141 1425"> <p><b>Counting</b> We begin to say numbers to 10, some of which are in the right order.</p> <p><b>Cardinality (How many?)</b> We are beginning to notice numerals in the environment.</p> <p>We are beginning to count on our fingers.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>in front, behind</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated sound patterns.</p> <p><b>Measures</b> We can explore differences in capacity- <b>full, empty</b></p> </td> </tr> </tbody> </table>			<p><b>Rising 3’s</b></p>				<p><b>Comparison</b> We are beginning to compare and recognise changes in quantity- <b>more, lots, same</b></p> <p><b>Counting</b> We are beginning to say numbers in order-<b>1,2,3</b></p> <p><b>Spatial Awareness</b> We are starting to remember our way around familiar environments.</p> <p>We can explore how things look from different viewpoints including things that are near or far away.</p> <p><b>Shape</b> We can select puzzle pieces and attempt to fit them in the correct place.</p> <p><b>Measures</b> We explore differences in size -<b>big, small</b></p> <p>We are beginning to anticipate times of the day such as mealtimes or home time.</p>	<p><b>Counting</b> We can say numbers in order, some of which are in the right order-<b>1,2,3,4,5</b></p> <p><b>Spatial Awareness</b> We can move our bodies and toys around objects and explore fitting into spaces.</p> <p><b>Shape</b> We recognise two objects have the same shape.</p> <p><b>Pattern</b> We explore the pattern of everyday routines and are interested in what happens next.</p> <p><b>Measures</b> We explore differences in length- <b>long, short</b></p>	<p><b>Comparison</b> We can compare and recognise changes in quantity.</p> <p><b>Counting</b> We can say numbers in order-<b>1,2,3,4,5</b></p> <p><b>Cardinality (How many?)</b> We can take or give two or three objects from a group.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>on, under, in, out</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated action patterns.</p> <p><b>Measures</b> We can explore differences in weight-<b>heavy, light</b></p>	<p><b>Counting</b> We begin to say numbers to 10, some of which are in the right order.</p> <p><b>Cardinality (How many?)</b> We are beginning to notice numerals in the environment.</p> <p>We are beginning to count on our fingers.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>in front, behind</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated sound patterns.</p> <p><b>Measures</b> We can explore differences in capacity- <b>full, empty</b></p>
<p><b>Rising 3’s</b></p>											
<p><b>Comparison</b> We are beginning to compare and recognise changes in quantity- <b>more, lots, same</b></p> <p><b>Counting</b> We are beginning to say numbers in order-<b>1,2,3</b></p> <p><b>Spatial Awareness</b> We are starting to remember our way around familiar environments.</p> <p>We can explore how things look from different viewpoints including things that are near or far away.</p> <p><b>Shape</b> We can select puzzle pieces and attempt to fit them in the correct place.</p> <p><b>Measures</b> We explore differences in size -<b>big, small</b></p> <p>We are beginning to anticipate times of the day such as mealtimes or home time.</p>	<p><b>Counting</b> We can say numbers in order, some of which are in the right order-<b>1,2,3,4,5</b></p> <p><b>Spatial Awareness</b> We can move our bodies and toys around objects and explore fitting into spaces.</p> <p><b>Shape</b> We recognise two objects have the same shape.</p> <p><b>Pattern</b> We explore the pattern of everyday routines and are interested in what happens next.</p> <p><b>Measures</b> We explore differences in length- <b>long, short</b></p>	<p><b>Comparison</b> We can compare and recognise changes in quantity.</p> <p><b>Counting</b> We can say numbers in order-<b>1,2,3,4,5</b></p> <p><b>Cardinality (How many?)</b> We can take or give two or three objects from a group.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>on, under, in, out</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated action patterns.</p> <p><b>Measures</b> We can explore differences in weight-<b>heavy, light</b></p>	<p><b>Counting</b> We begin to say numbers to 10, some of which are in the right order.</p> <p><b>Cardinality (How many?)</b> We are beginning to notice numerals in the environment.</p> <p>We are beginning to count on our fingers.</p> <p><b>Spatial Awareness</b> We are beginning to respond to some spatial and positional language- <b>in front, behind</b></p> <p><b>Shape</b> We can make simple constructions.</p> <p><b>Pattern</b> We can join in and anticipate repeated sound patterns.</p> <p><b>Measures</b> We can explore differences in capacity- <b>full, empty</b></p>								

						We are beginning to understand about immediate past and future.
<b>3-4</b>						
	<p><b>Colours</b> We are beginning to recognise and can name colours – <b>red, blue, yellow -orange, green, purple</b></p> <p><b>Matching</b> We can <b>match</b> objects that are the <b>same shape</b> and <b>colour</b>.</p> <p>We can build matching towers.</p> <p>We can find our matching shoes.</p> <p>We can match number shapes.</p> <p><b>Pattern</b> We recognise <b>patterns</b> in the world around us.</p> <p>We can use language to describe the patterns we see - <b>stripes, spots</b></p> <p>We can create our own patterns with our handprints and talk about what we can see – <b>big, small</b></p> <p><b>Sorting</b> We can sort objects by colour, shape and size.</p> <p>We can talk about what we <b>notice</b> and guess the rule.</p>	<p><b>Number 1</b> We can accurately <b>count</b> 1 item by touching it.</p> <p>We can subitise when we can see 1 object.</p> <p>We recognise numeral <b>1</b> and show 1 on our fingers.</p> <p>We know that a <b>circle</b> has 1 <b>side</b>.</p> <p><b>Number 2</b> We can accurately count <b>2</b> items.</p> <p>We are beginning to subitise 2 on dice patterns.</p> <p>We recognise numeral 2 and show 2 on our fingers.</p> <p><b>Pattern</b> We can continue an AB colour pattern.</p> <p>We can continue an AB movement pattern.</p> <p>We are beginning to fix patterns that are not AB.</p> <p>We are beginning to extend colour patterns into ABC.</p> <p>Consolidation</p>	<p><b>Number 3</b> We can accurately count <b>3</b> items by making a line.</p> <p>We are beginning to subitise 3 on dice patterns and in the environment - Goldilocks and the three bears.</p> <p>We recognise numeral 3 and show 3 on our fingers.</p> <p>We know that a <b>triangle</b> has 3 <b>sides</b> and <b>corners</b>.</p> <p><b>Number 4</b> We can accurately count <b>4</b> items with 1:1 correspondence.</p> <p>We are beginning to subitise 4 on dice patterns.</p> <p>We recognise numeral 4 and show 4 on our fingers.</p> <p>We know that a <b>square</b> and <b>rectangle</b> have 4 <b>sides</b> and <b>corners</b>.</p> <p>We are beginning to know the composition of 4.</p> <p><b>Number 5</b> We can accurately count <b>5</b> items with 1:1 correspondence.</p> <p>We are beginning to subitise 5 on dice patterns.</p>	<p>Consolidate 1 - 5</p> <p><b>Number 6</b> We are beginning to recognise bigger quantities – <b>10 frame</b></p> <p>We can accurately count <b>6</b> items with 1:1 correspondence.</p> <p>We recognise numeral 6.</p> <p><b>Height and Length</b> We are beginning to understand that height describes how tall/short something is.</p> <p>We are beginning to understand that length describes how long something is.</p> <p>We recognise different heights/lengths in meaningful contexts and can find <b>taller, shorter, longer</b>-Jack and the Beanstalk</p> <p><b>Mass</b> We are beginning to understand that mass describes the <b>weight</b> of an object – <b>heavy, light</b></p> <p>In meaningful contexts, we can talk about and find the <b>heavier</b> or <b>lighter</b> item.</p> <p><b>Capacity</b></p>	<p><b>Sequencing</b> We are beginning to describe a sequence of events – <b>first, then</b></p> <p>We can recall a sequence of events in everyday life and stories.</p> <p>We can use positional language <b>-on, under, in, out, in front, behind</b></p> <p>We are beginning to recognise when we have <b>more</b> than/<b>fewer</b> than.</p> <p><b>Shape – 2D</b> We can talk about and explore 2D shapes.</p> <p>We can recognise that 2D shapes are flat.</p> <p>We are beginning to accurately name 2D shapes - <b>circle, square, triangle, rectangles</b>.</p> <p>We can create 2D shape patterns.</p> <p><b>Shape - 3D</b> We can talk about and explore 3D shapes.</p> <p>We can recognise that 3D shapes are <b>solid</b>.</p> <p>We are beginning to accurately name 3D shapes- <b>sphere, cube, cuboid, pyramid</b>.</p>	<p><b>Number composition</b> We are beginning to know that numbers up to 5 can be made with smaller amounts.</p> <p>We can explore number order.</p> <p>We are beginning to identify number sequence <b>-before, after</b></p> <p>Consolidation</p>

			<p>We recognise numeral 5 and show 5 on our fingers/hand.</p> <p>We know that a <b>pentagon</b> has 5 <b>sides</b> and <b>corners</b>.</p> <p>We are beginning to know the composition of 5.</p>	<p>We are beginning to understand that capacity describes how much a container can hold.</p> <p>We are beginning to identify <b>full</b>, <b>half full</b> and <b>empty</b> both practically and pictorially – Magic Porridge Pot</p> <p>Consolidation</p>	<p>We can create 3D shape patterns.</p> <p>We can use informal mathematical language- <b>sides, corners, straight, flat, round,</b></p> <p>Consolidation More than/fewer One more/one less</p>	
--	--	--	--	--	--	--

<b>Understanding the World</b>						<b>Rising 3's</b>					
						<p><b>People and Communities</b> We can name our family members at home and any pets we have.</p> <p style="text-align: center;"><b>The World</b> We enjoy exploring small world reconstructions of the familiar world around us.</p> <p style="text-align: center;"><b>Technology</b> We can operate mechanical toys.</p>	<p><b>People and Communities</b> We are beginning to know that we have similarities and differences that connect us to, and distinguish us from others.</p> <p style="text-align: center;"><b>The World</b> We are becoming more observant and notice more detailed features of our environment.</p> <p style="text-align: center;"><b>Technology</b> We can use pipes, funnels and other tools to carry/transport water from one place to another <b>-flow, fast, slow</b></p>	<p><b>People and Communities</b> We are able to imitate everyday actions and events from own family and cultural background through our pretend play.</p> <p style="text-align: center;"><b>The World</b> We enjoy playing with small world reconstructions to build on first-hand experiences.</p> <p style="text-align: center;"><b>Technology</b> We explore water to investigate 'low technology' such as washing and cleaning.</p>	<p><b>People and Communities</b> We are able to identify peers as friends.</p> <p style="text-align: center;"><b>The World</b> We can talk about some of the things we have observed such as plants, animals and natural objects.</p> <p style="text-align: center;"><b>Technology</b> We are developing basic skills in turning on and operating some digital equipment <b>-on, off</b></p>		
	<b>3-4</b>										
<p><b>People and Communities</b> We can talk about and name members of our <b>family</b>.</p> <p>We are becoming familiar with the people who help us in school.</p> <p>We are beginning to learn the names of the other children in school.</p> <p>We are developing an interest in the lives of people who are familiar to us.</p> <p>We know some of the things that make us unique, and can talk about some of the similarities and differences in relation to our family.</p>		<p><b>People and Communities</b> We enjoy joining in with family customs and routines.</p> <p>We recognise and can describe special times or events for family or friends.</p> <p>We <b>celebrate</b> special times.</p> <p>We can talk about family celebrations using photos and memories.</p> <p>We know that <b>Diwali</b> is a celebration.</p> <p>We know that <b>Advent</b> is the time when we prepare for <b>Christmas</b>.</p> <p>We know that <b>Jesus</b> was born on Christmas Day.</p>		<p><b>People and Communities</b> We can name <b>Washington</b> as the town where we live.</p> <p>We know that we belong to our <b>nursery</b> in <b>St John Boste</b>.</p> <p>We know some important people who have travelled the world -<b>Amelia Earhart</b></p> <p style="text-align: center;"><b>The World</b> We are becoming more aware of the local area and important places near to nursery <b>-shop, church, houses</b></p> <p>We know that we can travel around the world to places <b>far away</b>.</p>		<p><b>People and Communities</b> We notice and can talk about change we see in our local area in <b>Spring - daffodils, blossom, leaves</b></p> <p>We can name and talk about the different parts of our body.</p> <p>We know that our body can do lots of things <b>-see, smell, taste, hear</b></p> <p>We can describe that we look like <b>-head, hair, eyes, ears, nose, mouth, body, arms, legs, elbow, hands, fingers, foot, toes</b></p> <p>We know some important people who created beautiful self-portrait art - <b>Frida Khalo</b></p>		<p><b>People and Communities</b> We show interest in different <b>jobs</b>.</p> <p>We know that there are people whose job it is to help us <b>-police, teachers, doctors, nurses, fire fighters, dentist</b></p> <p>We can talk about an important person from the past who helped others - <b>Florence Nightingale</b></p> <p style="text-align: center;"><b>The World</b></p> <p>We can talk about how we can stay <b>fit and healthy</b> through the <b>food</b> that we eat and <b>exercise</b>.</p> <p>We know some food that contain sugar and that we</p>		<p><b>People and Communities</b> We are beginning to understand that people can hurt our world with <b>plastic</b> and rubbish.</p> <p>We always put <b>rubbish</b> in a bin or <b>recycle</b> what we can.</p> <p>We can talk about important people who help our world in the local area and wider world - <b>David Attenborough</b></p> <p style="text-align: center;"><b>The World</b></p> <p>We are beginning to understand that we must take <b>care</b> of <b>our world</b>.</p> <p>We show <b>care</b> and <b>concern</b> for the lives of <b>living creatures</b>.</p>	

	<p>We can talk about our preferences - <b>I like, I do not like</b></p> <p><b>The World</b> We are becoming familiar with the nursery environment.</p> <p>We know where all of the key areas in nursery are.</p> <p>We know the place where we live is called our <b>home</b>.</p> <p>We are able to describe our home – <b>bricks, walls, floors, roof, windows, doors, garden, rooms, bedroom</b></p> <p>We know that living things also have homes and it is important to show <b>care</b> for them.</p> <p>We are beginning to know how to care for our pets at home and in school -<b>Arthur Giant African Land Snail</b></p> <p>We can begin to talk about seasonal changes in autumn - <b>leaves change colour, leaves fall off trees,</b></p> <p>We use our senses to natural materials found in autumn.</p> <p>We can make collections of natural materials to investigate and talk about.</p> <p><b>Technology</b> We can use magnifying glasses and talk about what they see.</p>	<p>We can use photographs of our Christmas to share our memories.</p> <p>We know some important people are <b>Astronauts. Neil Armstrong</b> was the first man to walk on the <b>moon</b>.</p> <p><b>The World</b> We know that during the <b>day</b>, the <b>sky</b> is <b>light</b> and we can see the <b>sun</b>.</p> <p>We know that at <b>night</b> the sky is <b>dark</b>. We can see the <b>moon</b> and <b>stars</b>.</p> <p>We are developing an understanding of changes over time.</p> <p>We know that in autumn and winter the days get darker earlier.</p> <p>We understand what <b>nocturnal</b> means.</p> <p>We know that some animals are nocturnal – <b>owls, hedgehogs, foxes</b>.</p> <p><b>Technology</b> We are beginning to know that technology can help us to achieve amazing things. <b>Astronauts</b> can travel to <b>space</b> in a <b>rocket</b>.</p>	<p>We can comment and asks questions about the place where they live or places far away.</p> <p>We can use a simple <b>map</b> to talk about where we live.</p> <p><b>Technology</b> We can use a range of materials to explore cause and effect – puppet making.</p> <p>We know that technology can help us to travel – <b>car, boat aeroplane</b></p>	<p><b>The World</b> We know that baby animals are often <b>born</b> in spring and plants begin to <b>grow</b>.</p> <p>We can plant <b>seeds</b> and learn how to care for them to grow <b>vegetables</b> and <b>flowers</b>.</p> <p>We can talk about different vegetables and how they grow.- <b>bean plant, beanstalk</b></p> <p>We can talk about forces such as <b>pushes</b> and <b>pulls</b> when pushing seeds into the ground and pulling out what we have grown.</p> <p>We are beginning to match adult animals to their young.</p> <p>We understand the life cycle of a <b>tadpole</b>.</p> <p><b>Technology</b> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p>	<p>should only eat small amounts of <b>sugar</b>.</p> <p>We know that too much sugar can damage our teeth.</p> <p>We know how to <b>brush</b> our own teeth with a <b>toothbrush</b>.</p> <p>We understand the importance of moving by <b>running, jumping</b> and <b>throwing</b> to keep us strong.</p> <p>We are beginning to know how exercise effects our body- <b>breath changes, heart beats faster</b>.</p> <p><b>Technology</b> We can use technology in our play when taking on the roles of people who help us.</p>	<p>We know that many amazing creatures live in our world -<b>land, sea</b></p> <p>We can name different types of minibeasts talk about their different features -<b>spider, ladybird, beetle, worm, butterfly, snail</b></p> <p>We know that minibeasts help our world from turning over soil, eating autumn leaves, collecting pollen for plants and food to grow – <b>bee</b></p> <p>We show interest and care for the minibeasts living in our outside environment. We can make homes for them.</p> <p>We can name different types of sea creatures talk about their different features - <b>crab, starfish, jellyfish, seal, bottlenose dolphin</b>.</p> <p><b>Technology</b> We can use a magnifying glass and bug viewer to look closely at minibeasts.</p> <p>In the <b>countryside</b> we can find <b>foxes, deer, badgers</b> and <b>moles</b>.</p> <p>We must <b>look after</b> the world we live in.</p> <p>We should <b>recycle</b> all rubbish so that they can be used again.</p> <p>We need to care of all the animals and insects in our world.</p>
--	--	---	---	--	--	---

<p><b>Expressive Arts and Design</b></p>		<p><b>Rising 3's</b></p>				
		<p><b>Creating with Materials</b>          We are beginning to join in singing familiar songs.</p> <p>We can create sounds by rubbing, shaking, tapping, striking or blowing instruments.</p>	<p><b>Creating with Materials</b>          We show curiosity in the way sound makers and instruments sound, and can experiment with ways of playing them- <b>loud, quiet, fast, slow</b></p>	<p><b>Creating with Materials</b>          We enjoy experimenting with ways to enclose a space, create shapes and represent actions, sounds and objects.</p>	<p><b>Creating with Materials</b>          We enjoy using 3D and 2D structures to explore materials and to express ideas.</p> <p><b>Being Imaginative and Expressive</b></p>	

			<p><b>Being Imaginative and Expressive</b> We are beginning to use everyday materials to explore, understand and represent the world around us.</p> <p>We enjoy following our creative ideas, interests and fascinations.</p>	<p><b>Being Imaginative and Expressive</b> We are beginning to 'make believe' by pretending with sounds, movements, words and objects.</p>	<p><b>Being Imaginative and Expressive</b> We are starting to describe sounds and music imaginatively- <b>happy, funny, scary</b></p>	<p>We create rhythmic sounds and movements.</p>
	<b>3-4</b>					
	<p><b>Creating with Materials</b> We can explore different materials using all of their senses to investigate them.</p> <p>We can manipulate different materials- blocks, clay, fabric/paper with different textures.</p> <p>We will use these materials to express their ideas and feelings.</p> <p>We can create representations of our family.</p> <p>We can manipulate materials o build models of our home.</p> <p><b>Being Imaginative and Expressive</b> We use open-ended resources to enhance our imaginative play.</p> <p>We engage in daily singing and rhyme time.</p> <p>We listen to music and songs to develop our listening skills.</p>	<p><b>Creating with Materials</b> We explore colour mixing and talk about the differences between colours we see.</p> <p>We explore paint use different paint techniques – <b>pour, drip, mix, splat</b></p> <p>We can create interesting effects with bright and dark colours <b>-Jackson Pollock</b></p> <p>We can stack blocks to create our own rockets.</p> <p><b>Being Imaginative and Expressive</b> We will remember entire songs and perform these during our Christmas nativity performance.</p> <p>We will be able to explore and use a variety of percussion instruments.</p>	<p><b>Creating with Materials</b> We will explore different materials freely.</p> <p>We will begin to plan to build with a purpose in mind.</p> <p>We are exploring how to join junk modelling materials together to make transport, puppets.</p> <p>We can use lines and shapes for effect - <b>Kandinsky</b></p> <p><b>Being Imaginative and Expressive</b> We can join in and copy body percussion patterns and sequences.</p> <p>We can use percussion instruments as part of our Chinese New Year celebrations.</p> <p>We can move to traditional Chinese music to take part in a dragon dance.</p>	<p><b>Creating with Materials</b> Children will learn to develop their drawing and model-making skills.</p> <p>We begin to add details to our self-portrait pictures by noting key features on our face - <b>Frida Khalo</b></p> <p><b>Being Imaginative and Expressive</b> We learn a variety of action songs and can move to music/songs.</p> <p>We are developing our 'singing voice' using a range of pitches. We can sing the <b>pitch</b> of a tone sung by another person.</p>	<p><b>Creating with Materials</b> We begin to give meanings to our drawings and models.</p> <p>We will share our ideas and talk together about these.</p> <p>We use tools for a purpose.</p> <p><b>Being Imaginative and Expressive</b> We are beginning to create our own songs and music.</p> <p>We can engage in roleplay taking on the roles of people who help us- <b>police, teachers, doctors, nurses, fire fighters, dentist</b></p> <p>We are beginning to develop stories using small world.</p>	<p><b>Creating with Materials</b> We explore a range of different emotions and show different emotions within our drawings and paintings.</p> <p>We can use collage materials to create our own representations of minibeasts-<b>The Snail by Henri Matisse</b></p> <p><b>Being Imaginative and Expressive</b> We can sing and perform a collection of songs about minibeasts.</p> <p>We can use instruments that can imitate the sounds of minibeasts.</p>

## Reception Curriculum

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Ourselves</b>	<b>Light, Dark and Shadows</b>	<b>Up, Up and Away</b>	<b>Growth</b>	<b>Superheroes</b>	<b>Healthy Planet</b>
	<b>Maya</b>	<b>Guy</b>	<b>Matthew</b>	<b>Georgia O'Keefe</b>	<b>Marie</b>	<b>Greta</b>


Important People	Angelou	Fawkes	Henson		Curie	Thunberg
Experience	Autumn Walk	Nativity	Local Walk	Farm visit	Nurse/Police/Fire brigade visit	Bugs 'n' Stuff visit
Overview	<p><b>Starting School</b> Starting <b>school</b> is a <b>new beginning</b>. Everyone in our class in <b>special</b> and <b>unique</b>. We might look different or like different things but can still be <b>friends</b>. We know how to be a <b>good friend</b>. In our families we have <b>parents, siblings, grandparents, Mam, Dad, stepmam, stepdad, brother, sister, grandma, grandad, auntie, uncle</b>.</p> <p><b>My Feelings</b> We all have different <b>feelings</b> and that is ok. How do we show these feelings? <b>happy/sad excited/scared calm/angry/surprised/worried</b></p> <p><b>My body</b> Our bodies are <b>precious</b>, we have to take care of them. We have different body parts and a <b>skeleton</b>. Our body changes as we grow up. When we grow up, we can <b>be whatever we want to be – Maya Angelou</b></p> <p><b>Autumn</b> We see many changes in the <b>season</b> of <b>Autumn</b>. The <b>weather</b> changes each season. In Autumn, the</p>	<p><b>Halloween</b> <b>Halloween</b> is a <b>traditional celebration</b>. People dress up in <b>costumes</b> and play games. How do you <b>celebrate</b> Halloween?</p> <p><b>Bonfire Night</b> <b>Bonfire Night</b> is a <b>traditional celebration</b>. We <b>remember</b>, long ago, when <b>Guy Fawkes</b> tried to kill the <b>King of England</b> by blowing up the Houses of Parliament in <b>London</b>, but he was caught. We celebrate by lighting bonfires and watching fireworks – <b>glow, sparkle, crackle, zoom, whoosh, bang</b>. Fireworks can be <b>dangerous</b> so we must stay <b>safe</b> by keeping our <b>distance</b> from fire.</p> <p><b>Remembrance Day</b> On Remembrance Sunday we <b>remember brave soldiers</b> in the <b>army</b> who died during <b>wars</b> in the <b>past</b> as well as those who are at war now, in the <b>present</b>. People remember by wearing <b>poppies</b>, laying a poppy <b>wreath</b> at the <b>cenotaph</b> and a 1-minute silence.</p> <p><b>Day and Night</b> The seasons change from Autumn to Winter. <b>Winter</b> is the coldest <b>season</b> of the year. The weather can be <b>cold</b> and <b>water freezes</b>, making <b>icicles, frost</b> and <b>snow</b>.</p>	<p><b>Local Area</b> Our school is in <b>Washington</b>. Washington is a <b>town</b> in the <b>North-East</b> of <b>England</b>. <b>North, East, South, West</b> England is the country we live in. Our nearest <b>city</b> is <b>Sunderland</b>. We can use a <b>map</b> and Google maps to find our <b>school</b>. We can see <b>buildings, roads, fields</b> and <b>the Galleries</b>. We know the difference between an <b>aerial view</b> and <b>street view</b> on a map. We can find England on a <b>globe</b>. <b>London</b> is the <b>capital city</b> of England. Has anyone travelled to London? What did you do and see?</p> <p><b>Cold Location</b> The <b>North Pole</b> and <b>South Pole</b> are at the top and bottom of the world. <b>Matthew Henson</b> was one of the first <b>explorers</b> to travel to the North Pole. <b>Antarctica</b> and the <b>Arctic</b> have a very cold <b>climate</b> and are mainly <b>sub-zero</b>. Antarctica is the <b>smallest continent</b>, and nobody lives there. Animals such as <b>penguins, seals</b> and <b>whales</b> live in Antarctica.</p>	<p><b>Spring</b> The seasons change from Winter to <b>Spring</b>. The weather will get <b>warmer</b> and we will notice signs of <b>new-life</b> and <b>growth</b>. - <b>buds, shoots</b> and <b>flower</b> - <b>bluebells, snowdrops, crocuses</b></p> <p><b>Lifecycles</b> <i>Plants</i> When <b>seeds</b> are put in <b>soil</b> they will start to grow <b>roots</b> searching for <b>water</b>. We can label different parts of a plant – <b>bulb, seed, roots, stem, petals, flower, leaves</b>. We know that plants need <b>soil, water, warmth</b> and <b>light</b> to grow well. We can make observations as a plant/flower/vegetable grows. – <b>cress, bean, potato</b> -<b>Vincent Van Gogh sunflowers</b> -<b>Georgia O’Keefe Spring flowers</b></p> <p><i>Animals</i> Animals that we will see around us, traditionally live in our country such as - <b>pig, cow, horse, goat, chicken, sheep</b> A farm is somewhere that keeps animals and grows plants to make money. What animals do we find on a farm?</p>	<p><b>We are Heroes</b> We can talk about our <b>talents</b> and what makes us <b>special</b>. -<b>kind, caring, helpful, considerate</b> What job would you like to do when you grow up?</p> <p><b>Everyday Heroes</b> <b>Everyday heroes</b> are people who help us or save us from <b>danger</b>. The <b>emergency services</b> help us when we are in need. They wear special <b>uniforms</b> -<b>Police, firefighter, paramedic, lifeguard</b>. Ring <b>999</b> in an emergency. Paramedics take <b>patients</b> to <b>hospital</b> in an <b>ambulance</b>. At the hospital patients get help from a <b>doctor</b> or <b>nurse</b>. They use special <b>equipment</b>. -<b>stethoscope, thermometer</b> <b>Lifeguards</b> save us when we are in water. -<b>lifeboat, float, whistle</b></p> <p><b>Superheroes</b> We know stories that have <b>imaginary</b> superheroes who <b>save the day</b> from <b>villains</b>. The heroes in books win <b>“good over evil.”</b> We can create our own vegetable superhero which uses it’s <b>superpower</b> to help us. We know that our <b>health</b> is important. We know which <b>foods</b> keep us <b>healthy</b>. We understand that <b>exercise</b> is good for our body. We know that brushing our teeth is very important so that we do</p>	<p><b>Around the World</b> We know that an animal’s home is called a <b>habitat</b>. We can talk about different habitats found around the world and some of the animals found there. <b>Orangutans</b> live in the <b>rainforests</b> in <b>Asia</b>. <b>Rhinoceros</b> live in the <b>grasslands</b> of <b>Africa</b>. <b>Sea turtles</b> live in the <b>ocean</b>. Some animals are classed as <b>endangered</b>. This means that they are close to becoming <b>extinct</b>. We understand that <b>cutting down rainforests, hunting</b> and <b>pollution</b> is hurting our <b>planet</b>. People like <b>Greta Thunberg</b> are campaigning to help make our world a better place. We know and can share some ways that we can help our planet.</p> <p><b>Caring for Our World</b> Much of the <b>pollution</b> in our ocean is <b>plastic</b>, thrown away by us. We should <b>recycle</b> to help <b>reduce</b> pollution by <b>reusing</b> things again. What can we do in class? What do your families do at home? We all <b>share</b> our world. <b>Water</b> is precious. There are parts of the world that do not have enough water.</p>

	<p>leaves on <b>deciduous</b> trees change colour and fall to the ground – the tree is <b>bare</b>. <b>Conkers, acorns</b> and <b>pine cones</b> fall from trees in Autumn. The leaves on <b>evergreen</b> trees stay green all year.</p> <p><b>Hibernation</b> means animals sleep for the winter like hedgehogs.</p> <p>Some birds <b>migrate</b>, this means they fly south to a warmer country for winter.</p>	<p><b>Snowflakes</b> are <b>unique</b> and no two are the same. We can <b>melt</b> snow using <b>heat</b>, like warm water.</p> <p>The mornings and evenings get darker and colder. <b>Shadows</b> are made when a solid object blocks light.</p> <p style="text-align: center;"><b>Advent</b></p> <p><b>Advent</b> is a time for <b>waiting</b> and <b>preparing</b> for the birth of Jesus.</p> <p style="text-align: center;"><b>Christmas</b></p> <p>The Christmas Story is called the <b>Nativity</b>, it is about the birth of Jesus.</p> <p><b>Mary</b> and <b>Joseph</b> travelled to <b>Bethlehem</b>, there was no room at the <b>inn</b>, so they stayed in a <b>stable</b>. When Jesus was born, he was placed in a <b>manger</b>. Shepherds visited Jesus.</p> <p>The <b>three wise men</b> followed a star and gave <b>gifts</b> of <b>gold, frankincense, and myrrh</b>.</p>	<p>Animals such as <b>polar bears, artic fox, and walrus</b> live in the Artic.</p> <p style="text-align: center;"><b>Hot Location</b></p> <p><b>China</b> is part of <b>Asia</b>. Asia is the <b>largest continent</b>. The <b>climate</b> in China is <b>humid</b> and <b>tropical</b>, sometimes there are <b>typhoons</b> and <b>cyclones</b>. <b>Beijing</b> is the <b>capital city</b> of China.</p> <p>The <b>Great Wall of China</b> is a <b>historical monument</b> and part of the seven wonders of the world.</p> <p>The native animals of include <b>pandas, red pandas, monkeys and tigers</b>.</p>	<p>We know the name of the baby animals – <b>piglet, calf, foal, kid, chick, lamb</b></p> <p style="text-align: center;"><i>Human</i></p> <p>We understand that <b>humans</b> grow and change throughout their life.</p> <p>How have you changed since you were a baby? What can you do now?</p> <p>When we were a <b>baby</b>, we needed an adult to help us with everything.</p> <p><b>Toddlers</b> learn to walk, talk and feed themselves.</p> <p>A <b>child</b> will start school and make new friends.</p> <p>A <b>teenager</b> will start to look after themselves more and think about what they would like to do when they are an adult.</p> <p><b>Adults</b> make their own decisions and have their own <b>home/job/family</b>.</p> <p style="text-align: center;"><b>Easter</b></p> <p>During <b>Lent</b>, we try to grow in love to be more like Jesus and to look forward to <b>Easter</b>.</p> <p><b>Easter</b> is a time of <b>new life</b>. We know that <b>Jesus died on the cross</b> on <b>Good Friday</b>. We <b>celebrate</b> Jesus' <b>resurrection</b> on <b>Easter Sunday</b>.</p>	<p>not get <b>cavities</b>. Carefully washing our hands stops us from spreading <b>germs</b>.</p> <p>People can help us to stay healthy – <b>doctor, nurse, dentist, optician</b></p> <p>Sometimes we need <b>medicine</b> to help us get better if we are poorly.</p> <p><b>-Marie Curie</b></p>	<p><b>-Ethiopia</b></p> <p>We can describe the ways in which we can <b>save water</b>.</p>
<b>Key Texts</b>	The Colour Monster	Meg and Mog	Dear Polar Bear	The Enormous Turnip	PC Ben	Handa's Surprise

<p>Talk for Writing Texts</p>	<p><b>Wanda's First Day</b></p> <p>Little Red Hen</p> <p>Leaf Man</p> <p>Funnybones</p> <p>Pumpkin Soup</p>	<p><b>Room on the Broom</b></p> <p>Owl Babies</p> <p>How to Catch a Star</p> <p>Peace at Last</p> <p>Whatever Next</p> <p>Peace at Last</p>	<p><b>On the Way Home</b></p> <p>The Smartest Giant in Town</p> <p>Little Red Riding Hood</p> <p>Stick Man</p> <p>The Gruffalo's Child</p>	<p><b>Once There Were Giants</b></p> <p>The Ugly Duckling</p> <p>Mr Gumpy's Outing</p> <p>You'll Soon Grow Into Them Titch</p> <p>Duck in the Truck</p>	<p><b>Supertato</b></p> <p>Superworm</p> <p>Farmer Duck</p> <p>Cops and Robbers</p> <p>Burglar Bill</p> <p>The Three Little Pigs</p>	<p><b>Monkey Puzzle</b></p> <p>Greta and the Giants</p> <p>Elmer</p> <p>The Snail and the Whale</p> <p>Giraffe's Can't Dance</p>
<p><b>Pie Corbett's Reading Spine Reception:</b></p>	<p>Owl Babies, The Gruffalo, Handa's Surprise, Mr. Gumpy's Outing, Six Dinner Sid, Mrs. Armitage, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon, Shhhh!</p>					
<p><b>Communication and Language</b></p>	<p><b>Listening &amp; Attention</b> We understand how to listen. We look at the person who is speaking so that we can concentrate on what they are saying.</p> <p>We listen to our friends and take turns speaking in play and through a chosen activity.</p> <p>We can give attention to something of interest for a short period of time.</p> <p>We enjoy listening to stories, rhymes and songs.</p> <p>We can show that we have been listening by joining in with repeated refrains and answering simple questions.</p>	<p><b>Listening and Attention</b> We understand why listening is important:</p> <ul style="list-style-type: none"> <li>- We listen for enjoyment.</li> <li>- To learn new things.</li> <li>- To respond appropriately in conversation.</li> <li>- To understand what we are doing.</li> </ul> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> Can talk through their ideas and sequences them with an adult in small stages.</p>	<p><b>Listening &amp; Attention</b> We enjoy listening to stories, rhymes and songs.</p> <p>We can hold a conversation with back and forth exchanges with their peers and teachers.</p> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> We can listen and respond appropriately in conversation with peers and teachers.</p> <p>Adults to model and support use of vocabulary and understanding through play.</p>	<p><b>Listening and Attention</b> We can think of appropriate questions and know it is important not to ask the same question we have already heard.</p> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> We are beginning to understand humour and enjoy nonsense rhymes and jokes.</p> <p><b>Speaking</b></p>	<p><b>Listening &amp; Attention</b> We enjoy listening to a range of stories, rhymes and songs from a range of time periods.</p> <p>We can demonstrate appropriate listening skills to follow and understand the rules in class/school and games.</p> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> We can hold conversations and answer simple questions – <b>who, what</b>.</p> <p>We can follow a story without pictures or props and then answer questions about what we have heard.</p>	<p><b>Listening and Attention</b> We enjoy listening to a range of stories, rhymes and songs from a range of cultures.</p> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> We understand questions - <b>who, what, why, when, where, how</b> and can answer them appropriately.</p> <p>We understand a range of complex sentences.</p> <p><b>Speaking</b> We can use connectives when speaking, joining together</p>

	<p>We enjoy sharing stories with our families at home including home reading and library books.</p> <p>We have regular opportunities to verbally share news including talking about special moments/photographs uploaded to our Class Dojo Portfolio.</p> <p><b>Understanding</b> Enjoys sharing stories in a small group- sharing their ideas, understanding and adults broadening their vocabulary.</p> <p>Adults to model and support use of vocabulary and understanding through play.</p> <p><b>Speaking</b> We can use sentences to articulate our ideas when speaking to a peer or teacher.</p> <p>We can ask a range of questions using - Who, what, when, how</p> <p>Daily story, rhyme and song opportunities.</p>	<p><b>Speaking</b> We are able to use a rapidly growing range of vocabulary, including when retelling and creating our own stories.</p> <p>We can retell a favourite story or make up a simple story. Once upon a time, happily ever after, suddenly, then, next, the end.</p> <p>We can talk about our favourite part of a story.</p> <p>Daily story, rhyme and song opportunities.</p>	<p><b>Speaking</b> We can use a range of vocabulary to imagine and recreate roles in our play. We can change our voice and take on the role of different characters to make an impact.</p> <p>We use vocabulary and phrases from supporting texts and Talk for Writing in our play.</p> <p>Adults modelling, correcting and reinforcing new vocabulary.</p> <p>Adults modelling appropriate conversation and negotiating back and forth.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We can predict possible endings for stories and explain our reasons why.</p> <p>We can extend answers using a range of connectives -and, but, so, because</p> <p>We can use sequencing words to give more detail to answers – first ,after, before, next</p> <p>Daily story, rhyme and song opportunities.</p>	<p>Adults to model and support use of vocabulary and understand through play.</p> <p><b>Speaking</b> We can use past, present and future tense to demonstrate our ideas and talk about events in our lives.</p> <p>We offer an explanation of why things have happened, in both play, stories and in our class setting.</p> <p>Adults modelling appropriate conversation and negotiating back and forth.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>ideas, in both play and conversations. -and, but, so, because</p> <p>We can confidently use newly introduced vocabulary.</p> <p>Adults modelling, correcting and reinforcing new vocabulary.</p> <p>Daily story, rhyme and song opportunities.</p>
	<p><b>Recap Nursery rhymes from Nursery Spring/ Summer term</b></p>	<p><b>Variations of songs from Nursery:</b></p> <ul style="list-style-type: none"> <li>• Twinkle, twinkle chocolate bar</li> <li>• Incy, wincy spider climbed up a tree</li> <li>• Baa, baa, blue sheep</li> <li>• 5 little monkeys swinging from a tree</li> </ul>	<p><b>Counting songs:</b></p> <ul style="list-style-type: none"> <li>• 1,2, buckle my shoe</li> <li>• Ten green bottles</li> <li>• Ten in the bed</li> <li>• 10 fat sausages</li> <li>• This old man</li> <li>• One potato, two potato</li> <li>• Hickory, dickory, dock</li> <li>• One finger, one thumb</li> </ul>	<p><b>Complex language:</b></p> <ul style="list-style-type: none"> <li>• Mary, Mary quite contrary</li> <li>• Goosey, Goosey Gander</li> <li>• The big ship sails</li> <li>• Dr Foster went to Gloucester</li> <li>• I know an old lady who swallowed a fly</li> <li>• Here we go round the mulberry bush</li> </ul>	<p><b>Cultural songs and rhymes:</b></p> <ul style="list-style-type: none"> <li>• Frere Jacques</li> <li>• Ring, a ring, of roses</li> <li>• Hot cross buns</li> <li>• Are you sleeping?</li> <li>• Oranges and lemons</li> <li>• London bridge is falling down</li> <li>• The animals went in two by two</li> <li>• Jambo</li> <li>• Bobby Shaftoe’s Gone to Sea</li> </ul>	

				<ul style="list-style-type: none"> <li>• Old Mother Hubbard</li> <li>• When Goldilocks went to the house of the bears</li> <li>• There was a princess long ago</li> </ul>	
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships</b> We can separate from caregivers and can seek comfort from a familiar adult.</p> <p>We can play with and talk to peers developing confidence in a new environment.</p> <p>Adults modelling play and interactions.</p> <p><b>Sense of Self</b> We understand that our class and school have <b>rules</b> to keep us all <b>safe</b>.</p> <p>We are developing a <b>growth mindset</b> and now that it is ok to make mistakes – this is how we learn.</p> <p>We understand our rainbow, sunshine and cloud behaviour chart.</p> <p><b>Understanding Emotions</b> We can talk about and identify different feelings.</p>	<p><b>Making Relationships</b> We can seek an adult for help or in a difficult situation.</p> <p>Adults modelling play and interactions.</p> <p><b>Sense of Self</b> We understand that there are consequences for our actions.</p> <p>We can talk about ourselves and the different communities and social groups we belong to.</p> <p><b>Understanding Emotions</b> We can show empathy and comfort towards friends.</p>	<p><b>Making Relationships</b> We can demonstrate our understanding of relationships and social interaction through play.</p> <p>We can seek out an adult for emotional support and practical support in difficult situations.</p> <p>Adults modelling play and interactions.</p> <p><b>Sense of Self</b> We can talk about and demonstrate our ideas and how to do something.</p> <p>Our growth mindset helps us to remember that if we keep trying, we will succeed – we never say, ‘I can’t do it’ but instead ‘I can’t do it yet!’</p> <p><b>Understanding Emotions</b> We can talk about behavioural expectations in class and school and the idea of justice and fairness.</p>	<p><b>Making Relationships</b> Adults modelling play and interactions.</p> <p>We can develop good friendships and are beginning to understand children have different points of view.</p> <p><b>Sense of Self</b> We can choose resources and persevere at a new activity.</p> <p>We know some children in our social groups may be sensitive to prejudice and discrimination.</p> <p><b>Understanding Emotions</b> We can talk about, and demonstrate holding back, sharing, negotiation and compromise, to resolve conflict.</p> <p>We understand that our wishes may not always be met and we are able to manage our feelings.</p>	<p><b>Making Relationships</b> We can be increasingly flexible and cooperative towards others, understanding other people’s wants needs and behaviours.</p> <p>We can demonstrate appropriate behaviours and attitude when speaking to different people.</p> <p>Adults modelling play and interactions.</p> <p><b>Sense of Self</b> We can talk positively about ourselves and can share our talents to a small group of friends.</p> <p><b>Understanding Emotions</b> We understand our own emotional response to an activity, will result in a consequence.</p> <p><b>Making Relationships</b> We can resolve conflicts with other children by negotiating and finding a compromise - <b>fair</b>.</p> <p>Adults modelling play and interactions.</p> <p><b>Sense of Self</b> We can demonstrate confidence in our play and self-chosen activities, selecting resources and knowing what we want to do and how to achieve our goal.</p> <p><b>Understanding Emotions</b> We can attempt to repair a friendship and situation if we have caused upset, and understand our action have an impact on others.</p> <p>We can talk about our worries and what we can do to help each other to feel better.</p>

	We know that by adding our name to the worry box an adult will listen and help you to feel better.					
<b>Physical Development</b>	<b>Get Set 4 PE: Introduction to PE</b>	<b>Get Set 4 PE: Fundamentals</b>	<b>Get Set 4 PE: Gymnastics</b>	<b>Get Set 4 PE: Dance</b>	<b>Get Set 4 PE: Games</b>	<b>Get Set 4 PE: Ball Skills</b>
	<p><b>Moving and Handling Gross motor</b> Encourage regular exploration of outdoor area.</p> <p>Exploring what our bodies can do. <b>-slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</b></p> <p>We can move at different speeds and in different directions.</p> <p>We can stand <b>still</b>.</p> <p>We can move <b>safely</b> around a <b>space</b> by looking in the <b>direction</b> that we are travelling.</p> <p>We can find a space safely where we can complete an activity without bumping into others.</p> <p><b>Fine Motor</b> We show preference for a dominant hand.</p>	<p><b>Moving and Handling Gross motor</b> Encourage and develop moving in different ways.</p> <p>We are developing throwing, <b>catching, rolling</b> and <b>kicking</b> skills with both large and small balls.</p> <p>We enjoy exploring the different aspects of the outdoor environment and can explore and travel at different <b>heights</b>.</p> <p>We can experiment with different ways of moving, taking into consideration risks and others around us.</p> <p><b>Fine Motor</b> We can hold an effective grip to hold pen, pencil and other writing tools.</p> <p>We are beginning to use right/left handed scissors.</p> <p>We are beginning to cut circles and other shapes.</p>	<p><b>Moving and Handling Gross motor</b> We can jump off equipment safely landing on two feet using hands, arms and body to stabilise and <b>balance</b>.</p> <p>We can balance on different parts of the body.</p> <p>We are becoming confident travelling at different heights.</p> <p>We can travel with confidence and skill <b>around, under, over</b> and <b>through</b> balancing and climbing equipment.</p> <p><b>Fine Motor</b> Practising letter formation linked to graphemes.</p> <p>Work on letter formation using pencil and paper. Lots of repetition in order to develop some fluency.</p> <p>Introduce fine-line pens and thinner pencils.</p>	<p><b>Moving and Handling Gross motor</b> We can travel safely under, over and through equipment.</p> <p>We can adjust the speed that we are travelling or change <b>direction</b> to avoid <b>obstacles</b>.</p> <p>We can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p><b>Fine Motor</b> Practising letter formation linked to graphemes.</p> <p>We can use a range of tools correctly – <b>spade, rake, trowel</b>. We can use them to <b>dig, rake</b> and <b>pull</b>.</p> <p>We are trying to control the size of our letters when writing.</p> <p style="text-align: center;"><b>Health and Self-Care</b></p>	<p><b>Moving and Handling Gross motor</b> We can play ball games with teams and <b>rules</b>.</p> <p>We can throw towards a <b>target</b>.</p> <p>We can <b>aim</b> for targets of different shapes and sizes.</p> <p><b>Fine Motor</b> Practising letter formation linked to graphemes.</p> <p>We are beginning to sit letters correctly on the writing line.</p> <p style="text-align: center;"><b>Health and Self-Care</b></p> <p>We can explore food that is healthy. We can express our <b>likes/dislikes</b> and experiences with different foods.</p> <p>We understand good practices with regard to exercise, eating, drinking water, sleeping and hygiene that contribute to good health.</p>	<p><b>Moving and Handling Gross motor</b> We are developing control when throwing, catching and kicking.</p> <p>Simple relay races to consolidate turn taking and practise recently learned skills.</p> <p><b>Fine Motor</b> We can confidently hold and use simple tools – <b>scissors, hole punch</b></p> <p>We can hold and control a pencil in a stable position between the thumb, index and middle finger.</p> <div style="text-align: center;">  <p><i>Dynamic Tripod Grasp</i></p> </div> <p>Review and focus on any errors – letter formation, tool use.</p> <p style="text-align: center;"><b>Health and Self-Care</b></p>

	<p>We are developing a pincer grip using tweezers, small objects and pipettes.</p> <p>We are beginning to write our name with some letters correctly formed.</p> <p>We hold our paper as we write.</p> <p>We take part in Dough Disco to develop our fine and gross motor skills.</p> <p>We are developing our scissor grip using one handed loop scissors – Remember that thumb should always be on top.</p> <p>We can cut in straight and wavy lines.</p> <p>Encourage mark making – create meaningful <b>lines</b>: <b>circles, humps, zig zags,</b></p> <p>Encourage drawing and painting using a variety of equipment -<b>pencils, large felt pens, chalk, crayons, large paint brushes.</b></p> <p>Mark making outside – chalk and paint.</p> <p><b>Health and Self-Care</b> We can prepare seasonal vegetables to make pumpkin soup.</p> <p>We are beginning to show an awareness of how to use tools safely.</p>	<p>We take part in Dough Disco to develop our fine and gross motor skills.</p> <p>Daily practising of letter formation linked to graphemes taught.</p> <p>Introduce fine paint brushes.</p> <p><b>Health and Self-Care</b> We are beginning to understand how to transport and store scissors safely. We can practice some of these safety measures without direct supervision.</p> <p>We know to move the paper around in order to make cutting with scissors safer and easier.</p>	<p><b>Health and Self-Care</b> We explore with interest food from our local area and from around the world.</p> <p>We are able to describe a range of different food <b>textures - crunchy, smooth, lumpy, chewy</b> and <b>tastes - sweet, spicy, sour, salty</b> when cooking.</p> <p>We notice changes when ingredients are combined or exposed to <b>hot</b> and <b>cold temperatures.</b></p>	<p>We can prepare produce we have grown to make our own snack.</p>	<p>We are beginning to make links between our feelings and physical changes to our <b>body</b> when we feel <b>unwell</b> and <b>tired.</b></p>	<p>We are beginning to make links between our feelings and physical changes to our body when we feel <b>worried angry</b> or <b>sad.</b></p>
--	--	--	--	--	---	--

<p style="text-align: center;"><b>Literacy</b></p>	<p><b>Reading</b> We are beginning to recognise some written names of peers, siblings or mum/dad.</p> <p>We are beginning to continue a rhyming string and identify alliteration.</p> <p><b>Essential Letters and Sounds (ELS) – Phase 2</b></p> <ul style="list-style-type: none"> <li>• s/a/t/p</li> <li>• i/n/m/d</li> <li>• g/o/c/k</li> <li>• ck/e/u/r</li> <li>• s/ss</li> <li>• h/b/f/ff/l/l</li> </ul> <p>We can read and write CVC words.</p> <p><b>Harder to read and spell words:</b> l, the, no, put, of, is, to, go, into, pull, as, his</p> <p><b>Writing</b> We can orally <b>retell</b> a story using actions and key story language – <b>once upon a time, then, next, after that, finally, so, happily ever after.</b></p> <p>We can create our own <b>story map.</b></p>	<p><b>Reading</b> We use vocabulary and forms of speech that are influenced by our experiences of reading.</p> <p>We know that information can be retrieved from books, computers and mobile digital devices.</p> <p>We are beginning to draw on our phonic knowledge to decode words and illustrations to interpret the text.</p> <p><b>ELS – Phase 3</b></p> <ul style="list-style-type: none"> <li>• j/v/w/x</li> <li>• y/z/zz/qu/ch</li> <li>• sh/th/ng/nk</li> <li>• ai/ee/igh/oa</li> <li>• –es (where there is no change to the root word)</li> </ul> <p>We can read and write CVC words and captions containing <b>digraphs</b> and <b>trigraphs.</b></p> <p><b>Harder to read and spell words:</b> he, she, buses, we, me, be, push, was, her, my, you</p> <p><b>Writing</b> We can orally retell a story using actions and key story language.</p> <p>We can create our own story map.</p>	<p><b>Reading</b> We can describe the main story setting, events and principal characters in increasing detail.</p> <p>We are able to recall and discuss stories or information that has been read to us, or we have read ourselves.</p> <p><b>ELS – Phases 3</b></p> <ul style="list-style-type: none"> <li>• oo</li> <li>• ar/ur/oo/or</li> <li>• ow/oi/ear/air</li> <li>• ure/er/ow</li> </ul> <p><b>Harder to read and spell words:</b> they, all, are, ball, tall, when, what</p> <p>We can read and write words containing digraphs and trigraphs.</p> <p>We can hold a sentence in our head.</p> <p><b>Writing</b> We can orally retell a story using actions and key story language.</p> <p>We can follow a story map to tell a story to others.</p>	<p><b>Reading</b> We can re-enact and reinvents stories we have heard through our play.</p> <p>We enjoy a range of print and digital books, both fiction and non-fiction.</p> <p><b>ELS – Phase 4</b></p> <p><b>Harder to read and spell words:</b> said, so, have, were, out like, some, come, there, little, one, do, children, love</p> <p>We can write longer dictated sentences.</p> <p><b>Writing</b> We can orally retell a story using actions and key story language.</p> <p>We can follow a story map to tell a story to others.</p> <p>We can innovate a story together and on our own story map.</p> <p>We can write dictated simple <b>sentence</b> and captions.</p> <p>We are able to sequence a story from beginning to end.</p>	<p><b>Reading</b> We engage with books and other reading materials at an increasingly deeper level. We can answer questions about what we have read and make predictions.</p> <p><b>ELS - Phase 4</b></p> <ul style="list-style-type: none"> <li>• CVCC, –ed /ed/</li> <li>• CCVC, –ed /t/</li> <li>• CCVCC, –ed /d/</li> <li>• CCCVC</li> <li>• CCCVCC, –er –est</li> </ul> <p>We can read longer words.</p> <p>We can write longer sentences.</p> <p><b>Writing</b> We can orally retell a story using actions and key story language.</p> <p>We can follow a story map to tell a story to others.</p> <p>We can innovate a story independently and on our own story map.</p> <p>We can write a simple 3-part <b>story.</b></p> <p><b>The Three Little Pigs –</b> Innovate and write a simple story.</p>	<p><b>Reading</b> We use our phonic knowledge to decode words and can read an increasing number of words from sight.</p> <p><b>ELS - Phase 5</b></p> <ul style="list-style-type: none"> <li>• ay/ou/ie/ea/-le</li> <li>• oy/ir/ue/aw</li> <li>• wh/ph/ew/oe</li> <li>• au/ey/a-e/e-e</li> <li>• i-e/o-e/u-e/c</li> </ul> <p><b>Harder to read and spell words:</b> oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p> <p>We can read and write words containing split digraphs.</p> <p>We can write our own simple story.</p> <p><b>Writing</b> We can orally retell a story using actions and key story language.</p> <p>We can follow a story map to tell a story to others.</p> <p>We can innovate a story independently and on our own story map.</p>

	<p>We can follow a story map to tell a story to others.</p> <p><b>Little Red Hen</b> – Instructions on how to make bread/innovated food choice.</p>	<p>We can follow a story map to tell a story to others.</p> <p>We can innovate a story together and on our own story map.</p> <p>We can <b>sequence</b> stories. - <b>beginning, middle</b> and <b>end</b>.</p> <p>We can discuss and describe how characters are feeling – hot seating.</p> <p>We can write labels using CVC words.</p> <p><b>Meg and Mog</b> – Writing lists.</p> <p><b>Peace at Last</b> – Instructions on how to fall asleep.</p>	<p>We can innovate a story together and on our own story map.</p> <p>We can write <b>labels, lists</b> and <b>captions</b>.</p> <p>We can sequence multiple part of a story.</p> <p>We can discuss what a character did and why – interviews.</p> <p><b>Little Red Riding Hood</b> – Letter/email to persuade the wolf not to eat people.</p>	<p><b>The Enormous Turnip</b> - Innovate and write a simple story.</p>	<p>We can invent a story of our own.</p> <p><b>Handa's Surprise</b> – Information report on animals.</p>
--	---	---	---	--	--

<p><b>Daily story time and nursery rhymes:</b></p>	<p>From key texts, Pie Corbett Reading Spine, Talk for Writing texts, theme texts, mathematics list, children’s favourite stories from home, nursery rhyme and song progression list.</p>					
<p><b>Mathematics</b></p>	<p><b>Getting to know you</b> Baseline Counting principles Counting and number rhymes</p> <p><b>Match, Sort &amp; Compare</b></p> <ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul> <p><b>Match, same, different, pair, sort, compare, matching size, matching pattern, matching colour, matching outline, set, odd one out, more, fewer, the same amount.</b></p> <p><b>Talk about measure and patterns</b></p> <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul> <p><b>Big, small, long, short, thick, thin, taller, shorter, tallest, shortest, full, empty, heavy, light, equal weights, repeating pattern.</b></p>	<p><b>It’s Me 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul> <p><b>123, altogether, combine, compare, count, dice, different, dots, fewer, loose parts, match, more, number, one less, one more, order, same, subitise, less, set, represent, five frame, whole, part.</b></p> <p><b>Circles and triangles</b></p> <ul style="list-style-type: none"> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> </ul> <p><b>Above, ‘almost’ circle, ‘almost’ triangle, around, behind, below, beside, between, circle, compare, corner, curved, different, face, flat, in, in front, large, medium, next to, on, orientation, over, pointy, round, same, shape, side, small, sort, straight, through, triangle, under.</b></p> <p><b>1, 2, 3, 4, 5</b></p> <ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul> <p><b>Altogether, count, 0, 1, 2, 3, 4, 5, numeral, quantity, total, same, not the same, different,</b></p>	<p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 more</li> <li>1 less</li> <li>Composition</li> <li>Conceptual subitising to 5</li> </ul> <p><b>Zero, count back compare, same, more, fewer, altogether, count, parts, combinations.</b></p> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul> <p><b>Lighter than, heavier than, heaviest, lightest, full, empty, nearly full, nearly empty, half full, tall, narrow, deep, shallow, wide.</b></p> <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>Find 6, 7 and 8</li> <li>Represent 6, 7, and 8</li> <li>1 more</li> <li>1 less</li> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul> <p><b>Ten frame, subitise, order, one less, one more, count,</b></p>	<p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (find a double)</li> <li>Doubles to 10 (make a double)</li> <li>Explore even and odd</li> </ul> <p><b>Ten-frame, subitise, compare, same, more, fewer, order, one less, one more, count, altogether, parts, number bonds to 10.</b></p> <p><b>Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3D shapes</li> <li>Find 2D shapes within 3D shapes</li> <li>Use 3D shapes for tasks</li> <li>3D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul> <p><b>2D shapes, 3D shapes, stack, roll, flat, curved, cube, cuboid, sphere, cone, cylinder, square based</b></p>	<p><b>To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>Build numbers beyond 10 (10-13)</li> <li>Continue patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> </ul> <p><b>10,11,12,13,14,15,16,17,18,19,20, Ten-frame, full 10, part 10, number shapes, rekenrek, cube towers, bead string, represent, build, numerals, beyond, number track, 100 square, counting patterns, match, count, before, after, count on, count back.</b></p> <p><b>How many now?</b></p> <ul style="list-style-type: none"> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> </ul> <p><b>Add more, addition, first, then, now, altogether, count on, one more, two more, number stories, number track, ten frame, take away, subtraction, how many left?, count back, one less, two less.</b></p> <p><b>Manipulate, compose and decompose</b></p> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2D shape pictures</li> <li>Find 2D shapes within 3D shapes</li> </ul>	<p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul> <p><b>Double, equal, fair, even, groups, odd, share, unfair, unequal, set, left over, same, different, altogether.</b></p> <p><b>Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul> <p><b>Repeating pattern, build, visualise, viewpoint, above, below, on top, next to, under, in front, behind.</b></p> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul> <p><b>Explain, number story, how many, strategy, altogether, compare, experiment.</b></p>

		<p>subitise, arrangement, arrange, represent, five-frame, count forwards, count back, parts, whole, partition, one more, add, after, one less, take away, before, combine, how many?</p> <p><b>Shapes with 4 sides</b></p> <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul> <p>Rectangle, square, 4, 2D shapes, sides, straight, corner, flat, large, medium, small, 'almost' square, 'almost' rectangle, same, different, night, day, today, tomorrow, before, after.</p>	<p>match, pair, same, different, even pairs, odd one left over, five-wise pattern, pair-wise pattern, combine, groups, dice, dominoes, part-whole model.</p> <p><b>Length, Height and Time</b></p> <ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence time</li> </ul> <p>Length, height, tall, taller, tallest, long, longer, longest, short, shorter, shortest, sand timer, stop watch, days of the week.</p>	<p>pyramid, complex pattern, patterns in the environment.</p>	<p>2D shapes, 3D shapes, build, pattern, rotate, turn, flip, next to, in front, behind, compose, decompose.</p>	
	People and Communities	People and Communities	People and Communities	People and Communities	People and Communities	People and Communities

<p><b>Understanding the World</b></p>	<p>We can talk about our family.</p> <p>We are beginning to understand everyone's families are <b>different</b>.</p> <p>We are beginning to understand that not everyone will feel the same about starting school.</p> <p>We can identify and talk about how we are feeling.</p> <p>We know how to be a good friend.</p> <p>We know that our bodies are <b>precious</b>.</p> <p style="text-align: center;"><b>The World</b></p> <p>We can talk about the <b>seasonal changes</b> around us.</p> <p>We can explain what effect <b>Autumn</b> is having on our outside environment.</p> <p>We know that animals may <b>hibernate</b> or <b>migrate</b> this time of year and will be seen again in <b>Spring</b>.</p> <p>We can make observations of plants and animals.</p> <p>We can talk about what we can see and why <b>change</b> may be happening.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can look at photos of our family and videos shared.</p>	<p>We can share our experience of <b>celebrations</b> we have had with our family.</p> <p>We can talk about <b>past</b> events in our own life.</p> <p>May share understanding of family members being part of the army and wars.</p> <p>We understand that sometimes the community gather together to celebrate or remember.</p> <p>We know that all families are different and may not celebrate/have <b>traditions</b> that are the same or celebrated in the same way.</p> <p style="text-align: center;"><b>The World</b></p> <p>We can look closely at <b>similarities</b> and <b>differences</b> in nature.</p> <p>We can make observations about our outside environment changing due to cold weather.</p> <p>We understand how to manipulate <b>ice</b>, <b>frost</b> and <b>snow</b> using <b>heat</b>.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can use the <b>internet</b> with adult support to watch videos of celebrations/traditions via the Swiggle search engine.</p>	<p>We understand that our family and friends belong to a <b>community</b> in <b>Washington</b>.</p> <p>We can talk about past events our family have been to in our <b>local area</b>.</p> <p style="text-align: center;"><b>The World</b></p> <p>We can explain where we live and the location in <b>UK</b>.</p> <p>We show interest in maps and can locate our nearest <b>city Sunderland</b> on it.</p> <p>We can identify our school and key places in the local area on a <b>map</b>.</p> <p>We can create maps of school and where we live.</p> <p>We can talk about features of the local area.</p> <p>We can compare our local area and its features to other places around the <b>world</b>.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can use the internet with adult support to find out about places around the world before comparing to locations to home. (Swiggle search engine)</p>	<p>We can talk about the <b>human lifecycle</b> and which members of our family are <b>babies, toddlers, children, teenager</b> and <b>adults</b>.</p> <p>We can look at photographs to compare how we look <b>'then and now'</b>.</p> <p style="text-align: center;"><b>The World</b></p> <p>We can talk about the seasonal changes in <b>Spring</b> we have observed in the outside environment.</p> <p>We understand that the weather is getting warmer, which helps the flowers and plants to <b>grow</b>.</p> <p>We can name each part of a <b>plant</b>.</p> <p>We know what plants need to grow well.</p> <p>We understand the steps to plant a <b>seed</b> and how to look after it, to ensure it grows.</p> <p>We can make observations as a <b>plant/flower/vegetable</b> grows.</p> <p>We can talk about the similarities and difference in seed shape, size and colour.</p> <p>We show interest in the lifecycle of different animals and can name mother/baby.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can create content such as a video recording of our plants/flowers growing.</p>	<p>We can talk about and share the <b>jobs</b> our family members do.</p> <p>We can recognise that there are people in the <b>community</b> who do very important jobs.</p> <p>We know that our health is important.</p> <p>We know which foods keep us <b>healthy</b>.</p> <p>We understand that exercise is good for our body.</p> <p>We know the importance of personal <b>hygiene</b>.</p> <p style="text-align: center;"><b>The World</b></p> <p>We can talk about and recognise <b>floating</b> and <b>sinking</b>.</p> <p>We know that objects <b>float</b> if they are 'light' for their size.</p> <p>We know that objects sink if they are <b>'heavy'</b> for their size.</p> <p>We recognise that an object can be <b>'light'</b> for its size if it contains air.</p> <p>We can make predictions about whether an object will <b>sink</b> or <b>float</b>.</p> <p>We are beginning to recognise that <b>upthrust forces</b> objects to the <b>surface</b> of the water.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can create instructional videos on handwashing.</p>	<p>We understand the <b>damage</b> to the world is human made.</p> <p>We can think of ways we can help keep our community <b>clean</b>.</p> <p>We can talk about what we can do at home to <b>recycle</b>.</p> <p style="text-align: center;"><b>The World</b></p> <p>We show <b>care</b> and concern for the lives of living creatures.</p> <p>We understand that <b>rubbish, plastic, deforestation</b> and <b>hunting</b> are <b>endangering</b> wildlife.</p> <p>We know and can share some ways that we can help our <b>planet</b>.</p> <p>We know that water is precious and can describe the ways in which we can save water.</p> <p style="text-align: center;"><b>Technology</b></p> <p>We can use the internet with adult support to watch videos of endangered animals around the world.</p> <p>We can create video campaigns within school to make the other children aware of the issues our planet faces and how they can help.</p>
---------------------------------------	---	---	---	--	---	---

				<p>We can use a <b>visualiser</b>, <b>magnify glasses</b> and <b>cameras</b> to look closely at plants.</p>		
<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials</b></p> <p>Drawing We can produce a simple pen <b>portrait</b> including</p>	<p><b>Creating with Materials</b></p> <p>Drawing We can explore a variety of marks, spirals, lines and dots in nature. We can replicate these</p>	<p><b>Creating with Materials</b></p> <p>Drawing We can produce an increasingly detailed pen portrait.</p>	<p><b>Creating with Materials</b></p> <p>Drawing We can use <b>wax</b> to create an invisible drawing, experimenting with lines and</p>	<p><b>Creating with Materials</b></p> <p>Drawing We can produce a detailed pen portrait and body drawing.</p>	<p><b>Creating with Materials</b></p> <p>Drawing We can draw a collective montage of our world. We understand that we must be</p>

	<p>components of head and facial features. Focus Artist - <b>Vincent Van Gogh</b></p> <p>Painting We can use paint to explore and express our personality and feelings.</p> <p>We can use a variety of colours and brushes.</p> <p>Printing We can use objects found in the outside environment to make different printing patterns and images.</p> <p>Sculpture/Collage We can use natural materials found in their outside environment to create a 3D <b>transient 'movable art'</b> self-portrait.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We can listen to and enjoy a range of seasonal classical music, then respond to them with feelings, ideas and experiences. Vivaldi - Four Seasons</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p>	<p>patterns using <b>charcoal, chalk and pastels</b>.</p> <p>Painting We understand that <b>red, yellow and blue</b> are <b>primary colours</b>.</p> <p>We know how to use primary colours to make <b>secondary colours – green, purple, orange</b>.</p> <p>We can experiment with colours to represent dark night skies/Bonfire Night. Focus Artist - <b>Vincent Van Gogh</b></p> <p>Printing We can use scissors to cut and make their own snowflakes.</p> <p>We can use a combination of art forms and various materials to create our own printing stamp.</p> <p>Sculpture/Collage We can select from a range of materials to create their own poppies.</p> <p>We understand which glue/tape is best to use.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We can sing a collection of songs and dance for the Christmas Nativity.</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p> <p>We can perform using movement, dance and drama in</p>	<p>Painting We can experiment with colour <b>mixing</b>, depth of colour and variations of <b>shade</b>.</p> <p>Sculpture/Collage We can use a range of everyday objects to join and attach to create 3D <b>structure</b> – local area or other. Eg. Peshaw Monument Great Wall of China</p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We respond positively to music from various cultures and talk about the similarities/differences before giving our own opinion. -local North-East traditional songs - Chinese music</p> <p>We can make music with a range of instruments or objects – taking notice of the <b>pace</b> and <b>beat</b> of the music.</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p> <p>We can use our experiences, knowledge of different cultures locally and from around the world to influence the quality and depth of our story line narrative.</p>	<p>pressure. We understand that the image will appear after painting over.</p> <p>Painting We understand that painting comes in different forms.</p> <p>We can experiment using <b>watercolours</b> to paint flowers. Focus Artist – <b>Georgia O'Keefe</b></p> <p>Sculpture/Collage We can use tools, our senses and imagination to experiment with pressing spring flowers. We understand how the image will be formed and the positioning of each element.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We can sing and perform a collection of new songs about springtime.</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p>	<p>Painting We can use finger painting to explore colour, size, pressure and variations in painting styles.</p> <p>Printing We can create our own stamp using a vegetable and our own simple design.</p> <p>Sculpture/Collage We can design then select the correct tools and materials to create their own simple finger puppet. <b>-superhero /everyday hero</b></p> <p>We can use fruit and vegetables to create pictures of our own. Focus Artist – <b>Giuseppe Arcimboldo</b></p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We can sing and perform a collection of songs about heroes.</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p> <p>We can use our knowledge and experiences of superheroes and everyday heroes to influence the narrative of our imagination independent role play.</p>	<p>considerate of other people's space and abilities. We can select our preferred medium <b>-pen, crayon, chalk</b> etc</p> <p>Painting We understand how to make our own nature paints using turmeric, saffron, beetroot etc.</p> <p>We can experiment with the depth of colour, lines and marks made.</p> <p>Sculpture/Collage We can select the best <b>'recyclable'</b> materials to use for a collage picture. <b>-endangered animal -ocean</b></p> <p>We can make instruments out of recycled materials.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Music We can learn, sing and perform songs about looking after our world.</p> <p>We can play the instruments made from <b>recycled materials</b>.</p> <p>Drama We can use Talk for Writing story telling skills to perform a story in small groups.</p>
--	---	---	--	---	--	--

		front of an audience for the Christmas nativity.				
--	--	--	--	--	--	--

## Key Dates

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest Festival (Sept/Oct)	Diwali (Nov)	New Year (31 <sup>st</sup> Dec/1 <sup>st</sup> Jan)	World Book Day (Mar)	St George's Day (23 <sup>rd</sup> Apr)	Father's Day (Jun)

<b>Celebrations and events</b>		<p><b>Halloween</b> (31<sup>st</sup> Oct)</p> <p><b>Road Safety Week</b> (Oct/Nov)</p> <p><b>Bonfire Night</b> (5<sup>th</sup> Nov)</p> <p><b>Remembrance Day</b> (11<sup>th</sup> Nov)</p> <p><b>Children in Need</b> (Nov)</p> <p><b>Anti-bullying Week</b> (Nov)</p> <p><b>Hannukah</b> (Nov/Dev)</p> <p><b>Advent</b> (Nov/Dec)</p>	<p><b>Chinese New Year</b> (Jan/Feb)</p> <p><b>Safer Internet Day</b> (Feb)</p> <p><b>Valentine's Day</b> (14<sup>th</sup> Feb)</p> <p><b>Pancake Day</b> (Feb)</p> <p><b>Children's Mental Health Week</b> (Feb)</p> <p><b>Ash Wednesday</b> (Feb/Mar)</p> <p><b>Comic Relief</b> (Mar)</p> <p><b>International Women's Day</b> (8<sup>th</sup> Mar)</p>	<p><b>Mother's Day</b> (Mar)</p> <p><b>Lent</b> (Feb-Apr)</p> <p><b>Easter</b> (Mar/Apr)</p>	<p><b>World Day for Cultural Diversity</b> (21<sup>st</sup> May)</p>	<p><b>World Environment Day</b> (Jun)</p> <p><b>Health Week</b> (Jun)</p>
--------------------------------	--	---	---	--	--	---