

## EYFS Long Term Plan and Progression Cycle B

Key: **N**ursery **R**eception **A**ll

|                                             | Autumn 1                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                       | Spring 1                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                 | Summer 1                                                                                                          | Summer 2                                                                                                                                         |
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| Overarching Theme                           | People who Help Us                                                                                                                                                                                                                                                                      | Healthy Us                                                                                                                                                                     | Whatever the Weather!                                                                                                                                                          | Let's Investigate...                                                                                                                                                                                                                     | Water for Life                                                                                                    | Let's go on an Adventure!                                                                                                                        |
| Themes to cover/Interests of children       | Starting School<br>Me<br>At Home<br>At School<br>New Friends<br>In the Wider Community<br>Autumn                                                                                                                                                                                        | The Food we eat<br>Where food comes from<br>Cooking<br>Celebration Food<br>Sport and Exercise<br>Looking after ourselves                                                       | Seasons<br>Extreme Weather<br>Hot and Cold Climates<br>Big School's bird watch<br>Pancake Day / Chinese New Year                                                               | Minibeasts / Changes<br>Our Senses<br>Patterns<br>Forces<br>Spring<br>Easter<br>Science Week                                                                                                                                             | Floating and Sinking<br>Uses of water<br>Types of water<br>Growing<br>Animals in Water<br>Water Safety            | Summer<br>Flying High<br>On Safari<br>Fantasy Stories<br>Transport<br>Islands<br>Holidays                                                        |
| Possible Celebrations, visits & Experiences | All About Me Shoeboxes<br>Class rules and routines<br>Starting School<br>Headteacher Mystery Reader<br>Autumn – walks (school grounds / church)<br>Harvest Festival<br>Police visit? / Fire Service Visit?<br>Black History Month<br>Jim Jam Jog (sponsored event) to share their roles | Bonfire Night<br>Diwali<br>Passport day - ????<br>Visit from Farmer Children in Need<br>Remembrance Day<br>Library Mystery reader visitor<br>Advent<br>Pantomime Theatre Visit | Valentine's Day,<br>China Passport Day - Chinese New Year, (visitor in)<br>NSPCC Numbers day,<br>Safer Internet Day<br>Big Schools Bird Watch<br>Mystery Reader<br>Pancake Day | Local Area walk – Park to explore forces<br>World Book Day<br>Comic Relief<br>Mother's Day<br>Easter<br>Science Week<br>Easter egg hunt<br>Visit to the Dentist for science week – reception<br>Nursery visitor in re Teeth<br>Tadpoles? | International Museum Day<br>World Biscuit Day<br>World Food Safety day<br>Water Safety Talk<br><br>Mystery Reader | Father's Day<br>Passport Day - Africa<br>Sports Day<br>Transition<br>Assessment<br>Seaside Day<br>Petting zoo visit in school – large snails etc |

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|                                     | Visits from adults in school                                                                                                                                                                                                              |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |                                                                                                                  |                                                                                                                                                                 |
| <b>Parental Involvement</b>         | <ul style="list-style-type: none"> <li>• All about me box / Show and tell box</li> <li>• Parents reading stories in school</li> <li>• WOW Moments shared on Tapestry</li> <li>• Parents Evenings</li> <li>• Book Chatter event</li> </ul> | <ul style="list-style-type: none"> <li>• Family celebration photos shared in school.</li> <li>• WOW Moments shared on Tapestry</li> <li>• Parents talking about food they like to cook (possibly come in to cook)</li> <li>• Christmas Concerts</li> </ul> | <ul style="list-style-type: none"> <li>• Parents Evenings</li> <li>• Families share past holidays from around the World and how they travelled there</li> <li>• WOW moments shared on Tapestry</li> <li>• Parents reading stories in school</li> <li>• Book Chatter</li> </ul> | <ul style="list-style-type: none"> <li>• Seeds sent home for parents to plant with their children</li> <li>• WOW Moments shared on Tapestry</li> <li>• Parents share favourite books</li> </ul> | <ul style="list-style-type: none"> <li>• WOW moments shared on Tapestry</li> <li>• Book Chatter event</li> </ul> | <ul style="list-style-type: none"> <li>• WOW moments shared on Tapestry</li> <li>• Written reports sent home</li> <li>• EYFS Graduation Celebrations</li> </ul> |
| <b>Suggested linked story Texts</b> | <p>Spot goes to School<br/>By Eric Hill</p> <p>Hello Autumn<br/>by Jo Lindely</p>                                                                                                                                                         | <p>The Christmas Story<br/>by Ian Beck</p>                                                                                                                                                                                                                 | <p>Hello Winter<br/>by Jo Lindley</p> <p>I love Chinese New Year<br/>by Eva Wong Nava</p>                                                                                                                                                                                      | <p>Hello Spring<br/>by Jo Lindely</p>                                                                                                                                                           |                                                                                                                  | <p>Hello Summer<br/>By Jo Lindley</p>                                                                                                                           |

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| <b>Role Play</b> | Home Corner<br><br>Pumpkin patch (outdoors)<br><br>Doctors Surgery | Home corner – enhanced with celebrations<br>Nativity Stable<br><br>Santa’s Workshop | Home corner – winter enhancements, pancakes/frying pans in home corner, Chinese new year decorations<br><br>Travel agents | Home corner<br>Vets / Flower Shop | Home corner –Fairy tale cottage<br><br>Garden centre | Home corner – summer clothes / suitcases, sunglasses etc<br><br>Ice Cream Parlour |
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| <b>Communication and Language:</b><br>Listening<br><br>Attention<br><br>Understanding | <b>Nursery:</b><br>-Beginning to listen to stories and nursery rhymes.<br>-Beginning to listen to instructions given.<br>- Listens during adult guided activities.<br>-Focusing on an activity of my own choice for a short period of time.<br>- Beginning to show attention to the adults in my setting.<br>-Recognises and points to objects that are spoken to me.<br>- Understands 1 key word instructions e.g. stop, drink.<br><b>Reception:</b><br>-Children are beginning to listen to other children in their setting.<br>-They listen during story time and show an | <b>Nursery:</b><br>-Listens to simple stories.<br>-Listens to other people speaking to me.<br>-Focusing more attention on stories being told to them.<br>-Give attention to others who are speaking to me.<br>-Shows an understanding of text being read to them using the pictures.<br>- Understands simple concepts such as 'big/small'.<br><br><b>Reception:</b><br>-Children are listening more on the carpet and when being spoke to by their teacher and peers.<br>-Children continue to listen to new stories that are shared with them. | <b>Nursery:</b><br>-Listens to others speaking and continues the conversation following on from what has been said.<br>-Paying attention when listening to longer stories.<br>-Switches attention between listening to others and completing a task.<br>-Recalling what happens in a story I have read.<br>- Understanding a three key word sentence.<br><br><b>Reception:</b><br>-Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, | <b>Nursery:</b><br>-Enjoying listening to longer stories.<br>-Pays more attention to what is happening in the stories being read.<br>-Focusing more attention on a chosen activity.<br>-Sits and listens during quieter or adult led activities when appropriate.<br>-Beginning to understand one step instructions and questions.<br><br><b>Reception:</b><br>-Children listen when both in and out of school and pay attention to the person talking.<br>-When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. | <b>Nursery:</b><br>-Listens more carefully.<br>-Knows why we should listen.<br>-Knows they sometimes have to wait their turn when speaking.<br>-Understanding prepositional language e.g. on, under.<br>-Asking why things are happening.<br><br><b>Reception:</b><br>-Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.<br>-Children are developing their | <b>Nursery:</b><br>-Listen attentively and respond to what they hear with relevant questions, comments, or actions.<br>-Maintain attention in whole class and small group contexts for a short time.<br>-May find it difficult to pay attention to more than one thing at a time.<br>-Follow 2 step instructions.<br>-Understand 'why' questions.<br><br><b>Reception:</b><br>-Children 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 interactions. |
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|  | <p>interest in the books being read.</p> <ul style="list-style-type: none"> <li>-Children sit on the carpet and show some attention – this may only be for a short time.</li> <li>-Children can pay attention to one thing at a time.</li> <li>-Children following simple 1 step instructions.</li> <li>-Children understanding appropriate 'why' questions.</li> </ul> | <ul style="list-style-type: none"> <li>-Children paying more attention on the carpet and during guided tasks.</li> <li>-Children understanding why they need to pay attention.</li> <li>-Children following clear instructions with 2 parts.</li> </ul> | <p>assembly, phonics and other lessons.</p> <ul style="list-style-type: none"> <li>-Children showing a good level of attention and concentration.</li> <li>- Children being attentive during classroom tasks – both guided and independent.</li> <li>-Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said</li> </ul> | <ul style="list-style-type: none"> <li>-Children can maintain attention in different contexts.</li> <li>-Children show attention to both peers and adults.</li> <li>-Children asking questions to clarify understanding and confirm knowledge.</li> <li>- Children showing a good understanding of texts that have been read to them through their recall.</li> </ul> | <p>attention skills to both listen and continue with an activity.</p> <ul style="list-style-type: none"> <li>-Children following clear instructions with 3 parts.</li> <li>-Children using new knowledge and vocab in conversation and play.</li> <li>-Children showing an understand questions through their talk and actions.</li> </ul> | <ul style="list-style-type: none"> <li>--Children make comments about what they have heard and ask questions to clarify their understanding.</li> <li>-Children hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> |
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| <b>Communication and Language: Speaking</b> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Links words together when speaking.</li> <li>-Developing more speech sounds and pronunciation of sounds.</li> <li>-I can use words to begin to</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Using words to communicate what I want and make myself understood.</li> <li>-Asking 'what' questions. Using the terms 'me, him, her'.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Answering 'who, what, where' questions.</li> <li>- I can a recite Nursery Rhyme from memory.</li> <li>-I am beginning to speak simple sentences.</li> <li>-I am beginning to link</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I can recite or retell a past event in my life to someone else.</li> <li>-Asking 'where' and 'who' questions.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Using a wider range of vocabulary in my play.</li> <li>Develop communication but may have problems with irregular tenses and plurals.</li> <li>-Singing some songs independently.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Use longer sentences of 4-6 words.</li> <li>-Sing a large repertoire of songs e.g. nursery rhymes or numbers songs.</li> <li>-Use talk to organise themselves and their play.</li> </ul> <p><b>Reception:</b></p> |
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|  | <p>communicate my needs.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children speaking in simple sentences.</li> <li>-Children can say simple rhymes and sing songs and poems.</li> <li>-Children speak to the adults and children in the class, they talk to other children during their play.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children using expression to communicate meaning.</li> <li>-Children starting conversations and speaking to familiar adults.</li> <li>-Children taking turns and telling past events.</li> <li>-Children learning about rhyme and alliteration.</li> </ul> | <p>sentences with 'and'.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children using talk to pretend play.</li> <li>-Children explaining things through speech.</li> <li>-Children describing things through speech.</li> <li>-Children talking in the past tense.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children using talk to clarify their thinking and ideas.</li> <li>-Children speaking in well-formed sentences.</li> <li>-Children using speech to reason and problem solve.</li> <li>-Children verbally telling stories.</li> </ul> | <p>Know many rhymes, be able to talk about familiar books and tell a long story.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children explaining how things work, what has happened and why.</li> <li>-Children solving problems, reasoning with others and fixing friendship issues through speech.</li> <li>-Children adding detail to their sentences.</li> <li>-Children describing things that have happened in their life to others.</li> </ul> | <p>-Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>-Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Children 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.</p> |
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| <b>Personal, Social and Emotional Self-Regulation</b> | <b>Nursery:</b><br>-I can express when I feel happy, sad, tired or upset.<br>-I can find out about emotions through stories and discussions.                                                                                                      | <b>Nursery:</b><br>-I can sit nicely and keep my feet to myself.<br>-I can look after the toys and equipment at my setting.                                                                                                                                                                            | <b>Nursery:</b><br>-I will talk about my feelings.<br>-I can wait my turn.<br>-I tidy up the resources that I have used.<br>-I am following the behaviour expectations of my nursery.                                                                                            | <b>Nursery:</b><br>-I know what 'right' choices are and I try my best to make the right choice.<br>-I can talk about my feelings and explore why I might be feeling this way.                                                                                        | <b>Nursery:</b><br>-I can calm myself down using a strategy that works for me.<br>-I am managing my feelings.<br>-I show control with my emotions.<br>-I can think about how others feel.                                                                                  | <b>Nursery:</b><br>-I am showing more control over my feelings and behaviours.<br>-I am showing more perseverance and resilience when facing a challenge.<br>-I can talk about the changes as I start school and how I feel.                                                                                                                                            |
|                                                       | <b>Reception:</b><br>-Children talk about their feelings to trusted adults or special friends.<br>-Children may come into school upset but can be comforted by adults.<br>-Children listen to the rules and expectation and begin to follow them. | <b>Reception:</b><br>-Children are sharing more often or may comfort a friend who is upset.<br>-Children identify their own emotions and name them.<br>-Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. | <b>Reception:</b><br>-Children who are very upset know who they can talk to or know some ways to calm themselves down if needed.<br>-Children are becoming more proud of themselves for achieving things such as pupil of the week.<br>-Children know and follow the behavioural | <b>Reception:</b><br>-Children have an adult in school they trust and will talk to.<br>-Children talk about their interests and likes and dislikes at school.<br>-Children are beginning to understand why listening is important to help us learn and keep us safe. | <b>Reception:</b><br>-Children try and share, take turns, reason and look after one another.<br>-They apologise if they hurt someone accidentally or make someone else upset.<br>-Children will without question follow instructions from their teachers or school adults. | <b>Reception:</b><br>-Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br>-Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br>-Children give focused attention to what the teacher says, responding |

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|  |  |  | expectations of the school. |  |  | appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
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| <p><b>Personal,<br/>Social and<br/>Emotional<br/>Managing Self</b></p> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I can take turns with other children with adult support.</li> <li>-I can explore the classroom with adult support.</li> <li>-I can use the toilet with adult support.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children are developing an awareness of themselves and are forming their own opinions.</li> <li>-Children are beginning to learn the classroom rules and are following these with some reminders.</li> <li>-Children are becoming more independent at coming into school in the morning and getting ready for home at home time.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I will have a go at new things.</li> <li>-I am washing my hands after using the toilet with some reminders to do so.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children are doing things for themselves – because they want to.</li> <li>-They will say what they are doing and why they are doing it too.</li> <li>-Children are using their preferences to choose what they would like to do at school.</li> <li>-Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I am showing more independence and confidence in my setting and when exploring areas.</li> <li>-I will use the visual timetable to know what is happening in my day.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children have a good understanding of the behaviour expectations and guide others to follow.</li> <li>-They are proud of what they can do and their achievements.</li> <li>-Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I can use the toilet independently.</li> <li>-I can focus on my task for a longer period of time.</li> <li>-I can talk about healthy food choices.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.</li> <li>-Children looking after themselves at school (personal and hygiene needs).</li> <li>-Children developing resilience and perseverance independently.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I can manage when routines change.</li> <li>-I can talk about why we need to wash our hands.</li> <li>-I can play nicely with others and extend others play.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.</li> <li>-Children are confident to try new things.</li> <li>-They continue to develop their resilience and perseverance independently.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-I can talk about my achievements in a positive way.</li> <li>-I am becoming more independent in looking after myself, ready to start school.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-Children explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-Children manage their own basic hygiene and personal needs, including dressing, going to the toilet</li> </ul> |
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|  | <ul style="list-style-type: none"><li>-They are using the toilet independently most of the time at school.</li><li>-They know it is okay to ask for help and will do so.</li></ul> |  | <p>when they want one.</p> <ul style="list-style-type: none"><li>-Children independently making healthy food choices such as at dinner time.</li></ul> |  | <ul style="list-style-type: none"><li>-Children can continue to look after and care for themselves.</li></ul> | <p>and understanding the importance of healthy food choices.</p> |
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| <b>Personal,<br/>Social and<br/>Emotional</b><br>Building<br>Relationships | <b>Nursery:</b><br>-I can take turns with other children with support from the adults in my setting.<br>-I can separate from my parent/caregiver with adult support.             | <b>Nursery:</b><br>-I will play alongside other children in my setting and may need adult support to do this.<br>-I play simple turn taking games in adult guided groups.<br>-I am showing more interest in other children's play. | <b>Nursery:</b><br>-I can come into my setting with minimal support from an adult.<br>-I can talk about my family.<br>-I am beginning to show friendly behaviours to my peers. | <b>Nursery:</b><br>-I am forming friendships with some children in my setting.<br>-I am becoming more confident in the social situations. | <b>Nursery:</b><br>-I help others who are upset.<br>-I am beginning to solve conflicts with others.<br>-I am showing more social confidence.                                              | <b>Nursery:</b><br>-I can ask new adults questions.<br>-I find solutions to conflicts I have had.<br>-I can talk about what a friend is and name some of my friends when asked.                                                      |
|                                                                            | <b>Reception:</b><br>-Children are building new positive relationships with pupils and staff in their new setting.<br>-They may begin to play alongside other children if ready. | <b>Reception:</b><br>-Children are building on the relationships started last term.<br>-They are talking to children and adults in their setting and beginning to ask for help if they need it.                                    | <b>Reception:</b><br>-Children have friendships and may have a special friend.<br>-They play with these children in and out of the classroom and are happy to include others.  | <b>Reception:</b><br>-Children are building relationships through play and talk and converse to many of their peers.                      | <b>Reception:</b><br>-Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. | <b>Reception:</b><br>-Children work and play cooperatively and take turns with others.<br>-Children form positive attachments to adults and friendships with peers.<br>-Children show sensitivity to their own and to others' needs. |

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| <p><b>Physical Development</b><br/>Gross Motor Skills</p> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Walk and crawl confidently.</li> <li>-Climb using two feet at a time.</li> <li>-Knowing how to scoop and pour e.g. sand, mud.</li> <li>-To run around the setting with some control and direction.</li> <li>-Clapping and stamping to music.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</li> <li>-Begin to safely use tools and equipment.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Begin to use a climbing frame with support from an adult.</li> <li>-Children putting on their own coat (needing support to do their coat up still),</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to develop overall body; strength, balance, co-ordination, balance and agility.</li> <li>-Experiment moving in different ways.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Begin to move slowly on a balance bike.</li> <li>-Children putting on their own shoes.</li> <li>-Going up and down stairs with control and balance</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Continue to develop overall body strength, balance and coordination.</li> <li>-Developing in ability when dancing to music.</li> <li>-To use a balance bike more confidently.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Children can kick a large ball with some control.</li> <li>-Children can throw a ball with some control. To begin to balance on one leg.</li> <li>-To dance with control using different parts of their body.</li> <li>-To use the available equipment to create an obstacle course to navigate</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Negotiates space successfully and can adjust speed and direction.</li> <li>-Showing increasing control with a ball.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To run with more confidence and skill.</li> <li>-To independently use a climbing frame or similar resource,</li> <li>-To begin to show good posture when sitting on the carpet.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Using equipment safely with consideration to others.</li> <li>-Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To make up own movements with their body.</li> <li>-To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</li> <li>-To be able to climb safely.</li> <li>-Children choosing the right equipment to move safely.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-Children demonstrate strength, balance and coordination when playing.</li> <li>-Children move energetically, such as running,</li> </ul> |
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| <b>Physical Development<br/>Fine Motor Skills</b> | <b>Nursery:</b><br>-Children using a palm grip when using mark making tools.<br>-Children using a spoon to feed themselves correctly.<br>-Children using spring loaded scissors to make snips into paper with adult support. | <b>Nursery:</b><br>-Children mark making by scribbling and colouring.<br>-Children exploring a range of mine motor activities and implements,<br>-Children using a spoon and a fork to feed themselves. | <b>Nursery:</b><br>-Beginning to use a four finger grip to use mark making tools.<br>-Using construction equipment correctly to build e.g. Duplo, Magnitiles.<br>-To develop more independence when using spring loaded scissors. | <b>Nursery:</b><br>-Children making more controlled marks when drawing and mark making.<br>-Children manipulating dough through rolling, squeezing, balling and patting. | <b>Nursery:</b><br>-Children using a two finger and a thumb grip.<br>-I can draw and paint clearer shapes and pictures when drawing and painting.<br>-Children showing some threading skills. | <b>Nursery:</b><br>-Children using pencils and other equipment comfortably for them.<br>-Children beginning to make snips in paper either using one hand or two independently.<br>-Children turning pages in a book one at a time.<br>-Children may form some letters in their name. |
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|                                  | <b>Reception:</b><br>-Children using pencils and other equipment comfortably for them.<br>-Children making snips in paper either using one hand or two.                                                  | <b>Reception:</b><br>-Children continuing to develop their fine motor skills.<br>-Children beginning to learn correct letter formations and use these in their writing.                       | <b>Reception:</b><br>-Developing an effective pencil grip.<br>-Developing skill when using tools including scissors.                                                                        | <b>Reception:</b><br>-Children forming recognisable letters with an effective pencil grip.                                                                              | <b>Reception:</b><br>-Confidently using scissors and small tools.<br>-Beginning to use a tripod grip to draw and write accurately.                                                                                             | <b>Reception:</b><br>- Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>-Children use a range of small tools, including scissors, paint brushes and cutlery.<br>-Children begin to show accuracy and care when drawing. |
| <b>Literacy</b><br>Comprehension | <b>Nursery:</b><br>-Beginning to join in with familiar rhymes and stories.<br>-Singing some parts or certain Nursery Rhymes.<br>-Hears new vocabulary from stories, rhymes, poems and non-fiction books. | <b>Nursery:</b><br>-To understand that we should turn one page at a time in a book.<br>-To begin to understand that print has meaning.<br>-To talk about the pictures in a book with support. | <b>Nursery:</b><br>-To enjoy singing a range of rhymes and songs.<br>-To enjoy listening to longer stories.<br>-To join in with some simple repeated refrains in well know stories/ rhymes. | <b>Nursery:</b><br>-To begin to understand we read from left to right and top to bottom.<br>-To begin to name the parts of a book e.g., front cover, title, and author. | <b>Nursery:</b><br>-To enjoy listening to longer stories and remember much of what happens.<br>-To talk about a story, turning one page at a time.<br>-To answer simple questions about stories.<br>-Beginning to predict what | <b>Nursery:</b><br>-To engage in extended conversations about stories.<br>-To know and say how the story might end.<br>-To tell a longer story.<br>-To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.                                                |

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|  | <p>-Have a favourite book and seeking it/them out to share with an adult or look at alone.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children joining in with rhyme, songs and poems.</li> <li>-Children are encouraged to hold a book correctly and carefully turn pages.</li> <li>-Children understand books have a beginning and an end.</li> <li>-Children listen and enjoy sharing a range of books both fiction and non-fiction.</li> <li>-Children know that text in English is read top to bottom and left to right.</li> <li>-Children can recognise</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children being able to sequence two events from a familiar story – possibly with the use of prompts for support.</li> <li>-Children discussing and hearing a range of books – non-fiction and fiction.</li> <li>-Children being asked questions liked to the books read to them.</li> <li>-Children using texts and images to answer simple questions.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children having favourite books and rhymes – they may know these books from memory.</li> <li>-Say what they liked or disliked about a story. When listening to a story children use the images to help them read.</li> <li>-Children are becoming increasingly more confident with their understanding of new words in stories.</li> <li>-Children can use a book's front cover or blurb to make a prediction.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard.</li> <li>-When reading a well-known or repeated story children will join in.</li> <li>-Showing an increasing confidence in sequencing a story.</li> <li>-Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</li> </ul> | <p>might happen in a story.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Use events in a story to suggest what might happen next (with reasonable suggestions being made).</li> <li>-Know what non-fiction and fiction means and can talk about the two text types.</li> <li>-Correctly sequence a story.</li> <li>-Use 'because' to give reason when answering 'why' questions about a text.</li> <li>-Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Children anticipate – where appropriate – key events in stories.</li> <li>-Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> |
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|  | <p>pictures and illustrations in a text Vs the writing.</p> <ul style="list-style-type: none"><li>-Children spotting familiar words in books</li></ul> |  |  |  |  |  |
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| <p><b>Literacy</b><br/>Word<br/>Reading</p> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Hear different environmental sounds around me.</li> <li>-Begin to recognise some environmental print such as supermarket logos.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars.</li> <li>-Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-Discriminate between different instrument sounds.</li> <li>-To sing and perform actions to a familiar nursery rhyme.</li> <li>-Say the rhyming word at the end of a familiar rhyme</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i...</li> <li>-Begin to blend some simple words</li> <li>-Children read a few common exception words matched to the phonic programme.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To begin to recognise my own name with support.</li> <li>-Recognise rhythm in spoken words by clapping syllables.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Continue to read individual graphemes (letters sounds).</li> <li>-Blend simple sounds into VC or CVC words. - Children read a few common exception words matched to the school's phonic programme.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To identify signs and symbols in the environment and recall what they mean.</li> <li>-Spot or suggest rhymes.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Continue to read graphemes as well as some digraphs.</li> <li>-Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To begin recognising some words that start with the same initial sound.</li> <li>-To begin to recognise some individual letter sounds with support</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</li> </ul> | <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>-To recognise my own name independently.</li> <li>-To begin to recognise some individual letter sounds with support.</li> <li>-Recognise some words with the same initial sound e.g. m for mummy and milk.</li> <li>-Orally blend a simple word.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Children read words consistent with their phonic knowledge by sound-blending.</li> <li>-Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> |
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| <b>Literacy</b><br>Writing | <b>Nursery:</b><br>-Develop an interest in making marks.<br>-I am beginning to distinguish between marks and pictures/drawings.                                                                            | <b>Nursery:</b><br>-Draws marks that are not always distinguishable.<br>-Follows large pattern templates available.                                                                                                                                                                                                             | <b>Nursery:</b><br>-Adds some marks to drawings.<br>-Adds marks that to them symbolises their name.                                       | <b>Nursery:</b><br>-Beginning to give meaning to the marks I make.                                                                                                                               | <b>Nursery:</b><br>-Understands that a written word conveys meaning.<br>-Name writes with the first letter of their name to 'sign' their mark making.                                                                             | <b>Nursery:</b><br>-Gives meanings to the marks made.<br>-Can pretend to write in a range of contexts.<br>-Becoming more confident with name writing (writes some or all of their name)                                                                                                 |
|                            | <b>Reception:</b><br>-Writes their name - copying it from a name card or trying to write it from memory.<br>-Develop an awareness that writing communicates meaning.<br>-Gives meaning to marks they make. | <b>Reception:</b><br>-Continuing to develop a phoneme / grapheme relationship.<br>-Now has increasing control when making marks and drawing.<br>-Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages.<br>-Uses some recognisable letters and own symbols such as their name or some initial sounds. | <b>Reception:</b><br>-Children recording letters for initial sounds and end sounds.<br>-Children building and recording simple CVC words. | <b>Reception:</b><br>-Children build CVC, CVCC words using known graphemes.<br>-Children recording these.<br>-Use writing in their play.<br>-Some children moving onto caption writing if ready. | <b>Reception:</b><br>-All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus.<br>-Continue to build on knowledge of letter sounds in writing. | <b>Reception:</b><br>-Children write recognisable letters, most of which are correctly formed.<br>-Children spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>-Children write simple phrases and sentences that can be read by others. |

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| <b>Phonics</b> | <b>Nursery:</b><br><b>Phase 1</b><br>-Hear environmental sounds (Aspect 1)<br>Hear instrumental sounds (Aspect 2)                                              | <b>Nursery:</b><br><b>Phase 1:</b><br>-Hear Body percussion (Aspect 3)<br>Hears rhythm and rhyme (Aspect 4).                           | <b>Nursery:</b><br><b>Phase 1:</b><br>Hears alliteration (Aspect 5)<br>Hear voice sounds (Aspect 6).                                                                                                                     | <b>Nursery:</b><br><b>Phase 1:</b><br>Oral blending and segmenting (Aspect 7)                                                                                                                    | <b>Nursery:</b>                                                        | <b>Nursery:</b>                                                         |
|                | <b>Reception:</b><br><b>RWI program</b><br>-Children read single letter Set 1 sounds.<br>-Children are beginning to be able to orally blend using these sounds | <b>Reception:</b><br><b>RWI program</b><br>-Children read all set 1 single letter sounds.<br>-Children blend sounds into words orally. | <b>Reception:</b><br><b>RWI program</b><br>-Children read all set 1 sounds including special friends speedily.<br>-Children blend these sounds to read words in short Ditty stories.<br>-Children can read 4/7 red words | <b>Reception:</b><br><b>RWI program</b><br>-Children know all set 1 sounds and 10 special friends.<br>-Children read red ditty story books using the sounds<br>- Children can read 7/7 red words | <b>Reception:</b><br><b>RWI program</b><br><br>-read green story books | <b>Reception:</b><br><b>RWI program</b><br><br>• Read green story books |

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| <b>Mathematics</b><br>Number | <b>Nursery:</b><br>-To compare quantities using language: | <b>Nursery:</b><br>-To be able to recite numbers past 5. | <b>Nursery:</b><br>-To develop fast recognition of up to 3 objects, without | <b>Nursery:</b><br>- To say one number for each | <b>Nursery:</b><br>- To talk about and identify the patterns around them. For | <b>Nursery:</b><br>• To know that the last number reached when |
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| <p>Numerical Patterns</p> <p>– following WRM</p> | <p>‘more than’, ‘fewer than’.</p> <p>-To Talk about and explore 2D and 3D shapes.</p> <p>-To be able to notice patterns and arrange things in patterns</p> <p>-To be able to recite numbers past 5.</p> | <p>-To develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>-To notice patterns and arrange things in patterns.</p> <p>-To understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> | <p>having to count them individually (‘subitising’).</p> <p>-To be able to show ‘finger numbers’ up to 5.</p> <p>-To say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>-To show ‘finger numbers’ up to 5.</p> <p>To be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>-To discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>- To talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> | <p>item in order: 1,2,3,4,5.</p> <p>-To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>-To select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>-To combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>-To describe a familiar route.</p> <p>-To develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>-To show ‘finger numbers’ up to 5</p> | <p>example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>-To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>-To discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>-To talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> | <p>counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <ul style="list-style-type: none"> <li>• - To show ‘finger numbers’ up to 5.</li> <li>• To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• To extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• To notice and correct an error in a repeating pattern.</li> <li>• To begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...</li> <li>• To know that the last number reached when</li> </ul> |
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|  | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To match and sort objects and pictures</li> <li>-To understand and make pairs</li> <li>-To understand rules and to sort objects following rules</li> <li>-To compare amounts</li> <li>-To compare size, mass, capacity</li> <li>-To explore, copy and continue and create patterns</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To find, subitise and represent the numbers 1,2,3.</li> <li>-To know 1 more</li> <li>-To know 1 less</li> <li>-To understand the composition of 1,2,3.</li> <li>-To identify, name and compare circles and triangles</li> <li>-To find shapes in the Environment</li> <li>-To describe position</li> <li>-To find, subitise and represent 4 and 5.</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To understand 0</li> <li>-To find, subitise and represent 0 – 5. <ul style="list-style-type: none"> <li>• To know 1 more</li> <li>• To know 1 less</li> </ul> </li> <li>-To understand the composition of 0-5 <ul style="list-style-type: none"> <li>• To be able to subitise to 5.</li> <li>• To compare and explore mass, capacity, balance.</li> </ul> </li> <li>-To find and represent 6,7,8 <ul style="list-style-type: none"> <li>• To begin to understand the composition of 6,7,8</li> <li>-To be able to make pairs</li> </ul> </li> <li>-To be able to find and make a double to 8.</li> </ul> | <ul style="list-style-type: none"> <li>-To compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To explore length, height and time</li> <li>-To compare length and height</li> <li>-To order and sequence time</li> <li>-To find and represent 9 and 10 <ul style="list-style-type: none"> <li>• To compare numbers to 10</li> </ul> </li> <li>-To understand the composition of 0-10</li> </ul> | <ul style="list-style-type: none"> <li>-To extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>-To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>-To show 'finger numbers' up to 5.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To build numbers to 20</li> <li>-To continue patterns to 20</li> <li>-To verbally count beyond 20</li> <li>-To explore verbal counting patterns</li> <li>-To add more</li> <li>-To take away</li> <li>-To select, rotate and manipulate shapes.</li> <li>-To explain shape arrangements</li> <li>-To compose and decompose shapes</li> </ul> | <p>counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> <li>• To show 'finger numbers' up to 5.</li> <li>• To experiment with their own symbols and marks as well as numerals.</li> <li>• To compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-To explore sharing and grouping (even and odd)</li> <li>-To play with and build doubles</li> <li>-To create and explore own patterns rules.</li> <li>-To replicate and build scenes and constructions.</li> <li>-To visualise from and describe different positions.</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>-To explore the composition of 1-5.</li> <li>- To identify, name and compare shapes with 4 sides.</li> <li>-To explore night and day.</li> </ul> | <ul style="list-style-type: none"> <li>-To be able to</li> <li>-Combining 2 groups.</li> </ul> | <ul style="list-style-type: none"> <li>-To find 1 more and 1 less             <ul style="list-style-type: none"> <li>• To subitise numbers to 10</li> </ul> </li> <li>-To find 2 part bonds to 10</li> <li>-To recognise, name and use 3D shapes.</li> <li>-To find 3D shapes in the environment</li> <li>-To find 2D shapes within 3D shapes</li> <li>- To identify more complex patterns.</li> <li>-To copy, continue and find patterns.</li> </ul> | <ul style="list-style-type: none"> <li>-To copy 2D shape pictures</li> <li>-To find 2D shapes within 3D shapes</li> </ul> | <ul style="list-style-type: none"> <li>-To explore mapping and give instructions to build.</li> <li>-To represent maps with models.</li> <li>-To create own maps from familiar places and stories.</li> <li>-To deepen understanding through developing reasoning and problem-solving strategies</li> <li>-To explore patterns and relationships.</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>-Children have a deep understanding of numbers to 10, including the composition of each number.</li> <li>-Children subitise (recognise quantities without counting) up to 5.</li> <li>-Children automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction</li> </ul> |
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|  |  |  |  |  |  | <p>facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b></p> <p>-Children verbally count beyond 20, recognising the pattern of the counting system.</p> <p>-Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
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| <b>Expressive Arts and Design</b><br>Creating with Materials | <p><b>Nursery:</b></p> <p>-Recognises colours and chooses them for a purpose.</p> | <p><b>Nursery:</b></p> <p>-Uses a glue stick to join materials together.</p> <p>- Creates an independent craft</p> | <p><b>Nursery:</b></p> <p>-Becoming more confident when drawing e.g. potato people,</p> | <p><b>Nursery:</b></p> <p>-Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes</p> | <p><b>Nursery:</b></p> <p>-Building using smaller construction kits correctly, uses a range of painting</p> | <p><b>Nursery:</b></p> <p>-Children cutting with more confidence, children independently creating and making using the ideas they</p> |
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| <p>Being Imaginative and Expressive</p> | <ul style="list-style-type: none"> <li>-Uses thick paint brushes.</li> <li>-Uses playdough to roll, cut, ball, sausage.</li> <li>-Builds towers with large construction equipment.</li> <li>-Children dancing to music.</li> <li>-Children exploring moving to music in different ways</li> <li>-Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</li> </ul> | <p>using available materials e.g. An independent Christmas Card.</p> <ul style="list-style-type: none"> <li>-Children developing storylines in their play, children using familiar props in their play</li> <li>-Children singing to familiar songs and nursery rhymes they have learnt or are learning.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Sing a range of well-known nursery rhymes and songs</li> </ul> | <ul style="list-style-type: none"> <li>-Names what they have drawn and draws from memory</li> <li>-Adding more to their pictures and creations e.g. pom-poms, glitter.</li> <li>-Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like)</li> <li>-Children knowing and singing along to more nursery rhymes</li> <li>-Children listening to songs from different cultures.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Start to create my own storylines that include peers</li> <li>-Know different songs and dances</li> </ul> | <ul style="list-style-type: none"> <li>-Continues to develop their drawing skill.</li> <li>-Children exploring a range of musical instruments and learning to hold a beat</li> <li>-Children using vocals and instruments to make music either together or separately</li> <li>-Children linking real life and stories into the small world</li> <li>-Children using props in their play.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Design with a purpose in mind and explain the process I have used</li> <li>-Make 3D models of my favourite bugs, ensuring that they</li> </ul> | <p>and printing materials to explore form and function.</p> <ul style="list-style-type: none"> <li>-Children experimenting and mixing colours together</li> <li>-Children may create with a friend.</li> <li>-Children joining in with the actions to songs</li> <li>-Children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Create collaboratively sharing ideas,</li> </ul> | <p>have seen and come up with</p> <ul style="list-style-type: none"> <li>-Children building for a purpose using a range of construction equipment.</li> <li>-Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick.</li> <li>-Children making up stories verbally while playing</li> <li>-Children acting out stories with the small world or in their play</li> <li>-Children performing songs either vocally or with an instrument,</li> </ul> <p><b>Reception:</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> |
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|  | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick.</li> <li>- Children safely use and explore cutting tools and techniques</li> <li>-Children begin to experiment with colour, texture and form in their creations.</li> <li>-Follow drawings and curved and straight lines to create line drawings of different buildings</li> <li>-Detailed self-portraits using a choice of materials</li> </ul> | <ul style="list-style-type: none"> <li>-Explore colour mixing using primary colours</li> <li>-Explore warm and cool colours looking at Autumn and Winter</li> <li>-Print or collage to create a pattern or image</li> <li>-Select colours appropriately for tasks</li> <li>-Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Rangoli patterns</li> <li>-Listen to and explore the beats of different music from around the world</li> <li>-Know that different music is played for</li> </ul> | <ul style="list-style-type: none"> <li>from around the world</li> <li>-Join in simple songs remembering some of the words</li> <li>-Participate in action songs which call for movement</li> <li>-Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping</li> <li>-Explore and engage in music making and have a simple understanding of a beat</li> <li>-Share creative ideas with peers and begin to work together, sharing skills</li> <li>-Continue to draw and paint pictures with increasing complexity</li> <li>-Construct with a purpose in mind, using a variety of resources</li> <li>-Safely construct with a purpose and evaluate my designs</li> </ul> | <ul style="list-style-type: none"> <li>have the different features</li> <li>-Draw an object from careful observation talking about the features that I have included</li> <li>-Make props to use in role play and small world play</li> <li>-Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural</li> <li>-Imitate and create movement in response to music</li> <li>-Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound</li> <li>-Explore high pitch and low pitch in the context of songs</li> <li>-Create collaboratively sharing ideas, resources and skills</li> <li>-Use tools and techniques with</li> </ul> | <ul style="list-style-type: none"> <li>resources and skills</li> <li>-Change the tempo and dynamics whilst playing music</li> <li>-Know how to use a wide variety of instruments</li> <li>-Begin to understand emotion through music and can describe music in simple terms</li> <li>-Draw with details</li> <li>-Problem solve and reflect on my designs and creations</li> <li>-Construct with a purpose</li> <li>-Independently use tools and techniques with increased care and precision</li> <li>-Experiment with colour, design, texture,</li> </ul> | <ul style="list-style-type: none"> <li>-Share their creations, explaining the process they have used.</li> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><i>Being Imaginative and Expressive</i></b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> |
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|                                                    | <ul style="list-style-type: none"> <li>-Know a range of songs related to myself and my community</li> <li>-Sing in a group or on my own, following the melody and increasingly matching the pitch</li> <li>-Copy-clap the rhythm of names</li> <li>-Explore high sounds and low sounds using voices</li> <li>-Begin to move in response to music</li> <li>-Begin to use observation skills to draw things with increasing details</li> </ul> | <ul style="list-style-type: none"> <li>different celebration</li> <li>-Learn to play percussion instruments and listen to the sounds they make</li> <li>-Know that sounds can be changed by altering the way they are made</li> <li>-Move to musical stimuli and keep in time to the music.</li> </ul> | <ul style="list-style-type: none"> <li>-Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used</li> <li>-Make observations and draw pictures of Arctic/Antarctic animals</li> <li>-Return to and build on their previous learning, refining ideas and developing the ability to represent them</li> <li>-Know that different materials can be used to create art</li> <li>-Explore art from different places around the world</li> </ul> | <ul style="list-style-type: none"> <li>increased care and precision</li> <li>-Mix a range of colours needed for a purpose</li> <li>-Execute a sequence of instructions on a programming toy or app to guide a robot</li> </ul> | <ul style="list-style-type: none"> <li>form and function</li> </ul>                                                                        |                                                                                                                                                                                                      |
| <b>Understanding the World</b><br>Past and Present | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children using words 'now' and 'next'.</li> <li>-Children talking about their family, who they</li> </ul>                                                                                                                                                                                                                                                                            | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children talking about their past life experiences e.g. birthdays, Christmas.</li> <li>-Children using the</li> </ul>                                                                                                                          | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</li> </ul>                                                                                                                                                                                                                                                                                                                          | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children commenting on their own past experiences e.g. Easter.</li> <li>-Children showing curiosity about objects from the past.</li> </ul>                            | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children confidently talking about who they are and who they live with,</li> </ul> | <b>Nursery:</b> <ul style="list-style-type: none"> <li>-Children beginning to understand how to sequence two events.</li> <li>-Children sequencing family members e.g. baby, mum, grandma</li> </ul> |

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|  | <p>live with and any pets.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to talk about my life story and how I have change</li> <li>-Guess baby pictures – how I have grown</li> <li>-Look at similarities and differences between the natural world around me in the past and present</li> </ul> | <p>words ‘then’ ‘now’ ‘next’ ‘before’.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Talk about past family holidays or celebrations</li> <li>-Begin to look closely at pictures in books and notice similarities and differences between now and the past</li> <li>-Know and talk about influential figures from the past - Guy Fawkes</li> <li>-Talk about the soldiers, poppies, two minutes silence</li> <li>-Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Know about influential figures from the past and discuss historical events that have happened in the past (eg explorers)</li> <li>-Use vocabulary such as in the past, a long time ago</li> <li>-Recognise some similarities and differences between life in this country and life in other countries</li> <li>-Comment on images of familiar situations in the past</li> <li>-Compare characters from stories, including figures from the past</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Talk confidently about my personal experiences of weddings using language of past and present</li> <li>-Talk about members of my immediate family and community.</li> <li>-Know and talk about influential figures from the past</li> </ul> | <p>-Children asking questions to family members about when they were young.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>-Make comparisons of settings and fictional settings</li> </ul> | <p><b>Reception:</b></p> <p>Children talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |
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|  |  | -Talk about how homes have changed<br>-Comment on images showing homes in the past |  |  |  |  |
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| <b>Understanding the World</b><br>People, Culture and Communities | <b>Nursery:</b><br>-Children talk about their families.<br>-Children talk about who is special to them and why.<br>-Children name their family members. | <b>Nursery:</b><br>-Children talk about how we look after our friends and families.<br>-Children talk about their homes and what they have inside their homes.<br>-Children talk about the celebration of Christmas. | <b>Nursery:</b><br>-Children recognising familiar signs, shops in the local environment.<br>-Children talk about the transport used in my community.<br>-Talk about the similarities and differences between celebrations | <b>Nursery:</b><br>-Children speak positively about differences between people and ways of life.<br>-Children show an interest in people with a range of occupations. | <b>Nursery:</b><br>-Children develop an idea of 'belonging'.<br>-Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another. | <b>Nursery:</b><br>-Children use the correct vocabulary to name different features of their community.<br>-Children know there are other countries than England and that they look different to ours.     |
|                                                                   | <b>Reception:</b><br>-Talk about members of my immediate family and community                                                                           | <b>Reception:</b><br>-To be able to draw information                                                                                                                                                                 | <b>Reception:</b><br>-Learn about different cultures in other places in the world                                                                                                                                         | <b>Reception:</b><br>-Understand how to care for nature<br>-Know that people celebrate birthdays in different ways                                                    | <b>Reception:</b><br>-Understand why some people say the world is special                                                                                                              | <b>Reception:</b><br>-Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>-Know some similarities and differences between |

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|  | <ul style="list-style-type: none"> <li>-Name and describe people who are familiar to me</li> <li>-Recognise the differences between myself and my friends (appearance, likes/dislikes, families)</li> <li>-Talk about what makes me feel special</li> <li>-Know what groups I belong to</li> <li>-Understand how we show people they are welcome</li> <li>-Know that I have a right to learn and play, safely and happily</li> <li>-Know that hands can be used kindly and unkindly</li> <li>-Know special things about myself</li> <li>-Know how happiness and</li> </ul> | <ul style="list-style-type: none"> <li>from a simple map</li> <li>-Talk about the features of different celebrations for different faiths</li> <li>-Know why different people celebrate different things</li> <li>-Talk about special past times</li> <li>-To know what happens at Diwali and how it is celebrated around the world</li> <li>-To know what happens at Advent and Christmas, and why</li> <li>-To know what being unique means</li> <li>-To know the names of some emotions such as happy, sad, frightened, angry</li> </ul> | <ul style="list-style-type: none"> <li>-Find out how the lives of people in different countries are the same and different to mine</li> <li>-Talk about safer internet day</li> <li>-Talk about who is special to me and why?</li> <li>-Understand why some people are special</li> <li>-Talk about what a good friend is like</li> <li>-Understand the similarities and differences between different people's special stories</li> <li>-Know what a challenge is</li> <li>-Know that it is important to keep trying</li> <li>-Know what a goal is</li> </ul> | <ul style="list-style-type: none"> <li>-Know that people around the world celebrate festivals that are different to ones we celebrate.</li> </ul> | <ul style="list-style-type: none"> <li>-Talk about what I think is special about the world</li> <li>-Describe my local habitat and compare with a contrasting country</li> <li>-Know that some places are special to people in my community</li> </ul> | <ul style="list-style-type: none"> <li>different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> |
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|  | sadness can be expressed<br>-Know that being kind is good |  | -Know how to set goals and work towards them<br>-Know when I have achieved a goal<br>-Know which words are kind<br>-Know some jobs I might like to do when I am older<br>-Know that I must work hard now in order to be able to achieve the job I want when I am older |  |  |  |
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| <b>Understanding the World</b><br>The Natural World | <b>Nursery:</b><br>-Children showing respect and care for their environment.<br>-Children talking about their home environment and school environment.<br>-Children exploring their world and environment | <b>Nursery:</b><br>-Children exploring the changing weather and seasons<br>-Children continuing to explore using their senses.<br>-Children naming parts of the body.<br>-Children showing more of an interest in the world. | <b>Nursery:</b><br>-Children understanding how and why we respect and care for animals.<br>-Children exploring a range of materials and natural objects. | <b>Nursery:</b><br>-Children exploring the changing weather and seasons (Spring),<br>-Children learning about new life and plants based around Spring time | <b>Nursery:</b><br>-Children growing plants from seeds and caring for them<br>-Children exploring how these plants grow and change over time.<br><br><b>Reception:</b> | <b>Nursery:</b><br>-Children exploring the changing weather and seasons (Summer),<br>-Children noticing changes such as ice melting in the sun and offering a reason why. |
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|  | <p>through their senses.</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world and describe what I see, hear and feel when outside</li> <li>-Understand the effects of the changing seasons around me – autumn</li> <li>-Talk about harvest</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Begin to describe what I see, smell and feel in the natural world</li> <li>-Talk about recycling – linked to recycling week</li> <li>-Begin to understand the negative impact that humans can have on the environment</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Know the name of the road, and the name of the village where my school is located</li> <li>-Find and name the arctic and Antarctic on a globe/map</li> <li>-Talk about why something melts or freezes and the changes that happen</li> <li>-Make observations of the animals that live in the arctic /Antarctic /desert and talk about what makes them special</li> <li>-Compare the weather in winter to the weather in autumn</li> <li>-Recognise the similarities and differences between hotter and colder regions and where we live</li> <li>-Talk about endangered and vulnerable animals</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Talk about signs of spring / changes from winter to spring – spring walk.</li> <li>-Understand the effect of changing seasons on the natural world around me</li> <li>-Explore the natural world around me, making observations and drawing pictures of animals and plants</li> <li>-Explore non-contact forces (gravity and magnetism)</li> </ul> | <ul style="list-style-type: none"> <li>-Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read</li> </ul> | <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>-Children explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |
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|  |  |  | <p>-To begin to understand the negative impact that humans can have on the environment</p> |  |  |  |
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