



Early Years Foundation Stage



Intent

At Layfield Primary School we offer a curriculum rich in vocabulary, wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration and adventure.

We want our pupils to:

Have a real **L**ove of learning, working both cooperatively, collaboratively and independently to use and apply skills and knowledge in a range of contexts.

Achieve their full potential by having a secure understanding of all areas of the curriculum and having many opportunities to develop skills and improve knowledge and to become deeper thinkers. Also, we endeavour to strengthen the children's confidence to express ideas fluently, talk about topics using rich vocabulary and develop their curiosity by questions to deepen knowledge and have a positive attitude to school life.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

Have **f**un by trying out new strategies and learning from mistakes.

Be inspired by others and learn from them. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

Have memorable experiences from visits, visitors, using a variety of equipment, resources, having fun and challenging oneself.

Learn life skills through experiences.

Develop as individuals by providing challenge, support and inspiration.

We understand that play is an integral part of learning, and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed, and uninterrupted child-initiated play ensures the best outcomes for pupils.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is.

Implementation

At Layfield Primary School, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We use 'Birth to 5 Matters' to help children make progress in their learning and develop towards the Early Learning Goals.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through the enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We develop children's knowledge and skills to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable to reflect children's interests and

progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, weekly welly walks, visits, and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language, and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

| Early Years Long Term Topic Plan | | | |
|---|---|----------------------------|--------------------|
| Term | 2024/25 | 2025/2026 | 2026/2027 |
| Autumn 1 | Stories | Stories | Stories |
| Autumn 2 | Festivals and Cultural Celebrations Teeth and Healthy Eating | People Who Help Us | Ourselves |
| Spring 1 | Fantasy | Pirates and Ships | Superheroes |
| Spring 2 | Local Area | Spring/The World Around Me | Under The Sea |
| Summer 1 | Minibeasts | Dinosaurs | Animals |
| Summer 2 | Transport | Dens/Homes | Down in the Jungle |

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive newsletters each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Skills Progression

| Area of learning and development | Stage / skills / knowledge | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goals |
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| Literacy | Nursery Skills | <ul style="list-style-type: none"> To be able to mark make and identify their marks. (Au1) To recognise familiar logos and labels within the environment. (Au1) | <ul style="list-style-type: none"> To find and identify familiar letters, e.g. letters in their names. (Au2) To talk about and retell a range of familiar stories. (Au2) To begin to explore initial sounds in familiar words. (Au2) | <ul style="list-style-type: none"> To begin to attempt writing familiar letters, e.g. letters in their name. (Sp1) Adults will consistently model correct formation. (Sp1) To find and identify familiar letters, e.g. letters in their names. (Sp1) To talk about and retell a range of familiar stories. (Sp1) | <ul style="list-style-type: none"> To be able to mark make and give meaning to their marks. (Sp2) To begin to form some letters correctly, e.g. letters in their name. (Sp2) | <ul style="list-style-type: none"> Children will begin to identify some sounds during oral blending games. (Su1) To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1) | <ul style="list-style-type: none"> Lots of Fred games focussing on oral blending. (Su2) Children are able to identify initial sounds and blend familiar CVC words. (Su2) Make predictions about a story using the relevant vocabulary with independence. (Su2) To mark make for a purpose and be able to talk about the marks. (Su2) | |
| | Nursery Knowledge | <ul style="list-style-type: none"> To know that text can be used as a form of identification. (Au1) To know that text has a meaning. (Au1) To know that text is read from left to right and top to bottom in English. (Au1) To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. (Au1) To learn a range of Nursery Rhymes. (Au1) | <ul style="list-style-type: none"> To know that letters are used to make up words. (Au2) To know that each letter makes a sound – focussing on sounds in their names. (Au2) To learn that stories have a sequence; beginning, middle and end. (Au2) To know that text is read from left to right and top to bottom in English. (Au2) To name and talk about the different parts of a book, e.g. front cover/ | <ul style="list-style-type: none"> To know that each letter makes a sound – focussing on sounds in their names. (Sp1) To join in with repetition within stories and rhymes. (Sp1) To be able to talk about different parts of the story. (Sp1) | <ul style="list-style-type: none"> To be able to talk about their marks with confidence. (Sp2) (Sp2) To be able to talk about different parts of the story. | <ul style="list-style-type: none"> To know that blending sounds makes words. (Su1) To identify the pictures with corresponding. (Su1) To join in with repetition within stories. (Su1) To be able to talk about different parts of the story. (Su1) | <ul style="list-style-type: none"> To identify CVC words orally. (Su2) To be able to segment sounds in CVC words. (Su2) To know that letters make sounds. (Su2) To join in with repetition within stories. (Su2) To engage in extended conversations about stories. (Su2) | |

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| | | | back cover/ spine/ pages (Au2) | | | | | |
| | Nursery Phonics | Phase 1 Little Wandle | Phase 1 Phase 2 One sound per week Little Wandle | Phase 1 Phase 2 One sound per week Little Wandle | Phase 1 Phase 2 One sound per week Little Wandle | Phase 1 Phase 2 One sound per week Little Wandle | Phase 1 Phase 2 One sound per week Little Wandle | |
| | Reception Skills | <ul style="list-style-type: none"> Listening to and identifying sounds in the environments. (Au1) Listening to and hearing initial sounds in familiar words. (Au1) To identify sounds on a sound mat. (Au1) Listens to familiar stories and able to recall some facts. (Au1) | <ul style="list-style-type: none"> Listening to and hearing sounds in CVC words. (Au2) To identify sounds on a sound mat and to use this when writing. (Au2) Listens to familiar stories and able to recall facts. (Au2) | <ul style="list-style-type: none"> To think of and write a short, simple sentence. (Sp1) Listening to and hearing sounds in CVC and CVCC words. (Sp1) Identifying sounds on a sound mat. (Sp1) Listens to stories and is beginning to anticipate what may happen next. (Sp1) | <ul style="list-style-type: none"> To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2) Identifying sounds on a sound mat. (Sp2) Listens to stories and is beginning to anticipate what may happen next. (Sp2) | <ul style="list-style-type: none"> To think of and write a short, simple sentence. (Su1) Listening to and hearing sounds in CVC and CVCC words. (Su1) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1) Checking written work and making any changes where necessary. (Su1) Listens to stories and is beginning to anticipate what may happen next. (Su1) | <ul style="list-style-type: none"> To think of and write a short, simple sentence. (Su2) Listening to and hearing sounds in CVC and CVCC words. (Su2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2) Checking written work and making any changes where necessary. (Su2) | <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. |
| | Reception Knowledge | <ul style="list-style-type: none"> Knowing that words can be written. (Au1) Knowing the sounds that the taught letters make. (Au1) | <ul style="list-style-type: none"> Knowing that words can be written. (Au2) Knowing the sounds that the taught letters make. (Au2) | <ul style="list-style-type: none"> Knowing that words can be written. (Sp1) Knowing the sounds that the taught letters make. (Sp1) | <ul style="list-style-type: none"> Knowing the sounds that the taught phonemes make. (Sp2) Knowing what the taught phonemes look like. (Sp2) | <ul style="list-style-type: none"> Knowing the sounds that the taught phonemes make. (Su1) Knowing what the taught phonemes look like. (Su1) | <ul style="list-style-type: none"> Knowing the sounds that the taught phonemes make. (Su2) Knowing what the taught phonemes look like. (Su2) | |

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| | | <ul style="list-style-type: none"> Knowing what the taught letters looks like. (Au1) Knowing how to write the taught letters. (Au1) Knows how to sequence familiar stories. (Au1) | <ul style="list-style-type: none"> Knowing what the taught letters looks like. (Au2) Knowing how to write the taught letters. (Au2) Recognising taught HFW in text. (Au2) Knows how to sequence familiar stories. (Au2) | <ul style="list-style-type: none"> Knowing what the taught letters looks like. (Sp1) Knowing how to write the taught letters. (Sp1) Recognising taught HFW in text. (Sp1) Knows how to spell some familiar words. (Sp1) | <ul style="list-style-type: none"> Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2) To know that a sentence starts with a capital letter and ends with a full stop. (Sp2) Knows how to spell some familiar words. (Sp2) | <ul style="list-style-type: none"> Knowing how to write the taught letters. (Su1) Recognising taught HFW in text. (Su1) To know that a sentence starts with a capital letter and ends with a full stop. (Su1) Knowing that sentences can be extended by using a connective. (Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1) Knowing that sentences can be extended by using a connective. (Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1) | <ul style="list-style-type: none"> Knowing how to write the taught letters. (Su2) Recognising taught HFW in text. (Su2) To know that a sentence starts with a capital letter and ends with a full stop. (Su2) Knowing that sentences can be extended by using a connective. (Su2) Uses learnt words and phrases to discuss familiar stories or during role play. (Su2) | |
| | Reception Phonics | Phase 2 Little Wandle | Phase 2 Little Wandle | Phase 3 Little Wandle | Phase 3 Little Wandle | Phase 4 Little Wandle | Phase 4 Little Wandle | |
| Maths | Areas of learning covered | Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. | | One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language. | | 2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. | | |
| | Nursery Skills | <ul style="list-style-type: none"> To talk about what happened today, yesterday and tomorrow. (Au1) To count out a group of up to 5 objects. (Au1) To show an understanding of 1:1 counting to 5. (Au1) Knowing that the last number you count represents the total number of objects (Au1) Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au1) | <ul style="list-style-type: none"> To count out a group of up to 5 objects. (Au2) To match number of objects to numeral. (Au2) To show an understanding of 1:1 counting to 5. (Au2) Knowing that the last number you count represents the total number of objects (Au2) Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au2) | <ul style="list-style-type: none"> To count out a group of up to 10 objects. (Sp1) One more/less using a number line. (Sp1) To develop fast recognition of numbers. (Sp1) To count up to 10. (Sp1) To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1) To talk about and explore patterns in the environment (Sp1) | <ul style="list-style-type: none"> To identify, describe and compare groups of objects. (Sp2) To compare and order objects according to their weight and distance. (Sp2) To develop fast recognition of numbers. (Sp2) To count up to 10. (Sp2) To show an awareness of positional language such as under/behind/ next to/over/ on top of. (Sp2) To independently create and talk about own patterns using a range of objects and resources. (Sp2) | <ul style="list-style-type: none"> Practical problem solving with numbers up to 5. (Su1) To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1) To develop fast recognition of numbers. (Su1) To use relevant mathematical vocabulary when talking about learning. (Su1) To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1) | <ul style="list-style-type: none"> To count, order and recognise numbers to 10, in and out of sequence. (Su2) To name and describe 2D shapes. (Su2) To name some common 3D shapes and properties. (Su2) To compare and order objects according to their size and distance. (Su2) To develop fast recognition of numbers. (Su2) To use relevant mathematical vocabulary when talking about learning. (Su2) To begin to describe a sequence of events accurately. (Su2) | |

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| | | | | | | <ul style="list-style-type: none"> To begin to describe a sequence of events accurately. (Su1) To recall simple facts about a familiar journey. (Su1) | <ul style="list-style-type: none"> To recall simple facts about a familiar journey. (Su2) | |
| | Nursery Knowledge | <ul style="list-style-type: none"> Singing a range of number songs. (Au1) To say number names to 5 in order. (Au1) To know that time can be measured using days. (Au1) To know that the last number said represents the total number of objects (Au1) To show an awareness and name some 2D shapes in the environment. (Au1) | <ul style="list-style-type: none"> To say number names to 10 in order. (Au2) To know that a group of objects can also be represented by a number. (Au2) Singing a range of number songs. (Au2) To know that the last number said represents the total number of objects (Au2) To show an awareness and name some 2D shapes in the environment. (Au2) | <ul style="list-style-type: none"> To create and repeat simple patterns. (Sp1) To subitise to 3. (Sp1) To know number order beyond 5 when counting. (Sp1) To say number names to 10 in order. (Sp1) To be able to say number names forwards and backwards to 10. (Sp1) To know that each object should only be counted once. (Sp1) Singing a range of number songs. (Sp1) | <ul style="list-style-type: none"> To subitise to 3. (Sp2) To know number order beyond 5 when counting. (Sp2) To use the language of more and less to compare amounts. (Sp2) To know that numbers can be ordered. (Sp2) To be able to demonstrate through games and role play an understanding of positional language. (Sp2) Singing a range of number songs. (Sp2) | <ul style="list-style-type: none"> To subitise to 6. (Su1) To remember the order in which things happen. (Su1) To know that subtraction means taking an amount away from a group. (Su1) To know that some shapes more appropriate than others when building. (Su1) To remember different aspects of a journey, e.g. I walked over a bridge to get to school. (Su1) | <ul style="list-style-type: none"> To subitise to 6 (Su2) To learn vocabulary linked to describing size and distance. (Su2) To be able to say number names forwards and backwards to 15. (Su2) To remember the order in which things happen. (Su2) To remember different aspects of a journey e.g. I walked over a bridge to get to school. (Su2) | |
| | Areas of learning covered | 1:1 Counting Recognising and ordering numbers to 10 Formation of written numbers Subitising Counting groups of objects 2D Shapes Pattern | | Weight and Capacity Length Money Number bonds to 5 Counting to 20 Addition and subtraction 3D Shapes Subitising Composition of numbers Recognising and ordering numbers to 10. Problem Solving | | Addition and subtraction Time Units of measurement More/less Recognising and ordering numbers to 20 Subitising Shapes Doubling Problem Solving Sharing | | |
| | Reception Skills | <ul style="list-style-type: none"> To count up to 10 objects with 1:1 correspondence (Au1) To match quantities to numeral. (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1) | <ul style="list-style-type: none"> To find the total of 2 groups of objects. (Au2) To order numbers to 10. (Au2) To identify 2D shapes and talk about their properties. (Au2) To begin to recognise numbers automatically on a dice/card to 5 (Au2) To be able to count to 10 independently. (Au2) | <ul style="list-style-type: none"> To use non- standard units to measure length, weight and capacity. (Sp1) To use money during role-play activities to buy items. (Sp1) To begin to explore number bonds to 5 (Sp1) To be able to count to 20 independently. (Sp1) | <ul style="list-style-type: none"> To use objects to solve addition and subtraction problems (Sp2) To share objects between a group of people equally (Sp2) To explore number bonds to 5. (Sp2) | <ul style="list-style-type: none"> To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To read the time to O'clock on a digital and analogue clock. (Su1) To double numbers to 5. (Su1) | <ul style="list-style-type: none"> To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2) To make observations of and compare length, weight and capacity. (Su2) | Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than |

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| | | | | | | | | <ul style="list-style-type: none"> or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| | Reception Knowledge | <ul style="list-style-type: none"> To recognise number to 10. (Au1) To write numbers to 10, forming them correctly. (Au1) To say number names to 10 in order. (Au1) | <ul style="list-style-type: none"> To know that addition involves combining two or more groups of objects. (Au2) To begin to read addition number sentences. (Au2) To know the names of 2D shapes. (Au2) To know that 2D shapes can have sides and corners. (Au2) To say the days of the week in order. To begin to say the months of the year in order. (Au2) To know that patterns are repeated designs. (Au2) | <ul style="list-style-type: none"> To know the names of basic 2D shapes. (Sp1) To know the names of basic 3D shapes. (Sp1) To know that 2D shapes can have corners and side. (Sp1) To understand and use a range of prepositions in everyday contexts. (Sp1) To know that money can be used to buy items. (Sp1) To know the difference between odd and even. (Sp1) To know that length, capacity and weight can all be measured. (Sp1) | <ul style="list-style-type: none"> To know that addition involves combining two or more groups of objects. (Sp2) To read addition number sentences. (Sp2) To know that subtraction involves removing an object from a group. (Sp2) To know that 3D shapes have faces, vertices and edges. (Sp2) To know the names of some 3D shapes. (Sp2) To be able to count, order and recognise numbers to 20. (Sp2) To use a number line to help solve simple addition and subtraction number problems. (Sp2) | <ul style="list-style-type: none"> To know that the word more indicates that the group is getting larger. (Su1) To know that the word less indicates that a group is getting smaller. (Su1) To be able to count, order and recognise numbers to 20. (Su1) To know that length, weight and capacity can be measured using standard units. (Su1) To count forwards and backwards to 20. (Su1) To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1) To know that sharing equally means everyone has the same amount of an object. (Su1) To know that the long hand represents the minutes and the short hand represents hours. (Su1) | <ul style="list-style-type: none"> To know the names of some 3D shapes. To know that 3D shapes can have faces, vertices and edges. To know that addition involves combining groups of objects. (Su2) To read number addition sentences. (Su2) To be able to count, order and recognise numbers to 20. (Su2) | |
| Physical Development | Nursery Skills | <ul style="list-style-type: none"> To take care of toileting needs independently. (Au1) To begin to show a preference for a dominant hand. (Au1) To climb apparatus safely. (Au1) To begin to show awareness of moving equipment safely with peers. (Au1) | <ul style="list-style-type: none"> To independently put on their coats, with some support for the zipper and buttons. (Au2) To use mark making resources with increasing independence. (Au2) To copy dance moves and to move to different kinds of rhythms. (Au2) | <ul style="list-style-type: none"> To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Sp1) To mark make using a comfortable grip when using pencils and pens. (Sp1) To mark make in sensory trays and also copy different patterns. (Sp1) To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1) | <ul style="list-style-type: none"> To hold the pencil correctly using a tripod grip. (Sp2) To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2) To look at books independently whilst turning pages one at a time. (Sp2) Using balancing apparatus. (Sp2) To mark make using a comfortable grip when using pencils and pens. (Sp2) | <ul style="list-style-type: none"> To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. (Su1) To run skilfully and be able to negotiate space. (Su1) To mark make using a comfortable grip when using pencils and pens. (Su1) To be able to use scissors confidently and make straight zag and circular snips using one hand. (Su1) | <ul style="list-style-type: none"> To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. (Su2) To confidently use scissors and other tools safely. (Su2) To independently write their name. (Su2) To mark make using a comfortable grip when using pencils and pens. (Su2) | |

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| | | | | <ul style="list-style-type: none"> To hold jugs and containers confidently and pour from one container into another. (Sp1) To show awareness of healthy food choices and impact on our body. (Sp1) | | | | |
| | Nursery Knowledge | <ul style="list-style-type: none"> To know about personal hygiene and the importance of being clean and tidy. (Au1) To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Au1) To know that books in English should be read from left to right and one page at a time. (Au1) To use alternate feet when climbing apparatus. (Au1) To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1) | <ul style="list-style-type: none"> To show confidence in dressing up and self-care activities. (Au2) To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2) To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker and beats. (Au2) | <ul style="list-style-type: none"> To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. (Sp1) To know that they need to use tools with a dominant hand. (Sp1) To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1) To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1) To know what making right food choices looks like. (Sp1) To know that they need to use tools with a dominant hand. (Sp1) To show independence in self-help skills such as toileting and dressing. (Sp1) | <ul style="list-style-type: none"> To be able to follow a simple sequence of movements to music and rhythm. (Sp2) To know how to use one handed tools effectively. (Sp2) To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Sp2) | <ul style="list-style-type: none"> To know the correct ways of forming letters. (Su1) To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. (Su1) To know how to feed paper/materials through hand when cutting around objects. (Su1) To know that snips should be made on the line and the pattern should be followed. (Su1) | <ul style="list-style-type: none"> To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. (Su2) To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. (Su2) To successfully take part in group games with support from an adult. (Su2) | |
| | Reception Skills | <ul style="list-style-type: none"> To use a dominant hand. (Au1) To begin to negotiate space effectively. (Au1) To know which hand to write with. (Au1) To use climbing equipment safely and competently. (Au1) To begin to negotiate space effectively. (Au1) | <ul style="list-style-type: none"> To use a dominant hand. (Au2) To negotiate space effectively. (Au2) To begin to use anticlockwise movement and retrace vertical lines. (Au2) To use climbing equipment safely and competently (Au2) | <ul style="list-style-type: none"> To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1) To be able to balance and coordinate safely. (Sp1) To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1) To negotiate space effectively. (Sp1) | <ul style="list-style-type: none"> To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2) To negotiate space effectively. (Sp2) | <ul style="list-style-type: none"> To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1) To show good control and co-ordination in large and small movements. (Su1) | <ul style="list-style-type: none"> To show good control and co-ordination in large and small movements. (Su2) | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing □ using the tripod grip in almost all cases. Use a range of small tools, including scissors, |

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| | | | | | | | | <p>paint brushes and cutlery.</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. |
| | Reception Knowledge | <ul style="list-style-type: none"> To know which hand to write with. (Au1) To know how to use the trim trail safely. (Au1) To know how to use scissors effectively. (Au1) To know how to use scissors effectively. (Au2) | <ul style="list-style-type: none"> To negotiate space effectively. (Au2) To know how to use the trim trail safely. (Au2) To know how to make anticlockwise movement and retrace vertical lines. (Au2) To know how to use scissors effectively. (Au2) | <ul style="list-style-type: none"> To know how to use scissors effectively. (Sp1) To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) | <ul style="list-style-type: none"> To know how to use scissors effectively. (Sp2) To know why it is important to handle different apparatus safely. (Sp2) | <ul style="list-style-type: none"> To know how to use scissors effectively. (Su1) To know how to form letters correctly. (Su1) | <ul style="list-style-type: none"> To know how to use scissors effectively. (Su2) To know how to handle a range of equipment and tools effectively. (Su2) | |
| Communication And Language | Nursery Skills | <ul style="list-style-type: none"> To sing rhymes and look at picture books. (Au1) To listen to traditional stories and retain key vocabulary. (Au1) To know that stories have a beginning, middle and an end. To be able to talk about themselves and their families. (Au1) Develop communication that can be understood by others. (Au1) To about the setting, characters and the structure of the story. (Au1) To be able to use connectives e.g. Once upon a time and then. (Au1) Develop communication that can be understood by others. (Au1) To be able to answer questions related to the story. (Au1) | <ul style="list-style-type: none"> To talk about celebrations at home. (Au2) To talk about themselves and their families. (Au2) To listen to and follow simple instructions. (Au2) To listen to stories on celebrations, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2) | <ul style="list-style-type: none"> To be able to differentiate and categorise objects based on their properties. (Sp1) To begin to use a wide range of vocabulary in the correct context. (Sp1) To use the words they know appropriately to organise. To talk in short sentences that others can understand. (Sp1) To listen to, and follow simple instructions and respond to questions appropriately. (Sp1) To talk in short sentences that others can understand. (Sp1) | <ul style="list-style-type: none"> To talk in short sentences that others can understand. (Sp2) To be able to answer questions related to the story. (Sp2) | <ul style="list-style-type: none"> To know about the setting, characters and the structure of the story. (Su1) To be able to use connectives e.g. Once upon a time and then. (Su1) To be able to talk about the setting, characters and the structure of the story with confidence. (Su1) | <ul style="list-style-type: none"> To learn and talk about modes of transportation. (Su2) To be able to identify the different types of vehicles they see on the road. (Su2) To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2) To be able to answer questions and share opinions using the relevant vocabulary (Su2) | |
| | Nursery Knowledge | <ul style="list-style-type: none"> To know to sing words clearly so they are audible. (Au1) To be able to answer questions related to the story. (Au1) To be able to use vocabulary learnt to have a conversation with others. (Au1) To use the words they know appropriately to organise what they are going to say. (Au1) | <ul style="list-style-type: none"> To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2) To be able to understand simple instructions. (Au2) To remember new words they are learning when talking to others. (Au2) | <ul style="list-style-type: none"> To remember new words they are learning when talking to others. (Sp1) To be able to answer questions related to the story. (Sp1) | <ul style="list-style-type: none"> To know that stories have a beginning, middle and an end. (Su1) To be able to answer questions related to the story. (Su1) | <ul style="list-style-type: none"> To know that stories have a beginning, middle and an end. (Su2) To be able to answer questions related to the story. (Su2) To be able to use vocabulary learnt to have a conversation with others (Su2) | <ul style="list-style-type: none"> To be able to identify the different types of vehicles they see on the road. (Su3) To use the words they know appropriately to organise themselves and their play (Su3) | |

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| | Reception Skills | <ul style="list-style-type: none"> To talk about themselves and others. (Au1) To sing songs (Au1) To speak about a range of texts. (Au1) To describe features of traditional stories. (Au1) | <ul style="list-style-type: none"> To compare different festivals. (Au2) To make comments about their observations. (Au2) To talk about the role of healthy food and exercise in staying healthy (Au2) | <ul style="list-style-type: none"> To speak about a range of texts. (Sp1) | <ul style="list-style-type: none"> To describe familiar texts with detail and using full sentences. (Sp2) To begin to ask questions about familiar aspects of their environment and their learning. (Sp2) To describe life cycles (Sp2) To make comments about their observations. (Sp2) | <ul style="list-style-type: none"> To label and sort living things. (Su1) To begin to research using a search engine. (Su1) To describe mini beasts and habitats. (Su1) To be able to order a range of life cycles. (Su1) | <ul style="list-style-type: none"> To be able to give facts about a specified subject. (Su2) | <p>Listening and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| | Reception Knowledge | <ul style="list-style-type: none"> To know about others. (Au1) to know familiar songs. (Au1) To describe different story and non-fiction texts. (Au 1) To know different traditional stories. (Au1) | <ul style="list-style-type: none"> To know about different festivals. (Au2) To be able to talk about how different people help us. (Au2) To begin to talk about why things happen using new vocabulary learnt. (Au 2) To know a range of healthy food and exercise. (Au 2) Express their ideas and feelings about their experiences. (Au 2) | <ul style="list-style-type: none"> Express their ideas and feelings about their experiences. (Su1) | <ul style="list-style-type: none"> To know different features of tests. (Sp2) To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others. (Sp2) To know different life cycles. (Sp2) | <ul style="list-style-type: none"> To name and sort a range of living things. (Su1) To be able to talk about different habitats and mini beasts. (Su1) To engage in meaningful conversations with others. (Su1) To know different life cycles. (Sp2) To know a range of facts. (Sp2) | <ul style="list-style-type: none"> To know a range of facts. (Su2) To engage in meaningful conversations with others. (Su2) | |
| Personal, Social and | Nursery Skills | <ul style="list-style-type: none"> To separate from main carer and learn to adapt to the Nursery environment. (Au1) | <ul style="list-style-type: none"> To learn about daily routines and classroom rules. (Au2) To be aware of behavioural | <ul style="list-style-type: none"> To learn how to share resources and play in a group. (Sp1) | <ul style="list-style-type: none"> To show independence in accessing and exploring the environment. (Sp2) | <ul style="list-style-type: none"> To be able to initiate play with peers and keep play going by giving ideas. (Su1) | <ul style="list-style-type: none"> To gain enough confidence to talk to adults and peers. (Su2) To begin to be assertive towards | |

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| Emotional Development | | <ul style="list-style-type: none"> To select and use activities and resources, with some support if needed. (Au1) To wash hands after using the toilet. (Au1) | <p>expectations in the Nursery. (Au2)</p> <ul style="list-style-type: none"> To be aware of behavioural expectations in the Nursery. (Au2) To select and use activities and resources, with some support if needed. (Au2) To show an awareness of the importance of oral health. (Au2) | <ul style="list-style-type: none"> To learn to look after resources within the class. (Sp1) To listen to, and follow rules set. (Sp1) | <ul style="list-style-type: none"> To independently put on coats and use the toilet. (Sp2) To listen to, and follow rules set. (Sp2) To learn to look after resources within the class. (Sp2) | <ul style="list-style-type: none"> To become more outgoing with unfamiliar people. (Su1) To show more confidence in new social situations. (Su1) To begin to find solutions to conflicts. (Su1) To show an awareness of how others may be feeling. (Su1) | others where necessary. (Su2) | |
| | Nursery Knowledge | <ul style="list-style-type: none"> To know that they can approach adults in Nursery when needed. (Au1) | <ul style="list-style-type: none"> To know how to adapt behaviour to suit classroom routines. (Au2) To show confidence in asking adults for support. (Au2) To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2) | <ul style="list-style-type: none"> To know how to manage their emotions in different situations. (Sp1) To know that there are boundaries set. (Sp1) To know about different feelings and be able to talk about them during circle time, happy, sad, angry or worried. To know that we respect our resources and out them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn. (Sp1) | <ul style="list-style-type: none"> To be aware of the different areas in the Nursery and how to explore them safely. (Sp2) To approach an adult if they need support. (Sp2) | <ul style="list-style-type: none"> To know that to play nicely it's important to share and take turns. (Su1) To know that if I am upset, I can use phrases such as 'stop it, I don't like it' to convey my discomfort. (Su1) To know that it is OK to engage with others, even if in a different environment. (Su1) To know that people show their emotions in different ways for e.g. smiling if they are happy, cry if they are sad. (Su1) | <ul style="list-style-type: none"> To know how to talk politely and develop an understanding of what is appropriate. (Su2) To know that it is OK to challenge others, but they must remember to always be kind. (Sum2) To know that people show their emotions in different ways for e.g. smiling if they are happy, cry if they are sad. (Su1) | |
| | Reception Skills | <ul style="list-style-type: none"> To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To learn to join in with whole group activities. (Au1) To choose an activity independently. (Au1) To understand how to be a good friend. (Au1) | <ul style="list-style-type: none"> To learn about a range of different festivals. (Au2) To learn about important dates in their lives. (Au2) | <ul style="list-style-type: none"> To understand how to make the right choices and the consequences of not making the right ones. (Sp1) | <ul style="list-style-type: none"> To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2) | <ul style="list-style-type: none"> To describe a range of different habitats around the world. (Su1) | <ul style="list-style-type: none"> To learn about the different family structures. (Su2) | <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from |

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| | | | | | | | | <p>wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs. |
| | Reception Knowledge | <ul style="list-style-type: none"> To learn about the different family structures. (Su2) To begin taking turns with their friends. (Au1) | <ul style="list-style-type: none"> To understand why different people celebrate different things. (Au2) To understand why different people celebrate different things. (Au2) | <ul style="list-style-type: none"> To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1) To be able to talk about how the character could have made a better choice. (Sp1) | <ul style="list-style-type: none"> To talk about the effect my behaviour has on others. (Sp2) | <ul style="list-style-type: none"> To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1) | <ul style="list-style-type: none"> To be able to talk about the relationships they have at home with their family and friends. (Su2) | |
| Understanding of the World | Nursery Skills | <ul style="list-style-type: none"> To be able to talk about their body parts and what the function is of each part. (Au1) Children to begin to talk about significant events in their life. (Au1) To make self-portraits (Au1) To learn about famous black people from the past (Au1) | <ul style="list-style-type: none"> To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2) To draw silhouettes and orally label body parts. (Au2) To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindus and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2) Children to begin to talk about significant events in their life. (Au2) To explore the different jobs that people in our families do. How do these people help us? (lollipop, fire service, chef etc). (Au2) To be able to identify similarities and differences between themselves and peers. (Au2) Use IT hardware to interact with age- | <ul style="list-style-type: none"> To operate simple equipment e.g. turn on CD player or use a remote control. (Sp1) To use the computer to complete a simple task. (Sp1) Children to talk about significant events in their life. (Sp1) To use the computer to complete a simple task. (Su1) | <ul style="list-style-type: none"> Talk about the life cycle of a animals (Sp2). Children to talk about significant events in their life. (Sp2) To learn about Easter. (Sp2) To use the computer to complete a simple task. (Sp2) | <ul style="list-style-type: none"> To listen to rhymes such as Humpty Dumpty and Baa, Baa, Black Sheep and talk about where eggs/wool come from and talk about what we use these for. (Su1) Make comparisons between habitats of mini beasts and farm animals. (Su1) Talk about the life cycle of a animals (Su1). Make own habitats using a range of resources. (Su1) | <ul style="list-style-type: none"> To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Su2) Talk about where food comes from and bake a range of things. (Su2) Children to talk about significant events in their life with confidence. (Su2) To explore materials which will float and which will sink. (Su2) To use the computer to complete a simple task. (Su2) | |

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| | | | appropriate computer software. (Au2) | | | | | |
| | Nursery Knowledge | <ul style="list-style-type: none"> Shows an interest in technological toys. (Au1) | <ul style="list-style-type: none"> To learn about the different stories related to Autumn festival (Au2) Shows an interest in technological toys. (Au2) To show an awareness of the emergency services and how they can help us. (Au2) | <ul style="list-style-type: none"> To know similarities and differences between modes of transportation. (Sp1) Knows how to operate simple equipment (Sp1) | <ul style="list-style-type: none"> To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2) To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Sp2) To know about who celebrates Easter and what is its significance. (Sp2) To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from (Sp2) To know that there are different countries in the world, (Sp2) | <ul style="list-style-type: none"> To know the difference between mini beasts and farm animals. (Su1) To know that every living being has a life cycle and they change in shape and size as they grow. (Su1) To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people. (Su1) To be able to categorise minibeasts by their characteristics. (Su1) To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from (Su1) | <ul style="list-style-type: none"> To know similarities and differences between modes of transportation. (Su2) To know how to test whether materials will float or sink. (Su2) | |
| | Reception Skills | <ul style="list-style-type: none"> To talk about the changes they observe in their environment - Seasons link. (Au1) Identify some similarities and differences between now and the past. (Au1) I can discuss daily weather/ seasons. (Au1) Identify some similarities and differences between ways of life in different periods. (Au1) | <ul style="list-style-type: none"> To talk about the changes they observe in their environment - Seasons link. (Au2) To talk about how Hindus celebrate Diwali. (Au2) To identify and sort healthy/unhealthy foods. (Au2) To identify and group a range of fruits and vegetables (Au2) To talk about a special event in their life (Au2). Identify some similarities and differences between now and the past. (Au2) I can discuss daily weather/ seasons. (Au2) Answer basic questions about the past. (Au2) To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2) | <ul style="list-style-type: none"> To talk about a special event in their life. (Sp1) I can discuss daily weather/ seasons. (Sp1) I can make observations and express their views of the environment. (Sp1) | <ul style="list-style-type: none"> To talk about a special event in their life (Sp2). Talking about the life cycle of animals and what they need to survive. (Sp2) Making treasure maps to direct friends to a goal. Exploring maps of the world. (Sp2) I can discuss daily weather/ seasons. (Sp2) I can talk about some features of the areas where I live (Sp2) I can talk about features of my own immediate environment and how environments may vary from one another (Sp2) I can make observations and express their views of the environment. (Sp2) I can ask questions about their familiar world (where they live or the natural world). (Sp2) | <ul style="list-style-type: none"> Sort information using Venn Diagrams. (Su1) Talking about the life cycle of animals and what they need to survive. (Su1) Exploring a range of habitats, looking at why the animal lives like that. (Su1) I can discuss daily weather/ seasons. (Su1) | <ul style="list-style-type: none"> I can ask questions about their familiar world (where they live or the natural world). (Su2) To know similarities and differences between modes of transportation. (Su2) | <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, <p>People and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction |

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| | | | <ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. (Au2) • Know that their own experiences differ to those of others. (Au2) • Understand key features of events. (Au2) | | | | | texts and, when appropriate, maps. |
| | Reception Knowledge | <ul style="list-style-type: none"> • To know that they have a family unit that can/will change over time. (Au1) • To name members of their family (Au1) • To begin to use a mouse/pad to navigate a computer. (Au1) • To identify who they are, that they are an individual. (Au1) • To learn about famous back people from the past. (Au1) | <ul style="list-style-type: none"> • To know that people around the world have different religions. (Au2) • To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) • To know that adults do a variety of jobs. (Au 2) • To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Au2) • To know the names of common fruits and vegetables. (Au 2) • To know that the emergency services exist and what they do. (Au2) • To identify who they are, that they are an individual. (Au2) • To begin to use a mouse/pad to navigate a computer. (Au 2) | <ul style="list-style-type: none"> • To use a mouse/pad to complete a simple ICT programme. (Sp1) | <ul style="list-style-type: none"> • To know that there are many countries around the world. • To know that people in other countries may speak different languages. (Sp2) • To understand and use positional language. (Sp2) • To know that Christians celebrate Easter. (Sp2) • To begin to understand that things change over time. (Sp2) • To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from (Sp2) • To know that there are different countries in the world, (Sp2) • To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2) • To try and understand that things change over time. (Sp2) | <ul style="list-style-type: none"> • To know about minibeast Su1) • To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2) | <ul style="list-style-type: none"> • To name and identify a range of different materials and to know how they are used in familiar environments. (Su2) | <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Expressive Arts and Design | Nursery Skills | <ul style="list-style-type: none"> • Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1) • To use puppets and props to act out different traditional stories. (Au1) • Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Au1) • Uses various construction materials. (Au1) • To begin to act out different scenarios using props to enhance imaginative play. (Au 1) • Uses available resources to create | <ul style="list-style-type: none"> • Sing familiar Nursery Rhymes. (Au2) • Uses various construction materials. (Au2) • To make Christmas cards and decorations for friends and family using a range of media. (Au2) • To make patterns with paint and different objects, exploring what happens when you mix colours. (Au2). • Joins construction pieces together to build and balance. (Au2) • To show different emotions in pictures clearly. (Au 2) | <ul style="list-style-type: none"> • To use scissors effectively. (Sp1) • Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Sp1) • Sing familiar songs or make up own songs. (Sp1) • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) • To play instruments with increasing control. (Sp1) To make masks for role play. (Sp1) • To use available props to develop stories and | <ul style="list-style-type: none"> • To learn about different textures and talk about them. (Sp2) • Feely bag activities with different objects for children to feel and describe. (Sp2) • To engage in role play by making stick puppets of different story characters (Sp2) • Sing familiar Nursery Rhymes (Sp2). • Realises tools can be used for a purpose. (Sp2) • To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2) | <ul style="list-style-type: none"> • Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su1) • Sing familiar songs in the correct tone and changing melody if appropriate. (Su1) • To draw with increasing control, representing features and detail clearly. (Su1) | <ul style="list-style-type: none"> • Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su2) • To listen to music and create movements to the different beats. (Su2) • To construct with bricks and blocks to make an enclosure. (Su2) • Explore different materials freely, using them with a purpose. (Su2) • Beginning to be interested in and describe the texture of things (Su2) | |

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| | | props to support role-play. (Au1) | | make imaginative play more purposeful (Sp1) | | | | |
| | Nursery Music | Through the Continuous Provision & Nativity Songs/performance <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing | | Through the Continuous Provision <ul style="list-style-type: none"> Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., <i>loud/quiet, fast/slow</i> Explores and learns how sounds and movements can be changed | | Through the Continuous Provision <ul style="list-style-type: none"> Sings to self and makes up simple songs Involves beginning to describe sounds and music imaginatively, e.g. 'This is <i>scary music</i>' | | |
| | Nursery Knowledge | <ul style="list-style-type: none"> To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1) For children to be able to construct with a purpose and safely. (Au1) To use their knowledge of stories in acting them out with friends. (Au 1) | <ul style="list-style-type: none"> To know how different colours and materials can be used to create things. (Au2) To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2) | <ul style="list-style-type: none"> To know how colours can be mixed to make a new colour. (Sp1) To use their imagination to create different works of art. (Sp1) For children to be able to construct with a purpose and safely. (Sp1) To play instruments to express feelings and ideas. (Sp1) | <ul style="list-style-type: none"> To know about the different materials and what can be created with them. (Sp2) Sing songs clearly using correct words that have been learned. (Sp2) | <ul style="list-style-type: none"> To know how to use props appropriately for particular stories. (Su1) To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1) For children to be able to construct with a purpose and safely. (Su1) To know how to use available props to develop stories and make imaginative play more purposeful. (Su1) | <ul style="list-style-type: none"> To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Su2) To know that different construction toys can be used to make new things that can be used in pretend play. (Su2) To show confidence in choice of media when creating a model or picture. (Su2) | |
| | Reception Skills | <ul style="list-style-type: none"> To remember the words to a range of songs. (Au1) To use a range of resources to create own props to aid role play (Au 1). To give meaning to the marks that are made. (Au1) To explore the different sounds of a range of instruments. (Au1) | <ul style="list-style-type: none"> To design a Rangoli pattern. (Au2) To make salt dough Diva's (Au 2) To explore the different sounds of a range of instruments. (Au2) Uses simple tools and techniques competently and appropriately. (Au2) | <ul style="list-style-type: none"> Uses simple tools and techniques competently and appropriately. (Sp1) To use resources to create own props. (Sp1) To plan, carry out and evaluate and change where necessary. (Sp1) To effectively use instruments to tap a simple beat (Sp1) | <ul style="list-style-type: none"> To draw a range of plants (Sp2) Manipulates materials to achieve a planned effect. (Sp2) To effectively use instruments to tap a simple beat. (Sp2) | <ul style="list-style-type: none"> To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1) To draw a range of mini beasts (Su1). To move along to the beat of a familiar song. (Su1) | <ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Su2) To plan, carry out and evaluate and change where necessary. (Su2) Constructs with a purpose in mind, using a variety of resources. (Sp1) Selects appropriate resources and adapts work where necessary. (Su2) | <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> *Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. |
| | Reception Music | <ul style="list-style-type: none"> Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs | <ul style="list-style-type: none"> Sing along with a pre-recorded song and add actions. Sing along with the backing | <ul style="list-style-type: none"> Instruments and their sounds. Tapping out simple rhythms Exploring how sounds can be changed We can move with the pulse of the music. | | <ul style="list-style-type: none"> Improvising leading to playing classroom instrument Share and perform the learning | <ul style="list-style-type: none"> Playing instruments within the song Improvisation using voices and instrument Share and perform the learning | |
| | Reception Knowledge | <ul style="list-style-type: none"> To know that people from different countries may have different traditions. (Au1) | <ul style="list-style-type: none"> To learn the names of different tools and techniques that can be | <ul style="list-style-type: none"> To understand that pictures can be created by making observations or by using imagination. | <ul style="list-style-type: none"> To use a range of props to support and enhance role play. (Sp2) | <ul style="list-style-type: none"> To know the different uses and purposes of a range of media and materials. (Su1) | <ul style="list-style-type: none"> To describe ways of safely using and exploring a variety of materials. (Su2) | |

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| | | | <p>used to create Art. (Au2)</p> <ul style="list-style-type: none"> To know how different colours and materials can be used to create things. (Au2) | <p>(Sp1) To use paints, pastels and other resources to create observational drawings.</p> <ul style="list-style-type: none"> For children to be able to safely construct with a purpose and evaluate their designs. (Sp1) To be able to play instruments along to a simple beat. (Sp1) To show awareness of how to use musical instruments appropriately. (Sp1) | <ul style="list-style-type: none"> To experiment with creating different things and to be able to talk about their uses. (Sp2) To identify and select resources and tools to achieve a particular outcome. (Sp2) To be able to play instruments along to a simple beat. (Sp2) To show awareness of how to use musical instruments appropriately. (Sp2) | <ul style="list-style-type: none"> For children to be able to safely construct with a purpose and evaluate their designs. (Su1) | <ul style="list-style-type: none"> Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2) For children to be able to safely construct with a purpose and evaluate their designs. (Su2) | |
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Impact

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress towards their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.