

# Early Years Curriculum Intent

June 2022

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# Introduction

## Introduction

This document outlines the knowledge, language and concepts that should be taught in EARLY YEARS. It includes:

- A summary of the Seven Areas of learning that underpin our approach.
- Progression of knowledge and skills including alignment with Development Matters and the ELG as well as Tier 2 and Tier 3 vocabulary.

## Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Sandringham Primary, ensuring each individual reaches their full potential from their various starting points.

1. **Substantive knowledge** - this is the core subject knowledge, skills and vocabulary in the Early Years. The three Prime areas, **Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD)**, describe universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development, **Mathematics, Reading and Writing, Understanding of the world and Expressive Arts and Design**.
2. **Disciplinary knowledge** – In addition to the core knowledge within the Prime and Specific areas of learning within the Early Years we also intend to develop the characteristics of effective learning, **playing and exploring; active learning and creative and critical thinking** throughout our curriculum. The **Characteristics of Effective Learning** describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

## Implementation

At Sandringham Primary School we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in both Nursery and Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS.

In addition to this we also:

- Use launchpad for literacy as an approach to developing pre-phonics skills.
- Use some TFW strategies to support children in internalising story language.
- Teach phonics using the RWI programme.
- Teach phonics using the White Rose mastering the curriculum.
- Teach aspects of PSHE using JIGSAW.

## Impact

**Baseline:** Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become **permanently embedded** in children's long-term memory in addition to looking for **excellence** in their outcomes. We do this by:

- Observing pupils. This informs weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work.
- Providing feedback and models at the point of learning.
- Using learning journeys (wall and floorbook) to check how well pupils remember and understand what they have been taught.
- All practitioners drawing on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.
- We make summative judgements termly. Teachers record summative judgements on OTrack.

In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

## Progression in the Areas of learning

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

# Excellence in Communication and Language – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p style="text-align: center;"><b>Communication and Language</b></p> <p style="text-align: center;"><b>Listening, Attention &amp; Understanding Speaking</b></p> <p>C&amp;L is developed throughout the year through high-quality interactions, daily group discussions, sharing circles, stories, singing, speech &amp; language interventions etc, and includes daily story time using high-quality texts</p>	<p><b>Children will:</b></p> <p>Communicate with peers using gestures and words.</p> <p>Take part in adult-led, hands-on activities in a small group.</p> <p>Talk about familiar experiences and family.</p> <p>With familiar vocabulary, follow instructions at three-word-level.</p> <p>Participate in familiar, phrase-level mantras in simple activities and stories e.g. “Ready-steady go”</p> <p>Engage in talk routines through the day e.g. saying good morning, help please, looking at partner.</p> <p>Begin to join in with story phrases and rhymes.</p> <p>Use new vocabulary (have up to 300 words already for nouns, verbs, adjectives, amounts)</p> <p>Seek out help from adults and others with gestures or keywords.</p> <p>Engage in simple role play.</p> <p>Talk in sentences of 4-5 words.</p>	<p><b>Children will:</b></p> <p>Learn further rhymes and fill in gaps within familiar stories and rhymes.</p> <p>Understand how to listen carefully &amp; why listening is important.</p> <p>Developing up to six words in phrases &amp; sentences</p> <p>Answer simple what, who and where questions about rhymes &amp; stories</p> <p>Understand the nouns used in familiar stories we share.</p> <p>Understand a range of verbs and select a familiar object by function if the simplest verb is used.</p> <p>Follow instructions at two-word-level in a specific order if ‘order’ is visually supported.</p> <p>Take turns with simple, rule-bound games such as ‘picture lotto’ or ‘dominoes’ or with a simple object.</p> <p>Usually understood by others, even in connected speech.</p> <p>Be able to have a conversation back and forth.</p>	<p><b>Children will:</b></p> <p>Engage with story times and retell stories with props and some story language.</p> <p>Listen in a small group with visual support -adult led.</p> <p>Speak in longer sentences and begin to join sentences with and.</p> <p>Ask lots of questions and answer questions.</p> <p>select a familiar object if a simple topic, location, attribute or part word is used</p> <p>Use simple comparisons-bigger/smaller</p> <p>Follow instructions at three-word-level including early colour, size or position concepts.</p> <p>Ask if I don’t understand words or about names of objects.</p> <p>Extend vocabulary as people name and explain using words I know.</p> <p>Use talk to ask for help and have conversations.</p>	<p><b>Children will:</b></p> <p>Notice, comment, wonder &amp; explain what they see when playing.</p> <p>Form friendships with others.</p> <p>Explain their thoughts, opinions &amp; thinking to different audiences – 1-1 with adult, with peers, in a group situation etc</p> <p>Develop use of tenses – ‘I think this will...’/‘When I did this, X happened’</p> <p>Anticipate and join in with key phrases and events in familiar stories</p> <p>Use talk to engage others and to share my thoughts and experiences.</p> <p>Speech is becoming clearer although sound changes are still present.</p> <p>Use word endings to indicate present tenses, plurals and negatives.</p> <p>Use language out of the here-and-now.</p> <p>Understand more than one meaning of familiar words.</p>	<p><b>Children will:</b></p> <p>Extend sentences to add in words such as ‘because’ &amp; ‘and’</p> <p>Answer simple ‘why’ questions?</p> <p>Follow a simple three-part instruction with less prompt.</p> <p>Take on a role and ‘become’ another person and enjoy make believe play.</p> <p>Give puppets, role play characters and figures a ‘voice.</p> <p>Understand negatives in short sentences in the abbreviated form.</p> <p>Describe activity using a specific verb.</p> <p>Listen to longer stories and answer questions.</p>	<p><b>Children will:</b></p> <p>Develop language &amp; extend vocabulary</p> <p>Listen in a small group for auditory and language activities.</p> <p>Answer ‘why’ and ‘how’ questions?</p> <p>Retell stories, songs &amp; rhymes in front of an audience (Bug Ball)</p> <p>Create funny stories &amp; changes to songs &amp; rhymes</p> <p>Use more specific vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now.</p> <p>Ascribe meaning to things I have drawn, made or painted after or during the creative process</p> <p>Use more complex sentence structure and link thoughts, ideas and events with ‘and,’ ‘because’ and ‘so.</p> <p>Use pronouns correctly.</p>

## Excellence in Communication and Language – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<b>Vocabulary</b>	Listen Look Say Speak Think Partner talk	Question Who What Where Sentence Everyone/all Someone Group person	Beginning Middle End And Who, what, where	I go/ I went I have/ had Yesterday Today Before/after Later tomorrow	Why Because How Instructions Next/ after/last	So Perform Explain Describe tell
<b>End of Nursery Goals</b>	Answer simple 'why' questions? Use longer sentences joined up with words like 'because' & 'and'. Follow a simple two-part instruction. Use talk to organise themselves & their play & enjoy make believe play. Have mostly clear speech & be easily understood by others. (May have difficulty with a few sounds) Listen to longer stories & answer questions about a story they have just heard. Start to like simple jokes – though often their own jokes make little sense.					



# Excellence in Communication and Language – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<p style="text-align: center;"><b>Communication and Language</b></p> <p style="text-align: center;"><b>Listening, Attention &amp; Understanding Speaking</b></p> <p>C&amp;L is developed throughout the year through high-quality interactions, daily group discussions, sharing circles, stories, singing, speech &amp; language interventions etc, and includes daily story time using high-quality texts</p>	<p>Listen to my peers' conversations in one-to-one or small group situations</p> <p>Follow instructions at three-word-level in a specific order.</p> <p>Beginning to offer reasons and explanations in response to 'why' and 'how' questions but offer more if questions are re-worded to 'what' e.g. "What has made you sad?" instead of "Why are you sad?"</p> <p>Use specific nouns or name parts to clarify meaning.</p> <p>Understand a range of verbs</p> <p>Compare things with connected comments (bigger/longer)</p> <p>Participate in conversations without needing visual support.</p> <p>Ascribe meaning to things I have drawn, made or painted before the creative process</p> <p>talk about home, other people in my world and characters in familiar stories.</p>	<p>Offer responses to 'when' questions but my time vocabulary is limited.</p> <p>Offer simple definitions for familiar words e.g. "What is a hat?"</p> <p>Generate five words for a simple semantic link e.g. things to eat.</p> <p>Link sentences and generally stick to the topic of the conversation.</p> <p>Develop the consonant clusters 'pr,' 'pl,' 'br,' 'bl,' 'tr,' 'tw,' 'dr,' 'cr,' 'cl,' 'cw/q,' 'gr' and 'gl' when speaking.</p> <p>Use sentences and simple manners to 'ask.</p> <p>Take turns in conversations and alter what I say depending on what the other person has said</p>	<p>I listen attentively in medium-sized groups, offering actions, comments or questions</p> <p>Follow instructions at four-word-level with familiar nouns.</p> <p>Use specific verbs to describe the activity of characters in stories I retell, those I make up myself and in recounts of real events.</p> <p>Retell stories without visual support and can predict</p> <p>Be intelligible to others most of the time, even to unfamiliar adults</p> <p>Talk about feelings and can link these with events or people</p> <p>Express needs and feelings using words as well as non-verbally.</p>	<p>Follow instructions at four-word-level including early colour, size or position concepts</p> <p>Clarify the subject I am talking about before adding finer detail</p> <p>Give you a word that means the same thing as a given word.</p> <p>Beginning to tell own stories</p> <p>Offer explanations and more detail when asked. I know how to ask others for clarification if I have not understood.</p> <p>Know how to ask when I need help or when I want a turn</p> <p>Use sentences that are well formed and put longer sentences together</p>	<p>Listen in larger groups with distractions minimised and with kinaesthetic and/or visual support</p> <p>Use different verbs to describe the same or similar activity e.g. 'run' and 'jog,' 'hold' and 'carry.'</p> <p>Understand non-literal use of familiar words and phrases in simple metaphors and analogies e.g. 'we're on fire,' 'in a pickle,' 'cool'</p> <p>Ask why things happen and am beginning to offer explanations.</p> <p>Form good relationships with adults and peers.</p> <p>Use talk to take on different roles in imaginative play, interact and negotiate with people and take turns in longer conversations.</p>	<p>Follow instructions at four-word-level in a specific order.</p> <p>Use talk to organise, sequence and clarify my thoughts and ideas.</p> <p>Express my thoughts and opinions about a topic/activity when in a group or playing collaboratively</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunction</p>

## Excellence in Communication and Language – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>Vocabulary</b>	Listen Look And, so, because Partner Talk Tell Explain Everyone/all Someone Group	Question Who, What, Where Why / how Describe Means Yesterday Today Before/after Later tomorrow	Sad, happy, upset, excited Beginning Middle End	Help Ask Sentences Explain stories	Why Ask Take turns actions	Feel Explain Happened Order sentences
<b>End of Reception Goals</b>	<p><b><u>Listening, Attention and Understanding ELG</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking ELG</u></b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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.</li> </ul>					

# Excellence in Personal, Social and Emotional Development - Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-regulation</b></p> <p><b>Managing self</b></p> <p><b>Building relationships</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- Know they have a right to learn and play, safely and happily</li> <li>- Know that some people are different from themselves</li> <li>- Know that hands can be used kindly and unkindly</li> <li>- Know special things about themselves</li> <li>- Know how happiness and sadness can be expressed</li> <li>- Know that being kind is good</li> </ul> <p>Separate from parents &amp; carer's with a little help.</p> <p>Develop relationships with key person.</p> <p>Find and put their coat/bag on peg with prompts.</p> <p>Sit for circle time for at least 3 minutes.</p> <p>Develop attention/focus in CI play.</p> <p>Play parallel with others.</p> <p>Use toilet independently.</p> <p>Wash hands with some support following picture prompt.</p> <p>Know that their teeth need to be cleaned twice a day and know they need a brush, paste and water.</p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>- Know what being unique means</li> <li>- Know the names of some emotions such as happy, sad, frightened, angry</li> <li>- Know why having friends is important</li> <li>- Know some qualities of a positive friendship</li> <li>- Know that they don't have to be 'the same as' to be a friend</li> <li>- Know what being proud means and that people can be proud of different things</li> <li>- Know that people can be good at different things</li> <li>- Know that families can be different</li> <li>- Know that people have different homes and why they are</li> <li>- important to them</li> <li>- Know different ways of making friends</li> <li>- Know different ways to stand up for myself</li> </ul> <p>Sit for up to 5 minutes in circle time.</p> <p>Put coat, bag and water bottle away with little prompts.</p> <p>Share with support.</p> <p>Show greater independence with routines &amp; responsibilities</p> <p>Begin to manage conflicts &amp; disagreements during play with support and modelling.</p> <p>Use toilet and wash hands with some prompts.</p> <p>Know that their teeth are important for eating, smiling and talking.</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Know what a challenge is</li> <li>- Know that it is important to keep trying</li> <li>- Know what a goal is</li> <li>- Know how to set goals and work towards them</li> <li>- Know which words are kind</li> <li>- Know some jobs that they might like to do</li> <li>- when they are older</li> <li>- Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>- Know when they have achieved a goal</li> </ul> <p>Develop a sense of what is 'right' &amp; 'wrong'</p> <p>Become a role model for Early starts.</p> <p>Develop more self confidence in new situations.</p> <p>Develop teamwork &amp; negotiation in play.</p> <p>Extend focus and attention in CI and AD tasks (working up to 10 minutes)</p> <p>Play with others rather than alongside.</p>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Know what the word 'healthy' means</li> <li>- Know some things that they need to do to keep healthy</li> <li>- Know the names for some parts of their body</li> <li>- Know when and how to wash their hands properly</li> <li>- Know how to say no to strangers</li> <li>- Know that they need to exercise to keep healthy</li> <li>- Know how to help themselves go to sleep and that sleep is good for them</li> <li>- Know what to do if they get lost</li> </ul> <p>Understand the cause &amp; effect of our actions with help.</p> <p>Share ideas in a larger group.</p> <p>Show an awareness of others feelings</p> <p>Share, turn-taking with minimal adult support</p> <p>Have confidence in the setting &amp; own identity e.g. express like/dislikes</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Know what a family is</li> <li>- Know that different people in a family have different responsibilities (jobs)</li> <li>- Know some of the characteristics of healthy and safe friendships</li> <li>- Know that friends sometimes fall out</li> <li>- Know some ways to mend a friendship</li> <li>- Know that unkind words can never be taken back and they can hurt</li> <li>- Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>- Know some reasons why others get angry</li> </ul> <p>Try out a range of activities and new experiences.</p> <p>Show greater resilience in face of challenge.</p> <p>Respect and compassion for our environment, living things and each other.</p> <p>Show self-confidence to solve conflicts amicably with support.</p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Know the names and functions of some parts of the body (eye, foot, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand)</li> <li>- Know that we grow from baby to adult</li> <li>- Know who to talk to if they are feeling worried</li> <li>- Know that sharing how they feel can help solve a worry</li> <li>- Know that remembering happy times can help us move on</li> </ul>

## Excellence in Personal, Social and Emotional Development - Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<b>Vocabulary</b>	kind feelings gentle angry friend happy similar(ity) excited different nervous rights sharing responsibilities taking turns Water, soap, rub, bubbles, rinse, dry Teeth, tooth, brush, paste, water	different happy special sad proud frightened friends angry same family similar	dream ambition goal perseverance challenge achievement job encourage	healthy sleep exercise wash head clean shoulders stranger knees scare toes	family words jobs feelings relationship angry friend upset lonely Calm Me argue breathing fall-out	baby grown-up adult change worry excited memories
<b>End of Nursery Goals</b>	<ul style="list-style-type: none"> <li>- Will confidently play alongside other children &amp; build upon play using social cues.</li> <li>- Will take part in pretend play with different roles.</li> <li>- Have confidence in new social situations</li> <li>- Will begin to find solutions for conflicts.</li> <li>- Confidently follows the rules &amp; routines expected of them.</li> <li>- Can manage personal needs with minimal support – putting on coat, changing shoes, toileting etc</li> </ul>					

# Excellence in Personal, Social and Emotional Development - Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-regulation</b> <b>Managing self</b> <b>Building relationships</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- Know they have a right to learn and play, safely and happily</li> <li>- Know that some people are different from themselves</li> <li>- Know that hands can be used kindly and unkindly</li> <li>- Know special things about themselves</li> <li>- Know how happiness and sadness can be expressed</li> <li>- Know that being kind is good</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>- Know what being unique means</li> <li>- Know the names of some emotions such as happy, sad, frightened, angry</li> <li>- Know why having friends is important</li> <li>- Know some qualities of a positive friendship</li> <li>- Know that they don't have to be 'the same as' to be a friend</li> <li>- Know what being proud means and that people can be proud of different things</li> <li>- Know that people can be good at different things</li> <li>- Know that families can be different</li> <li>- Know that people have different homes and why they are important to them</li> <li>- Know different ways of making friends</li> <li>- Know different ways to stand up for myself</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Know what a challenge is</li> <li>- Know that it is important to keep trying</li> <li>- Know what a goal is</li> <li>- Know how to set goals and work towards them</li> <li>- Know which words are kind</li> <li>- Know some jobs that they might like to do</li> <li>- when they are older</li> <li>- Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>- Know when they have achieved a goal</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Know what the word 'healthy' means</li> <li>- Know some things that they need to do to keep healthy</li> <li>- Know the names for some parts of their body</li> <li>- Know when and how to wash their hands properly</li> <li>- Know how to say no to strangers</li> <li>- Know that they need to exercise to keep healthy</li> <li>- Know how to help themselves go to sleep and that sleep is good for them</li> <li>- Know what to do if they get lost</li> <li>-</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Know what a family is</li> <li>- Know that different people in a family have different responsibilities (jobs)</li> <li>- Know some of the characteristics of healthy and safe friendships</li> <li>- Know that friends sometimes fall out</li> <li>- Know some ways to mend a friendship</li> <li>- Know that unkind words can never be taken back and they can hurt</li> <li>- Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>- Know some reasons why others get angry</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Know the names and functions of some parts of the body (eye, foot, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand)</li> <li>- Know that we grow from baby to adult</li> <li>- Know who to talk to if they are feeling worried</li> <li>- Know that sharing how they feel can help solve a worry</li> <li>- Know that remembering happy times can help us move on</li> </ul>
<p><b>Vocabulary</b></p>	<p>kind feelings</p> <p>gentle angry</p> <p>friend happy</p> <p>similar(ity) excited</p> <p>different nervous</p> <p>rights sharing</p> <p>responsibilities taking turns</p>	<p>different happy</p> <p>special sad</p> <p>proud frightened</p> <p>friends angry</p> <p>same family</p> <p>similar</p>	<p>dream ambition</p> <p>goal perseverance</p> <p>challenge achievement</p> <p>job encourage</p>	<p>healthy sleep</p> <p>exercise wash</p> <p>head clean</p> <p>shoulders stranger</p> <p>knees scare</p> <p>toes</p>	<p>family words</p> <p>jobs feelings</p> <p>relationship angry</p> <p>friend upset</p> <p>lonely Calm Me</p> <p>argue breathing</p> <p>fall-out</p>	<p>baby</p> <p>grown-up</p> <p>adult</p> <p>change</p> <p>worry</p> <p>excited</p> <p>memories</p>

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<b>Early Learning Goals</b>	<b>ELG: Self-Regulation</b> - 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.		<b>ELG: Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		<b>ELG: Building Relationships</b> - Children at the expected level of development will: - 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.	

## Excellence in Physical Development - Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Physical Development</b></p> <p><b>Fine Motor Skills</b></p>	<p><b>Children will:</b> Develop movement linked to large-scale marks.</p> <p>Hold a crayon and scribble freely.</p> <p>Hold a coat by the hood and put it onto a peg.</p> <p>Paint with some wrist action, making dots.</p> <p>Turn pages one by one.</p> <p>Pick up small loose parts with good hand-eye co-ordination.</p> <p>Thread big beads, macaroni, etc</p> <p>Begin to copy big lines and circles.</p> <p>Make a fist, spread fingers and point with index, wiggle all fingers.</p> <p>Begin to squeeze, push, pat, poke, roll dough.</p> <p>Complete a simple inset jigsaw.</p> <p>Screw a glue stick up and down.</p> <p>Tear paper with downwards motion.</p> <p>Be able to press soap dispenser and pull a paper towel.</p>	<p><b>Children will:</b> Use two containers to pour and fill between.</p> <p>Put on a coat by arms in and flipping over head.</p> <p>Manipulate dough to make balls and snakes.</p> <p>Cut with scissors- holding and making snips.</p> <p>Make vertical, horizontal and circular marks.</p> <p>Complete form board (6 pieces) and jigsaw (3-4 pieces).</p> <p>Show thumb and wiggle, open fingers one by one.</p> <p>Press objects into dough to make imprints.</p> <p>Use sticks to draw in dough.</p> <p>Make paper chains with threading through loop.</p> <p>Be able to pull up and down own trouser and pants.</p>	<p><b>Children will:</b> Draw a person on request with head and face, usually no body.</p> <p>Build a tower of 10 or more bricks.</p> <p>Pick up smaller loose parts.</p> <p>Use scissors to cut across paper – straight line.</p> <p>Trace letters in name with more control.</p> <p>Use a fork to eat with control and skill.</p> <p>Open fingers one by one, touch each finger to thumb, interlock fingers.</p> <p>Hide objects in dough and pull apart to discover.</p> <p>With support, begin to zip up their coat.</p> <p>Put small pegs into pegboards.</p> <p>Use sellotape for sticking by sticking to tape and cutting a piece off.]</p> <p>Show a preference for a dominant hand.</p> <p>Fasten and unfasten Velcro shoes.</p>	<p><b>Children will:</b> Imitate spreading hand &amp; bringing thumb to each finger in turn (R &amp; L)</p> <p>Thread small beads on a lace.</p> <p>Pour from a small jug into another smaller jug and use other smaller tools.</p> <p>Copy more complex patterns.</p> <p>Take shoes and socks off.</p> <p>Show number of fingers quickly.</p> <p>Roll out dough with rolling pins and cut dough.</p> <p>Use smaller construction kits to build.</p> <p>Be able to rub a crayon on paper to create leaf rubbings.</p> <p>Open and close big and small pegs.(den building, washing line)</p>	<p><b>Children will:</b> Complete simple puzzles (6-10 pieces).</p> <p>Use scissors to cut out. (straight sided shapes first)</p> <p>Begin to zip up their coat.</p> <p>Begin to paint and draw with clear image.</p> <p>Use large tweezers or tongs to pick up objects.</p> <p>Fill containers with narrow necks.</p> <p>Fold paper into card or fan.</p> <p>Use a stapler or hole punch to link paper.</p>	<p><b>Children will:</b> Build elaborate structures with blocks, boxes and planks</p> <p>Copy letters with control and form some letters alone.</p> <p>Begin to use knife and fork to cut food.</p> <p>Zip up their coat with little support.</p> <p>Fill containers to a line or without spilling any.</p>

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<b>Gross Motor skills</b>	<p>Jump on the spot with 2 feet together and then begin to jump 2 feet into a hoop.</p> <p>Raise both arms in the air (up and down movements for squiggle wiggle) and wave a streamer or pompoms in the air.</p> <p>Walk on tiptoes, run and walk.</p> <p>Catch a ball using their body to aid. Begin to kick and throw a medium/large ball.</p> <p>Attempts to stand on 1 foot.</p> <p>Climbs up crates and tyres with little support and then independent.</p> <p>Bend over easily without falling e.g. to pick up toy.</p> <p>Develop shoulder strength- dig, rake, sweep.</p> <p>Roll a ball to another and receive a ball using body if needed e.g. legs.</p> <p>Throw beanbags into a large floor target or hanging target.</p> <p>Crawl under and over with some control.</p> <p>Ride a balance bike and move onto a pedal bike (see progression below). Ride a scooter.</p> <ul style="list-style-type: none"> <li>• Pushing off when starting from one foot</li> <li>• Putting your feet down when you want to stop/not fall</li> <li>• Steer or turning around obstacles.</li> <li>• Pushing feet harder and faster on the floor to move faster/uphill.</li> <li>• Glide on their bike e.g. lift their feet off floor.</li> <li>• Learn to pedal a 2 wheel bike.</li> </ul>		<p>Hit a balloon in the air and catch it.</p> <p>Continue to kick a ball forwards and throw overarm. Attempt to score in a large net.</p> <p>Attempt to hop on 1 foot on the spot.</p> <p>Jump off a height e.g. 2 crates and land with 2 feet.]</p> <p>Shuffle along a plank or begin to walk along 1 foot in front of the other.</p> <p>Climb up rope ladders and narrow ladders on climbing frame. Attempt to jump and hop along a hopscotch (not yet alternating)</p> <p>Run with control e.g. around obstacles e.g. in and out or along a straight or wiggly line.</p> <p>Carry and move objects around such as crates and tyres and planks.</p>		<p>Throw, bounce and kick a large ball with increased control.</p> <p>Hop a few paces on one foot and jump, run and walk forwards with control.</p> <p>Walk steadily on a line or plank with one foot in front of the other. Putting beanbag on head.</p> <p>Begin to use bats to hit balls.</p> <p>Catch a large ball that has been thrown or bounced.</p> <p>Run and turn corners with control e.g. on obstacle courses.</p> <p>Stand on one foot without wobbling for 5 seconds.</p> <p>Attempt to skip after being shown by an adult.</p> <p>Move in a range of ways e.g. slither, twist, turn, crouch.</p>	



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<b>Vocabulary</b>	Hold Scribble Pen Crayon Up down scissor	Jigsaw Marks Circle Lines round	Trace Copy Over Top bottom	Spiral Swirl Curly or straight Thumb Finger copy/trace	Steady Balance Hop	Letter Across Dot Halfway straight
<b>End of Nursery Goals</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing using the tripod grip</li> <li>• Use a range of small tools, including scissors, paint brushes &amp; cutlery</li> <li>• Begin to show accuracy &amp; care when drawing</li> <li>• Negotiate space &amp; obstacles safely, with consideration for themselves &amp; others</li> <li>• Demonstrate strength, balance &amp; coordination when playing</li> <li>• Move energetically such as running, jumping, dancing, hopping, skipping &amp; climbing</li> </ul>					

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<p><b>Physical Development</b></p> <p><b>Fine Motor Skills</b></p>	<p><b>Children will:</b> Copy patterns   - O / \ X U Δ Draw closed shapes. Cut around a picture or shape with scissors. Form some letters in their name correctly. Children will perform body movements and marks on paper linked with Squiggle and Wiggle.  Children will zip up their coat with little adult support.  Complete jigsaws with up to 10 pieces.</p>	<p><b>Children will:</b> Draw recognisable pictures with a level of detail. Form some letters correctly. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Have securely developed a static tripod grasp when holding writing equipment and paintbrushes.  Cut along a line neatly and continuously.</p>	<p><b>Children will:</b> Use knives, forks, scissors, brushes, tweezers and pencils competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Independently undress and dress in P.E. sessions, including putting on own shoes and socks. . Copy triangles, squares and other geometric shapes.  Complete jigsaws with 10 or more pieces.</p>	<p><b>Children will:</b> Develop the overall body strength, co-ordination, balance and agility. Form the majority of letters correctly. Pupils show increasing control over an object in pushing, patting, throwing, catching or kicking it.  Button and unbutton tops and cardigans.  Trace over shapes and patterns with detail.  Coordinate shoulder, wrist and finger movements to write, moving across and down the page.</p>	<p><b>Children will:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  Thread needles, sew big stitches and make pom-poms by winding around.</p>	<p><b>Children will:</b> Show an understanding of where ascenders and descenders sit on the lines.  Progress towards a more fluent style of moving, with developing control and grace.</p>

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<b>Gross Motor PE</b>	<p>Climb and walk along tyres, crates and planks outdoors.</p> <p>Enjoy moving in the outdoor space – running, skipping and jumping.</p> <p>Jump from 2 feet to 2 feet off crates and into hoops.</p> <p>Begin to explore ball skills like kicking, catching and throwing with large balls.</p> <p>Ride a balance bike and move onto a pedal bike (see progression below). Ride a scooter.</p> <ul style="list-style-type: none"> <li>• Pushing off when starting from one foot</li> <li>• Putting your feet down when you want to stop/not fall</li> <li>• Steer or turning around obstacles.</li> <li>• Pushing feet harder and faster on the floor to move faster/uphill.</li> <li>• Glide on their bike e.g. lift their feet off floor.</li> <li>• Learn to pedal a 2 wheel bike.</li> </ul>		<p><b>Movement skills</b></p> <p>Know and be able to carry out the core fundamental movement skills: running, skipping/ galloping, jumping, hopping, crawling, throwing, catching</p> <p>Have started to explore different fundamental movement skills both in isolation and combination.</p> <p>Be able to negotiate space safely using different travelling actions.</p> <p>Start to combine &amp; apply skills into activities.</p> <p>Negotiate space and obstacles safely, adjusting speed and direction as needed</p> <p>Follow rules in simple games.</p> <p>Work cooperatively with others (share/turn take)</p> <p>Show confidence, resilience and patience</p>	<p><b>Ball skills</b></p> <p>Know the core ball skills are rolling, throwing, catching, kicking, dribbling, striking.</p> <p>Begin to use a range of individual ball control skills using hands and feet.</p> <p>Be able to throw/kick/strike towards a target with some accuracy.</p> <p>Start to receive an object using our hands and feet.</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	<p><b>Gymnastics</b></p> <p>Demonstrate confident balancing on and off apparatus.</p> <p>Know some of the different compositional ideas: levels, tempo, direction, relationships, timing.</p> <p>Understand the importance of safety and following rules.</p> <p>Start to explore basic travelling, balancing and jumping actions.</p> <p>Start to link actions together to create basic sequences.</p> <p>Stand on one foot for 10 seconds or longer</p>	<p><b>Athletics</b></p> <p>Have started to explore different fundamental movement skills.</p> <p>both in isolation and combination.</p> <p>Be able to negotiate space safely using different travelling actions.</p> <p>Start to combine &amp; apply skills into activities.</p> <p>Jump forward many times without falling.</p> <p>Hopscotch and co-ordinate movements- Hop &amp; can skip on alternate feet</p>

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<b>Vocabulary</b>	Around Over Up Down Side to side Top and bottom	Dot Cross Letter Zips Up/down pinch	Paintbrush Scissors Cutlery Climb Jump Undress and dress Obstacle	Push, roll, kick, catch, throw Button and unbutton Dance Balance, roll, twist, turn	Balance Jump Handwriting Grip pinch	Pedal Steer stop/break Hop and skip control
<b>End of Reception Goals</b>	<p><b>Gross Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					

# Excellence in Literacy – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p><b>Children will:</b></p> <p><b>COMPREHENSION</b> Develop understanding of new vocabulary through stories, pictures, actions and concrete objects. Pay attention to a book in a small group or 1-1 and show enjoyment and interest. Orally rehearse simple and repetitive phrases in a book and join in with these. Recognise their name card on peg and self register with picture. Observe the teacher turning pages of a book and copy this. Observe and copy the teacher pointing left to right and to the title of a book. Spot print in books and the environment. Begin to learn picture cards for RWI.</p> <p><b>WRITING</b> Develop fine motor skills through tweezers, threading and dough disco. Hold a pencil at the bottom with a tripod grip. Copy simple patterns such as lines and circles and more complex such as zigzags and crosses. Enjoying making marks with pencils, chalk and paint. Copy and create drawings and give them meaning e.g. wiggly green lines this is the grass. Observe and begin to copy the teacher labelling pictures with initial sounds. Correctly trace the first letter (capital) of their name.</p> <p><b>Word Reading/Pre-phonics</b> Discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport sound to object/picture. fill in gaps within familiar songs, rhymes and mantras. carry out rhythmical, beat and simple body percussion activities. keep a steady beat alongside others or to a piece of music or rhythm. blend compound words e.g. 'foot-ball' and 'rain-bow.' enjoy stories and songs containing alliteration particularly if actions, props and pictures are used. know what sound their name starts with. Aware when some words start with the same sound as my name.</p>		<p><b>Children will:</b></p> <p><b>Comprehension</b> Find the front and back cover of the book and be able to talk about pictures on the front. Point to the title of the book and track words left to right. Develop understanding of new vocabulary through stories, pictures, actions and concrete objects. Listen to a wide range of stories and enjoy looking at books. Orally rehearse stories and repetitive phrases and join in with these. Recognise their name on their peg or self register.</p> <p><b>WRITING</b> Continuing to develop fine motor skills. Hold a pencil at the bottom with a static tripod grip. Copy patterns of increasing complexity e.g. swirls. Create drawings with increasing detail- teachers to model shapes such as triangles etc. Observe and begin to copy the teacher labelling pictures with initial sounds. Trace over and then begin to copy letters in their name starting and finishing in the correct place. Copy initial sounds onto their pictures e.g. h for house (RWI phrases to be used.)</p> <p><b>Word reading/pre-phonics</b> discriminate between minimal pairs where the phonemes are distinct (e.g. 'sun-bun') and then more alike (e.g. 'tap-cap.')</p> <p>follow body percussion sequences of two then three in the right order. copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. blend two syllable words e.g. 'ta-ble' and 'co-ffee.' find it funny when you produce an alliterative word string. identify the odd-one-out in an 'auditory bombardment' activity, initially when the word begins with a very distinct phoneme from the others and, later, when they are more alike. repeat three phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list. Know the first 5 single letter sounds. Continue to learn nursery rhymes and explicitly spot rhyming pairs. Learn initial sounds for everyday items and nouns.</p>		<p><b>Children will:</b></p> <p><b>COMPREHENSION</b> Make predictions about stories based on illustrations. Answer a range of questions about the text who? What? Where? Retell a story in the correct sequence. Join in with and perform rhymes on their own or in a group. Point out the front / back cover, title and pictures and words in a book. Develop understanding of new vocabulary through stories, pictures, actions and concrete objects. Listen to a wide range of stories and enjoy looking at books. Have favourite stories to talk about.</p> <p><b>WRITING</b> Consistently hold a pencil at the bottom with a static tripod grip. Continue to develop fine motor skills (detailed before) Add further detail to drawings with model and suggestions from teacher. Copy letters in words for labelling pictures and writing lists. Write their name being able to form letters correctly and move away from using their name card to copy. Know and use RWI phrases to help them correctly write a few letters.</p> <p><b>Word reading/pre-phonics</b> clap out one to three syllable words depending on the number of syllables they have. I also use musical instruments to indicate the beat/syllables within words. blend three syllable words e.g. 'e-le-phant. find it funny when you make a 'mistake' during a rhyming activity and I tell you what the right word should be match words that rhyme in games such as 'rhyming lotto. add a word that rhymes to a rhyming string you generate. detect the word that is an odd-one-out in an alliterative word string even if the 'mistake' begins with a similar phoneme to the others. Continue to learn nursery rhymes and explicitly spot rhyming pairs and strings. Identify initial sounds and groups of objects with the same initial sound. Continue to learn single letter sounds.</p>	

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<b>Vocabulary</b>	Beat Sound Firs and Last Marks, wiggly, straight, lines copy Picture and letter Book, page, turn, front, back		First Beginning / Start Same or Different Odd one Pinch Shapes, swirls, round and round Trace point		Rhyme Syllable Pairs Letter sounds Title write	
<b>End of Nursery Goals</b>	<p><b>Comprehension:</b> Understands the key concepts of print / Print has meaning / Print has different purposes / We read English text from left to right, top to bottom / To name the different parts of a book / Page sequencing / Engages in conversations about stories, learning new vocabulary</p> <p><b>Early pre word reading skills:</b> Spot &amp; suggest rhymes / Count/ clap syllables in words / Recognise words with the same initial sound / Learn to recognise single letter sounds</p> <p><b>Writing:</b> Forms some / all letters in their name with the support of a name card. / Uses their knowledge of letters in early writing. / Beginning to form some initial sounds for purpose e.g 'm' for mummy to label a picture or create a pretend shopping list.</p>					

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Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>Literacy</b>  <b>Comprehension</b>	<b>Children will:</b> - Retell stories in the correct sequence. - Draw on language patterns of stories. - Say how they feel about stories and poems, what parts of the story they liked or disliked and favourite character. - Answer a range of questions about a story including why/how questions.		<b>Children will:</b> - Recall the main points in text in the correct sequence. - Use own words and include new vocabulary. - Talk about themes of simple texts e.g. perseverance, good v evil.		<b>Children will:</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
<b>Word Reading</b>	<b>Children will:</b> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read a few common exception words. Know some phoneme-grapheme links, visual skills permitting. discriminate and name the phonemes at the beginnings of words. repeat three phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list count the number of claps/syllables in a one to three syllable word. blend at onset-rime level when the onset is a long or short phoneme e.g. ‘sh-ark’ or ‘p-ark.’ blend cvc words with long and short phonemes e.g. ‘sh-ar-k’ and ‘b-a-t.’ match words that rhyme in games such as ‘rhyming lotto.’ find their name from a choice, even if some also start with the same letter.		<b>Children will:</b> - Read some letter groups that each represent one sound and say sounds for them – ch, sh, th, ng, nk, qu. - Read simple phrases and sentences made up of words with known letter–sound correspondences and increasing number exception words. sort words/objects based on the number of claps/syllables they contain. independently generate a string of rhyming words. generate a string of alliterative words or make suggestions when you make a ‘mistake.’		<b>Children will:</b> - 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.	

## Excellence in Literacy – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>Writing</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Form letters within their name without name card to support.</li> <li>- Recall RWI handwriting phrases to learn correct letter formation.</li> <li>- Perform oral storytelling and sentence building.</li> <li>- Label pictures with initial sounds.</li> <li>- Use known GPCs to write CVC words with scaffold of phoneme frame.</li> <li>- Begin spelling in RWI.</li> <li>- By October, children begin handwriting additional to RWI &amp; action words programme.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Continue to learn action words (red words).</li> <li>- Learn to read and write and write within dictated sentences.</li> <li>- Use GPCs to write CV and CVC words.</li> <li>- Write a simple caption/ copying from teacher model.</li> <li>- Continue to develop handwriting ensuring letter formation is precise and starts/ finished correctly.</li> <li>- Hold a sentence and spelling within RWI</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Continue to practise letter formation children should write recognisable letters, most of which are correctly formed.</li> <li>- Continue spelling in RWI and in Literacy children should spell words by identifying sounds in them and representing the sounds with a letter or letters. Teacher to dictate and model sentence and children to write simple phrases and sentences that can be read by others.</li> </ul> <p>Every other Friday – children to complete independent writing pieces. Children should have 6 or more pieces by end of year for writing evidence.</p> <p>-Begin to form capital letters within handwriting sessions and use these in sentences.</p>	
<b>Vocabulary</b>	<p>Stories, books</p> <p>Front, back, title, page, picture, words</p> <p>Letter, sound, phoneme</p> <p>Rhymes</p> <p>Name, same letter</p> <p>Label, spell</p> <p>Handwriting, up, down, over, at the top</p>		<p>Action words/ red word</p> <p>Sentence</p> <p>Copying</p> <p>Start and finish</p> <p>Special friends/ digraphs</p> <p>Syllable</p> <p>Rhyming string</p> <p>sequence</p>		<p>Letter sounds</p> <p>Letters</p> <p>Spelling</p> <p>Sentence</p> <p>Capital letter</p> <p>Retell</p> <p>predict</p>	



## Excellence in Literacy – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>End of Reception Goals</b>	<p><b><u>Comprehension ELG :</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b><u>Word Reading ELG</u></b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Writing ELG</u></b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>					

## Excellence in Maths – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	<p><b>Children will:</b>                      Know the colours of objects and be able to name, match &amp; sort by colour.                      Match buttons of different shape, sizes and colours.                      Build a tower that matches a picture e.g. red block, blue block, green on top.                      Match objects or shapes to prints or images.                      Sort objects by size regardless of colour.                      Identify sorting based on one criteria e.g. balls and not balls, red and not red.                      Join in number rhymes saying numbers in order.  <b>1,2,3,4,5 once I caught a fish</b>  <b>5 speckled frogs</b>  <b>5 little ducks</b>  <b>5 currant buns</b>  <b>5 fat sausages</b></p>	<p><b>Children will:</b>                      Show one/ two finger for one or two.                      Recognise the numeral one and match 1 item.                      Recognise the numeral 2 and match 2 items.                      Copy an AB pattern with colour or object.                      Extend an AB pattern.</p> <p><b>1,2, buckle my shoe</b>  <b>2 little dicky birds</b>  <b>Heads, shoulders, knees and toes.</b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>- Show 'finger numbers' up to 5</li> <li>- Say one number for each item in order: 1,2,3,4,5.</li> <li>- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul> <p>Number 4                      1:1 counting Numerals                      Squares/rectangles                      Composition of 4                      Number 5 Pentagons                      Composition of 5</p> <p><b>3 blind mice</b>  <b>3 little kittens</b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Number 6</li> <li>- Introduce 10 frame</li> <li>- Height &amp; Length • Tall and short • Long and short • Tall/long and short</li> <li>- Mass Relate to books 3 little pigs goldilocks</li> <li>- Capacity</li> </ul>	<p><b>Children will:</b>                      More than/fewer than                      One more and one less                      Shape – 2D Revisit pattern from Autumn                      Shape – 3D Revisit pattern from Autumn</p>	<p><b>Children will:</b>                      Number composition 1 – 5 Revision                      Night and Day Order events in their day at nursery Order events in their day at nursery What happens day/night                      Positional Language</p>

## Excellence in Maths – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<b>Vocabulary</b>	<b>Colours</b> <b>Match</b> <b>Sort/ groups</b> <b>Similar/ same</b> <b>different</b> <b>shape</b> <b>top/middle/ bottom</b> <b>big/ small</b> <b>size</b>	<b>Number</b> <b>5 frame</b> <b>How many</b> <b>Counting</b> <b>Altogether</b> <b>Dots</b> <b>Bigger/smaller</b> <b>First, Second</b> <b>Repeat</b> <b>Pattern</b> <b>Next</b> <b>Action</b> <b>colour</b>	<b>Number,</b> <b>5 frame,</b> <b>1, 2, 3,</b> <b>dots</b> <b>how many altogether?</b> <b>Total</b> <b>Count</b> <b>Square</b> <b>Rectangle</b> <b>Pentagon</b> <b>Triangle</b>	<b>Ten frame</b> <b>Tall</b> <b>Short</b> <b>Long</b> <b>Heavy</b> <b>Light</b>	<b>More</b> <b>Fewer</b> <b>One more</b> <b>One less</b> <b>Flat</b> <b>Square, circle, triangle,</b> <b>pentagon</b> <b>Cube, sphere,</b>	<b>Altogether</b> <b>Night</b> <b>Day</b> <b>Order</b> <b>Day</b> <b>Night</b> <b>Below, under, on top,</b>
<b>End of Nursery Goals</b>	<ul style="list-style-type: none"> <li>• Children are able to subitise to 3.</li> <li>• Children are able to name &amp; recognise numbers up to 5 and match to an amount.</li> <li>• Children are able to represent numbers 0-5 in various different ways.</li> <li>• Children are to know &amp; be able to discuss properties of some 2D &amp; 3D shape using informal language.</li> <li>• Solve real world mathematical problems up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Show finger numbers up to 5.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Recite numbers past 5.</li> <li>• Children are able to copy &amp; continue a simple ABAB pattern.</li> <li>• Understand position through words alone- for example- ‘the bag is under the table’ and front/behind</li> </ul>					

## Excellence in Maths – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	<p><u>White Rose:</u></p> <p>Getting to Know You</p> <p>Just like Me:</p> <ul style="list-style-type: none"> <li>- Matching</li> <li>- Sorting</li> <li>- Comparing: size, mass, capacity.</li> <li>- Simple pattern.</li> </ul>	<p><u>White Rose:</u></p> <p>It's Me 123:</p> <ul style="list-style-type: none"> <li>- Represent 1,2,3</li> <li>- Compare 1,2,3</li> <li>- Compose 1,2,3</li> <li>- Circles &amp; triangles</li> <li>- Spatial awareness</li> </ul> <p>Light and Dark:</p> <ul style="list-style-type: none"> <li>- Number 4</li> <li>- Number 5</li> <li>- One more &amp; one less</li> <li>- 4 sided shapes</li> <li>- Night and day</li> </ul>	<p><u>White Rose:</u></p> <p>Alive in 5:</p> <ul style="list-style-type: none"> <li>- Introducing 0</li> <li>- Comparing up to 5</li> <li>- Composition of 4 and 5</li> <li>- Mass</li> <li>- Capacity</li> </ul> <p>Growing 6,7,8:</p> <ul style="list-style-type: none"> <li>- 6,7,8</li> <li>- Making pairs</li> <li>- Combining 2 groups</li> <li>- Length and height</li> <li>- Time</li> </ul>	<p><u>White Rose:</u></p> <p>Building 9 and 10:</p> <ul style="list-style-type: none"> <li>- 9 and 10</li> <li>- Comparing numbers to 10</li> <li>- Bonds to 10</li> <li>- 3D shape</li> <li>- Patterns</li> <li>- Building numbers beyond 10</li> <li>- Counting patterns beyond 10</li> <li>- Spatial reasoning</li> <li>- 2x</li> <li>- Adding more</li> <li>- Taking away</li> </ul>	<p><u>White Rose:</u></p> <p>To 20 and beyond:</p> <ul style="list-style-type: none"> <li>- Number patterns</li> <li>- Matching pictures to numerals</li> <li>- Tens frames</li> <li>- Estimating</li> <li>- Missing numerals</li> <li>- Ordering numbers to 20</li> <li>- Matching shapes</li> <li>- Tangrams</li> </ul> <p>First, then, now:</p> <ul style="list-style-type: none"> <li>- Counting on</li> <li>- Adding more</li> <li>- Adding unknown</li> <li>- Take away</li> <li>- Pass it on</li> <li>- Making new shapes</li> <li>- Tangrams</li> <li>- Pattern blocks</li> </ul>	<p><u>White Rose:</u></p> <p>Find my pattern:</p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Sharing</li> <li>- Grouping</li> <li>- Even</li> <li>- Odd</li> </ul> <p>On the move:</p> <ul style="list-style-type: none"> <li>- Composition of numbers to 10</li> <li>- Length</li> <li>- Weight</li> <li>- Capacity</li> <li>- Number bonds</li> <li>- Continue, copy and create repeating patterns.</li> <li>-</li> </ul>

# Excellence in Maths – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>Vocabulary</b>	Buttons Same Match Describe Pattern Shape names Colour names Pair Estimate Guess Outline Size Sort Different More/ fewer	Sort More 1,2,3 Match Numeral Amount Same number One more/less Total More/fewer Circle Triangle Curved Side Behind On In Between Under Through and around Number Numeral One less Five frame How many? Count Pattern 0-5	Count One less How many left? Zero None Empty How many? Numeral Five Inside/ outside Total/ altogether More/ less Greater/ fewer Most Least Equal The same as Unequal Balance Heavier/ lighter Full Nearly full Empty Nearly empty Full Half Count Number Numeral Six 6 How many? 7 Altogether Total Group Sort Eight 6, 7 Match The same One more/less Pair Groups of 2 Equal Leftover Dice Jump More	Count Number Numeral Nine 9 Ten 10 Sort Group Different Order First, last How many? Altogether Backwards One less Less Greater/fewer Most/least Total 3D shape names Solid Flat Curved Edge Surface Triangular prism Face 2D shape names Pattern Repeating Before/after Follow Next Start Finish Between Copy Repeat	Long Short Tall Tiny Enormous Gigantic Estimate Take away Full ten More Tens Ones Numeral Number Greater/fewer Represent Total Count forward First, then, now How many left? Shape Side Right-angle Triangle Thin Tall Wide Rotate Parallelogram Rhombus Trapezium	Double Match Same Pair Altogether Share Equal Un/fair Half Whole Odd Even One left Odd one out Positional language Rule Repeat Pattern Part/whole

## Excellence in **Maths** – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<b>End of Reception Goals</b>	<p><b>Number ELG</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul> <p><b>Numerical Patterns ELG</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					

## Excellence in Understanding The World – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Understanding the World</b></p> <p><b>Past and Present (History)</b></p>	<p><b>Children will:</b></p> <p>Know themselves in a picture as a baby and talk about what they needed as a baby.</p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p> <p>past, old, today, change, baby, same, different</p>	<p><b>Children will:</b></p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p> <p>Be introduced to remembrance as a celebration.</p> <p>Know that a poppy is a red flower.</p> <p>Know that we wear a poppy to remember the soldiers from a long time ago.</p> <p>Know how old they are and talk in simple terms about birthday celebrations using a picture.</p>	<p><b>Children will:</b></p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p> <p>Introduced to a significant individual from the past using videos, pictures and books.</p> <p>Know that Florence Nightingale was a nurse who helped soldiers.</p> <p>Know that Florence Nightingale was 'the lady with the lamp'</p>	<p><b>Children will:</b></p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p>	<p><b>Children will:</b></p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p>	<p><b>Children will:</b></p> <p>Talk about learning from the previous day / week through review and learning circles 'yesterday' 'last week' 'remember when'</p> <p>Compare pictures of the seaside in the past and talk about the differences from today.</p>

## Excellence in Understanding The World – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Understanding the World</b></p> <p><b>People, Culture and Communities (Geography)</b></p>	<p>Explore world through texts 'We're going on a bear hunt' - know grass, river, mud, cave, snowstorm.</p> <p>Explore the school grounds- hall, playground, field, kitchen, classroom and garden.</p> <p>Know and explore that we have a wildlife area and be able to talk about what is there.</p> <p>Metcalfe.</p> <p>Talk about what the weather is like using pictures and exploring outside.</p> <p>Name who they live with and talk about them using a photo.</p>	<p>Explore world through texts 'Stick Man' - snow/cold place.</p> <p>Talk about weather and ways we can stay warm.</p>	<p>Create a map/drawing of classroom (Map supertato needs to follow).</p> <p>Continue walks to the wildlife area and looking at the weather changes.</p> <p>Know who helps us at school e.g. principal, teacher, caretaker, cleaner.</p> <p>Have family members in to share interests/ talents e.g. parents who can bake/DIY/ police etc</p>	<p>Continuing maps- know the features of the garden- plant, tree, path, pond, flowers and draw them.</p> <p>Walk up to church for Easter event to see local features – following map.</p>	<p>Walks to the wildlife area and looking at weather.</p>	<p>Know that there is sea around land (looking at UK map)</p> <p>Look at pictures of the seaside and the features- sand, sea, pebbles, rockpools.</p> <p>Visit the seaside and make sense of a new place.</p> <p>Explore the world through texts- what the ladybird head at the seaside.</p>



## Excellence in Understanding The World – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p style="text-align: center;"><b>Understanding the World Doncaster syllabus:</b></p> <p>Which stories/ people/ places/times are special and why? Where do we belong? What is special about our world?</p> <p style="text-align: center;"><b>People, Culture and Communities (Religious Education)</b></p>	<p>Talk about what is special to us. Beginning with an object.</p> <p>Have a box with a mirror inside. Why am I special? What am I good at and what do I like? Sing I am special to frere jaques.</p> <p>Introduce characters from syllabus, Christian, Sikh, Muslim character etc. Link to children in class/what we look like.</p> <p>Talk about how we belong to a family. Who is our family? How do we love/care for our family?</p> <p>Look at our school logo and how we belong in Sandringham.</p> <p>Talk about celebrations in their family e.g. birthday. Have objects like candles, wrapping paper, card.</p>	<p>Know that some people celebrate Christmas and talk about ways it is celebrated with pictures e.g. presents, tree.</p> <p>Hear and re-enact the Christmas story and know that we celebrate Christmas because Jesus (a special person to Christians) was born.</p> <p>Know that Diwali is celebration and have items and pictures of how Diwali is celebrated. Tasting foods &amp; music to dance.</p> <p>Know that we celebrate Bonfire night with fireworks and special foods.</p>	<p>Welcoming special people to class. Why are they special and how do they help?</p> <p>Have the local vicar into to visit the children. What do they believe and do? (Link to People who Help us topic)</p> <p>Look at images of churches and compare/discuss linked to Vicars visit.</p> <p>Hear the story of Noah's Arc from the bible. Have props to explore the story and discuss good/bad.</p>	<p>Children will know that we celebrate new life at Easter and Jesus being born again.</p> <p>Talk about how Easter is celebrated and link back to other celebrations we have already explored.</p> <p>Tell the story of the feeding of the 5000. Use props/pictures. Introduce the word 'miracle' and how Jesus was special.</p> <p>Have natural items such as feather, egg, stone, branch, leaf, flower, pine cone/ look at weather or go on nature hunt so children understand natural things being special. (link to garden topic)</p> <p>Talk about 'Mothers day' as a celebration.</p> <p>Talk about ways we can look after our garden, bugs, the beach throughout each topic.</p>	<p>Talk about 'welcoming' and link to a baby baptism. Role play, watch video, pictures and artefacts.</p> <p>Tell the story about the calling of the first disciples. Link to friendship.</p> <p>Talk about 'Father's day' as a celebration.</p> <p>Talk about ways we can look after our garden, bugs, the beach throughout each topic.</p>	<p>Talk about a book which is special/we like the most. Look at the bible as a special book. Recap the stories we have heard from bible this year – Noahs Arc, Easter Story, Christmas story etc.</p> <p>Read story about David and Goliath. Act out/use pictures and discuss David being brave.</p> <p>Talk about ways we can look after our garden, bugs, the beach throughout each topic.</p>

## Excellence in Understanding The World – Nursery

Area of Learning	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Understanding the World</b></p> <p><b>The Natural World (Science)</b></p>	<p>Name their facial features and the colour too e.g. brown hair, white skin, blue eyes, cheeks, chin, eyebrows, ears.</p> <p>Collect and name natural materials such as conkers, husks and leaves.</p> <p>Observe change through cooking, painting and the season.</p> <p>Observe and name the weather using pictures sun, rain, wind, cloud.</p> <p>Name the season of Autumn and describe the features e.g. leaves falling.</p> <p>Learn some parts of the body through songs such as heads and shoulders and fred talk games.</p>	<p>Observe change through cooking, painting and the season.</p> <p>Observe and name the weather and temperature using pictures e.g. cold, wet, rainy, windy, frost.</p> <p>Name the season of Autumn and Winter and describe the features e.g. bare trees.</p> <p>Know that things freeze when cold and melt when warm.</p> <p>Explore ice and how it feels and how it changes.</p> <p>Name common animals in stories and jigsaws e.g. pig, dog, horse etc.</p> <p>Notice different birds outside and begin to discuss how they look.</p> <p>Children have opportunities for sensory exploration and develop language around this throughout the year e.g. sand, rice, jelly, foam, mud.</p>	<p>Name the season of winter and spring and describe the features e.g. bulbs, daffodils, growing.</p> <p>Observe and name the weather and temperature using pictures e.g. cold, wet, sunshine, warmer.</p> <p>Know that things freeze when cold and melt when warm.</p> <p>Know that the wind is a force which moves some other objects e.g. windmill, streamer, branches of trees.</p> <p>Visit from a Dentist- know that a Dentist helps look after our teeth.</p> <p>Know that I have 20 teeth.</p> <p>Notice and explore our shadow and the shadow of objects outside.</p> <p>Explore and notice forces such as what happens when they push a ball, drop a marble etc.</p>	<p>Name the season of spring and describe the features e.g. bulbs, daffodils, growing.</p> <p>Observe and name the weather and temperature using pictures e.g. cold, wet, sunshine, warmer.</p> <p>Know that things chocolate melt when warm and sets when cooled.</p> <p>Name some natural materials and wild flowers: wood, grass, petals, bark, daisy, dandelion.</p> <p>Name the parts of a plant- leaves, roots, flower, petal.</p> <p>Observe how plants grow and change as we plant seeds.</p> <p>Know that seeds need sunshine, water and soil.</p> <p>Name a few common birds as they observe and talk about birds.</p> <p>Noticing change and growth by observing frogspawn collected from the pond.</p>	<p>Name the season of summer and describe the features- warm, sunshine, hot, flowers growing.</p> <p>Name the weather and describe how to protect ourselves e.g. wear hat, sunscreen, drinks, sunglasses.</p> <p>Continue to observe plants growing and describe changes.</p> <p>Know that a caterpillar changes into a butterfly and know the stages of this change.</p> <p>Name mini-beasts, describe some of their features and create drawings. E.g. woodlouse, wings, grasshopper, stick insect. (sams safari)</p> <p>Know that bees are important.</p> <p>Observe bees collecting nectar to make honey.</p>	<p>Name the season of summer and describe the features- warm, sunshine, hot.</p> <p>Name some seaside animals- crabs, mussels, limpet, cuttlefish, starfish.</p> <p>Name natural materials- sand, seaweed, water, glass plastic.</p> <p>Explore floating and sinking with a range of objects. Adult support to discuss when an object is floating or has sunk.</p>

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<b>Computing</b>	<p>Use of IWB for mark making. Able to choose colours and pens from the tool panel.</p> <p>Able to use a simple interactive game on ipad or IWB e.g. bento box matching.</p>		<p>Access to old mobile phones, telephones and keyboards in role play to explore.</p> <p>Explore interactive / electronic toys e.g. Tiny love wonder buddy, Tippi remote control car, Walkie talkies</p>		<p>Introduction to beebots and exploring how they can work.</p> <p>Use of ipads to photograph natural items or items which they have created e.g. building model.</p>	
<b>Vocabulary</b>	<p>Skin colour brown/white</p> <p>Hair colour blonde/brown</p> <p>Autumn</p> <p>conker, husk, leaves</p> <p>Parents</p> <p>Live</p> <p>Doncaster/intake</p> <p>outside/inside</p> <p>School</p> <p>field/hall/classroom/ office/kitchen</p> <p>Birthday</p> <p>How old? 3 years old</p> <p>Last week</p> <p>Yesterday/ tomorrow</p> <p>Remember</p>	<p>Decorate</p> <p>Lights/ candles</p> <p>Decorate</p> <p>Fireworks</p> <p>Diwali</p> <p>Festival/ celebrate</p> <p>Gifts/presents</p> <p>Hibernate</p> <p>Bare tree</p> <p>Frost, frozen</p> <p>Winter</p> <p>Freezing/ melting</p> <p>Remembrance</p> <p>Poppy</p> <p>soldiers</p>	<p>Teacher</p> <p>Principal</p> <p>Cook, Cleaner, caretaker</p> <p>Dentist</p> <p>Teeth</p> <p>healthy</p> <p>Florence Nightingale</p> <p>Lamp</p> <p>Nurse</p> <p>Soldier &amp;war</p> <p>Spring, daffodil, bulb, grow</p> <p>Wind, force, move, blow</p>	<p>Seed and seedling</p> <p>Daffodil</p> <p>Plant/Tree</p> <p>Root, leaf, flower, petal</p> <p>Water, sun, soil</p> <p>Daisy, dandelion</p> <p>Vegetables and fruits</p> <p>Spring</p> <p>Holi</p> <p>Easter, Jesus, life</p> <p>allotment</p> <p>Pond</p>	<p>Life cycle</p> <p>Tadpole, froglet</p> <p>Caterpillar, cocoon, chrysalis, butterfly</p> <p>Insect</p> <p>Hive, honey, swarm, nectar, pollinate</p> <p>Transform</p> <p>Antennae, wings, legs</p> <p>Dinosaur, bones, fossil</p> <p>summer</p>	<p>Shoreline and tide</p> <p>Rockpool</p> <p>Cliff</p> <p>Wood, seaweed, pebble, rock, shells, sand.</p> <p>Waves</p> <p>Pollution</p> <p>Summer</p> <p>Float and Sink</p> <p>crabs, mussels, limpet, cuttlefish, starfish.</p> <p>Past</p> <p>different</p>

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<b>End of Nursery Goals</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Show interest in different occupations.</li> <li>• Use all their senses in hand on exploration of natural materials.</li> <li>• Understand the key features of the life cycle of a plant and animal.</li> <li>• Talk about what they see using a wide range of vocabulary.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about the different forces they can feel.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>					

## Excellence in Understanding the World – Reception

Area of Learning	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<p><b>Understanding the World</b></p> <p><b>Past and Present (History)</b></p>	<p><b>Children will:</b></p> <p>Talking about themselves and what they can do/ enjoy in comparison to when they were a baby.</p> <p>Seeing that they have grown and changed.</p> <p>Talk about learning from last week, yesterday, etc. using the class learning journey floor book.</p> <p>Show an understanding of their immediate heritage through the creation of family trees. Children will be able to name family members and recognise that all families are different.</p>	<p><b>Children will:</b></p> <p>Talk about birthdays and family celebrations. Children will be able to talk about how their family celebrate and recall what they did for their last birthday.</p> <p>Talk about Bonfire Night. Know that Guy Fawkes was a man and know what he looks like. Know that he lived in the past and tried to cause an explosion, but he got caught. This is why we have fireworks now.</p> <p>Introduction to remembrance- know what a poppy is. Know that there were two big wars and what a war is. Know why we wear the poppy.</p>	<p><b>Children will:</b></p> <p>Be introduced to significant people from the past - discuss Amelia Earheart. Looking at old photos, videos and book.</p> <p>Children will know that she was a young lady in the past, who took a very long journey in an airplane across the world.</p> <p>Children will know that she was the first lady to take this journey,</p> <p>Make a direct comparison with a picture today e.g a modern plane and pilot.</p>	<p><b>Children will:</b></p> <p>Talk about learning from last week, yesterday, etc. using the class learning journey floor book.</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p>	<p><b>Children will:</b></p> <p>Talk about learning from last week, yesterday, etc. using the class learning journey floor book.</p> <p>Comparing pictures from the farm in the past and how things were done e.g. the equipment and methods.</p>	<p><b>Children will:</b></p> <p>- Children will know that pirates were sailors who attacked other ships and stole from them. Children will know what a treasure chest is. Children will know that Blackbeard was a famous English pirate.</p> <p>- Talk about learning last week/yesterday.</p>

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<p><b>Understanding the World</b></p> <p><b>People, Culture and Communities (Geography)</b></p>	<p>Show an understanding of countries of the world through reading of quality text (“Just Like Grandpa Jazz”).</p> <p>Become familiar with the environment outside school e.g. roads, shops, roundabout, buildings, houses(from school fence)</p> <p>Walk to the library to look at what is around the local area.</p> <p>Know that they live in Intake Doncaster which is a city.</p> <p>Look at another city the capital city of London – key story, images and google earth.</p> <p>Talk about the weather using pictures and exploring outside.</p> <p>- Show an understanding of cultural diversity through exploration of “Just Like Grandpa Jazz”</p>	<p>Reading quality text “Julian Is a Mermaid” set in another place.</p> <p>Plot a route around school for school photos e.g. over to other building.</p> <p>Children will know that Christmas is celebrated differently around the world from picture and books.</p>	<p>Talk about where some of our families come looking on a map and know they are a long journey away.</p> <p>Looking at where family come from in the UK and across the world on a map. Key features of the place.</p> <p>Recap of London being the capital city and what is there.</p> <p>Continue to explore different places around the world through the reading of “Handa’s Surprise”, “Mama Panya’s Pancakes”.</p> <p>Notice the difference within pictures in the books of Africa and houses. Look at an actual photo of African village.</p>	<p>Be able to recognise a familiar route to our local wood and name the features they see on the way there.</p> <p>Children will know that a wood is a collection of trees and plants. Children will know some natural features of our woods.</p>	<p>Be able to look at a map of a farm and discuss what we typically see on the farm. Follow a map and draw a map.</p>	<p>Follow a map going to the seaside and tick off things they see on the way.</p> <p>Look at a world map and know we have seas/oceans around the world. Using interactive and actual globe etc (the blue is the ocean and green is land)</p> <p>Use key texts to link to flying over oceans e.g. Amelia Earheart.</p> <p>Look at pictures of seaside and the features- cliff, rockpool, sand, sea, tide.</p>

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<p style="text-align: center;"><b>Understanding the World</b></p> <p>Which stories/ people/ places/times are special and why? Where do we belong? What is special about our world?</p> <p style="text-align: center;"><b>People, Culture and Communities (Religious Education)</b></p>	<p>Draw a picture of why we are special or who is special to us and why. You are special postcards.</p> <p>Introduce characters from syllabus, Christian, Sikh, Muslim character etc. Link to children in class/what we look like.</p> <p>Talk about how we belong to a family. Who is our family? How do we love/care for our family?</p> <p>Look at our school logo and how we belong in Sandringham. Link to looking at symbols for religion (link back to characters from syllabus)</p>	<p>Know that some people celebrate Christmas and talk about ways it is celebrated with pictures e.g. presents, tree.</p> <p>Hear and re-enact the Christmas story and know that we celebrate Christmas because Jesus (a special person to Christians) was born.</p> <p>Tell the story of Guru Nanak and the cobra to highlight that Guru Nanak is a special person to Sikhs.</p> <p>Know that Diwali is celebration and have items and pictures of how Diwali is celebrated. Tasting foods &amp; music to dance.</p> <p>Tell story of Rama and Sita- good V evil to understand Diwalis beginning and it being the 'festival of light'</p> <p>Know that we celebrate Bonfire night with fireworks and special foods.</p>	<p>Talk about special places in school/out of school. Link to world around me topic.</p> <p>Introduce the word 'holy' as meaning precious/special to Christians.</p> <p>Visit to the church and observe features (windows, font, cross, bible, bells ringing) Link back to 'holy'</p> <p>Look at images of a mosque (preferably one in Doncaster too) and features e.g. dome, prayer mats, call to prayer.</p> <p>Sort pictures of a mosque and church to show understanding of features of both special buildings.</p> <p>Look at different scenes, views in the natural world and talk about the world being special/beautiful.</p> <p>Introduce the word 'create' and its meaning.</p> <p>Have pictures of god's creation e.g. day/night, sky, plants, animals, sea, people, sun/moon/stars and retell the story of creation.</p>	<p>Introduce a bible as a special book remind chn of stories already heard.</p> <p>Introduce the Qur'an as another special book for Muslims.</p> <p>Talk about what a messenger is and link to hearing the first revelation of the Qur'an</p> <p>Story from the bible- calming of the storm. Story map/props/pictures of the story. Link story to idea of Jesus being powerful.</p> <p>Children will know that we celebrate new life at Easter and Jesus being born again.</p> <p>Hear the Easter story, have props and pictures to support re-enacting.</p> <p>Talk about how Easter is celebrated and link back to other celebrations we have already explored.</p>	<p>Talk about 'welcoming' and link to a baby baptism. Role play, watch video, pictures and artefacts. (link with chicks being born)</p> <p>Compare Baptism to Muslims welcoming a baby with aqiqah (hair cutting) and whispering shahada.</p> <p>Tell the story of Zacchaeus (The magpies tale) Link to friendship.</p>	<p>Recap the story of how god created the world using pictures e.g. day/night, sky, plants, animals, sea, people, sun/moon/stars and retell the story of creation.</p> <p>Tell story of Muhammad and the crying camel / the kittens and link to talking about the natural world and how we can look after it.</p> <p>Talk about ways people mess up the world and how we can look after it (specific links to the sea)</p>

## Understanding the World

### The Natural World (Science)

<p>- Children will begin to recognise seasonal changes and weather. Children will be able to name the four seasons and their associated weathers.</p> <p>- Children will name some of the features of Autumn, e.g., falling leaves, conkers, husks, acorns, mushrooms, berries.</p> <p>Explore simple parts of the body through song e.g. heads and shoulder and fred games.</p>	<p>- Children will begin to understand changes in matter linked to the seasons – melting and freezing. What can we name that can melt?</p> <p>- Children will continue to notice changes in nature throughout Autumn and Winter, drawing some of the birds, insects and small mammals they see in our environment.</p> <p>Notice birds in our outside area. Begin to name some birds and their features.</p> <p>Know that birds make a nest.</p> <p>Children have opportunities for sensory exploration and develop language around this e.g. sand, rice, jelly, foam, mud.</p>	<p>- Children will know how plants grow through the use of our garden.</p> <p>Children will know what a bulb, seed, shoot, root, leaf and flower are. Children will know what plants need to grow.</p> <p>Notice and explore our shadow and the shadow of objects outside.</p> <p>Building on shadows outside, children explore shadow puppets linked to a story.</p> <p>Explore and notice forces such as what happens when they push a ball, drop a marble etc.</p>	<p>-Continue to explore seasonal changes by observing changing plant life.</p> <p>Children will know that a plant has roots, a stem or trunk, leaves, petals and pollen.</p> <p>Name the season of spring and describe the features e.g. bulbs, daffodils, growing.</p> <p>Observe and name the weather and temperature using pictures e.g. cold, wet, sunshine, warmer.</p> <p>Name some trees such as oak and spruce.</p> <p>Use senses to explore the woods.</p> <p>Observe how plants grow and change as we plant seeds.</p> <p>Know that seeds need sunshine, water and soil.</p> <p>Name some woodland animals from the uk – hedgehog, squirrel, badger, deer, owl, robin and describe what they eat and where they live in the wood.</p> <p>Notice change and growth by observing frogspawn collected from the pond. Be able to name some of the stages in the lifecycle.</p>	<p>Demonstrate an ability to observe and care for animals.</p> <p>- Discuss the changed they have observed in baby animals e.g. name a baby animal sheep&gt;lamb</p> <p>- Discuss the lifecycle of a chick, drawing a simple diagram to demonstrate learning.</p> <p>Describe the features of farm animals- hooves, tail, wool, udders.</p> <p>Name the season of summer and describe the features- warm, sunshine, hot, flowers growing.</p> <p>Name the weather and describe how to protect ourselves e.g. wear hat, suncream, drinks, sunglasses.</p> <p>Know some food that come from animals e.g. eggs, meat, milk.</p>	<p>Observe seasonal changes and weather/ clothing linked to the season.</p> <p>- Discover ocean animals.</p> <p>- Explore floating and sinking.</p> <p>-Be able to say if an object is floating or has sunk and name some things which float and sink.</p> <p>- Discuss how we can look after our oceans.</p> <p>- Explore natural materials- sand, glass, water, plastic.</p> <p>- Observe and draw birds, bugs and nature in Summer.</p>
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<b>Computing</b>	<p>Use of IWB for mark making. Able to choose colours and pens from the tool panel.</p> <p>Able to use an interactive game on ipad or IWB e.g. bento box matching.</p>		<p>Access to old mobile phones, telephones and keyboards in role play to explore.</p> <p>Animal typing app – use of this game on ipads linked to phonics. Allowing children to explore keyboards.</p> <p>Playdough create app. Photograph their model and play in a virtual world.</p>		<p>Use of beebots to programme a simple route for characters in a story e.g. between wood and grandma house. STEM extra robot mouse or</p> <p>Use of ipads to photograph natural items or items which they have created e.g. building model.</p> <p>Use of books to explore online safety. Chicken clicking, #goldilocks and smartie the penguin.</p>	
<b>Vocabulary</b>	<p>Culture</p> <p>Country</p> <p>Family tree</p> <p>Grandparents</p> <p>Siblings</p> <p>Address</p> <p>Past</p> <p>present</p> <p>Decay</p> <p>Toothpaste and brush</p> <p>floss</p> <p>before/now/after</p>	<p>Explosion</p> <p>Fireworks</p> <p>Celebration</p> <p>Birthday</p> <p>Melt</p> <p>Freeze</p> <p>Winter</p> <p>Hibernate</p> <p>Birth</p> <p>Festival</p>	<p>United Kingdom</p> <p>Capital city</p> <p>address</p> <p>Town</p> <p>city</p> <p>Maps</p> <p>Local</p> <p>World</p> <p>Land/sea</p> <p>country</p>	<p>Nocturnal</p> <p>Fox</p> <p>deer</p> <p>Hedgehogs</p> <p>Squirrel</p> <p>badger</p> <p>Food chain</p> <p>Oak,</p> <p>sycamore,</p> <p>birch,</p> <p>chestnut.</p> <p>Bluebells</p> <p>Mammal</p> <p>Birds</p>	<p>Life cycle</p> <p>Mammal</p> <p>Lamb/calf/foal/piglet</p> <p>Crops</p> <p>Harvest</p> <p>Plough</p> <p>Grow</p> <p>Seedling</p> <p>Roots</p> <p>Flower</p>	<p>Ocean</p> <p>Mammal</p> <p>Pollution</p> <p>Water cycle</p> <p>Explorer</p> <p>Plastic</p> <p>Glass</p> <p>Wood</p> <p>material</p>

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<b>End of Reception Goals</b>	<p><b><u>Past and Present ELG</u></b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <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> <p><b><u>People Culture and Communities ELG</u></b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>- 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;</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> <p><b><u>The Natural World ELG</u></b></p> <ul style="list-style-type: none"> <li>- 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>					

## Excellence in Expressive Arts and Design – Nursery

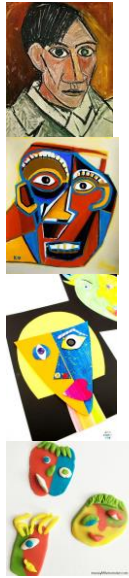
<b>Area of Learning</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Creating with Materials</b> <b>Being Imaginative and Expressive</b>	<i>Marvellous Me</i>	<i>Special Times</i>	<i>People Who Help Us</i>	<i>In the Garden</i>	<i>Bugs, Bugs, Bugs</i>	<i>The Seaside</i>

# Expressive Arts and Design

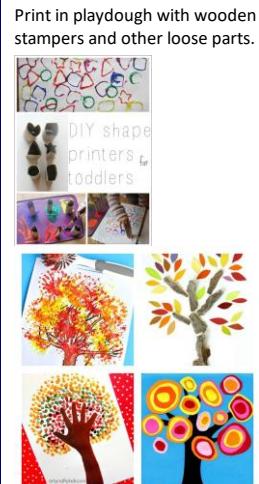
Drawing, painting, printing, textile, sculpture, collage.

- \*Creative area
- \*Dough area
- \*Outdoors

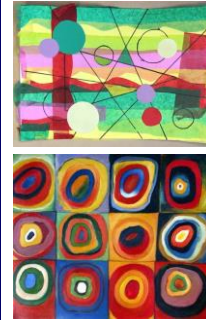
**Children will:**  
 Hold a pencil and brush correctly at the bottom.  
 Make marks using different tools and on different surfaces.  
 Paint, pencil, pen, chalk, crayon, pastel.  
 Copy patterns and closed shapes- lines, circles etc.  
 Look at and name features on our face. Create self portraits. Have a look at Pisacco artwork and the features.  
 Get their own apron and brush.  
 Name 3 primary colours.  
 Fill paper top to bottom and side to side to spread paint.  
 Children have access to playdough to manipulate dough with hands and rolling pins e.g. flat, ball, sausage, pinch.



**Children will:**  
 Make prints with their hands and different objects by dipping or brushing paint on.  
 Clip their own paper up to paint and put on accessible rack to dry.  
 Hold scissors correctly (assisted if needed) with support to make snips in paper and then straws and card.  
 Tear and scrunch paper modelled by an adult.  
 Paste using glue stick and PVA and spreader.  
 Explore sticking paper and card together e.g. layers.



**Children will:**  
 Use different textiles e.g. wool, fabric, sequins, feathers, buttons, in collage.  
 Paste using glue and PVA with a range of materials to collage.  
 Use scissors with increasing control and begin to cut across paper.  
 Experimenting with colours, knowing that mixing colours can make a new colour and name it e.g. I've made green, purple, orange.  
 Artwork inspired by Kandinsky. Circles with paint, pastels to draw lines and collage with different textiles.  
 Use paint to make closed shapes e.g. the circle.



**Children will:**  
 Explore stencils by dabbing sponge with support.  
 Explore flick and bubble painting techniques.  
 Explore using thin and thick brushes and different strokes.  
 Begin to wash a brush out with support.  
 Drawing natural items we find outside in basic forms.  
 Van Gogh's look at sunflowers art and create our own.



**Children will:**  
 Use paint to create pictures from observation or imagination for bugs.  
 Explore an artists work Henry Matisse-link to storybook.  
 Linking back to collage – develop scissor skills further and layer paper, tissue paper and fabric pieces.  
 Drawing natural items we find outside in basic forms.



**Children will:**  
 Choose colour in paintings and drawings carefully and represent people/objects with more detail.  
 Be introduced to clay and roll it out to make prints in it e.g. sea shells.  
 Clay to explore with water and other tools.



# Excellence in Expressive Arts and Design – Nursery

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<p><b>Design and Technology</b></p> <p>-Food&amp;Nutrition</p> <p>-Mechanisms</p> <p>-Structures</p> <p>-Materials</p> <p>-Textiles (sewing)</p> <p><b>*Indoor and outdoor construction</b></p> <p><b>*Creative areas</b></p>	<ul style="list-style-type: none"> <li>Know how to wash hands using picture prompts before cooking.</li> <li>Name tools and learn to use tools safely- knife, fork, spoon, bowl.</li> <li>Talk about if they like or dislike a food.</li> <li>Choose from a choice of 2 e.g. Select kitchen tools for the correct purpose e.g. knives for cutting (small pieces of fruit)</li> <li>Introduce scales for measuring to the children.</li> <li>Taste a range of different foods (fruits/vegetables) throughout the year.</li> <li>Talk about the changes they observe in the cooking process e.g. whisking eggs. (science link)</li> </ul>		<ul style="list-style-type: none"> <li>Observe the effects of heat when baking e.g. Making buns rise, Bread rising, Melting chocolate /marshmallows, Pancakes cooking</li> <li>Use kitchen tools for the correct purpose e.g. knives for cutting and spreading.</li> <li>Children to be able to follow picture instructions with adult prompt to weigh out cups/spoons of ingredients (Playdough/baking)</li> <li>Children to be introduced to healthy foods and name these e.g. different vegetables and fruits blueberries, courgette.</li> <li>Name, choose and use further tools e.g. whisks, rolling pins and cutters with support.</li> <li>Explore food using textures and describe in simple terms e.g. sticky.</li> </ul>		<ul style="list-style-type: none"> <li>Measure out ingredients with support using spoons, cups and weighing scales.</li> <li>Talk about their favourite foods and meals.</li> <li>Use a range of tools for the correct purpose and name them.</li> <li>Use a range of skills when baking with high support e.g. rubbing, mixing, kneading, rolling.</li> </ul>	
	<ul style="list-style-type: none"> <li>Children are exposed to wheels and axels through mobilo kits, trains and cars. Adults model how to use these kits.</li> <li>Children will have access to duplo, large wooden blocks and smaller wooden blocks to create structures. Beginning with towers/stacking. Trial and error of what works.</li> </ul>		<ul style="list-style-type: none"> <li>Children will weave with long, thick ribbons through large holes e.g. crates, waving cones. Practising the movement of in and out.</li> </ul>		<ul style="list-style-type: none"> <li>Building a minibeast hotel outside using natural materials.</li> <li>Children will weave shoe laces in and out of hole punched holes and thread smaller items onto straws and strings.</li> <li>Children to have access to a range of building kits and add more detail to their structures. Talking about their design and problem solve/evaluate e.g. simple terms. They will have smaller parts e.g. snowflake, lego, magnets.</li> <li>Building outdoors on a larger scale- boat, rocket, castle, dens.</li> <li>Make a wind sock for a windy day.</li> </ul>	

## Excellence in Expressive Arts and Design – Nursery

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<b>Music</b> Performing Composing Listening/Appraise Playing  *Rhyming/story area *Outdoor stage	<p>Learn nursery rhyme songs every half term (as listed above).</p> <p>Play movement and listening games- ready, steady go.</p> <p>Listen with increased attention to sounds for instruments and every day noises.</p> <p>Know what music means in simple terms e.g. singing and instruments.</p> <p>Move in response to music in squiggle and wiggle (the beat)</p> <p>Explore and enjoy playing a range of untuned percussion instruments. Drum, egg shaker, bells, rainmaker, maracca, claves, tambourine.</p> <p>Talk about loud and quiet sounds and play instruments this way.</p> <p>Concerteenies- introduction to one tuned instrument. Use an image to remind children.</p>	<p>Nativity performance- take part and learn to sing songs.</p> <p>Continue to learn nursery rhymes and other themed songs.</p> <p>Listen to music for dance Diwali celebrations- bollywood style music.</p> <p>Explore everyday items that make sounds e.g. pans and sticks.</p> <p>Clap or tap out a beat for words single syllables and our names multisyllables.</p>	<p>Listen to different styles of music – use the composer for the week. Talk about how it makes us feel and how we can move to it.</p> <p>Continue to learn nursery rhymes and other themed songs.</p> <p>Playing and making instruments for performances with stories and songs modelled by the teacher.</p> <p>Imitate sounds in the environment e.g. a shaker for the wind.</p> <p>Know which instruments we shake and which we hit from the range we have been exploring.</p> <p>Begin to independently name some of the instruments e.g find me the tambourine.</p> <p>Show how we can play drum in a different way with hand, fingertips, stroking palm.</p>	<p>Use their bodies and voices as well as instruments to make sounds for stories and songs.</p> <p>Continue to learn nursery rhymes and other themed songs.</p> <p>Change words to a song with the children e.g. miss polly had a cat who was sad sad sad.</p> <p>Listen to music together and talk about what has been heard.</p>	<p>Continue to learn nursery rhymes and other themed songs.</p> <p>Listen to different styles of music – use the composer for the week. Talk about how it makes us feel and how we can move to it.</p>	<p>Continue to learn nursery rhymes and other themed songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Learn to perform in different ways, such as individually and in a group.</p>

## Excellence in Expressive Arts and Design – Nursery

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>People Who Help Us</i>	Spring 2 <i>In the Garden</i>	Summer 1 <i>Bugs, Bugs, Bugs</i>	Summer 2 <i>The Seaside</i>
<b>Vocabulary</b>	Line up, down across curve around drawing palette brush handle water Sponge Knives Safely Bird feeder Instruments loud/quiet	Print Press Drag Tear Snip Scrunch Paste Instructions Whisk, grate, roll Felt Nativity Tap/clap beat	Dark Light Mix Fabric Collage Melting Change Baking/heat Thread In and out Model Perform instruments	Print Press Drag Dab Stipple Attach model Den Measure/scales Actions	paper mache trace observe Knead, rub, roll, mix Toppings Bark, wood, pots, pebbles, shells,leaves	Smoothing Join Carve Pinch Squeeze Roll Clay Attach Model
<b>End of Nursery Goals</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Join different materials and explore different textures.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>					







# Excellence in Expressive Arts and Design – Reception

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>*Creative area</li> <li>*Dough area</li> <li>*Outdoors</li> </ul> <p><b>Drawing, painting, printing, textile, sculpture, collage.</b></p>	<p><b>Children will:</b></p> <p>Hold a pencil and brush correctly at the bottom.</p> <p>Make marks using different tools and on different surfaces.</p> <p>Paint, pencil, pen, chalk, crayon, pastel.</p> <p>Copy complex patterns and closed shapes- lines, circles, swirls etc.</p> <p>Look at and name features on our face and be able to create a detailed self portrait. Look at Van Goughs portrait and his features/ sizes/shapes.</p> <p>Get their own paper, apron, brush.</p> <p>Name all colours and know that some colours mix to make new colours.</p> <p>Wash out brush between colours and dab to dry with support.</p> <p>Make meaningful marks and patterns to represent different ideas and concepts.</p> <p>Cut across paper to make strips (for diawali lantern).</p>	<p><b>Children will:</b></p> <p>Make prints with their hands and different objects by dipping or brushing paint on.</p> <p>select different objects with which to print to create their desired effect e.g. for firework art.</p> <p>Wash out brush between colours and dab on sponge with increased independence.</p> <p>Hold scissors correctly to cut across paper and begin to cut wiggly, curved lines.</p> <p>Tear and cut paper/card/tissue paper using snips and straight lines.</p> <p>Fold and scrunch paper modelled by an adult.</p> <p>Understand the principle of collage and select materials that they feel work well together to create an image.</p> <p>Children will create art linked to Andy Goldsworthy with natural materials and paper/cards.</p> <p>Paste using glue stick and PVA with increased accuracy.</p>	<p><b>Children will:</b></p> <p>Use different textiles e.g. wool, fabric, sequins, feathers, buttons, in collage.</p> <p>Paste using glue and PVA with a range of materials to collage.</p> <p>Use scissors with increasing control and cut out shapes.</p> <p>Create using different joins and folds (concertina fold, etc) to achieve different effects.</p> <p>Chinese new year animal or dragon collage.</p> <p>Look at red materials and gold/shiny materials to use.</p>	<p><b>Children will:</b></p> <p>Explore stencils by dabbing sponges. - woodland animal footprints.</p> <p>Explore colour mixing and know that blue and yellow makes green etc. (not needing to use specific vocab)</p> <p>Talk about tones of green, orange, purple and how we can make different ones.</p> <p>Wash their paint resources when finished.</p> <p>Rebecca Vincent- look at woodland tree art.</p>	<p><b>Children will:</b></p> <p>Use paint to create pictures from observation or imagination.</p> <p>Explore using thin and thick brushes and different strokes.</p> <p>Painting inspired by Steve Brown.</p> <p>Select the appropriate tools and colour palette for their project.</p>	<p><b>Children will:</b></p> <p>Choose colour in paintings and drawings carefully and represent people/objects with detail.</p> <p>Give white and black to explore making lighter and darker colours. Make wave pictures.</p> <p>Be introduced to clay- Make shape- roll ball, sausage, pinch, squeeze. Have clay to explore.</p> <p>Use different tools to add decoration to their clay model (flat model of fish, crab, turtle, seahorse) and use different loose parts to make patterns.</p>



# Excellence in Expressive Arts and Design – Reception

<b>Area of Learning</b> <b>Creating with Materials</b> <b>Being Imaginative and Expressive</b>	<b>Autumn 1</b>  <i>All About Me</i>	<b>Autumn 2</b>  <i>Special Times</i>	<b>Spring 1</b>  <i>The World Around Me</i>	<b>Spring 2</b>  <i>In the Woods</i>	<b>Summer 1</b>  <i>On the Farm</i>	<b>Summer 2</b>  <i>The Big Blue</i>
						
<p><b>Design and Technology</b></p> <p>-Food&amp;Nutrition</p> <p>-Mechanisms</p> <p>-Structures</p> <p>-Materials</p> <p>-Textiles (sewing)</p> <p><b>*Indoor and outdoor construction</b></p> <p><b>*Creative areas</b></p>	<ul style="list-style-type: none"> <li>• Know how to wash hands and explain good food hygiene.</li> <li>• Name tools and learn to use tools safely- knife, fork, spoon, bowl.</li> <li>• Talk about if they like or dislike a food.</li> <li>• Choose from a choice of 2 e.g. Select kitchen tools for the correct purpose e.g. knives for cutting (small pieces of fruit)</li> <li>• Continue to use scales with the children and encourage Children to be able to follow picture instructions with little adult prompt to weigh out cups/spoons of ingredients (Playdough/baking)</li> <li>• Taste a range of different foods (fruits/vegetables) throughout the year.</li> <li>• Talk about the changes they observe in the cooking process e.g. whisking eggs. (science link)</li> <li>• Children to be able to name a range of fruits and vegetables.</li> <li>• Children to say if they like or dislike a food and their favourite.</li> <li>• Follow picture instructions with adult support to make food items.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the effects of heat when baking e.g. Making buns rise, Bread rising, Melting chocolate /marshmallows, Pancakes cooking</li> <li>• Use kitchen tools for the correct purpose e.g. knives for cutting and spreading.</li> <li>• Children to be able to follow picture instructions with adult prompt to weigh out cups/spoons of ingredients (Playdough/baking)</li> <li>• Name, choose and use further tools e.g. whisks, rolling pins and cutters with little support.</li> <li>• Explore food using textures and describe in simple terms e.g. sticky.</li> <li>• Building outdoors on a larger scale- boat, rocket, castle, dens.</li> <li>• Explore different ways to join paper/cards - staple, hole punch, treasure, tape or fringe.</li> <li>• Junk modelling using a range of different materials. Building for different purposes e.g. junk model instrument or object.</li> <li>• With adult support, children will create a running stitch in binca practising the skill of in and out. (Make a bookmark)</li> </ul>	<ul style="list-style-type: none"> <li>• Measure out ingredients with support using spoons, cups and weighing scales with increased independence.</li> <li>• Use a range of skills when baking with some support e.g. rubbing, mixing, kneading, rolling.</li> <li>• Children to have access to a range of building kits and add more detail to their structures. . They will have smaller parts e.g. snowflake, lego, magnets.</li> <li>• Make a kite for the wind and a boat which will float. Exploring properties of materials and test their creations and comment on how to improve/ what went well.</li> <li>• Make 2D and 3D items with moving parts e.g. puppets with moving arms using split pins and a treasure chest with a hinged lid.</li> </ul>			

# Excellence in Expressive Arts and Design – Reception

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
	<ul style="list-style-type: none"> <li>Children are exposed to wheels and axels through mobilo kits, trains and cars. Adults model how to use these kits.</li> <li>Children to have access to wider range of building kits e.g. range of blocks, sticklebricks, snowflakes, lego, loose parts etc to explore enclosures, stacking and simple towers throughout the year. Talking about their design and problem solve/evaluate e.g. simple terms</li> <li>Children will thread small beads onto sticks, straws and ribbon and practise the movement of in and out on threading cards.</li> <li>Name and explore different sellotape and glues for joining.</li> <li>Follow picture prompts with adult support to make a simple bird feeder. (objects for purpose)</li> </ul>		<ul style="list-style-type: none"> <li>Choose materials and resources for making an object for purpose e.g. a bridge or a animal home. Discuss properties e.g. strong, waterproof.</li> </ul>			
<b>Music</b> Performing Composing Listening/Appraise Playing  *Rhyming/story area *Outdoor stage	Learn nursery rhyme songs every half term (as listed above).  Know what music means in simple terms e.g. singing and instruments.  Move in response to music in squiggle and wiggle (the beat) or different dancing songs.  Children play and explore a range of untuned percussion instruments Drum, egg shaker, bells, rainmaker, maracca, claves, tambourine and are introduced to NEW instruments of triangle, tone block, guiro, cassettes.	Nativity performance- take part and learn to sing songs. Continue to learn nursery rhymes and other themed songs.  Listen to music for dance Diwali celebrations- bollywood style music.  Clap or tap out a beat for words single syllables and our names multisyllables.  Play clapping games and copy back with the teacher e.g. honey in the bee hive (clap it out and children copy back)  Use the term percussion instrument and know it	Listen to different styles of music – use the composer for the week. Talk about how it makes us feel and how we can move to it.  Continue to learn nursery rhymes and other themed songs.  Playing and making instruments for performances with stories and songs modelled by the teacher.  Imitate sounds in the environment e.g. a shaker for the wind.  Matching names and instruments with matching	Use their bodies and voices as well as instruments to make sounds for stories and songs.  Listen to different styles of music – use the composer for the week. Talk about how it makes us feel and how we can move to it.  Perform in different ways, such as individually and in a group.  Continue to learn nursery rhymes and other themed songs.  Children match pitch- adult change pitch . Using hand	Continue to learn nursery rhymes and other themed songs.  Create their own songs, or improvise a song around one they know.  Listen to different styles of music – use the composer for the week. Talk about how it makes us feel and how we can move to it.  Introduction to chime bars as a tuned instrument.  Continue with simple pictures and shapes for musical notation.	Continue to learn nursery rhymes and other themed songs.  Create their own songs, or improvise a song around one they know.  Draw to the music – lines, dots and dashes for early musical notation.

## Excellence in Expressive Arts and Design – Reception

Area of Learning Creating with Materials Being Imaginative and Expressive	Autumn 1 <i>All About Me</i>	Autumn 2 <i>Special Times</i>	Spring 1 <i>The World Around Me</i>	Spring 2 <i>In the Woods</i>	Summer 1 <i>On the Farm</i>	Summer 2 <i>The Big Blue</i>
	<p>Talk about loud and quiet sounds and play instruments this way.</p> <p>Concerteenies- introduction to one tuned instrument. Use an image to remind children.</p>	<p>means an instrument you can hit or shake.</p> <p>Which instrument would I choose if I want to hit it?</p>	<p>cards or playing the correct instruments from 3 when the name is called.</p> <p>Show how we can play drum in a different way with hand, fingertips, stroking palm.</p>	<p>signals to show high and low- talk about high sounds and low sounds.</p> <p>Change songs to the tune of known songs or change the words.</p> <p>Children use shapes or images to associate instrument (early notation) simple pattern. Children then move onto making their own marks.</p>		
Vocabulary	<p>Line up, down across curve around drawing palette brush handle water Sponge Knives Safely Bird feeder</p>	<p>Print Press Drag Tear Snip Scrunch Paste Instructions Whisk, grate, roll Felt Nativity Tap/clap beat</p>	<p>Dark Light Mix Fabric Collage Melting Change Baking/heat Thread In and out Binca Model Perform instruments</p>	<p>Print Press Drag Dab Stipple Fringe Attach model Den Waterproof Measure/scales Actions</p>	<p>paper mache trace observe Knead, rub, roll, mix Toppings Bark, wood, pots, pebbles, shells,leaves</p>	<p>Smoothing Join Carve Pinch Squeeze Roll Clay Attach Model</p>

## Excellence in Expressive Arts and Design – Reception

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Creating with Materials Being Imaginative and Expressive</b>	<i>All About Me</i>	<i>Special Times</i>	<i>The World Around Me</i>	<i>In the Woods</i>	<i>On the Farm</i>	<i>The Big Blue</i>
	<b>Instruments loud/quiet</b>					
<b>End of Reception Goals</b>	<p><b><u>Creating with Materials ELG</u></b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <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><u>Being Imaginative and Expressive ELG</u></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>					