

EYFS Long Term Plan

Assessing Pupils' Development

Assessment is an ongoing process involving observations made by all adults working in the unit and discussions with parents/carers during pupils' time in EYFS.

Checkpoints for assessment have been identified based on what the "expected" child would know at various points in the year: baseline, by the end of Advent Term, by the end of Lent Term, by the end of FS 1/FS 2

Expected Checkpoint knowledge has been identified in Bold Italics

Communication and Language (Listening, Attention and Understanding and Speaking)

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 unfamiliar words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling 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.

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| | Myself | Celebrations | What's the weather like? | A World for me and you. | Windy Days | God's Animals |
| | Community | This is Me! | Seasons | Lets go on an adventure | How does that work | God's Plants |
| Pupils will : | | | | | | |
| <p>Nursery 3-4</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> | <ul style="list-style-type: none"> Listen to other people's talk with interest but become easily distracted. <i>Shift from one task to another, if adults get my attention.</i> | <ul style="list-style-type: none"> <i>Begin to pay attention to more than one thing at a time.</i> Engage in pretend play: 'putting the baby to sleep' or 'driving the car to the shops.' | <ul style="list-style-type: none"> <i>Listen to longer stories and remember most of what happens.</i> Begin to understand "what" and "who" questions. Begin to ask relevant questions. | <ul style="list-style-type: none"> Begin to understand "how" questions. <i>Understand simple concepts of a new thing e.g. full and empty.</i> <i>Know many rhymes, talk about familiar</i> | <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so big?" Answer simple how, what and who questions. Sing a large repertoire of songs. | <ul style="list-style-type: none"> Listen to a story and talk about it. <i>Use longer sentences of four to six words.</i> <i>Use sentences joined up with words like 'because', 'or', 'and'. For example: "I like ice cream because it makes my tongue tingle."</i> |

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| | <p>Using my name can help.</p> <ul style="list-style-type: none"> • Listen during carpet sessions. • show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" • Say how I am feeling, using words as well as actions. • Use 3 word phrases. | <ul style="list-style-type: none"> • Enjoy listening to and repeating rhymes. • Enjoy listening to stories in small groups for about 5mins. • Understand a question or instruction that has two parts, such as: "Put on your coat and wait at the door". • Join in actions and suggest familiar songs during sing-along. • Use a wider range of vocabulary in a sentence • Engage in a conversation with an adult or a friend. | <ul style="list-style-type: none"> • Start a conversation with an adult or a friend. | <p>books and tell a long story.</p> <ul style="list-style-type: none"> • Use talk to organise themselves and their play. "You go on a bus...you sit there... I'll be the driver." • Express a point of view, debating when disagree with an adult or friend using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. | <ul style="list-style-type: none"> • Recite rhymes confidently within a group • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. | <ul style="list-style-type: none"> • Beginning to use the past and future tense: "I went to the shop" and "I am going to the park." • Answer simple why questions. |
| Reception | <ul style="list-style-type: none"> • Enjoy listening to longer stories and to others in one-to-one or small | <ul style="list-style-type: none"> • Listen to familiar stories with increasing attention and recall. | <ul style="list-style-type: none"> • Respond to instructions with more elements. • Listen to and talk about stories to build | <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with | <ul style="list-style-type: none"> • Follow a story without pictures or props. • Understand and use questions | <p>ELG: Listening Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant |

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| | <p>groups, when conversation is of interest to them.</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in story times. • Beginning to learn new vocabulary and use it. • Learn rhymes, poems and songs. • Develop social phrases e.g. to say hello in response to an adult | <ul style="list-style-type: none"> • Understand how to listen carefully and know why listening is important. • Engage with non-fiction books. • Describe events in some detail. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • Develop the use of social phrases e.g. to say hello without prompts from an adult. • Recite poems and rhymes confidently to a familiar audience. | <p>familiarity and understanding.</p> <ul style="list-style-type: none"> • Recognise the difference between fiction and non-fiction stories. • Ask questions to find out more and to check they understand what has been said to them. • Introduce a storyline or narrative into play. • Learn new vocabulary. | <p>new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Listen and respond to ideas expressed by others in conversations or discussions. • Extend their vocabulary, using it throughout the day. • Use new vocabulary in different contexts. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Connect one idea or action to another using a range of conjunctions. • Use talk to help work out problems and organise thinking and activities | <p>such as who; why; when; where and how.</p> <ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences in play situations. • Link statements and stick to a main theme or intention. | <p>questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
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| | | | | <p><i>explaining how things work and why things might happen.</i></p> <ul style="list-style-type: none"> • <i>Articulate their ideas and thoughts in well-formed sentences.</i> | | <p><i>- Express their ideas and feelings at their experiences using full sentences, including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support from their teacher.</i></p> |
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Personal, Social and Emotional Development (Self-regulation, Managing Self and Making Relationships).

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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
|--|---|---|--|--|--|---|
| | Myself | Celebrations | What's the weather like? | A World for me and you. | Windy Days | God's Animals |
| | Community | This is Me! | Seasons | Lets go on an adventure | How does that work | God's Plants |
| Pupils will: | | | | | | |
| <p>Nursery 3-4</p> <p>Self-regulation</p> <p>Managing self</p> | <ul style="list-style-type: none"> • show impulse control. • talk about feelings. • <i>settle into some activities for a while.</i> • <i>select and use</i> | <ul style="list-style-type: none"> • <i>begin to talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> • begin to follow the routine of Nursery and join in, including snack time. | <ul style="list-style-type: none"> • <i>Understand gradually how others might be feeling.</i> • <i>remember rules without needing an adult to remind them.</i> | <ul style="list-style-type: none"> • be able to follow rules and can understand why they are important. • use visual supports to follow the routine of the | <ul style="list-style-type: none"> • follow the routine of the day, without visual prompts. • Make healthy choices about food, drink, activity. • <i>Begin to remember to wash their hands,</i> | <ul style="list-style-type: none"> • <i>generally, negotiate solutions to conflicts in play.</i> • show confidence in new social situations. • <i>be increasingly independent in meeting their own care needs e.g. using the toilet,</i> |

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| <p>Building relationships</p> | <p><i>activities and resources, with help when needed.</i></p> <ul style="list-style-type: none"> • <i>Explore indoor and outdoor provision</i> • <i>Go to a new space with some support e.g. hall.</i> • <i>Use the toilet with adult support.</i> • manage the transition from parent to keyworker. • want to play alongside other children. | <ul style="list-style-type: none"> • <i>show they are sorry.</i> • <i>remember some rules without needing an adult to remind them.</i> • <i>begin to help to tidy up.</i> • <i>use the toilet independently.</i> • <i>play alongside and enjoy the company of other children.</i> • <i>manage to share or take turns with others, with adult guidance and understand 'yours' and 'mine.'</i> | <ul style="list-style-type: none"> • <i>become more outgoing with unfamiliar people, in the safe context of the setting.</i> • Sometimes manage to share and take turns. | <p>day.</p> <ul style="list-style-type: none"> • <i>understand what being healthy is.</i> • show confidence in new social situations • <i>behave appropriately in different situations e.g whole school assembly.</i> • <i>develop appropriate ways of being assertive.</i> • seek adult support with friendship issues. • play with one or more children, extend and elaborate ideas. • | <p><i>without reminder, after using the toilet.</i></p> <ul style="list-style-type: none"> • <i>Beginning to realise actions have consequences.</i> • <i>Beginning to show perseverance carrying out their chosen activity</i> • talk with others to solve conflicts. • <i>take part in pretend play and take on the familiar roles of others e.g. mummy</i> | <p><i>washing and drying hands thoroughly.</i></p> <ul style="list-style-type: none"> • <i>take part in pretend play in a variety of roles e.g the Gruffalo.</i> • <i>help to find solutions to conflicts and rivalries i.e. not everyone can be Spiderman in a game.</i> • <i>develop their sense of responsibility and membership of a community.</i> |
| <p>Reception</p> | <ul style="list-style-type: none"> • show attention to the teacher usually respond appropriately. • show an understanding of their own feelings and those of others • begin to recognise the impact of their actions. • explore feelings | <ul style="list-style-type: none"> • <i>identify and moderate their own feelings socially and emotionally.</i> • <i>express their feelings and consider the needs of others.</i> • enjoy a sense of belonging through being involved in daily tasks. • assert their own ideas. • <i>plan and complete an activity of their own</i> | <ul style="list-style-type: none"> • be proactive in seeking adult support to find compromises. • be increasingly flexible and co-operative. • express a wide range of feelings in my interactions. • adapt their | <ul style="list-style-type: none"> • talk to others, include them in play and are willing to try new things. • <i>be able to manage their feelings and tolerate situations in which their wishes cannot be met.</i> • <i>See themselves as valuable</i> | <ul style="list-style-type: none"> • <i>understand own and other people's feelings, offering empathy and comfort.</i> • take steps to resolve conflicts with other children by finding a compromise sometimes with | <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> |

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| | <p>through role play.</p> <ul style="list-style-type: none"> enjoy trying new healthy snacks at snack time build relationships with familiar adults play with other children. | <p><i>choice independently.</i></p> <ul style="list-style-type: none"> know right from wrong <i>talk about why keeping healthy, both mentally and physically is important.</i> <i>manage their own personal hygiene needs.</i> <i>feed themselves with a fork and spoon.</i> develop particular friendships with other children. take turns and share with others. | <p>behaviour to different situations.</p> <ul style="list-style-type: none"> show confidence in choosing resources and perseverance in carrying out a chosen activity. know right from wrong and try to behave accordingly. choose a healthy snack <i>talk about how to keep their body healthy.</i> learn good dental hygiene and know why it is important. know what they and others need. | <p><i>individuals.</i></p> <ul style="list-style-type: none"> <i>give attention to what the teacher says, responding appropriately even when engaged in activity.</i> know what they want to do in their play and how they want to go about it. <i>Show independence, and perseverance in the face of challenge not necessarily of their choosing.</i> usually play cooperatively and take turns with others. <i>know that other children may have a different likes and dislikes.</i> | <p>support.</p> <ul style="list-style-type: none"> try new activities and show independence, resilience, and perseverance in the face of challenge. know the reasons for rules, know right from wrong and try to behave accordingly. dress and undress mostly independently. frequently play cooperatively and take turns with others. form positive attachments to adults and friendships with peers. <i>Show sensitivity to their own and to others' needs.</i> | <ul style="list-style-type: none"> <i>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.</i> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> <i>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i> |
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Physical Development (Fine Motor Skills and Gross Motor Skills).

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with 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.

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| Pupils will: | | | | | | |
| Nursery 3-4 | <ul style="list-style-type: none"> • <i>catch a large ball and pedal a tricycle.</i> • <i>climb confidently.</i> • run well, kick a ball and jump with both feet on the ground. • <i>sit comfortably on chairs.</i> • <i>Walk up and down stairs holding the handrail.</i> • be developing manipulation and control. E.g. Use cutters to cut a shape from modelling materials, <i>use mark making tools with</i> | <ul style="list-style-type: none"> • <i>start taking part in some group activities which they make up for themselves, or in teams.</i> • <i>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</i> • <i>use large-muscle movements to wave flags and streamers, paint and make marks.</i> • <i>choose the right resources to carry out</i> | <ul style="list-style-type: none"> • <i>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i> • fill buckets with water and carefully pour into different containers. • use a comfortable grip to hold a pencil. • use playdough to create a body of a | <ul style="list-style-type: none"> • <i>match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> • <i>go up steps and stairs, or climb up apparatus, using alternate feet.</i> • <i>be able to take shoes and socks off and put them back on independently.</i> | <ul style="list-style-type: none"> • <i>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</i> • <i>becoming increasingly independent when getting dressed and using zips.</i> • start to eat independently and learn how to use a knife and fork. | <ul style="list-style-type: none"> • <i>skip, hop, stand on one leg, and hold a pose for a game like musical statues.</i> • <i>use a comfortable grip with good control when holding pens and pencils.</i> • <i>show a preference for a dominant hand.</i> • <i>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i> • <i>Use enough pressure and control to use a stapler or hole punch successfully.</i> |

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| | <p>thumb and all fingers, turn a page in a book.</p> <ul style="list-style-type: none"> • be able to take shoes and socks off and attempt to put them back on. | <p>their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Start taking part in group activities which they make up for themselves or in teams. • Begin to increase pressure when using tools. | <p>snake, with support.</p> <ul style="list-style-type: none"> • show an increasing desire to be independent e.g. do up my own zip and buttons | <ul style="list-style-type: none"> • show increasing control when threading, cutting, drawing. | <ul style="list-style-type: none"> • use one-handed tools and equipment, for example, making snips in paper with scissors. | |
| Reception | <p>revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes • show a preference for a dominant hand. • create lines and circles pivoting from the shoulder and elbow | <ul style="list-style-type: none"> • balance on one foot or in a squat momentarily, shifting body weight to improve stability. • progress towards a more fluent style of moving, with developing control and grace • further develop spatial awareness. • develop their small motor skills so that they can use a range of tools competently, safely and confidently. • manipulate a range of tools and equipment in one hand. | <ul style="list-style-type: none"> • combine different movements with ease and fluency. • confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • develop overall body-strength, balance, co-ordination and agility. • further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • use a pencil and | <ul style="list-style-type: none"> • develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball. • climb stairs, steps and move across climbing equipment using alternate feet. • walk down steps or slopes whilst carrying a small object, maintaining balance and stability. • use a pencil and hold it effectively | <ul style="list-style-type: none"> • develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • develop the foundations of a handwriting style which is fast, accurate and efficient. | <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing. • Use the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy |

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| | | | hold it effectively to form recognisable letters, most of which are correctly formed. | to form recognisable letters, <i>most of which are correctly formed.</i> | | <i>and care when drawing</i> |
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| Literacy (Word Reading, Comprehension and Writing). | | | | | | |
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| 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). | | | | | | |
| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| Pupils will: | | | | | | |
| Nursery 3-4 <ul style="list-style-type: none"> ● Word Reading ● Comprehension ● Writing <p>*Please note, schools should add details of their specific phonics schemes to each term.</p> <p>Foundations for Phonics</p> | <ul style="list-style-type: none"> ● Understand the five key concepts of print: <ul style="list-style-type: none"> - print has meaning - we read English text from left to right and from top to bottom. - page sequencing ● Enjoy sharing books with an adult. ● Enjoy songs and rhymes, tuning in | <ul style="list-style-type: none"> ● Understand the five key concepts about print: <ul style="list-style-type: none"> - print can have different purposes - the names of the different parts of a book ● Begin to play phonics games in small groups. ● Develop play around my | <ul style="list-style-type: none"> ● Develop phonological awareness, so that they can; <ul style="list-style-type: none"> - spot and suggest rhymes - clap syllables in a word. - Recognise words with the same initial sound, such as money and mother. ● Explore books independently. | <ul style="list-style-type: none"> ● Name the picture linked to each letter in the phonics scheme. ● Suggest how the story might end. ● Imitate adults' writing by making continuous lines of shapes and symbols (early writing) | <ul style="list-style-type: none"> ● Begin to link some sounds to letters. ● Recognise familiar words and signs such as own name and advertising logos. ● Write some or all of their name correctly. ● j v w y z qu ch | <ul style="list-style-type: none"> ● Link some sounds to letters and orally blend. ● Become aware of the way stories are structured. ● Use some of my print and letter knowledge in my early writing e.g. writing a pretend shopping list starting at the top of the page. ● Write some letters accurately. ● ck x sh th ng nk |

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| | <p><i>and paying attention.</i></p> <ul style="list-style-type: none"> • <i>Join in with some words in songs and rhymes</i> • <i>Copy finger movements and other gestures.</i> • <i>Make marks using a range of materials</i> • <i>No sounds – focus on Rhyme time and settling children into your setting’s routines</i> | <p>favourite stories using props.</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities. • Listen to and join in with stories and poems, one-to-one and in small groups. • <i>Draw freely</i> • <i>s a t p i n m sounds</i> | <ul style="list-style-type: none"> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> • <i>Sometimes give meaning to my drawings and paintings.</i> • <i>d g o c k e</i> | <p>from left to right</p> <ul style="list-style-type: none"> • <i>Begin to write some letters.</i> • <i>u r h b f l</i> | | |
| <p>Reception</p> <ul style="list-style-type: none"> • <i>Word Reading</i> • <i>Comprehension</i> • <i>Writing</i> <p>Phonics</p> | <ul style="list-style-type: none"> • <i>Recognise initial sounds.</i> • <i>Join in with rhymes and show an interest in stories with repeated refrains.</i> • <i>Sequence familiar stories using pictures.</i> • <i>Draw pictures of characters/ events / settings in a story.</i> • <i>Give meaning to marks whilst</i> | <ul style="list-style-type: none"> • <i>Read individual letters by saying the sounds for them.</i> • <i>Retell stories related to event through acting/roleplay and images.</i> • <i>Create story maps and retell stories.</i> • <i>Sequence a story using the following vocabulary:</i> | <ul style="list-style-type: none"> • <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</i> • <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</i> | <ul style="list-style-type: none"> • <i>Read a few common exception words matched to the school’s phonic programme.</i> • <i>Retell a story with actions and or picture prompts as part of a group.</i> • <i>Use story language when</i> | <ul style="list-style-type: none"> • <i>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions.</i> • <i>Write for a purpose in role play using phonetically plausible</i> | <p>ELG Comprehension</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate, where appropriate, key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about</i> |

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| | <p>holding my pencil in a tripod grip.</p> <ul style="list-style-type: none"> Write initial sounds and simple captions. <p>satpinmdgockckeur hbfl</p> <p>Is I the</p> | <p>beginning, middle and end.</p> <ul style="list-style-type: none"> Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. Write name correctly. Begin to draw/write some of the main events of a story using initial sounds. <p>Week 1 - ff ll ss j put* pull* full*</p> <p>Week 2 - v w x y and has his her</p> <p>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into</p> <p>Week 4 sh th ng nk she push* he of</p> <p>Week 5 • words with s /s/ added at</p> | <p><i>necessary, a few exception words.</i></p> <ul style="list-style-type: none"> <i>Read some letter groups that each represent one sound and say sounds for them.</i> Explain the main events of a story and give simple descriptions of characters. Ask and answer questions about story book characters. Distinguish between capital letters and lower-case letters. Begin to write simple phrases inspired by stories. Spell words by identifying the sounds and then writing the sound with letter/s. Ai ee igh oa oo oo ar or ur ow oi ear air er | <p>acting out a narrative.</p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Create my own story maps, writing captions and labels, using short simple sentences. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondence using a capital | <p>attempts at words whilst beginning to use finger spaces.</p> <p>short vowels CVCC short vowels CVCC CCVC</p> <p>short vowels CCVCC CCCVC CCCVCC longer word longer words compound words</p> <p>root words ending in: -ing, -ed /t/, - ed /id/ /ed/ -est</p> <p>Said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> | <p><i>stories, non-fiction, rhymes and poems and during role play.</i></p> <p>ELG Word Reading:</p> <ul style="list-style-type: none"> <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> <i>Read words consistent with their phonic knowledge by sound-blending.</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> <p>ELG: Writing:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases |
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| | | <p>the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> | <p>air er words with double letters: dd mm tt bb rr gg pp ff</p> <ul style="list-style-type: none"> longer words | <p>letter and full stop.</p> <ul style="list-style-type: none"> Write and use some of the tricky words such as I and The. Re-read what they have written to check that it makes sense. review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling <p>Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs</p> | | <p>and sentences that can be read by others.</p> <p>Phonics - long vowel sounds CVCC CCVC Review all taught so far Secure spelling</p> <p>Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>Week 4 root word ending in: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/</p> <p>Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> |
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| | | | | <p>Week 4 longer words words ending in -ing compound words</p> <p>Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> | | |
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Mathematics (Number and Numerical Patterns).

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 ten, 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 organizing counting - children will develop a secure base of knowledge and vocabulary from which proficiency in 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.

Advent 1

Advent 2

Lent 1

Lent 2

Pentecost 1

Pentecost 2

Pupils will:

Problem solving – opportunities to apply their maths knowledge in problem solving situations will be provided through the task design within continuous provision to reinforce explicit teaching of the concepts.

Reasoning – children will be encouraged to reason and question through the questioning provided by adults through the use of key phrases and key vocabulary. E.g. How do you know this? Prove it. Convince me. Show me.

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| Nursery 3-4 | Sort and group objects by colour. | Develop fast recognition of up to 3 objects, without | Develop fast recognition of up to 3 objects, | <ul style="list-style-type: none"> Recite numbers past 5. Know that the | Begin to describe a sequence of events, real or | Explore the composition of numbers to 10. |
| Number | | | | | | |

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| <p>Numerical Patterns</p> | <p>Make comparisons between objects relating to size.</p> <p>Compare sizes using gestures and language 'bigger/little/small'</p> <ul style="list-style-type: none"> Sort by size Sort by shape Talk about what they notice about the objects that have been grouped by an adult Identify similarities between objects Sort objects based on their own criteria <p>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</p> <ul style="list-style-type: none"> Explore in play 2d and 3d shapes and begin to learn their names <ul style="list-style-type: none"> Show an | <p>having to count them individually ('subitising').</p> <ul style="list-style-type: none"> Recognise when there is one object and how to show one on their fingers Recognise numbers in different ways. E.g. two dots on a dice, two fingers on a hand without counting them. Subitise different sizes and patterns <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Say some number names in sequence to 5.</p> <ul style="list-style-type: none"> Recognise numeral one/two and match to amounts that show one <p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Show 'finger numbers' up to 5.</p> | <p>without having to count them individually ('subitising')</p> <ul style="list-style-type: none"> Recognise 3 represented in different ways without counting them <p>Show 'finger numbers' up to 5</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <ul style="list-style-type: none"> Introduce numeral 3/4/5 and learn what it represents. Explore what smaller numbers the number 3/4/5 is composed of Identify triangles by counting their sides Identify squares and | <p>last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> Subitise 5 Count 6 objects with one-to-one correspondence Introduce and explore ten frames <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <ul style="list-style-type: none"> Compare height using vocabulary tall or short. Compare length using vocabulary long or short <p><u>Mass</u></p> <ul style="list-style-type: none"> Introduce balance scales – use the words | <p>fictional, using words such as 'first', 'then...'</p> <ul style="list-style-type: none"> Know the sequence of familiar stories using appropriate language <p>Understand position through words alone for example, "The bag is under the table," with no pointing.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> Know some properties of 2d/3d shapes | <ul style="list-style-type: none"> Revisit pairs of numbers that make 3/4/5 Revisit tens frames and explore numbers that make up 10. <p>Recite numbers past 5.</p> <ul style="list-style-type: none"> Identify the number that comes after a number they already know Sequence numbers to 5 by identifying what comes after each number Find the number that comes before a given number. |
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| | <p>awareness of numbers in the environment</p> <ul style="list-style-type: none"> • Reognise some numbers of personal significance. • Begin to touch objects when counting. | <p><i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p> <ul style="list-style-type: none"> • Predict what will come next in the pattern • Describe ABC patterns. <p>Notice and correct errors in a repeating pattern.</p> <p>Consolidation - Sorting and matching Counting Pattern</p> | <p>rectangles by counting their sides</p> <ul style="list-style-type: none"> • Identify pentagons by counting their sides <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> • Focus on counting 4 objects • Introduce numeral 4 and match it to a quantity <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> | <p>heavier and lighter</p> <ul style="list-style-type: none"> • Explore containers use the vocabulary full or empty <p>Consolidation - Length Mass Capacity</p> | <p>Consolidation - Sequencing Position More or fewer</p> | <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <ul style="list-style-type: none"> • Count objects in a set • Identify if there are enough of each object to match the number in the group <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <ul style="list-style-type: none"> • Recognising numerals for each |
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| | | | <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> | | | <p>number and sequence them</p> <p>Solve real-world mathematical problems with numbers up to 5.</p> <p>Consolidation - Shape patterns More or fewer Before and after Composition and number</p> |
| <p>F2 Number Numerical Patterns</p> | <p>Compare length, weight and capacity. Revisit - Make comparisons between objects relating to size, length, weight and capacity. (FS1)</p> <p>Compare numbers.</p> <ul style="list-style-type: none"> Know | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Recognise and name the shapes in the environment Select shapes | <p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> <ul style="list-style-type: none"> Recognise 0 Identify 0-5 in sequence Subitise 0-5 Represent 0-5 | <p>Compare length, weight and capacity.</p> <ul style="list-style-type: none"> Explore length and height <p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> | <p>Count objects, actions and sounds. Compare numbers. Count beyond ten.</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) (14-20) Continue | <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <ul style="list-style-type: none"> Explore sharing Explore grouping Even and odd sharing |

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| | <p>Continue, copy and create repeating patterns.</p> <p>Count objects, actions and sounds;</p> <ul style="list-style-type: none"> • <p>Link the numeral with its cardinal number value; compare numbers.</p> <ul style="list-style-type: none"> • Count up to 5 objects by touching each object and saying one number for each item. • Represent numbers up to 5 using fingers. <p>Subitise to 3.</p> <p>Understand the 'one more than/one less than' relationship between</p> | <p>appropriately: flat surfaces for building, triangular prism for a roof etc. (FS1)</p> <ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>Describe position</p> <ul style="list-style-type: none"> • Using appropriate vocabulary. E.g. Under, Over, In between. (FS1) <p>Count objects, actions and sounds;</p> <ul style="list-style-type: none"> • Count out up to 5 objects from a larger group <p>Link the numeral with its cardinal number value</p> <ul style="list-style-type: none"> • Recognise and count the | <p>Subitise – conceptual subitising to 5.</p> <p>Automatically recall numbers 0-5 and some to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> • Find 6,7 and 8. • Represent 6,7,8. • Composition of 6,7,8. <p>Understand one more than/one less than between consecutive numbers above.</p> <ul style="list-style-type: none"> • Understand odd and even | <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 <p>Subitise</p> <ul style="list-style-type: none"> • Conceptual subitising to 10 <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds 0-5 and some to 10.</p> <ul style="list-style-type: none"> • Bonds to 10 • Make arrangements of 10 • Understand bonds to 10 | <p>patterns beyond 10 (10-13) (14-20)</p> <ul style="list-style-type: none"> • Verbal counting beyond 20 • Verbal counting patterns <p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> • Add more • Take away • Equals <p>Begin to explore mathematical problems using skills such as symbols '+' '=' and '-' and related vocabulary.</p> <p>Automatically recall number bonds for numbers 0 – 5 and some to 10.</p> | <ul style="list-style-type: none"> • Play with and build doubles <p>Continue, copy and create repeating patterns.</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create and explore own pattern rules <p>Compare numbers; Count beyond ten;</p> <p>Subitise; Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of</p> |
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| | <p>consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <ul style="list-style-type: none"> Recognise, say and identify numerals 1-10. | <p>numerals/amounts 4 and 5.</p> <ul style="list-style-type: none"> Record using numerals up to 5 <p>Compare numbers</p> <ul style="list-style-type: none"> Order numerals up to 5 and say which number comes before or after Be able to partition numbers Know number bonds to 5 <p>Subitise 4 and 5.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Understand the composition of 4 and 5.</p> <p>Explore the composition of numbers to 10.</p> <p>Revisit – FS1 – Describe a sequence</p> | <ul style="list-style-type: none"> Understand doubles Make doubles to 8 Combine two groups <p>Compare length, weight and capacity.</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, weight and capacity (FS1) | <ul style="list-style-type: none"> Understand doubles to 10 Explore odd and even <p>Select shapes appropriately: flat surfaces for building, triangular prism for a roof etc. (FS1)</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children can recognise a shape within it, just as numbers can</p> <ul style="list-style-type: none"> Recognise and name 3d shapes within the environment Find 2d shapes within 3d shapes Use 3d shapes for tasks | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children can recognise a shape within it, just as numbers can</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain arrangements Compose shapes Decompose shapes Find 2d shapes within a 3d shape | <p>numbers to 10;</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10;</p> <p>Compare length, weight and capacity.</p> <ul style="list-style-type: none"> Apply knowledge of the above concepts in a range of problem solving activities across the provision. Be able to explain 'how they know' and give reasons. <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different</p> |
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| | | <p>of events using words such as; first, then.</p> | | <p>Continue, copy and create repeating patterns</p> <ul style="list-style-type: none"> • Identify more complex patterns • Copy and continue patterns • Identify and name the sequence of patterns within the environment beginning to identify the 'pattern rule' <p>Revisit -</p> <ul style="list-style-type: none"> • Recalls sequence of events in everyday lives and stories • Be increasingly able to order and sequence events using everyday language related to time | | <p>contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Understand position through words alone</p> <ul style="list-style-type: none"> • Use positional language in different activities within provision. E.g. construction • Use positional language when visualising from different positions • Use positional language when giving instructions to others • Use positional language in relation to maps and models |
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| Understanding the World (Past and Present: History/ People and Communities: Geography/ The Natural World: Science). | | | | | | |
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| Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's subjective experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting notable 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. | | | | | | |
| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| Cycle A | Feelings and myself | Celebrations | What's the weather? | A world for me and you | Windy days | God's Animals |
| Cycle B | Community | We are Unique (includes how we celebrate with our families) | Seasons | Let's go on an adventure | How does that work? | God's Plants |
| Pupils will: | | | | | | |
| Seasonal Changes: F1 and F2 | Know the signs of change between summer and autumn. | Know the signs of change between autumn and winter | Know the signs of winter | Know the signs of change between winter and spring | Know the signs of change between spring and summer | Know the signs of summer |
| Nursery 3-4 Past & Present People, Culture and Communities | <ul style="list-style-type: none"> • <i>know some people were born before them so are older than them and some born after them so are</i> | <ul style="list-style-type: none"> • <i>know there are differences between people and God created us to be unique.</i> • Know there are | <ul style="list-style-type: none"> • <i>understand that the weather changes and in different places you find different weather.</i> • <i>Know the key</i> | <ul style="list-style-type: none"> • know different methods of travel/transport today and in the past. | <ul style="list-style-type: none"> • <i>Explore and talk about different forces they can feel.</i> • talk about how forces can change | <ul style="list-style-type: none"> • <i>plant seeds and care for growing plants. (Cycle B)</i> • <i>understand the key features of the life cycle of a plant. (Cycle B)</i> |

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| <p>The Natural World</p> | <p><i>younger than them e.g. brothers and sisters.</i></p> <ul style="list-style-type: none"> • Know that their birthday celebrates the day they were born • be able to say who they are and who they live with. • <i>talk about some members of their family and people who are important to them.</i> • <i>Know some occupations that familiar people have.</i> • talk about and describe different types of houses, including where they live. • <i>talk about and point to what they see in their own environment (school/home).</i> • <i>show an interest in how things work. (Cycle B)</i> • <i>Show interest in the equipment that people use to carry out their jobs (Cycle</i> | <p>differences between what people believe.</p> <ul style="list-style-type: none"> • know there are special places of Worship. • <i>know that God made all natural things in the world.</i> • <i>explore through their senses the world around them and use a growing vocabulary to describe what they experience.</i> • comment on recent pictures of celebrations in their own life. "This is me celebrating Eid..." | <p><i>vocabulary for different types of weather; e.g. rainy, chilly, frosty, humid.</i></p> <ul style="list-style-type: none"> • <i>know there are hot and cold places in the world (including countries).</i> • be able to identify suitable clothing for different weather. • <i>talk about the differences between materials used in their clothes and changes they notice.</i> • <i>explore and talk about collections of materials with similar and/or different properties.</i> • explore how the different weather types affect the natural environment and materials. • talk about what they see, using a wide vocabulary. | <ul style="list-style-type: none"> • know how people in their local area travel. • <i>follow a simple map</i> • <i>know that there are different countries in the world.</i> • know the different ways to travel between countries. • Explore different sources to find out about different countries including stories, non-fiction resources, introduce atlases and globes as representations of the world. <ul style="list-style-type: none"> • <i>talk about the differences they have experienced or seen in photos.</i> • <i>be aware of recent historical figures linked to the topic and characters in stories.</i> <p><i>talk about what they see, feel, smell, hear, taste using a wide topic related vocabulary.</i></p> | <p>the direction of moving things e.g. sail boats on water, windmills, kites.</p> <ul style="list-style-type: none"> • know the wind is a force that you can feel but not see. • talk about how you can see the impact of wind as a force in action. • talk about the differences between materials and changes they notice when they push, pull, squeeze e.g. sand, soil, clay, playdough, corn flour. (Cycle B) <ul style="list-style-type: none"> • talk about the forces needed to make things work e.g. push, pull toys. (Cycle B) • begin to explain in how things work. | <ul style="list-style-type: none"> • know the difference between plants and animals. • talk about the pets they have. • <i>understand the key features of the life cycle of an animal. (Cycle A)</i> • <i>begin to understand the need to respect and care for the natural environment and all living things.</i> • <i>Know what living things need to survive. E.g. water, sun etc.</i> • <i>talk about what they see, feel, smell, hear, taste using a wide vocabulary.</i> |
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| | B) | | | | | |
| <p>Reception Past & Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> | <ul style="list-style-type: none"> • <i>talk about members of their immediate family and community.</i> • <i>name and describe people who are familiar to them.</i> • discuss family traditions and learn about others. • know about significant individuals • <i>comment on images of familiar situations in the past.</i> • <i>compare and contrast characters from stories, including figures from the past.</i> • <i>recognise some environments that are different to the one in which they live.</i> • <i>draw information from a simple map.</i> • <i>know that their community is made up of many different people</i> | <ul style="list-style-type: none"> • <i>know that their community is made up of many different people with different roles.e.g. within the parish and other places of worship</i> • <i>talk about some of the similarities and differences in family groups.</i> • Know that unique means distinctive and your differences can make you unique. • understand that some places are special to members of their community. • <i>recognise that people have different beliefs and celebrate special times in different ways.</i> • <i>know that God created us all to be like him but also unique.</i> • <i>compare and</i> | <ul style="list-style-type: none"> • <i>Know the names of the four seasons.</i> • <i>Know the 'typical' type of weather for each season.</i> <ul style="list-style-type: none"> • Know a wider range of vocabulary to describe the same type of weather. E.g. cold-chilly-frosty-freezing. • <i>understand the effect of changing seasons on the natural world around them.</i> E.g. seasonal changes to trees/plants; very cold weather can cause water to freeze, warmer weather will cause ice to melt. • <i>Explore the natural world around them.</i> • <i>Describe what they see, hear and feel whilst outside.</i> <ul style="list-style-type: none"> • Use a wide topic vocabulary to describe what they | <ul style="list-style-type: none"> • <i>Comment on images of familiar situations in the past.</i> • <i>understand the past through settings, characters and events encountered in books read in class and storytelling.</i> • make comparisons of settings and fictional settings. • know some similarities and differences between the natural world around me and contrasting environments, drawing on experiences and what has been read in class. • <i>explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when</i> | <ul style="list-style-type: none"> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i> <ul style="list-style-type: none"> • Understand processes such as floating and sinking. • Understand processes such as freezing and melting. E.g. how ice lollies are made and what happens to them in the sun. • Understand processes such as heating and cooling e.g. in cooking, sunbathing. | <ul style="list-style-type: none"> • <i>Explore the natural world around them and talk about the different plant/animal life that exists.</i> • <i>Describe what they see, hear and feel whilst outside.</i> • <i>Recognise some environments that are different to the one in which they live.</i> • <i>Know the types of homes for animals/insects</i> • <i>Understand the effect of changing seasons on the natural world around the world e.g. very hot/cold countries and how the plant and animal life differs.</i> • Know that there are some plants we can eat and some we cannot. E.g. fruit and vegetables as opposed to trees and flowers. <p><i>talk about some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</i></p> |

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| | <ul style="list-style-type: none"> with different roles. | <ul style="list-style-type: none"> contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> experience with their senses. | <ul style="list-style-type: none"> appropriate, maps | | <ul style="list-style-type: none"> texts and when appropriate – maps. |
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Expressive Arts and Design (Creating with materials and being imaginative and expressive).

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
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| Nursery 3-4 Creating with materials Being imaginative | <ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using my fingers and other parts of my body as well as brushes and other tools. Create pictures using paint and other media Make simple models. Enjoy taking part in pretend play. | <ul style="list-style-type: none"> Choose colours purposely. Begin to use objects to print or create patterns. Begin to join boxes together using sticky tape or glue. Remember and sing entire songs. Respond to what they have heard, expressing | <ul style="list-style-type: none"> Explore different materials freely, in order to develop my ideas about how to use them and what to make. Create own songs or improvise a song around one they know. Name a variety of instruments. Use their own experiences to develop storylines | <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Create collages using mixed media. Safely use and explore a variety of materials tools and techniques. Draw with increasing complexity and | <ul style="list-style-type: none"> Develop own ideas and decide which materials to use to express them. Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation, and experience. Join different materials and | <ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use shapes to represent objects. Explore colour and colour mixing. Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures. Create own piece of art and give meaning. |

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| | <ul style="list-style-type: none"> • Enjoy moving to music. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy making sounds “music” with instruments. • Enjoy and take part in songs, such as 'Twinkle, Twinkle Little Star | <ul style="list-style-type: none"> • thoughts and feelings. • Sing the pitch of a tone sung by another person. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Watch dances and performances. | <p>e.g. going on a bus/car ride.</p> <ul style="list-style-type: none"> • Use construction toys to make settings. | <ul style="list-style-type: none"> • detail, such as representing • a face with a circle and including details. • Show different emotions in my drawings (happiness, sadness, fear etc.) • Play instruments with increasing control to express feeling and ideas. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | <p>explore different textures.</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | <ul style="list-style-type: none"> • talk about what they like/don't like in their own and others art. • Listen with increased attention to sounds. • Play a given instrument to simple beat. |
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| <p>Reception</p> <p>Creating with materials</p> <p>Being imaginative</p> | <ul style="list-style-type: none"> • Begin to draw self-portraits, landscapes, and building/cityscapes. • Build models which replicate those in real life, using a variety of resources. • Sing in a group or by oneself, increasingly matching the pitch and following the melody. • Sing a range of well-known nursery rhymes and songs. • Explore and engage in music making and dance, performing solo or in groups. | <ul style="list-style-type: none"> • Join items in a variety of ways (sellotape, masking tape, string and split pins). • Watch and talk about dance and performance art, expressing feelings and responses. • Listen to music and say what they do or don't like. • Sing a range of well-known nursery rhyme and songs. • Make music and move to music. | <ul style="list-style-type: none"> • Know how to Improve models (scrunch, twist, fold, bend, roll). • Know how to secure boxes, kitchen rolls, decorate bottles. • Invent, adapt and recount narratives and stories with peers and my teacher. • Make use of props and materials when role playing characters in Narratives and stories. | <ul style="list-style-type: none"> • Independently select additional tools (stamps, rollers etc.) to improve my painting. • Create patterns or meaningful pictures when printing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on my previous learning, refining ideas and developing ability to represent them. • Create collaboratively sharing ideas, resources and skills. | <ul style="list-style-type: none"> • Explore different textures. • Draw with details. • Work in a group to create a box model, listening to each other's ideas about how to improve and change their model. • Explain how they have made a model and what its purpose is. • Change the tempo and dynamics whilst playing music. • Use a wide variety of instruments. • Begin to understand emotion through music and describe music in simple term e.g. 'happy', 'sad' or 'scary'. • Use familiar stories to innovate | <p>ELG:</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives |
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| | | | | <ul style="list-style-type: none"> • <i>Develop storylines in pretend play.</i> • <i>Listen attentively, move to, and talk about music, expressing feelings and responses.</i> | <p><i>small world play with their peers</i></p> <ul style="list-style-type: none"> • <i>Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</i> | <p><i>and stories with peers and their teacher.</i></p> <ul style="list-style-type: none"> • <i>Sing a range of well-known nursery rhymes and songs.</i> • <i>Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.</i> |
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