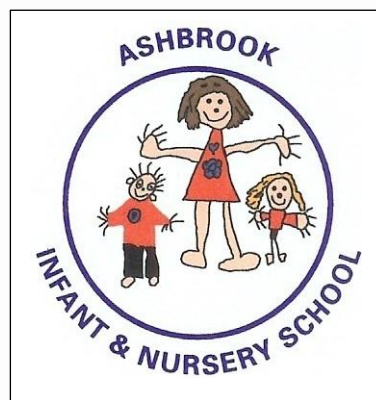


An Early Years Learner at  
Ashbrook Infant and Nursery  
School



A curriculum document revised January 2023

## **Curriculum Intent**

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for ourselves, each other, our school community, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Ashbrook Infant and Nursery School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

## We believe that a learner:

cares      learns      has fun      shows curiosity  
investigates      explores      takes risks  
collaborates      co-operates      shares      internalises  
follows      leads      concludes  
questions      chooses      examines      feels  
values      analyses      debates  
appreciates      imagines      problem solves      thinks  
invents      perseveres      concentrates  
communicates      takes turns      instigates      comments  
listens      decides      explains  
compares      commentates      understands      discusses  
queries      creates      celebrates      grows



We believe that for children to be in the best place to learn they need optimum levels of Wellbeing and Involvement.

## Well Being

Children in a state of well-being feel like 'fish in water'. The prevailing mood in their life is **pleasure**; they have fun, **enjoy** each other's company and **feel Ok** in their environment.

They radiate **vitality** as well as relaxation and **inner peace**.

They have an **open and receptive** attitude towards their environment.

They are **spontaneous** and feel comfortable in all sorts of situations, truly being themselves.

A state of well-being is more likely to occur when the child has **self-confidence, self-esteem, assertiveness, resilience** and is well in touch with **his own feelings**

## Involvement

Involvement is what we observe when children are intensely engaged in an activity.

Extreme **concentration**, uninterrupted attention, being totally absorbed, unaware of time

A high level of **motivation**, interest, fascination and perseverance

An **intense mental activity**, vivid sensations and an embodied sense of meaning

**Deep satisfaction** stemming from the fulfilment of the exploratory drive

Operating **at the very limits** of one's capabilities, the 'zone of proximal development'

**Deep-level-learning**

We want our children to leave our Early Years Unit with the capacity to become lifelong learners which is why we highly value developing the Characteristics of Effective Learning. These are:







## Playing and Exploring : Engagement

### Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open ended activity
- Showing particular interests

### Playing with what they know:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

### Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a can do attitude
- Taking a risk, engaging in new experiences, and learning by trial and error.

## Active Learning : Motivation

### Being involved and concentrating:

- Showing a deep drive to know more about people and their world
- Maintaining focus on their activity for a period of time
- Showing high levels of involvement, energy, fascination
- Not easily distracted
- Paying attention to detail

### Keeping on trying:

- Persisting with an activity or towards their goal when challenges occur
- Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset)
- Bouncing back after difficulties

### Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals (I can)
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)



## Thinking Creatively and Critically : Thinking

### Having their own ideas (creative thinking):

- Thinking of ideas that are new and meaningful to the child
- Playing with possibilities (What if? What else?)
- Visualising and imagining options
- Finding new ways to do things

### Making links (building theories):

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

### Working with ideas (critical thinking):

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Flexibly changing strategy as needed
- Reviewing how well the approach worked





We believe that it is important that every child feels noticed, recognised and a part of our school so we aim to celebrate and value all of the children and families within our community regardless of race, gender, sexual orientation, marital status, disability etc.

This is a focus on a daily basis but also forms part of our curriculum, in particular as part of Communication and Language, PSED and Understanding the World.

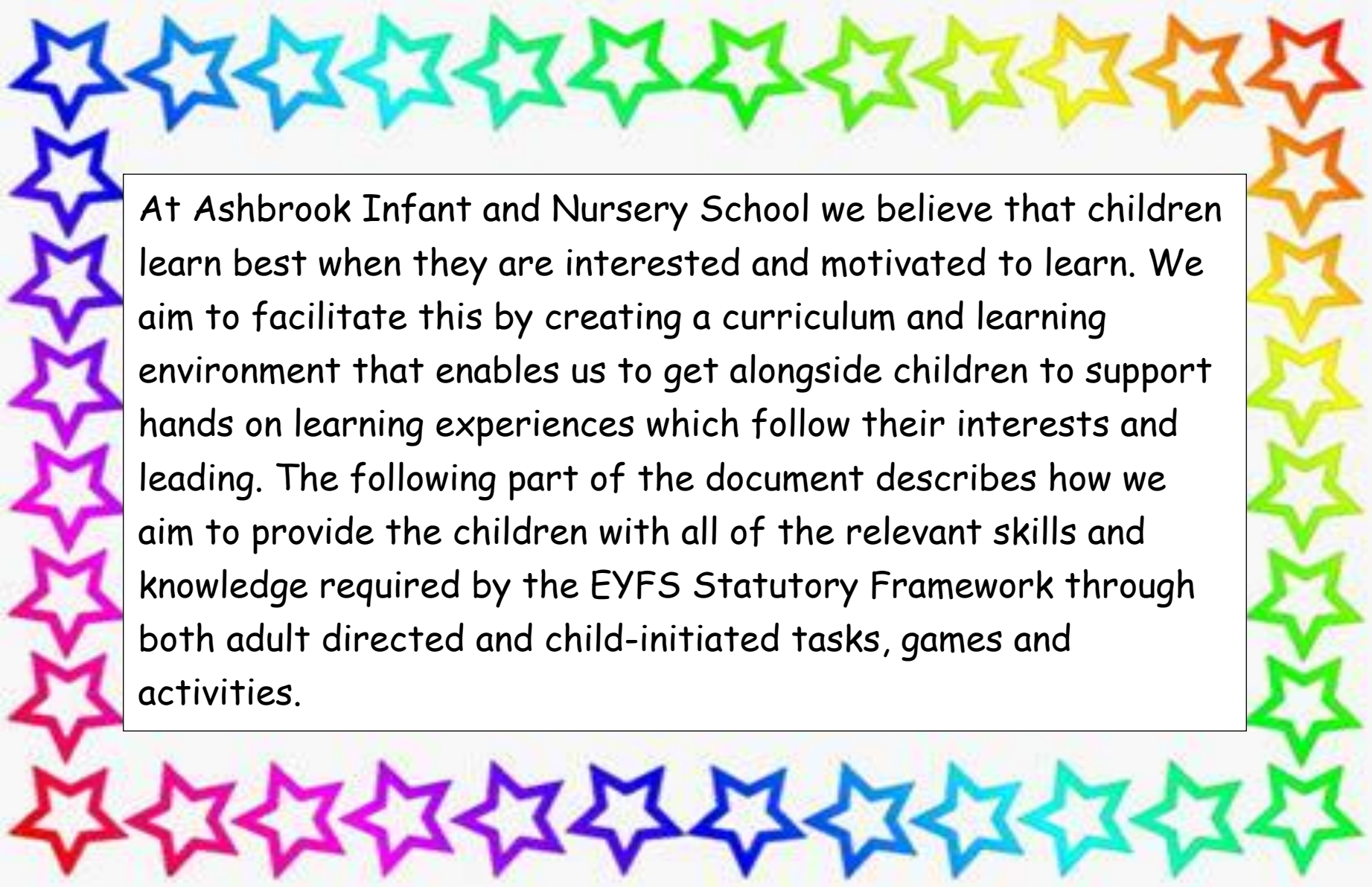
We also believe that important for our children to understand the community of which they are part. We will begin by looking at the local community and will progress to looking at other environments within the United Kingdom. We will begin to explore what it means to be British. We will also begin to explore our responsibility for our school community, our local community, the UK and the wider world. We will do this by focussing on the need for rules, manners and for everyone to care for each other and the environment.



We have chosen to have a set of goals which are specific to our school and encompass the rounded people we would like our children to leave our Early Years Unit as.

	On Entry to Nursery	End of Nursery	End of Reception
Settle in	Separate from their parent /carer with support if necessary.	Settle in and become a confident learner	Settle in and become a confident and independent learner
Dress	Put their coat on	To dress and undress to go outside	To dress themselves
Make friends	Show an interest in the other children	Join in with a group of friends who are playing.	Solve problems with friendships and resolve disagreements kindly.
Communicate	Speak to an adult	Tell your own story	Re-tell a story
Co-operate	Play with other children	Organise and play hide and seek with their friends	Organise and play a board game independently with their friends
Ride	To ride a tricycle or scooter	To ride a balance bike	To skip with a rope
Create	Explore playdough	Follow a recipe to make playdough	Follow a recipe to make a cake
Sing	Begin to join in with songs and rhymes.	Sing 5 nursery rhymes off by heart.	Sing 10 songs altogether (this could include the 5 from nursery)
Write	Make marks	Recognise their first name and write some letters from it	Write and recognise whole name





At Ashbrook Infant and Nursery School we believe that children learn best when they are interested and motivated to learn. We aim to facilitate this by creating a curriculum and learning environment that enables us to get alongside children to support hands on learning experiences which follow their interests and leading. The following part of the document describes how we aim to provide the children with all of the relevant skills and knowledge required by the EYFS Statutory Framework through both adult directed and child-initiated tasks, games and activities.

## Communication and Language – Prime Area

### **Statutory Requirements**

*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.*

	Nursery Skills	Nursery Knowledge	Vocabulary	Texts
<b>Autumn 1</b>  <b>I can speak to an adult</b>	I am learning to stop when I hear my name. I am learning to sing some rhymes. I can look at picture books and talk about them. I can talk about myself and my family. My friends and the adults can understand what I am saying. I can put words together in short phrases.	I know that stories have characters. I know that I need to sing words clearly so that people can hear them. I know that it is OK to talk to others about what I want and what I need.	Stop, their name Stories, characters, names of family members, using nouns and simple verbs together. Want, need Words from stories, songs and rhymes	
<b>Autumn 2</b>  <b>I can speak to an adult</b>	I can go to an adult if I need help or assistance. I can talk about things that I am celebrating at home. I can listen to stories about celebrations such as birthdays, Diwali, Christmas, Hanukah etc. These help me to talk about them and why they are celebrated. I can listen to, and follow simple instructions. I can use more words when I am talking. I am learning how to use talk to help me to organise myself. I can talk about the different characters and what they are doing.	I know that stories have different characters which could be real and pretend. I know more words, understand what they mean and know how to use them. To know that I can find out information from books.	As above plus: Help, please Celebrating, names of celebration e.g. Christmas, Divali, festival, decorations, food names, instructions words e.g. go, get, find, make etc.	

			Instructional vocabulary e.g first, then, next	
<b>Spring 1</b> <b>I am learning how to tell my own story</b>	<p>I can use a wider range of vocabulary in the correct context.</p> <p>I can talk in short sentences that others can understand.</p> <p>I can listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>I can differentiate and categorise objects based on their properties.</p> <p>I remember new words that I am learning when talking to others.</p> <p>I know that stories have characters</p> <p>I understand simple instructions, questions and commands.</p>	<p>As above plus:</p> <p>Instructional vocabulary e.g first, then, next or such as go, get, find, make etc.</p> <p>What, when, where, who</p> <p>Hard, soft, rough, smooth, heavy, light, wet, dry, hot, cold, spiky, prickly, bumpy, solid, bendy etc.</p> <p>Characters</p>	
<b>Spring 2</b> <b>I am learning how to tell my own story</b>	<p>I can listen to traditional stories and retain some key words and repeated phrases.</p> <p>I can talk about the characters in a story.</p> <p>I am beginning to use connectives e.g. and, because</p> <p>I can listen to, and follow simple instructions and respond to simple questions appropriately.</p> <p>I can talk in short sentences that others can understand.</p> <p>I can use a wider range of vocabulary</p> <p>I can understand a question or instruction that has two parts, such as; 'Get your coat and wait at the door'</p> <p>I know a few songs and rhymes</p> <p>I can use longer sentences of 4-6 words</p> <p>I can start a conversation with an adult or a friend and continue it for many turns</p>	<p>I know that stories have characters in them,</p> <p>I can answer questions related to a familiar story.</p> <p>I know how to follow simple instructions and commands.</p> <p>I know how to answer simple questions.</p> <p>I know a wider range of vocabulary.</p> <p>I know how to take turns to start and continue a conversation.</p>	<p>As above plus:</p> <p>Once upon a time, one day, happily ever after, the end.</p> <p>Characters – words to describe then e.g. tall short, boy, girl, colours to describe hair and clothes etc.</p> <p>And, because</p> <p>Instructional vocabulary e.g first, then, next or such as go, get, find, make etc.</p> <p>What, when, where, who</p>	



			Words from songs, rhymes and stories	
<b>Summer 1</b> <b>I can tell my own story</b>	<p>I can listen to traditional stories and retain key vocabulary.</p> <p>I can answer questions and share my opinions using vocabulary that I have learnt.</p> <p>I can talk about the setting and characters in a story.</p> <p>I can use connectives e.g. and, because, but</p> <p>I can listen to different songs and rhymes.</p> <p>I can join in with familiar songs, singing words confidently and clearly.</p>	<p>I know that stories have different settings.</p> <p>I know how to answer questions related to the story.</p> <p>I know how to use vocabulary learnt to have a conversation with others.</p> <p>I can remember much of what happens in stories and know how to talk about it.</p>	<p>As above plus:</p> <p>Once upon a time, one day, happily ever after, the end.</p> <p>Setting – words to describe then e.g. dark, scary, big, small, tall etc.</p> <p>And, because, but</p> <p>Instructional vocabulary e.g first, then, next or such as go, get, find, make etc.</p> <p>What, when, where, who, how, why</p> <p>Words from songs, rhymes and stories</p>	<p>3 Billy Goats Gruff</p> <p>Whatever Next</p>
<b>Summer 2</b> <b>I can tell my own story</b>	<p>I can share my thoughts and ideas</p> <p>I can answer questions and share my opinions using the relevant vocabulary.</p> <p>I can talk about stories that I know with confidence.</p> <p>I can use pictures to tell a story.</p> <p>I can to tell a longer story</p> <p>I can use a wider range of vocabulary</p> <p>I can use sentences joined up with words like ‘because’, ‘or’, ‘and’</p> <p>I can use the future and past tense; ‘I am going to the park’ and ‘I went to the shop’</p> <p>I can ask for help</p>	<p>I can remember much of what happens in stories and know how to talk about it.</p> <p>I know how to sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>I know what why means and can understand ‘why’ questions.</p> <p>I know a large repertoire of songs and rhymes</p> <p>I know how to express a point of view and how to use my words when I disagree with an adult or a friend, as well as actions.</p> <p>I know how to follow routines and simple instructions.</p> <p>I know how to use the words I know appropriately to organise myself and my play.</p>	<p>As above plus:</p> <p>And, because, but, or</p> <p>Instructional vocabulary e.g. go, get, find, make etc.</p> <p>What, when, where, who, how, why</p> <p>Words from songs, rhymes and stories</p> <p>Words associated with routines e.g. first, then, next, after that etc.</p>	

	Reception Skills	Reception Knowledge	Vocabulary	Texts
<b>Autumn 1</b>  <b>I can tell my own story</b>	I can talk about myself and people that I know. I can sing songs that I know. I can talk about a range of different texts. I can understand and follow routines and simple instructions I can ask adults when I need some help I can share my thoughts and ideas I understand how to listen carefully and why listening is important. I can learn new vocabulary I can listen to stories I can listen carefully to rhymes and songs, paying attention.	I know about others. I know some familiar songs. I know how to describe different story and non-fiction texts.	As Nursery plus: Me, he, she, they Names of family members Words to describe stories, character, setting Go, get, find, do, make, sort, put away etc. Please can you help me, thank you Listen, ears, hear, quiet, carefully New vocabulary related to rhymes and stories	We're Going on a Bear Hunt (DC)  The Growing Story – Ruth Craus and Helen Oxenbury  Fix it duck – Jez Alborough  Five Minutes Peace – Kjill Murphy  Goldilocks
<b>Autumn 2</b>  <b>I can tell my own story</b>	I can talk about and compare different festivals. I can make comments about things that I observe. I understand how to listen carefully and why listening is important. I can use new words that I have learnt throughout my day I can join in with story times I can use social phrases I listen carefully to rhymes and songs, paying attention.	I know about different festivals. I am able to talk about how different people help us. I am beginning to talk about why things happen using new vocabulary learnt. I know some social phrases and how and when to use them.	As Nursery and above plus: Vocabulary related to festivals Observational vocabulary e.g. big, small, long, short, round, straight, flat etc. Please, thank you, sorry, excuse me, pardon me etc. New vocabulary related to song, rhymes, stories and social situations	Rosie's Walk – Pat Hutchins  Dogger – Shirley Hughes  Dogger's Christmas – Shirley Hughes  Sammy Spider's first Hannukah – Sylvia Rouss and Katherine Janus Kahn  The Christmas Story  Christmas stories
<b>Spring 1</b>	I can describe features of traditional stories. I can ask question to find out more. I can listen to and talk about stories	I know different traditional stories. I know how to express my ideas and feelings about my experiences.	As Nursery and above plus:	Peepo – Janet and Alan Ahlberg

<p><b>I am learning how to re-tell a story</b></p>	<p>I am beginning to use new vocabulary in different contexts. I am learning rhymes, poems and songs.</p>	<p>I know about books and stories and how they work. I know an increasing range of rhymes.</p>	<p>Beginning , middle, end, problem, What, how, why, where, when, who Front cover, back, cover, blurb, pages Happy, sad, worried, scared, angry New vocabulary related to songs, rhymes stories and social situations.</p>	<p>Not last night but the night before – Colin Naughton  Katie Morag and the two grandmothers – Mairi Hedderwick  The Naughty Bus – Jan Oke and Jerry Oke  The Train Ride – Julie Crebin and Stephen Lambert</p>
<p><b>Spring 2</b> <b>I am learning how to re-tell a story</b></p>	<p>I can describe features of traditional stories. I can ask question to find out more and to check that I understand what has been said to me. I can articulate my thoughts and ideas in well-formed sentences. I can listen to and talk about stories to build familiarity and understanding. I can use new vocabulary in different contexts. I am learning rhymes, poems and songs. I can engage in non-fiction books.</p>	<p>I know different features of texts. I know how to talk confidently about why things happen using new vocabulary learnt. I know how to engage in meaningful conversations with others. I know how to talk in sentences. I know an increasing range of rhymes and poems.</p>	<p>As Nursery and above plus: Goodie, baddie, hero, villain Because, then, so and, but, when New vocabulary from rhymes, poems, songs, stories and social situations</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K  Peter rabbit stories – Beatrix Potter  Billy’s Sunflower – Nicola Moon and Karin Littlewood  Katie in London – James Mayhew  What the Ladybird heard at the seaside – Julia Donaldson</p>



<p><b>Summer 1</b></p> <p><b>I can re-tell a story</b></p>	<p>I can research using a search engine.</p> <p>I can listen, understand and respond to simple instructions and questions.</p> <p>I can ask a relevant question and make a relevant comment.</p> <p>I can describe events in some detail.</p> <p>I can re-tell a story, once I have developed a deep familiarity with the text as exact repetition.</p>	<p>I know how to engage in meaningful conversations with others.</p> <p>I know some stories in detail.</p> <p>I know how to follow instructions and answer questions.</p> <p>I know how to add some interesting details.</p>	<p>As Nursery and above plus: Google, information, explore, investigate, First, then, next, after that, when, second, third etc. New vocabulary from rhymes, poems, songs, stories and social situations Increasing range of adjectives and adverbs.</p>	<p>The Tiger who Came to Tea – Judith Kerr</p> <p>Mama Panya’s Pancakes – Mary and Rich Chamberline</p> <p>Little Red Riding Hood</p> <p>Little Red and the Very Hungry Lion – Alex T Smith</p>
<p><b>Summer 2</b></p> <p><b>I can re-tell a story</b></p>	<p>I can give facts about a specified subject that I am interested in.</p> <p>I can connect one idea or action to another using a range of connectives</p> <p>I can use talk to help work out problems and organise thinking and activities. Explaining how things work and why they might happen.</p> <p>I can re-tell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.</p> <p>I can listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can converse in a back and forth exchange with friends and adults.</p>	<p>I know a range of facts about things that I am interested in.</p> <p>I know how to find out about things in non-fiction books.</p> <p>I know how to engage in meaningful conversations with others.</p> <p>I know how to use talk to help me to organise myself.</p> <p>I know some stories in detail.</p> <p>I know how to hold a conversation</p>	<p>As Nursery and above plus: Facts Once upon a time, they all lived happily ever after, one day etc. Repeated refrains from stories and rhymes Connectives – and, so, then, when, because, but etc. Non-fiction – real, pretend New vocabulary from rhymes, poems, songs, stories and social situations</p>	<p>Materials (big book)</p> <p>From tadpole to frog – Rachel Tonkin</p> <p>The Ugly Duckling – Hans Christian Anderson</p> <p>Giraffes can’t dance – Giles Andreae and Guy Parker-Rees</p> <p>Holidays by the sea (BB)</p> <p>My Holiday diary (BB)</p>

			Increasing range of adjectives and adverbs.	
ELG	<p><b><u>Listening and Understanding.</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 interaction.</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.</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>			

## Personal, Social and Emotional Development – Prime Area.

### Statutory Requirements

*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.*

	Nursery Skills	Nursery Knowledge	Vocabulary	Texts
<b>Autumn 1</b>  I can separate from my parent /carer with support if necessary.  I can show an interest in the other children  I can play with other children	I can separate from main carer and learn to adapt to the Nursery environment. I can talk to the grown ups. I can talk to my friends. I can play in the nursery. I can select and use activities and resources, with some support if needed. I can wash my hands after I have used the toilet. I can approach adults in Nursery when I need to. I can talk about my feelings with words like happy sad	I know that I can approach adults in Nursery when I need to.  I know how to start a conversation and how to keep a conversation going.	Names of carers, nursery, home Help Own name Name of adults and some children in the setting Names of favourite activities Wash hands, toilet, water	Colour Monster
<b>Autumn 2</b>  I can separate from my parent /carer with support if necessary.	I can learn about daily routines and classroom rules and start to follow them. I am aware of behavioural expectations in the Nursery. I can select and use activities and resources, with some support if needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.	I know how to adapt my behaviour to suit classroom routines. I know that the adults are there to help me and demonstrate confidence in asking adults for support. I know how to achieve a goal I have chosen. I know that rules are important I know what the rules are	As above plus: Base, group, lunch, phonics, maths etc. Take turns, share, yours, mine kind hands etc. I want, I can	Tell me tree



<p><b>I can show an interest in the other children</b></p> <p><b>I can play with other children</b></p>	<p>I can show more confidence in new social situations.</p> <p>I can play with one or more children, extending or elaborating play ideas.</p> <p>I can talk about my feelings with words like happy sad</p> <p>I can increasingly following rules, understanding why they are important</p> <p>I can share and take turns with others, with adult guidance, understanding 'yours' and 'mine'.</p>		<p>Hello, my name is...</p> <p>Can I play</p> <p>Happy, sad</p> <p>rules</p>	
<p><b>Spring 1</b></p> <p><b>I am settling in and becoming a confident learner</b></p> <p><b>I am learning how to join in with a group of friends who are playing.</b></p> <p><b>I am learning how to organise and play hide and seek with my friends</b></p>	<p>I am learning how to share resources and play in a group.</p> <p>I can look after resources within the class.</p> <p>I can listen to, and follow rules set.</p> <p>I can take turns whilst playing and wait patiently to have a go.</p> <p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p> <p>I am more outgoing with unfamiliar people in the context of the setting.</p> <p>I can play alongside others</p> <p>I can take part in pretend play</p>	<p>I know how to manage my emotions in different situations.</p> <p>I know that there are boundaries set.</p> <p>I know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried</p> <p>I know that we must respect our resources and out them back when we have finished with them.</p> <p>I know that when playing in a group I need to share and also know that I will get a turn.</p>	<p>As above plus:</p> <p>Play, friends, others, boys and girls, children</p> <p>Listen, hear, ears</p> <p>Wait, stop, finished</p> <p>Choose</p> <p>Who</p> <p>Play with</p> <p>Words related to own experiences, role play, other activities and resources</p> <p>Cry, calm down, happy, sad, angry, worried</p> <p>Look after, take care</p> <p>Put back</p>	
<p><b>Spring 2</b></p> <p><b>I am settling in and becoming a confident learner</b></p> <p><b>I am learning how to join in with a group of</b></p>	<p>I can show independence in accessing and exploring the environment.</p> <p>I can independently put on my coat and use the toilet.</p> <p>I can listen to, and follow rules set.</p> <p>I can look after resources within the class.</p> <p>I can talk about my feelings with words like happy sad, angry or worried</p> <p>I can play alongside others</p> <p>I can take part in pretend play</p>	<p>I know about the different areas in the Nursery and I know how to explore them safely.</p> <p>I know that I need to approach an adult if I need support and I know how to do this.</p> <p>I know how to find solutions to conflicts or rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>I know some of the rules now and don't always to be reminded to follow them by an adult.</p>	<p>As above plus:</p> <p>By yourself/myself</p> <p>Feelings, feel, Happy, sad, angry, worried.</p> <p>Pretend</p> <p>Concentrate</p> <p>Names for different areas of the nursery</p>	

<p>friends who are playing.</p> <p>I am learning how to organise and play hide and seek with my friends</p>	<p>I can settle to some activities for a while</p>		<p>My turn, your turn</p>	
<p>Summer 1</p> <p>I have settled in and have become a confident learner</p> <p>I can join in with a group of friends who are playing.</p> <p>I can organise and play hide and seek with my friends</p>	<p>I can initiate play with peers and keep play going by giving ideas.</p> <p>I am becoming more outgoing with unfamiliar people.</p> <p>I am showing more confidence in new social situations.</p> <p>I am beginning to find solutions to conflicts.</p> <p>I can show an awareness of how others may be feeling.</p> <p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal which is suggested to me.</p> <p>I can talk with others to solve conflicts</p> <p>I am beginning to understand how others might be feeling</p> <p>I can take part in pretend play with different roles-being the Gruffalo for example.</p> <p>I can demonstrate or explain how I am feeling.</p> <p>I can demonstrate curiosity about my world</p>	<p>I know that to play nicely it's important to share and take turns.</p> <p>I know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>I know that it is OK to engage with others, even if in a different environment.</p> <p>I know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>I know some ways to talk to others to solve conflicts</p>	<p>As above plus:</p> <p>Let me help, I can help</p> <p>Stop, finish, start again</p> <p>Friend</p> <p>What do I need?</p> <p>What do you need?</p> <p>How do you feel</p> <p>I feel</p> <p>Smiling, laughing, crying etc.</p> <p>Stop it, I don't like that etc.</p> <p>What's that, what is it made of?</p> <p>I wonder..?</p>	<p>The lion inside</p>
<p>Summer 2</p> <p>I have settled in and have become a</p>	<p>I am gaining enough confidence to talk to adults and peers.</p> <p>I am developing my sense of responsibility and membership of a community.</p> <p>I am beginning to understand how others might be feeling</p>	<p>I know how to talk politely and develop an understanding of what is appropriate.</p> <p>I know that it is OK to challenge others, but that I must remember to always be kind.</p>	<p>As above plus:</p> <p>Class, nursery, school, reception</p> <p>My turn, listen</p>	<p>Friends</p>

<p><b>confident learner</b></p> <p>I can join in with a group of friends who are playing.</p> <p>I can organise and play hide and seek with my friends</p>	<p>I am developing appropriate ways of being assertive I can take part in pretend play with different roles- being the Gruffalo for example.</p> <p>I generally negotiate solutions to conflicts in my play. I can demonstrate curiosity about my world</p>	<p>I know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>I know how to negotiate solution to conflicts</p>	<p>Happy, sad, scared, worried, angry, cross Kind, care Pretend problem</p>	
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	Reception Skills	Reception Knowledge	Vocabulary	Texts
<p><b>Autumn 1</b></p> <p><b>I have settled and have become a confident learner</b></p> <p><b>I can join in with a group of friends who are playing</b></p>	<p>I can describe my friend.</p> <p>I can demonstrate friendly behaviour.</p> <p>I can be a good friend</p> <p>I am learning how to join in with whole group activities.</p> <p>I can choose an activity independently.</p> <p>I can understand their own feelings</p> <p>I can understand that other people have feelings too</p> <p>I can ask questions about my world</p>	<p>I know how to describe and show friendly behaviour.</p> <p>I know how to be a good friend.</p> <p>I know that I need to take turns with my friends and how to do it.</p> <p>I know how to ask questions about things that interest me.</p> <p>I know that I have feelings and that other people have them too.</p>	<p>As Nursery plus:</p> <p>Friend, share, care, take turns, loo after, help</p> <p>Choose</p> <p>Feelings, feel</p> <p>Me, you</p> <p>What, how, why, where, when</p>	<p>The Colour Monster</p>
<p><b>Autumn 2</b></p> <p><b>I have settled and have become a confident learner</b></p> <p><b>I can join in with a group of friends who are playing.</b></p>	<p>I am learning about a range of different festivals.</p> <p>I am learning about important dates in my life.</p> <p>I can see myself as a valuable individual</p> <p>I can manage their own needs.</p> <p>I am learning how to show resilience and perseverance in the face of challenge</p>	<p>I know that different people celebrate different things and I know about some of these festivals.</p> <p>I understand why different people celebrate different things.</p> <p>I know that I need to keep trying.</p> <p>I know that I can do things for myself.</p>	<p>As Nursery and above plus:</p> <p>Words related to festivals e.g. Divali, Christmas, Hannukah</p> <p>Birthday, celebrate, cake, presents, gifts</p> <p>Keep going, try, trying</p> <p>Myself</p>	<p>The Christmas story</p> <p>Christmas stories</p> <p>Sammy Spiders first Hannukah</p>
<p><b>Spring 1</b></p> <p><b>I am settling in and am learning how to become a confident and independent learner</b></p>	<p>I am learning the difference between right from wrong.</p> <p>I understand how to make the right choices and the consequences of not making the right ones.</p> <p>I can see myself as a valuable individual</p> <p>I am beginning to show resilience and perseverance in the face of challenge</p>	<p>To know how to talk about why a character has made a poor choice and what the consequences are.</p> <p>I know how to talk about how the character could have made a better choice.</p>	<p>As Nursery and above plus:</p> <p>Right, wrong, good, bad</p> <p>Good choices, bad choices, poor choice, better choice</p> <p>Choose, choice</p>	<p>Little Red Riding Hood</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p>

<p>I am learning how to solve problems with friendships and resolve disagreements kindly.</p>			<p>Important</p>	
<p>Spring 2</p> <p>I am settling in and am learning how to become a confident and independent learner</p> <p>I am learning how to solve problems with friendships and resolve disagreements kindly.</p>	<p>I can talk about the effect my behaviour has on others.  I can identify ways of being helpful to others  I can identify and moderate my own feelings socially and emotionally.  I can build constructive and respectful relationships.</p>	<p>To know that my behaviour can have an effect on others.  I know that other people may need help.  I know how being helpful will make people feel.</p>	<p>As Nursery and above plus:  How do you feel?  Can I help you?  Help, be kind, manners,  Friend, friendship, respect</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K</p>
<p>Summer 1</p> <p>I have settled in and I have become a confident and independent learner</p>	<p>I can see myself as a valuable individual  I can think about the perspectives of others.  I can show resilience and perseverance in the face of challenge  I can show empathy to others and living things</p>	<p>I know that people are different.  I know that people have different families.  I know that people live in very different places.</p>	<p>As Nursery and above plus:  Think, feel  How do they feel?  What is it like for...?  How can you help them?  What do they need?  Can you make them feel better?</p>	<p>The Tiger who Came to Tea – Judith Kerr</p> <p>Mama Panya’s Pancakes – Mary and Rich Chamberline</p> <p>Little Red and the Very Hungry Lion – Alex T Smith</p>

<p>I can solve problems with friendships and resolve disagreements kindly.</p>			<p>Keep trying, perseverance Try again Different</p>	
<p>Summer 2</p> <p>I have settled in and I have become a confident and independent learner</p> <p>I can solve problems with friendships and resolve disagreements kindly.</p>	<p>I can see myself as a valuable individual I can think about the perspectives of others. I can show resilience and perseverance in the face of challenge I know and can talk about the different factors that support my overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p>	<p>I know that people are different. I know that people have different families. I know that people live in very different places.</p>	<p>As Nursery and above plus: Healthy eating Tooth brushing Washing Exercise, sleep Rest, relaxation, screen time, routine Crossing the road, left, right, wait, stop</p>	<p>The Ugly Duckling – Hans Christian Anderson</p> <p>Giraffes can't dance – Giles Andreae and Guy Parker-Rees</p>
<p>ELG</p>	<p><b><u>Self-Regulation.</u></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.</p> <p><b><u>Managing Self.</u></b>          *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.          *Explain the reasons for rules, know right from 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</p> <p><b><u>Building Relationships.</u></b>          *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.</p>			

## Physical Development – Prime Area

### Statutory Requirements

*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 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

	Nursery Skills	Nursery Knowledge	Vocabulary	Real PE Units
<b>Autumn 1</b>  <b>I can put my coat on</b>  <b>I can ride a tricycle or scooter</b>	I can take care of toileting needs independently. I am beginning to show a preference for a dominant hand. I can climb apparatus safely. I am beginning to show awareness of moving equipment safely with peers. I am beginning to use the toilet independently. I can walk steadily using my whole foot. I can access outdoor climbing equipment and PE apparatus. I can use large-muscle movements to wave flags and streamers, paint and make marks. I am starting to eat independently. I can find my coat.	I know about personal hygiene and the importance of being clean and tidy. I know that washing hands is important after using the toilet and before we eat. I know how to use alternate feet when climbing apparatus. I know how to be independent with eating and drinking, e.g. I know how to feed myself and ask for help with opening containers.	Toilet Wash hands Soap, water, towel Climb, jump, swing, slide, safely, high Wave, paint, make marks, move	Gross motor development using large apparatus, parachute, circle games etc.
<b>Autumn 2</b>  <b>I can put my coat on</b>	I can independently put on my coats, with some support for the zipper and buttons. I can copy dance moves and to move to different kinds of rhythms.	I know what to do in dressing up and self-care activities. I know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.	As above plus: Coat, zip, buttons Dance, move, forwards,	



<p><b>I can ride a tricycle or scooter</b></p>	<p>I can use mark making resources with increasing independence. I am continuing to develop my movement, balancing, riding (scooters, trikes, bikes) and ball skills. I can match my developing physical skills to tasks or activities in the setting. For example, I can decide whether to crawl, walk or run across a plank depending on it's length and width. I can go to the toilet by myself</p>	<p>I know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>backwards, round and round Draw, write, colour, up and down, round and round Balance, ride, bike, scooter, trike, giant steps Crawl, walk, run</p>	
<p><b>Spring 1</b></p> <p><b>I am learning how to dress and undress to go outside</b></p> <p><b>I am learning how to ride a balance bike</b></p>	<p>I am learning about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. I can mark make in sensory trays and also copy different patterns.  I can mark make using a comfortable grip when using pencils and pens. I can move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. I can hold jugs and containers confidently and pour from one container into another. I can show awareness of healthy food choices. I can choose the right resources to carry out my plans. For example, I choosing a spade to enlarge a small hole that I dug with a trowel. I am learning to use a knife and fork. I can wash and dry my hands</p>	<p>I know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. I know that I need to use tools with a dominant hand.  I know how to fill containers with different materials, e.g. sand, water etc and show confidence in carrying them from one point to another without dropping. I know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. I know what making right food choices looks like. I know how to look after myself when I am toileting and dressing.</p>	<p>As above plus: Threading, cutting, pegs, scissors, hole punch, stapler, spade, rake, brush, tweezers etc. Patterns Pens, pencils Pour</p>	<p>As above plus begin to dip into Real PE Foundations using some appropriate content from the following sessions– Pirates, Jungle, Cat, Train, Space, Seaside, Clown, Bike, Squirrel, Fairy Tale</p>
<p><b>Spring 2</b></p> <p><b>I am learning how to dress and undress to go outside</b></p> <p><b>I am learning how to ride a balance bike</b></p>	<p>I can mark make using a comfortable grip when using pencils and pens. I am beginning to form numbers and familiar letters, e.g. letters in my name and my age I can look at books independently whilst turning pages one at a time. I can use balancing apparatus. I can go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>I know that the pencil needs to be held comfortably and with one hand to form letters and numbers. I know how to use one handed tools effectively and safely. I know how to follow a simple sequence of movements to music and rhythm. I know how to make up games. I know some of the rules that I need to play some simple games e.g. hide and seek</p>	<p>As above plus: Books, pages, turn, left to right, front to back Take turns Snip, cut, punch, hole, join, fasten</p>	

	<p>I am starting to take part in some group activities which I can make up for myself, or in a team</p> <p>I can use one-handed tools and equipment, for example, making snips with scissors.</p> <p>I am showing a preference for a dominant hand.</p> <p>I can put my coat and shoes on.</p>			
<p><b>Summer 1</b></p> <p><b>I can dress and undress to go outside</b></p> <p><b>I can ride a balance bike</b></p>	<p>I can run skilfully and am able to negotiate space.</p> <p>I can mark make using a comfortable grip when using pencils and pens.</p> <p>I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythms.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can use scissors and other tools independently</p> <p>I can use a knife and fork.</p> <p>I can wash and dry my hands thoroughly.</p> <p>I can use the toilet by myself.</p>	<p>I know the difference between pictures, letters and numbers.</p> <p>I know how to hold scissors correctly and safely and how to follow a line if I want to cut something out.</p> <p>I know how to feed paper/materials through my hand when cutting around objects.</p> <p>I am aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>As above plus:</p> <p>Space, obstacles</p> <p>Patterns, movements, dance, music, rhythm, rhyme</p> <p>Work together</p> <p>Knife and fork, hold, cut</p>	<p>As above plus</p> <p>begin to dip into Real PE</p> <p>Foundations using some appropriate content from the following sessions–</p> <p>Pirates, Jungle, Cat, Train, Space, Seaside, Clown, Bike, Squirrel, Fairy Tale</p>
<p><b>Summer 2</b></p> <p><b>I can dress and undress to go outside</b></p> <p><b>I can ride a balance bike</b></p>	<p>I can independently write my first name</p> <p>I can use scissors and can make some straight, zig zag and circular snips using one hand.</p> <p>I can make marks using a comfortable grip with good control when using pencils and pens.</p> <p>I am beginning to form some letter and number shapes independently.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can fasten my zip on my coat</p> <p>I can climb, jump, swing and slide, taking and managing risks.</p>	<p>I know how to hold the pencil correctly and how to make confident marks.</p> <p>I know how to draw recognisable pictures</p> <p>I know how to write the letters from my first name.</p> <p>I know how to successfully take part in group games with support from an adult.</p> <p>I know how to move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>I know some of the healthy choices that I need to make about food, drink, activity and toothbrushing.</p>	<p>As above plus:</p> <p>Write, name, letters</p> <p>Straight, zigzag, round</p> <p>Pinchy fingers</p> <p>Up, down, round</p> <p>Skip, hop, balance, stand</p> <p>Risks</p> <p>Healthy food, exercise, sleep, rest</p>	<p>As in Autumn term</p> <p>plus begin to dip into Core Real PE using some content from Unit 2 - social</p>

	Reception Skills	Reception Knowledge	Vocabulary	Real PE Units
<b>Autumn 1</b>  <b>I can dress and undress to go outside</b>  <b>I can ride a balance bike</b>	<p>I can use a dominant hand.</p> <p>I am beginning to form recognisable letters from my name and learnt phonemes, some of which are formed correctly</p> <p>I can use climbing equipment safely and competently.</p> <p>I can use the toilet independently.</p> <p>I can walk steadily using my whole foot.</p> <p>I can access outdoor climbing equipment and PE apparatus independently.</p> <p>I am further developing the skills I need to manage the school day successfully: Lining up and queueing, mealtimes, personal hygiene</p> <p>I am revising and refining the fundamental movement skills that I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>To know which hand to write with.</p> <p>I know that I need to put some pressure on my pen/pencil to make it write.</p> <p>To know how to use the outdoor climbing and balancing equipment safely.</p> <p>I know that I need to be aware of other people and objects in the space.</p> <p>I know how to use scissors effectively.</p> <p>I know how to draw a recognisable picture.</p>	<p>As Nursery and above plus: Sounds, phonemes, letters Names of phonemes taught Roll, crawl, walk, jump, run, hop, skip, climb, swing, bouncy knees, 2 feet, one foot etc. Line up, wait, wash hands, dry hands Sit, listen</p>	<p>Real Play – Bravery Island</p>
<b>Autumn 2</b>  <b>I can dress and undress to go outside</b>  <b>I can ride a balance bike</b>	<p>I can use a dominant hand.</p> <p>I am beginning to use anticlockwise movement and retrace vertical lines.</p> <p>I am beginning to form recognisable letters from my name and learnt phonemes, some of which are formed correctly</p> <p>I can use climbing equipment safely and competently.</p> <p>I can negotiate space effectively.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>I am developing my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I know how to make anticlockwise movement and retrace vertical lines.</p> <p>I know how to use the outdoor balancing and climbing equipment and PE equipment safely.</p> <p>I know how to take turns and work with others to keep everyone safe.</p> <p>I know how to use scissors effectively.</p> <p>I know how to draw a recognisable picture and label it with letter shapes.</p>	<p>As Nursery and above plus: Lines up, down, round, under, top, bottom Pencils, paintbrush, scissors, knife, fork, spoon etc.</p>	<p>Real Play – Helpful Island</p>
<b>Spring 1</b>	<p>I can show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>I can balance and coordinate safely.</p>	<p>I know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p>	<p>As Nursery and above plus:</p>	<p>Real Dance</p>

<p><b>I am learning how to dress myself</b></p> <p><b>I am learning how to skip with a rope</b></p>	<p>I can negotiate space effectively.</p> <p>I am developing overall body strength, balance co-ordination and agility.</p> <p>I am developing my small motor skills so that i can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I know how to use pens and pencils and tools such as scissors effectively. I know how to use pens and pencils and tools such as scissors effectively.</p>	<p>Exercise, eating – names of healthy food, drinking, sleep, keep clean</p> <p>Balance, coordinate, strength, balance, agility</p>	
<p><b>Spring 2</b></p> <p><b>I am learning how to dress myself</b></p> <p><b>I am learning how to skip with a rope</b></p>	<p>I can handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>I can negotiate space effectively.</p> <p>I am making progress to a more fluent style of moving, with developing control and grace.</p> <p>I am further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>I am developing my small motor skills so that i can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I know why it is important to handle different apparatus safely.</p> <p>I know how to use pens and pencils and tools such as scissors effectively.</p>	<p>As Nursery and above plus:</p> <p>Names of construction kits and pieces</p> <p>Control, fluency</p> <p>Throw, catch, kick, pass, bat, aim etc.</p>	<p>Real Gymnastics</p>
<p><b>Summer 1</b></p> <p><b>I can dress myself</b></p> <p><b>I can skip with a rope</b></p>	<p>I can use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move in a variety of ways on large apparatus, taking and managing risks.</p>	<p>I know how to form letters correctly.</p> <p>I know how to handle a range of equipment and tools effectively., including cutlery.</p>	<p>As Nursery and above plus:</p> <p>Manage risks correctly</p>	<p>Core Real PE – Unit 5 – Physical Skills</p>
<p><b>Summer 2</b></p> <p><b>I can dress myself</b></p>	<p>I am developing my 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.</p>	<p>I know how to form letters correctly.</p> <p>I know how to handle a range of equipment and tools effectively., including cutlery.</p> <p>I know that the correct diet, exercise and rest will help me to be healthy.</p>	<p>As Nursery and above plus:</p> <p>Body strength, balance, coordination, agility</p> <p>Core muscles</p>	<p>Core Real PE – Unit 6 – Health and Fitness</p>



<p><b>I can skip with a rope</b></p>	<p>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  I can combine different movements with ease and fluency  I am developing confidence, competence, precision and accuracy when engaged in activities that involve a ball.  I am developing the foundations of a handwriting style that is fast, accurate and efficient.</p>		<p>Combine, confidence, accuracy</p>	
<p><b>ELG</b></p>	<p><b><u>Gross Motor Skills.</u></b>  *Negotiate space and obstacles safely, with consideration for themselves and others.  *Demonstrate strength, balance and coordination when playing.  *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b><u>Fine Motor Skills.</u></b>  *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  *Use a range of small tools, including scissors, paint brushes and cutlery.  *Begin to show accuracy and care when drawing.</p>			

## Literacy – Specific Area

### Statutory Requirements

*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).*

	Nursery Skills	Nursery Knowledge	Monster Phonics	Vocabulary	Texts
<b>Autumn 1</b>  <b>I can make marks</b>	I can mark marks with different media. I enjoy looking at books. I can join in with familiar songs and rhymes. I can hear and make different sounds.	I know that text has a meaning. I am learning a few Nursery Rhymes.	Settle children in, play alongside them and get to know them. Introduce some listening game linked to Phonics phase 1 aspect 1	Listen, hear, sounds Same, different Print, writing, pictures Book, front cover Story, rhyme Name, their name  Vocabulary from stories and rhymes	Going on a bear hunt  Elephant welephant
<b>Autumn 2</b>  <b>I can make marks</b>	I am developing my phonological awareness so that I can hear, listen to and talk about sounds. I can listen to stories, talking about them and learning new vocabulary I can make marks. I can talk about, copy and match sounds.	I understand that print had meaning I know that a book has a front cover and pages. I know that I use my ears to hear and how to talk about sounds.	Phonics phase 1 aspect 1 and aspect 2	Listen, hear, sounds, copy, match Same, different Print, writing, pictures Book, front cover Story, rhyme Name, their name	Big animal mix up  Big jungle mix up

				Marks, pencil, pen, paper  Vocabulary from stories and rhymes	
<b>Spring 1</b>  <b>I am learning to recognise my first name and write some letters from it</b>	I am beginning to attempt writing familiar letters, e.g letters in their name. I have favourite stories. I can talk about and retell some familiar stories. I can join in with repetition in stories and rhymes. I can engage in conversations about stories, learning new vocabulary. I can draw recognisable shapes and pictures.	I know a few favourite stories and rhymes. I know that there are different sounds and know some words to describe them. I know how to hold a book and turn the pages by myself.	Continue with Phonics phase 1 aspect 2 and aspect 3	As above plus: Name, Letters from their name Story, beginning, middle and end Book, pages Types of print e.g. shopping list, menu, price list  Vocabulary from stories and rhymes.	Hairy Maclarey
<b>Spring 2</b>  <b>I am learning to recognise my first name and write some letters from it</b>	I can mark make and give meaning to them. I am beginning to form some letters e.g. letters in their name. I am developing my phonological awareness so that I can spot and suggest rhymes and count or clap the syllables in words. I can identify words that sound the same. I can engage in conversations about stories, learning new vocabulary. I can draw recognisable shapes and pictures. I can write some letters from my name. I am beginning to predict what might happen next in a story.	I know that my marks can convey meaning and can describe them. I know that my stories have repeated refrains and can join in with them. I understand that print can have different purposes I know the names of different parts of a book I know that some words sound the same.	Continue with Phonics phase 1 aspect 4 and introduce aspect 5	As above plus: Marks, letters, words Crayons, chalk, paper, pads Sounds, rhymes, sounds the same, syllables Next, then Front cover, back cover, pages  Vocabulary from stories and rhymes.	Oi frog

<p><b>Summer 1</b></p> <p><b>I can recognise my first name and write some letters from it</b></p>	<p>I can hear words that rhyme.</p> <p>I can identify the sound at the beginning of words.</p> <p>I can find words that match.</p> <p>I can make predictions about a story, sometimes supported by an adult with vocabulary.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can write some or all of my name.</p>	<p>I know that my stories have repeated refrains and can join in with them.</p> <p>I understand that print can have different purposes</p> <p>I know the names of different parts of a book</p> <p>I know that some words sound the same.</p> <p>I understand that we read English text from left to right and top to bottom.</p> <p>I understand about page sequencing.</p>	<p>Continue with phonics phase 1 aspect 5 and aspect 6</p>	<p>As above plus: Beginning, starts with What might happen, think Left to right, top to bottom Prescription, diary, ticket, appointment etc.</p> <p>Vocabulary from stories and rhymes.</p>	<p>Billy's bucket</p>
<p><b>Summer 2</b></p> <p><b>I can recognise my first name and write some letters from it</b></p>	<p>I can identify the initial sounds in words.</p> <p>I can hear all of the sounds in simple CVC words.</p> <p>I can blend the sounds to make words.</p> <p>I can use robot arms to help me to blend and segment.</p> <p>I can segment words for someone else to blend.</p> <p>I can make predictions about a story using the relevant vocabulary with independence.</p> <p>I can answer a question about a story.</p> <p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write some letters accurately.</p>	<p>I know that words have different sounds in them.</p> <p>I know how to listen for those sounds.</p> <p>I know how to use robot arms to help me to find all the sounds.</p> <p>I know that blending sounds makes words.</p> <p>I know that I can segment sounds in CVC words.</p> <p>I know that sounds can be represented by letters.</p>	<p>Phonics phase 1 aspect 7 but keep revisiting aspects 4 and 5 to reinforce.</p>	<p>As above plus: Robot arms, blend, segment, sounds, words, letters Predict, questions What, how, where, when Capital letter, full stop, finger space</p> <p>Vocabulary from stories and rhymes.</p>	



	Reception Skills	Reception Knowledge	Monster Phonics	Vocabulary	Texts
<b>Autumn 1</b>  <b>I can recognise my first name and write some letters from it</b>  <b>I can recognise my first name and write some letters from it</b>	<p>I can listen to and identifying sounds in the environments.</p> <p>I can listen to and hear initial sounds in familiar words.</p> <p>I can recognise rhyme, alliteration and am becoming more confident to blend and segment orally.</p> <p>I can identify some phonemes</p> <p>I can listen to familiar stories and recall some facts.</p> <p>I can to answer a question about a story.</p> <p>I can use meaningful marks for writing and begin to use some letter shapes.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I knowing the sounds that the taught letters make.</p> <p>I know that these are called phonemes.</p> <p>I know what the taught letters looks like.</p> <p>I know how to write the taught letters.</p> <p>I know that I can put these phonemes together to make words.</p> <p>I know how to sequence familiar stories.</p>	s, a, t, a,at,as	<p>As nursery plus: Listen, hear, say Sound, phoneme Up, down, round, flick, tail Start at; the top middle, bottom Join, blend together What happened, remember What, how, when, where, why</p> <p>Vocabulary from stories and rhymes.</p>	<p>We're Going on a Bear Hunt (DC)</p> <p>The Growing Story – Ruth Craus and Helen Oxenbury</p> <p>Five Minutes Peace – Kjill Murphy</p> <p>Goldilocks</p>
			i,n, in, it, is , l, an		
			m, d, g, and, am, dad		
			o, c, k, ck, to, into, go, no, the		
			e, u, r, get, dog, can, got, on, not, cat		
			h, b, up, mum, put, had, oh, him, his, big, has		
<b>Autumn 2</b>  <b>I can recognise my first name and write some letters from it</b>	<p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</p> <p>I can listen to and hear sounds in CVC words.</p> <p>I can read a few common exception words matched to the school's phonic programme.</p> <p>I can write some of the phonemes that I have learnt.</p> <p>I can identify sounds on a sound mat and to use this when writing.</p> <p>I can listens to familiar stories and able to recall facts.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know the sounds that the taught letters make.</p> <p>I know that these sounds are called phonemes.</p> <p>I know what the taught letters looks like.</p> <p>I know how to write the taught letters.</p> <p>I know some taught high frequency words.</p> <p>I know about the parts of a book – front cover, back cover, blurb.</p> <p>I know that books are written by people and that they are called authors and I know where to find their name.</p> <p>I know that books often contain pictures and that these are drawn by an illustrator and I know where to find their name.</p> <p>I know how to sequence familiar stories.</p>	f, ff, l, ll, ss, he, she, me, we be, of <b>ASSESSMENT</b>	<p>As Nursery and above plus: Phase 2 Letters, words CVC words Tricky words Sound mat Find, match, copy</p> <p>Front cover, back cover, blurb, author, illustrator</p> <p>Order, first, next, then, last</p>	<p>Rosie's Walk – Pat Hutchins</p> <p>Dogger – Shirley Hughes</p> <p>Christmas stories</p>
			j, v, w, x, if, off, you, my, they, for		
			y, z, zz, qu, will, all, went, was, from, help		
			ch, sh, th, th, ng, too, her, with, are, yes		
			Long oo, then, them, that, this, said		
			ar <b>ASSESSMENT</b>		

				Vocabulary from stories and rhymes.	
<p><b>Spring 1</b></p> <p><b>I am learning how to write and recognise whole name</b></p>	<p>I can use the phonemes that I have learnt to blend and segment words.</p> <p>I can sound out and read words containing known phonemes.</p> <p>I can read some high frequency words.</p> <p>I can listen to my sounds to write simple CVC words.</p> <p>I am beginning to use my phonic knowledge to make plausible attempts at writing words.</p> <p>I can think of and write a short, simple sentence.</p> <p>I can listen to stories and talk about what is happening in depth. I can also suggest what else might happen.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know that I can write words.</p> <p>I know the sounds that the taught letters make.</p> <p>I know what the taught letters looks like.</p> <p>I know how to write the taught letters.</p> <p>I know that I can find taught HFW in text.</p> <p>I know how to spell some familiar words.</p> <p>I know that books have an author and often and illustrator and I know how to find out who they are.</p>	<p>oo (u), look, now, down</p> <p>ow, look, now, down</p> <p>ee, see, going, just, have</p> <p>ur, see, going, just, have</p> <p>ai, it's, do, so</p> <p>or, it's, dp, so</p> <p><b>ASSESSMENT</b></p>	<p>As Nursery and above plus: Phase 3 phonemes, digraph Join, blend, altogether, read back Left to right Words containing known phonemes Sentence, finger spaces, capital letter, full stop Phase 2 and 3 common exception words</p> <p>Vocabulary from stories and rhymes.</p>	<p>Little Red Riding Hood</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>The Train Ride – Julie Crebin and Stephen Lambert</p>
<p><b>Spring 2</b></p> <p><b>I am learning how to write and recognise whole name</b></p>	<p>I can think of and write a short, simple sentence.</p> <p>I can listen to and hear sounds in CVC and CVCC words.</p> <p>I can identify sounds, including phonemes and other digraphs.</p> <p>I can read some letter groups that represent one sound and say sounds for them.</p> <p>I can read simple phrases and sentences made up of the phonemes and high frequency words that I know.</p> <p>I can spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>I know the sounds that the taught phonemes make.</p> <p>I know what the taught phonemes look like.</p> <p>I know that when a phoneme is made from more than one grapheme, it is called a digraph.</p> <p>I know how to write the taught letters.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that I need to put finger spaces between my words.</p> <p>I know how to spell some familiar words.</p>	<p>oa, come, some, were, one</p> <p>er, come, some, were, one</p> <p>igh, like, by, when, little, what</p> <p>air, like, by, when, little, what</p> <p>oi, day, away, play, children</p>	<p>As Nursery and above plus: Letter groups Sentence, capital letter, lower case, full stop, finger space, start, end Names Middle, top, below the line.</p> <p>What's happening/what</p>	<p>Peter rabbit stories – Beatrix Potter</p> <p>Billy's Sunflower – Nicola Moon and Karin Littlewood</p> <p>What the Ladybird heard at the seaside – Julia Donaldson</p>

	<p>I can listen to stories, anticipating what may happen next and talk about them in detail.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know that stories have a beginning, a middle and an end.</p>	<p>ear, ure, day, away, play, children</p> <p><b>ASSESSMENT</b></p>	<p>might happen next/what else could happen?</p> <p>Vocabulary from stories and rhymes.</p>	
<p><b>Summer 1</b></p> <p><b>I can recognise and whole name</b></p>	<p>I can think of and write a short, simple sentence and am beginning to write a few sentences that go together.</p> <p>I can listen to and hear sounds in CVC and CVCC words.</p> <p>I can identify sounds, including phonemes and other digraphs.</p> <p>I can check written work and make any changes where necessary.</p> <p>I can talk about what happens at the beginning, middle and end of a story.</p> <p>I can suggest an alternative ending to the story.</p> <p>I can use learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know the sounds that the taught phonemes make.</p> <p>I know what the taught phonemes look like.</p> <p>I know how to write the taught letters.</p> <p>I recognise taught HFW in text.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that I need finger spaces between words.</p> <p>I know that sentences can be extended by using a connective</p> <p>I know how to spell some familiar words.</p>	<p>CVCC</p> <p>CCVC</p> <p>CVC+ (with previously taught graphemes), your, here, saw</p> <p>CVC+ (with previously taught graphemes), your, here, saw</p> <p>CCVCC, time, out, house, about</p> <p>CCVCC, time, out, house, about</p>	<p>As Nursery and above plus: Segment, first, middle, end Phase 2 and 3 common exception words</p> <p>Read</p> <p>What does it say?</p> <p>Make sense, change</p> <p>Vocabulary from stories and rhymes.</p>	<p>The Tiger who Came to Tea – Judith Kerr</p> <p>Mama Panya’s Pancakes – Mary and Rich Chamberline</p> <p>The Little Red Hen</p> <p>Little Red and the Very Hungry Lion – Alex T Smith</p>
<p><b>Summer 2</b></p> <p><b>I can recognise and write my whole name</b></p>	<p>I can listen to and hear sounds in CVC and CVCC words.</p> <p>I can identify sounds, including phonemes and other digraphs.</p> <p>I can form lower case and capital letter</p> <p>I can write short sentences with words and known sound-letter correspondences correctly using a capital letter and full stop.</p> <p>I can think of and write a sequence of simple sentences that go together I can think of and</p>	<p>I know the sounds that the taught phonemes make.</p> <p>I know what the taught phonemes look like.</p> <p>I know how to write the taught letters.</p> <p>I recognise taught HFW in text.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p> <p>I know that names start with a capital letter, I know that I need to put finger spaces between words.</p>	<p>CVC+ polysyllabic, blending segmenting made, make, came</p> <p>CVC+ compound words, blending segmenting I’m, very, old</p>	<p>Review, recap and extend all vocabulary from nursery and reception to reinforce understanding and plug any gaps.</p>	<p>The Ugly Duckling – Hans Christian Anderson</p> <p>Giraffes can’t dance – Giles Andreae and Guy Parker-Rees</p> <p>My Holiday diary (BB)</p>

	<p>write a sequence of simple sentences that go together</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss the events that are happening in a book in detail and can suggest alternative actions or outcomes or consider what might happen next.</p> <p>I can learnt words and phrases to discuss familiar stories or during role play.</p>	<p>I know that sentences can be extended by using a connective.</p>	<p>CCC onset words, CCVCC+ with previously taught graphemes, blending segmenting called, asked, looked</p>	<p>Vocabulary from stories and rhymes.</p>	
			<p>CCVCC+ with previously taught graphemes, blending segmenting their, out</p>		
			<p>CVC+ HFW, blending segmenting Mr, Mrs, don't <b>ASSESSMENT</b></p>		
			<p>CVC+ HFW blending segmenting people, could <b>ASSESSMENT</b></p>		
<p><b>ELG</b></p>	<p><b><u>Comprehension</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.</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.</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>				

## Mathematics – Specific Area

### **Statutory Requirements**

*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.*

	Nursery Skills	Nursery Knowledge	Vocabulary	Focus
Autumn 1	I can use number names in their play. I can say number names to 5 in order. I can show finger numbers up to 3. I am beginning to understand that the last number you count represents the total number of objects To build with blocks of different shapes and sizes. I can understand position with words and actions – for example 'the bag is under the table.'	I know some number songs. I can say number names to 5 in order.	Number Number names 1,2,3,4,5 Finger numbers How many? Count Use numbers to describe groups of objects Last number Round, straight, big, little, in, on, under Words from number rhymes	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.
Autumn 2	I can count out a group of up to 3 objects. I can match number of objects to numeral. I can say one number for each item in order: 1,2,3 I am beginning to understand that the last number you count represents the total number of objects	I know the order of the numbers to 5. I know that a group of objects can also be represented by a number I know some number songs. I know that days have names. I know some words to talk about shapes	As above plus: Number, match Day names Pointy, curvy, sharp, corner Up, down	



	<p>I can explore 2D and 3D shapes in my play and work out which ones fit together.</p> <p>I can link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 3.</p> <p>I can talk about and identify the patterns around me. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty'. 'blobs' etc.</p>		<p>The same, different Spotty, stripey, blobs, lines</p> <p>Words from number rhymes</p>	
<b>Spring 1</b>	<p>I can recite numbers to 5 and back</p> <p>I can show finger numbers up to 5</p> <p>I am beginning to subitise numbers up to 3</p> <p>I am beginning to count out a group of up to 5 objects.</p> <p>I can find 1 more of 1 less than a number to 3.</p> <p>I am beginning to make marks to represent numbers and quantities.</p> <p>I can talk about and explore shapes and patterns in the environment</p> <p>I am beginning to create and repeat simple patterns.</p>	<p>I know the number names in order to 5 and back when counting.</p> <p>I know that each object should only be counted once.</p> <p>I know a few number songs and can say which number comes next straight away.</p> <p>I know that numbers are represented by a mark.</p> <p>I know what the numerals to 3 look like.</p>	<p>As above plus: Numbers to 5 recited in order Numbers 0-5 in context How many, once More, less Marks, numerals Checks, lines Flat, straight, curved, copy, patterns Sides, corners, edges</p>	<p>One more/less. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns.</p>
<b>Spring 2</b>	<p>I can recite numbers up to 10</p> <p>I can say one number for each item in order: 1,2,3,4,5</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I can link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>I can identify, describe and compare groups of objects.</p> <p>I can talk about and explore 2D shapes</p>	<p>I know the order of some numbers beyond 5 when counting.</p> <p>I know how to use the language of more and less to compare amounts.</p> <p>I know that numbers can be ordered.</p> <p>I know what positional language words mean</p> <p>I know a few number songs and can say which number comes next straight away.</p>	<p>As above plus: Altogether, total, enough Numbers to 10 Circle, square, triangle, rectangle Forwards, backwards, turn Long, short, tall, heavy. light</p>	

	<p>I can extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>I can describe a familiar route.</p>		<p>Words from number rhymes</p>	
<b>Summer 1</b>	<p>I can recite the numbers to 10 and back</p> <p>I can compare quantities using language: ‘more than’, ‘fewer than’</p> <p>I have fast recognition of up to 3 objects, without having to count them (subitising)</p> <p>I can match up to 5 objects with the correct numeral.</p> <p>I can make marks to represent numbers or quantities.</p> <p>I can use relevant mathematical vocabulary when talking about learning.</p> <p>I can show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>I can select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>I am beginning to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>I am beginning to describe a sequence of events</p> <p>I am beginning to use vocabulary linked to describing size and distance.</p>	<p>I know the order in which things happens is important and can talk about it.</p> <p>I know that numbers and quantities can be represented by marks.</p> <p>I know which number the numerals to 5 represent.</p> <p>I know how to use my developing mathematical understanding in my play and day to day situations.</p> <p>I know that some shapes are more appropriate than others when building.</p>	<p>As above plus: More than/fewer than Under, behind, next to, over, on top of. Cube, cuboid, sphere, cylinder Measure, the same, longer, short, taller, shorter, heavier, lighter</p> <p>Words from rhymes and songs</p>	<p>2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Positional Language. Review of previously taught concepts.</p>
<b>Summer 2</b>	<p>I can recite the numbers to 10 forwards and backwards.</p> <p>I can count, order, recognise and write numbers to 5, in and out of sequence.</p> <p>I can recognise different configurations of objects up to 3 with increasing speed and accuracy and am becoming more accurate with numbers to 5 (subitising).</p> <p>I can use relevant mathematical vocabulary when talking about learning.</p> <p>I can experiment with my own symbols and marks as well as numerals.</p>	<p>I know the order of the numbers to 10 forwards and backwards.</p> <p>I know what quantities to 5 look like.</p> <p>I know that numbers and quantities can be represented by marks and I know what these marks look like.</p> <p>I know the names of some shapes.</p> <p>I know some vocabulary that describes shapes, size, distance and position.</p>	<p>As above plus: Number, quantity, how many First, then, after, before, next Besides, next to, in front, behind, outside, between</p> <p>Words from songs and rhymes</p>	

	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’ ‘then’</p> <p>I can describe routes and locations, using words like ‘in front of’ and ‘behind’</p>			
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	Reception Skills	Reception Knowledge	Vocabulary	Links to White Rose Maths
<b>Autumn 1</b>	<p>I can recite the numbers to 10 forwards and backwards.</p> <p>I can show fingers for numbers to 5.</p> <p>I can confidently count out up to 5 objects with 1:1 correspondence.</p> <p>I can match quantities up to 5 to their numeral.</p> <p>I am beginning to recognise numbers automatically on a dice/card to 5.</p> <p>I can recognise, identify and write numbers to 5 and to be able to explore each number.</p> <p>I can solve simple problems involving numbers to 5.</p> <p>I can identify some 2D shapes and talk about their properties.</p> <p>I can select, rotate and manipulate shapes in order to develop special reasoning skills</p> <p>I am beginning to be able to recognise and talk about simple patterns.</p> <p>I am learning how to compare length, weight and capacity</p>	<p>I know the number names to 10 and the order that they come in forwards and backwards.</p> <p>I know what the numerals to 10 look like.</p> <p>I know the numbers that go with quantities of up to 5 objects.</p> <p>I know that objects, movements, measures can all be counted.</p> <p>I know the names of some 2D shapes</p>	<p>As nursery plus: Number names to 10</p> <p>Match numbers names to quantities to 5</p> <p>Five frame, full, empty</p> <p>How many, how many more, count, carefully</p> <p>Circle, square, triangle, rectangle</p> <p>Next, before, after, inbetween</p> <p>Without counting</p>	<p><b>Getting to know you</b> (Take this time to play and get to know the children!)</p> <p>Contains overviews and frequently asked questions</p> <p><b>Just like me!</b> Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass &amp; capacity</p> <p>Exploring pattern</p> <p><b>It's me 1, 2, 3!</b> Representing 1, 2 &amp; 3</p> <p>Comparing 1, 2 &amp; 3</p> <p>Composition of 1, 2 &amp; 3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Light &amp; dark <b>Representing numbers to 5</b></p> <p><b>One more or less</b></p> <p><b>Shapes with 4 sides</b></p> <p><b>Time</b></p>
<b>Autumn 2</b>	<p>I can recite the numbers to 10 and back.</p> <p>I can count objects, actions and sounds</p> <p>I can find the total of 2 small groups of objects.</p> <p>I can order numbers to 10.</p> <p>I can count up to 10 objects.</p> <p>I can link the number symbol (numeral) with it's cardinal number value to 10</p> <p>I can compare numbers</p> <p>I understand the 'one more than/one less' relationship between numbers</p> <p>I can recognise groups of objects to 3 automatically and am becoming more confident with groups up to 5 (subitising)</p> <p>I can identify some 2D shapes and talk about their properties.</p> <p>I can continue, copy and recreate simple patterns.</p>	<p>I know that addition involves combining two or more groups of objects.</p> <p>I know the number names to 10 in order (forwards and backwards).</p> <p>I know how to write numbers to 5, forming them correctly.</p> <p>I know the names of 2D shapes.</p> <p>I know that 2D shapes can have sides and corners.</p> <p>I know the days of the week in order.</p> <p>I know that patterns are repeated designs.</p> <p>I know that length, capacity and weight can all be measured.</p> <p>I know that money can be used to buy items.</p>	<p>As nursery and above plus: Look carefully</p> <p>Count carefully</p> <p>How many, how many more, how many less, how many are left</p> <p>More, less</p> <p>Repeating patterns, copy, continue, match</p> <p>Length – how heavy, weight – how heavy, capacity – how much does it hold</p>	<p>Light &amp; dark <b>Representing numbers to 5</b></p> <p><b>One more or less</b></p> <p><b>Shapes with 4 sides</b></p> <p><b>Time</b></p>

			Money, pennies, coins	
<b>Spring 1</b>	<p>I recite the numbers forwards to 20 and backwards from 10.</p> <p>I am beginning to explore number bonds to 5.</p> <p>Subitise with numbers to 5</p> <p>I can compare numbers</p> <p>I can explore the composition of numbers to 10</p> <p>To use a number line to help solve simple addition and subtraction number problems</p> <p>I can compare length, weight and capacity</p> <p>I can continue, copy and recreate repeating patterns.</p> <p>I can use money during role play activities to buy items.</p> <p>I can use positional language in the appropriate context.</p>	<p>I know the order of the numbers to 20 forwards and backwards.</p> <p>I am learning the pairs of numbers that go together to make the numbers up to 5.</p> <p>I know how to use a numberline to count on and back.</p> <p>I know that length, capacity and weight can all be measured.</p> <p>I know that money can be used to buy items.</p> <p>I know how to use a range of prepositions in everyday contexts.</p>	<p>As Nursery and above plus:</p> <p>Number names to 20</p> <p>More than, less than, fewer, the same as, equal to</p> <p>Ways to make</p> <p>Add, take away, altogether, equals</p> <p>Taller than, longer than, shorter than, heavier than, lighter than, holds more, holds less</p> <p>Half full, full, empty, half empty, overflowing</p>	<p><b>Alive in</b></p> <p><b>5!</b> Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 &amp; 5</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p><b>Growing 6, 7, 8</b> 6, 7 &amp; 8</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Length &amp; height</p> <p>Time (2)</p> <p><b>Building 9 &amp; 10</b> Counting to 9 &amp; 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3-D shapes</p> <p>Spatial awareness</p> <p>Patterns</p> <p><b>Consolidation</b></p>
<b>Spring 2</b>	<p>I recite the numbers to 20 forwards and backwards.</p> <p>I can use objects to solve addition and subtraction problems.</p> <p>I can share objects between a group of people equally.</p> <p>I can read and write addition and subtraction number sentences.</p> <p>I can explore number bonds to 5.</p> <p>I can share a group of objects equally.</p> <p>I can explore the composition of numbers to 10</p> <p>I can compose and decompose shapes so that I can recognise that a shape can have other shapes within it, just as numbers can.</p> <p>I can continue, copy and recreate repeating patterns.</p>	<p>I know the order of the numbers to 20 forwards and backwards.</p> <p>I am learning the pairs of numbers that go together to make the numbers up to 5.</p> <p>I know how to use a numberline to count on and back.</p> <p>I know that addition involves combining two or more groups of objects.</p> <p>I know that subtraction involves removing an object from a group.</p> <p>I know that + means to add and – means to take away.</p> <p>I know that sharing equally means everyone has the same amount.</p>	<p>As nursery and above plus:</p> <p>How can we make?</p> <p>Show me,</p> <p>Can you show me a different way?</p> <p>How many ways can we find?</p> <p>Add, take away, subtract</p> <p>Share, each, the same, fair</p> <p>Up, down, back, forward</p>	



	I can compare length, weight and capacity		Triangular, round, fits, balance, side, shape, size	
<b>Summer 1</b>	<p>I can count forwards and backwards to 20.</p> <p>I can count, order and recognise numbers to 10.</p> <p>I can solve addition and subtraction problems in my head, with my fingers or objects and with a numberline.</p> <p>I can identify the pairs of numbers that make up numbers to 5 and some to 10.</p> <p>I can identify the subtraction number pairs for numbers to 5.</p> <p>I can subitise quantities to 5 and some to 10.</p> <p>I can find the doubles of numbers up to 5.</p> <p>I can use different items to measure length, weight and capacity.</p>	<p>I know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>I know that to double a number is to add the same amount.</p> <p>I know that to halve a number you have to split it up into two equal parts.</p> <p>I know that the word 'more' indicates that the group is getting larger.</p> <p>I know that the word 'less' indicates that a group is getting smaller.</p>	<p>As Nursery and above plus:</p> <p>Numberline</p> <p>In my head</p> <p>Pairs of numbers</p> <p>Double, same amount</p> <p>Halve, equal parts</p> <p>More, larger</p> <p>Less, smaller</p>	<p><b>To 20 and beyond</b> Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p><b>First, then, now</b> Adding more</p> <p>Taking away</p> <p>Spatial reasoning 2</p> <p>Compose and decompose</p> <p><b>Find my pattern</b> Doubling</p> <p>Sharing &amp; grouping</p> <p>Even &amp; odd</p> <p>Spatial reasoning 3</p> <p>Visualise and build</p> <p><b>On the move</b> Deepening understanding</p> <p>Patterns &amp; relationships</p> <p>Spatial mapping (4)</p> <p>Mapping</p>
<b>Summer 2</b>	I can count, order and recognise numbers to 10. I can count to 20 forwards and backwards and beyond.	<p>I know the names of some 3D shapes.</p> <p>I know the names of basic 2D shapes.</p>	Review an recap all vocabulary from	<b>To 20 and beyond</b> Build

	<p>can solve addition and subtraction problems in my head, with my fingers or objects and with a numberline.</p> <p>I can identify the pairs of numbers that make up numbers to 5 and some to 10.</p> <p>I can identify the subtraction number pairs for numbers to 5.</p> <p>I can subitise with numbers to 10.</p> <p>I can find the doubles of numbers up to 5.</p> <p>I can solve simple problems involving numbers to 10.</p> <p>I can make observations of and compare length, weight and capacity.</p> <p>I am beginning to use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>I can continue, copy and recreate repeating patterns.</p>	<p>I know that 2D shapes can have corners and side.</p> <p>I know that 3D shapes can have faces, vertices and edges.</p> <p>I know that addition involves combining groups of objects.</p> <p>I know how to read number addition sentences.</p> <p>I know how to count, order and recognise numbers to 20.</p> <p>I know the difference between odd and even.</p>	<p>nursery and reception plus:</p> <p>Subitise</p> <p>Rulers – centimeters,</p> <p>Scales, balance, equal</p> <p>Additional shapes e.g. diamonds, semi circle, hexagon, octagon, prism, pyramid etc.</p> <p>Join, fit together, separate, make, combine</p>	<p>numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p><b>First, then, now</b> Adding more</p> <p>Taking away</p> <p>Spatial reasoning 2</p> <p>Compose and decompose</p> <p><b>Find my pattern</b> Doubling</p> <p>Sharing &amp; grouping</p> <p>Even &amp; odd</p> <p>Spatial reasoning 3</p> <p>Visualise and build</p> <p><b>On the move</b> Deepening understanding</p> <p>Patterns &amp; relationships</p> <p>Spatial mapping (4)</p> <p>Mapping</p>
<p><b>ELG</b></p>	<p><b><u>Number</u></b></p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p><b><u>Numerical Patterns.</u></b></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>			

## Understanding the World – Specific Area

### Statutory Requirements

*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.*

	Nursery Skills	Nursery Knowledge	Vocabulary	Texts
<b>Vocabulary Note</b>	<p>Ensure that you value each child’s ethnic origin and encourage conversation and activities which celebrate their cultures, languages, religions and important events and celebrations. Teach children appropriate vocabulary for these.</p> <p>Vocabulary related to a variety of festivals e.g. Eid, Divali, Christmas, Easter, Chinese New Year, Holi, St Patrick’s Day, St Andrew’s day, St George’s day, St David’s day and any others which are relevant to the specific cohort of children.</p>			
<b>Autumn 1</b>	<p>I can use all my senses in hands-on exploration of natural materials</p> <p>I can operate simple equipment</p> <p>I can talk about my body parts</p> <p>I can use my sense to explore the world around me (SCIENCE LINK)</p> <p>I can talk about my family</p> <p>I can name my family members</p> <p>I can talk about significant events in my life (RE/HISTORY LINK)</p> <p>I can talk about the world around me</p> <p>I can talk about my home</p> <p>I know where I live (GEOGRAPHY LINK)</p> <p>I can talk about what I see with support</p>	<p>I know how to make things work</p> <p>I know that my body is made of different parts and what they are called. (SCIENCE LINK)</p> <p>I know who is in my family (RE/HISTORY LINK)</p> <p>I know where I live (GEOGRAPHY LINK)</p>	<p>Look, listen, smell, taste, touch</p> <p>Turn on, off, push, pull, twist, switch</p> <p>Body parts – hands, feet, arms, legs, fingers, toes, head, neck, shoulders, knees, eyes, ears, mouth, nose</p> <p>Their name</p> <p>Me, my family</p> <p>Their name and names of family members e.g. Mum, Dad, brother,</p>	<p>Homes (BB)</p> <p>Ugly 5 (families)</p> <p>Funnybones</p> <p>Children around the World</p> <p>The growing story</p> <p>All kinds of beliefs (RE text)</p>

			<p>sister, Grandma (Nan, Nana, Nanny, Gran, Granny etc.), Grandad</p> <p>Trees, flowers, grass, plants, stones, mud, sand, shells, sticks</p> <p>Home, house, live</p>	
<b>Autumn 2</b>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I can talk about what my body parts do (SCIENCE LINK)</p> <p>To begin to understand that people are different.</p> <p>I can talk about some celebrations RE F1 Key question – Which stories are special and why? (RE LINK)</p> <p>To can talk about how I have grown and changed</p> <p>I can talk about significant events in my life (HISTORY LINK)</p> <p>I can talk about my home</p> <p>I know where I live (GEOGRAPHY LINK)</p> <p>To talk about what they see with support</p>	<p>I know some about some common properties and the vocabulary associated with them e.g. hot/cold, hard/soft, wet/dry etc.</p> <p>I know what the parts of my body do. (SCIENCE LINK)</p> <p>I know about some of the differences between people.</p> <p>I know that different people have different celebrations and why these celebrations are important to them. (RE LINK)</p>	<p>As above plus: Rough, smooth, hard, soft, hot, cold, wet, dry Colour names The same, different Celebrate, party, festival, food, special, believe Grow, grown, born, changed, baby, toddler, child, years old, older, younger, bigger, smaller, taller, shorter Home, Borrowwash, Derby, England</p>	<p>Here come the babies</p> <p>Room on the broom</p> <p>Potion Commotion</p> <p>Stick Man</p> <p>Christmas stories (RE text/links)</p>
<b>Spring 1</b>	<p>I can explore how things work.</p> <p>I can explore and talk about different forces that I can feel.</p> <p>I can use my sense to explore the world around me (SCIENCE LINK)</p> <p>I can make connections between the features of my family and other families.</p> <p>I am beginning to make sense of my own life-story (RE/HISTORY LINK)</p>	<p>I know how things work</p> <p>I know the difference between forces e.g. pushes and pulls (SCIENCE LINK)</p> <p>I know that me family is different from others.</p> <p>I know about some of the things that have happened to me. (RE/HISTORY LINK)</p>	<p>As above plus: I wonder if Push, pull, twist, turn, squeeze, wind Explore, investigate Magnifying glass, binoculars Ice, cold, cooler, hard, wet, melt Aunty, Uncle, cousins, step mum,</p>	<p>Maisie/CNY (RE text/links)</p> <p>Hair</p> <p>Pushes and pulls/Forces</p> <p>My body</p> <p>Quiet night in</p>

	<p>I can talk about places that I have been and talk about the differences I have experienced or seen in photos.</p> <p>(GEOGRAPHY LINK)</p>		<p>step dad, boyfriend, girl friend, partner</p>	
<b>Spring 2</b>	<p>I can talk about the world around me I can plant seeds and care for growing plants. I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>(SCIENCE LINK)</p> <p>I am continuing to develop positive attitudes about the differences between people. I am beginning to make sense of my own life-story</p> <p>(HISTORY LINK)</p> <p>I can talk about places that I have been and talk about the differences I have experienced or seen in photos.</p> <p>(GEOGRAPHY LINK)</p> <p>RE F1 Key question – Which stories are special and why?</p> <p>To talk about what they see using new vocabulary</p>	<p>I know how to care for growing plants i.e. that they need, light, water and food. I know that it is my job to look after the world around me.</p> <p>(SCIENCE LINK)</p> <p>I know that different people have different celebrations and why these celebrations are important to them.</p> <p>(RE LINK)</p> <p>I know about some of the things that have happened to me.</p> <p>(HISTORY LINK)</p> <p>I know about some of the places that I have been to.</p> <p>(GEOGRAPHY LINK)</p>	<p>As above plus: Leaves, branches, bark,blossom, rocks, weeds etc. Light, shine, shadow, reflect Food, water, warmth light Grow, change, die, mouldy, shrink Long, short, fat, thin</p>	<p>Titch Jaspers Beanstalk For you are a Kenyan child Jack and the beanstalk The Easter story (RE text/link)</p>
<b>Summer 1</b>	<p>I understand the key features of the life cycle of a plant and an animal. I can use my sense to explore the world around me</p> <p>(SCIENCE LINK)</p> <p>I am showing an interest in different occupations. I am beginning to explore the different jobs that people in our families do?</p> <p>(RE/GEOGRAPHY LINK)</p> <p>I am beginning to make sense of my own life-story and family's history. I can talk about significant events in my life and my families with confidence.</p> <p>(HISTORY LINK)</p> <p>I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. I can notice differences between people.</p>	<p>I know about some of the lifecycles of plants and animals. I know that different creatures live in different places based on their characteristics.</p> <p>(SCIENCE LINK)</p> <p>I know about some of the different jobs that people do.</p> <p>(RE/GEOGRAPHY LINK)</p> <p>I know about some of the things that have happened to me.</p> <p>(HISTORY LINK)</p> <p>I know that there are different countries in the world.</p> <p>(GEOGRAPHY LINK)</p>	<p>As above plus: Lifecyle, first, then, next Names of occupations e.g. doctor, nurse, police, firefighter, shop assistant, mechanic, vet, hairdresser, builder, painter, teacher etc. Words related to occupations e.g. work, cook, clean, protect, care for, fix, repair, help,</p>	<p>The Very Hungry caterpillar Zog (links to doctors) Harold the doctor (BB) Jobs people do When I was young Hats of faith Amazing Grace</p>

	To talk about what they see using new vocabulary with confidence		keep safe, design, sell, make, create etc. Holiday, countries, maps, travel agents Weather vocabulary – hot, cold, sunny, rainy, windy, snowy etc.	
<b>Summer 2</b>	<p>I can talk about the differences between materials and changes that I notice. I can explore materials that float and sink. (SCIENCE LINK) I am beginning to make sense of my own life-story and family's history. I can talk about significant events in my life and my families with confidence. (HISTORY LINK) I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. I can notice differences between people. (GEOGRAPHY LINK) To talk about what they see using new vocabulary with confidence</p>	<p>I know that there are differences between materials and what can make them change. I know how to use a variety of different technological toys. I know how to operate simple equipment (SCIENCE LINK) I know about some of the things that have happened to me. (HISTORY LINK) I know that there are different countries in the world (GEOGRAPHY LINK)</p>	<p>As above plus: Hard, soft, bendy, stiff, stretch, bend, snap, break, twist Float, sink Magnet sticks/pushes away Cook, heat, cool, bake, hotter, soften, melt Holiday, world, countries, hot, cold Transport e.g. car, bus, train, bike, boat etc. Map, atlas</p>	<p>Families, families, families  When I was young  Water  3 little pigs  Handa's surprise  What babies used to wear  RE text???</p>



	Reception Skills	Reception Knowledge	Vocabulary	Texts
<b>RE Scheme</b>	Key Question F4 Which times are special and why? - Ongoing Other units are identified in specific half terms but are equally ongoing as well.			
<b>Vocabulary Note</b>	Ensure that you value each child's ethnic origin and encourage conversation and activities which celebrate their cultures, languages, religions and important events and celebrations. Teach children appropriate vocabulary for these.  Vocabulary related to a variety of festivals e.g. Eid, Divali, Christmas, Easter, Chinese New Year, Holi, St Patrick's Day, St Andrew's day, St George's day, St David's day and any others which are relevant to the specific cohort of children.			
<b>Autumn 1</b>	<p>I am beginning to show an interest how things work. I can talk about how I have grown and changed since I was a baby. I can discuss the daily weather and seasons (SCIENCE LINK) I can talk about myself and my family. I am beginning to understand that people are different and show an interest in those differences RE F2 Key Question – Which people are special and why? (RE/HISTORY LINK) I am beginning to show an interest in different places and people (within Borrowwash) (GEOGRAPHY LINK)</p>	<p>I can discuss the daily weather and seasons (SCIENCE LINK) I know the members of my family (RE/HISTORY LINK) I know where I live. (GEOGRAPHY LINK)</p>	<p>As Nursery plus: Grow, change, before, now, then Baby, toddler, nursery, school Names of the days Yesterday, today, tomorrow Weather – rain, sun, wind, snow, hail, cloud etc Name and names of family Different – hair colours, eye colours etc. Map, their address– house number, street name, Borrowwash, Derby etc. Find their house on maps, aerial view, street view, Google earth  Names of buildings e.g. house, bungalow, flats, detached etc.</p>	<p>We're Going on a Bear Hunt (DC)  What make me a me? – Ben Faulks and David Tazzyman  The Growing Story – Ruth Craus and Helen Oxenbury  Fix it duck – Jez Alborough  Five Minutes Peace – Kjill Murphy  Goldilocks</p>

<p><b>Autumn 2</b></p>	<p>I can describe what I see, hear and feel whilst outside I can talk about the effect of the changing seasons on the natural world around me. <b>(SCIENCE LINK)</b> I can talk about members of my immediate family and community I understand that some places are special to some members of the community <b>RE F3 Which places are special and why?</b> <b>(RE LINK)</b> I can identify some similarities and differences between now and the past. I can answer basic questions about the past. <b>(HISTORY LINK)</b> I can recognise some environments that are different from the one in which I immediately live. (look at their wider environment within Borrowwash) I can talk about some of the features in the area where I live. I can draw information from a simple map. <b>(GEOGRAPHY LINK)</b></p>	<p>I know about Autumn and Winter <b>(SCIENCE LINK)</b> I know who is in my family. I know that I am a valuable individual. I know that different people celebrate different things and what some of these are. I know that people believe in different things and have different religions. <b>(RE LINK)</b> I know that things change over time <b>(HISTORY LINK)</b> I know about some features in my environment. I know where I live. <b>(GEOGRAPHY LINK)</b></p>	<p>As Nursery and above plus: Touch, smell, listen, taste, see, observe, observation What, how, why, where when Seasons – autumn, winter, spring, summer Names of features in the locality e.g. school, park, shops, brook, railway line, river, Elvaston Castle, lake etc. Occupations of people in the places explored above. Past, before, long ago, years ago, change, the same Forwards, backwards, past, next to etc. Celebrations, parties, food, drink, games, decorations and names of these. Church, mosque, temple etc.</p>	<p>The family book Maps (BB) Rosie’s Walk – Pat Hutchins Dogger – Shirley Hughes Dogger’s Christmas – Shirley Hughes Sammy Spider’s first Hannukah – Sylvia Rouss and Katherine Janus Kahn The Christmas Story Christmas stories</p>
<p><b>Spring 1</b></p>	<p>I understand the effect of the changing seasons on the natural world around me. <b>(SCIENCE LINK)</b> I can name and describe people who are familiar to me I understand that some places are special to some members of the community <b>RE Key question F5 – Where do we belong?</b> <b>(RE LINK)</b></p>	<p>I know that humans and other animals can grow. <b>(SCIENCE LINK)</b> I know about some special places; what they are called and what they are used for. <b>(RE LINK)</b> I know about some special things that have happened to me. I know that things were different in the past. <b>(HISTORY LINK)</b> I know about some of the features around me.</p>	<p>As Nursery and above plus: Cold, icy, frost Yesterday, today, tomorrow, when, past, ago, years, days weeks, months, same, different, changed, old, older, oldest, new</p>	<p>Peepo – Janet and Alan Ahlberg Not last night but the night before – Colin Naughton</p>

	<p>I can comment on images of familiar situations in the past</p> <p>I can talk about special events in my life. (HISTORY LINK)</p> <p>I can recognise some environments that are different to the one in which I live (look at the wider environment within the UK)</p> <p>I can talk about features of my own immediate environment and how this can differ from others.</p> <p>I can make observations and express my views of the environment.</p> <p>I can draw information from a simple map (GEOGRAPHY LINK)</p>	<p>I know that there are many countries around the world.</p> <p>I know that maps help us to find places and to find out about them. (GEOGRAPHY LINK)</p>	<p>Hills, mountains, streams, sea, beach, countryside, fields, caves, bridges, tunnels etc.</p> <p>Up, down, left, right, forwards, backwards, road, street, corner</p> <p>Map, atlas</p>	<p>Katie Morag and the two grandmothers – Mairi Hedderwick</p> <p>The Naughty Bus – Jan Oke and Jerry Oke</p> <p>The Train Ride – Julie Crebin and Stephen Lambert</p>
<p><b>Spring 2</b></p>	<p>I can explain the lifecycle of a plant.</p> <p>I understand the effect of the changing seasons on the natural world around me.</p> <p>I can plant and grow things from different starting points e.g. seeds, bulbs, seedlings, cuttings etc. (SCIENCE LINK)</p> <p>I understand that some places are special to some members of the community (RE LINK)</p> <p>I can identify some similarities and differences between ways of life in different periods. (HISTORY LINK)</p> <p>I can recognise some environments that are different to the one in which I live (look at the wider environment within the UK)</p> <p>I can talk about features of my own immediate environment and how this can differ from others.</p> <p>I can make observations and express my views of the environment.</p> <p>I can draw information from a simple map (GEOGRAPHY LINK)</p>	<p>I know that plants can grow.</p> <p>I know what plants need in order to grow. (SCIENCE LINK)</p> <p>I know that my own experience can differ to that of others. (RE LINK)</p> <p>I know that things change over time (HISTORY LINK)</p> <p>I know about some of the features around me.</p> <p>I know that there are many countries around the world.</p> <p>I know that maps help us to find places and to find out about them. (GEOGRAPHY LINK)</p>	<p>As Nursery and above plus: Warmer, sunny Plants, flowers, blossom, fruit, growing, changing, coming to life. Seed, shoot, roots, seedling, plant, flower, fruit Seeds, bulbs, seedlings, cuttings Names of plants and animals within the environment e.g. plants in the gardens and birds and minibeasts that can be found</p>	<p>Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K</p> <p>Peter rabbit stories – Beatrix Potter</p> <p>Billy’s Sunflower – Nicola Moon and Karin Littlewood</p> <p>Katie in London – James Mayhew</p> <p>What the Ladybird heard at the seaside – Julia Donaldson</p> <p>We’re going on an egg hunt – Martha Mumford and Laura Hughes</p>
<p><b>Summer 1</b></p>	<p>I can question how things work.</p>	<p>I understand the effect of the changing seasons on the natural world around me</p>	<p>As Nursery and above plus:</p>	<p>Eddie’s Garden – Sarah Garland</p>

	<p>I understand the effect of the changing seasons on the natural world around me I can talk about the lifecycles of plants and what they need to survive. I can explore a variety of habitats, looking at why the plants live like that. <b>(SCIENCE LINK)</b> I understand that some places are special to some members of the community I can explain and understand key features of events. <b>RE Key question F6 – What is special about our world?</b> <b>(RE LINK)</b> I can compare and contrast characters from stories, including figures from the past To be able to talk about how their needs have changed as they have grown. I am beginning to understand that things change over time. I am beginning to understand that some things happened a very long time ago. <b>(HISTORY LINK)</b> I can recognise some similarities and differences between life in this country and life in other countries. I can draw information from a simple map I can ask questions about my familiar world. <b>(GEOGRAPHY LINK)</b></p>	<p>I know what plants need to survive and that different plants can survive in different conditions. <b>(SCIENCE LINK)</b> I know about how some things are celebrated and why. <b>(RE LINK)</b> I know that things don't stay the same and that they change over time. I know that life was different in the past. <b>(HISTORY LINK)</b> I know about some of the features around me and how these are different to other places in the world. I know that maps help us to find places and to find out about them. <b>(GEOGRAPHY LINK)</b></p>	<p>How, why, what do I need to do First, then, next, after that Famous, fact, fiction, real, story Character names and occupations Vocabulary to describe things from the past e.g. carpet beater what would we use now instead etc. Different buildings e.g. huts, tents and igloos Materials that the houses are made from e.g. bricks, slate, mud, wood, ice. Different foods and diets Different transport options e.g. horse and cart, donkey, camel</p>	<p>Grandpa Bodley and the photographs – Caroline Castle and Peter Bowman  The Tiger who Came to Tea – Judith Kerr  Mama Panya's Pancakes – Mary and Rich Chamberline  The Little Red Hen  Little Red and the Very Hungry Lion – Alex T Smith</p>
<p><b>Summer 2</b></p>	<p>I can select materials according to their properties I can name a range of materials. I can talk about the lifecycles of animals and what they need to survive. I can explore a variety of habitats, looking at why the animals live like that <b>(SCIENCE LINK)</b> I can explain and understand key features of events. <b>(RE LINK)</b></p>	<p>I know how different materials are used in familiar environments. I know what animals need to survive and that different animals can survive in different conditions. <b>(SCIENCE LINK)</b> I know about some characters from the past I know that things change over time. <b>(HISTORY LINK)</b> I know how to ask questions to find out about things. I know that there are different types of maps</p>	<p>As Nursery and above plus: Names of materials e.g. wood, plastic, metal, glass, fabric, wool etc. Food, warmth, water, love Names of animals habitats e.g. jungle, forest, pond, beach, river, sea</p>	<p>Materials (big book)  From tadpole to frog – Rachel Tonkin  The Ugly Duckling – Hans Christian Anderson  Giraffes can't dance – Giles Andreae and Guy Parker-Rees</p>

	<p>I can compare and contrast characters from stories, including figures from the past  I am beginning to understand that things change over time.  I am beginning to understand that some things happened a very long time ago.  (HISTORY LINK)  I can question different places and people.  I can explore maps of the world  (GEOGRAPHY LINK)</p>	(GEOGRAPHY LINK)	Discuss different types of families, ways of life in more detail.	<p>Holidays by the sea (BB)   My Holiday diary (BB)</p>
ELG	<p><b><u>Past and Present.</u></b>  *Talk about the lives of the people around them and their roles in society.  *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  *Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b>  *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b><u>The Natural World.</u></b>  *Explore the natural world around them, making observations and drawing pictures of animals and plants.  *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			

## Expressive and Creative Arts – Specific Area

### Statutory Requirements

*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*

	Nursery Skills	Nursery Knowledge	Vocabulary	Songs
<b>Autumn 1</b>  <b>I can explore playdough</b>  <b>I am beginning to join in with songs and rhymes.</b>	I am beginning to engage in role play. I am beginning to choose to use paint, pencils and craft materials to create something. (ART LINK) I am beginning to use various construction materials. (DT LINK) I can explore malleable materials. (SCIENCE LINK) I can listen to and join in with Nursery rhymes. I can explore musical instruments. (MUSIC LINK)	I know that different musical instruments make different sounds. (MUSIC LINK) I am beginning to understand that I can construct with a purpose and safely. (DT LINK)	Paint, pencil, paper Cut, stick, glue Make, draw, paint, build Touch, feel Sing, song, music, instruments, play Words to songs	Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning and understanding. The units are: Early Years Well known songs Favourite songs Number songs
<b>Autumn 2</b>  <b>I can explore playdough</b>  <b>I am beginning to join in with songs and rhymes.</b>	I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can make marks. I am exploring colour. I am beginning to make patterns with paint and different objects, exploring what happens when you mix colours. (ART LINK) I can listen with increasing attention to sounds. I can respond to what I have heard.	I know how different colours and materials can be used to create things. (ART LINK) I know that different art and crafts come from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (ART/RE LINK) I know a few rhymes and songs. I know how to play some instruments. (MUSIC LINK)	As above plus: Tape, cellotape, glue stick Making Draw, copy, crayon, pen, chalk Colour names – primary and some secondary Listen, hear, ears, sounds, noise	Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning and understanding. The units are: Early Years



	<p>I can play instruments with increasing control.</p> <p>I am beginning to sing some familiar Nursery Rhymes and Nativity songs.</p> <p>I can join some construction pieces together to build and balance.</p> <p>(DT LINK)</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p>		<p>Hit, shake, bang, play</p> <p>Create</p> <p>Pretend</p> <p>Names of items used in pretend play.</p> <p>Words to songs</p>	<p>Well known songs</p> <p>Favourite songs</p> <p>Number songs</p>
<p><b>Spring 1</b></p> <p><b>I am learning how to follow a recipe to make playdough</b></p> <p><b>I am learning to sing 5 nursery rhymes off by heart.</b></p>	<p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>(ART LINK)</p> <p>I am beginning to use some tools effectively.</p> <p>(PE LINK)</p> <p>I can sing a few familiar songs or make up my own songs.</p> <p>To play instruments with increasing control.</p> <p>(MUSIC LINK)</p> <p>I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>(DT LINK)</p> <p>I am beginning to act out different scenarios using props to enhance my imaginative play.</p>	<p>I know that colours can be mixed to make a new colour.</p> <p>To know how to use my imagination to create different works of art.</p> <p>(Art Link)</p> <p>I know that I need to construct with a purpose and safely.</p> <p>(DT Link)</p> <p>I know that I can play instruments to express my feelings and ideas.</p> <p>(Music Link)</p>	<p>As above plus:</p> <p>Ideas, materials</p> <p>Lines, up, down, side to side</p> <p>Shapes</p> <p>Scissors, hole punch, stapler, tweezers</p> <p>Words to songs</p> <p>Words to describe feelings</p> <p>Words related to stories to use in play</p> <p>Colour names (Red, yellow, blue, orange, purple, green) – mix</p> <p>Art</p> <p>Imagine</p> <p>Construct</p>	<p>Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning and understanding.</p> <p>The units are:</p> <p>Early Years</p> <p>Well known songs</p> <p>Favourite songs</p> <p>Number songs</p>
<p><b>Spring 2</b></p> <p><b>I am learning how to follow a recipe to make playdough</b></p>	<p>I am beginning to use drawing to represent ideas like movement and loud noises.</p> <p>I am beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I am developing and understanding of colour and am exploring colour mixing.</p>	<p>To know about the different materials and what can be created with them.</p> <p>I know how to create recognisable representations of objects.</p> <p>(ART/DT LINK)</p> <p>I know that I need to sing songs clearly using correct words that have been learned.</p>	<p>As above plus:</p> <p>Vocabulary for emotions e.g. happy, sad, scared etc.</p> <p>Words related to textures e.g. rough,</p>	<p>Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning</p>

<p><b>I am learning to sing 5 nursery rhymes off by heart.</b></p>	<p>I am learning about different textures and can talk about them.  I can create closed shapes with continuous lines which represent objects that can be spoken about or identified.  <b>(ART LINK)</b>  I can play instruments with increasing control to express their feelings and ideas.  I can respond to what I have heard, expressing my thoughts and feelings.  I can sing a few familiar nursery rhymes.  <b>(MUSIC LINK)</b>  I am beginning to develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>I know that different instruments are played in different ways.  <b>(MUSIC LINK)</b>  I know that tools can be used for a purpose.  <b>(DT LINK)</b>  I know how to use my knowledge of stories to act them out with my friends</p>	<p>smooth, flat, bumpy, slippy, scratchy etc.  Instruments  Words from songs and stories learnt.  Singing voice  Name of some instruments e.g. drum, shakers ,</p>	<p>and understanding.  The units are:  Early Years  Well known songs  Favourite songs  Number songs</p>
<p><b>Summer 1</b></p> <p><b>I can follow a recipe to make playdough</b></p> <p><b>I can sing 5 nursery rhymes off by heart.</b></p>	<p>To draw with increasing control, representing features and detail clearly.  To show different emotions in pictures clearly.  I can draw with increasing complexity and detail, such as representing a face with a circle and including details.  I can join different materials and explore different textures.  I am beginning to be interested in and describe the texture of things.  <b>(ART LINK)</b>  Sing familiar songs in the correct tone and changing melody if appropriate.  (Su1)  <b>(Music Link)</b>  I can construct with bricks and blocks to make an enclosure.  <b>(DT LINK)</b>  I can use puppets and props to act out different traditional stories.  I can use available resources to create props to support role-play.</p>	<p>I know that I need to draw carefully to produce recognisable shapes.  I know that marks can represent a variety of different things.  <b>(ART LINK)</b>  I know that I can change my voices whilst singing or acting out stories to create a dramatic effect.  <b>(MUSIC LINK)</b>  I know that I need to construct with a purpose and safely.  <b>(DT LINK)</b>  I know how to use available props to develop stories and make imaginative play more purposeful.  I know how to use props appropriately for particular stories.</p>	<p>As above plus:  Carefully  Detail  Create, craft, artist  Making, creating  Cut, stick, join  Circle, round and round  Blue tack  Names of construction kits and items  Words from rhymes and stories</p>	<p>Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning and understanding.  The units are:  Early Years  Well known songs  Favourite songs  Number songs</p>

	I can use available props to develop stories and make imaginative play more purposeful.			
<p><b>Summer 2</b></p> <p><b>I can follow a recipe to make playdough</b></p> <p><b>I can sing 5 nursery rhymes off by heart.</b></p>	<p>I am beginning to use a larger variety of media to create something and say what they have made.</p> <p>I can explore different materials freely, using them with a purpose.</p> <p>I can use drawing to represent ideas like movement and loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can further explore colour and colour mixing. (ART LINK)</p> <p>I can sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>I can listen to music and create movements to the different beats</p> <p>I can sing the pitch of a tone sung by another person (pitch match)</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs, or improvise a song around one I know. (MUSIC LINK)</p> <p>I am beginning to use my imagination in my play in a variety of situations.</p> <p>I can tell a story or sing a rhyme by themselves</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I show confidence in choice of media when creating a model or picture.</p> <p>I know how to describe different textures.</p> <p>I know that I can use drawings to represent things and am learning how to do this.. (ART LINK)</p> <p>I know that my body movements can be changed depending on the rhythm of the music in order to achieve a desired effect.</p> <p>I know an increasing number of songs.</p> <p>I know that songs need to sound a certain way and that I need to listen to and copy the tune.. (MUSIC LINK)</p> <p>I know that different construction toys can be used to make new things that can be used in pretend play. (ART/DT LINK)</p>	<p>As above plus:</p> <p>Names of media available</p> <p>Movement</p> <p>Singing voice, shout, loud, quieter</p> <p>Clap, copy, repeat</p> <p>Names of instruments include things like maracas and cabasa</p> <p>Sing, listen, copy, the same</p> <p>Scrape, roll</p> <p>Pretend</p> <p>Names of instruments e.g. eggs, piano, keyboard, guitar, glockenspiel etc.</p> <p>Words from songs and stories</p>	<p>Charanga - Use Song collections for ages 3-5 and choose from the units to follow interests and support learning and understanding.</p> <p>The units are:</p> <p>Early Years</p> <p>Well known songs</p> <p>Favourite songs</p> <p>Number songs</p>

	Reception Skills	Reception Knowledge	Vocabulary	Songs
<b>Autumn 1</b>  <b>I can sing 5 nursery rhymes off by heart.</b>	<p>I can give meaning to the marks that are made.</p> <p>I can explore colours and colour mixing.</p> <p>I am beginning to use a larger variety of media to create something and say what I have made. (ART LINK)</p> <p>I can remember the words to a range of songs.</p> <p>I can explore the different sounds of a range of instruments. (MUSIC LINK)</p> <p>I am beginning to use my imagination in my play in a variety of situations.</p> <p>I can tell a story or sing a rhyme by myself</p>	<p>I know that marks carry meaning.</p> <p>I know how to make different colours (ART LINK)</p> <p>I know an increasing number of songs</p> <p>I know how to play some instruments (MUSIC LINK)</p> <p>I know some stories</p> <p>I know how to tell a story</p>	<p>As nursery plus: Marks, draw, drawing, paint, painting, glue, gluing Colour names Name of types of media e.g. paint, paper, pipe cleaners etc. Colour, colour mixing Names of colours Words from songs and stories</p>	<p>CHARANGA – Autumn 1 Me</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>
<b>Autumn 2</b>  <b>I can sing 5 nursery rhymes off by heart.</b>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. (ART LINK)</p> <p>I can use simple tools and techniques competently and appropriately. (DT/ART LINK)</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can sing in a group</p> <p>I can develop and engage in music making and dance (MUSIC LINK)</p> <p>I can develop storylines in my pretend play</p>	<p>I know how to use media to express my feelings.</p> <p>I know how to use some tools safely. (ART/DT LINK)</p> <p>I know how that I can respond to music.</p> <p>I know some songs. (MUSIC LINK)</p> <p>I know how to tell a story.</p>	<p>As Nursery and above plus: Light, lighter, dark, darker Cut, tear, punch, print Listen, move, dance Fast, slow, happy, sad, loud, quiet Happy, sad, excited, scared Vocabulary related to the performance they have seen, the music/songs involved, instruments used etc. Words from songs and stories</p>	<p>CHARANGA – Autumn 2 My Stories</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>

<p><b>Spring 1</b></p> <p>I am learning how to sing 10 songs altogether (this could include the 5 from nursery)</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them</p> <p>I can use a variety of resources to create my own props. (DT/Art Link)</p> <p>I can constructs with a purpose in mind, using a variety of resources. (DT LINK)</p> <p>I can sing in a group</p> <p>I can develop and engage in music making and dance</p> <p>I can effectively use instruments to tap a simple beat. (MUSIC LINK)</p>	<p>I know how to improve my creations.</p> <p>I know how to combine media and resources.</p> <p>I know that I can express myself through art.</p> <p>I know what I want to create/achieve (DT/ART LINK)</p> <p>I know some songs</p> <p>I know how to tap a simple beat (MUSIC LINK)</p>	<p>As Nursery and above plus: How, what, why, where Rough, smooth, spiky, soft, hard, bumpy, squishy, sticky My turn, your turn Copy, echo, repeat Gallery, museum Words from songs and stories</p>	<p>CHARANGA – Spring 1 Everyone</p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p>
<p><b>Spring 2</b></p> <p>I am learning how to sing 10 songs altogether (this could include the 5 from nursery)</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them</p> <p>To use a range of resources to create own props to aid role play.</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I am beginning to plan, carry out and evaluate and change where necessary. (DT/ART LINK)</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing in a group or on my own</p> <p>I can develop and engage in music making and dance performing in groups</p> <p>I can effectively use instruments to tap a simple beat (MUSIC LINK)</p> <p>I can develop storylines in my pretend play</p>	<p>I know how to improve.</p> <p>I know what I want to create/what I need.</p> <p>I know how to achieve my planned effect.</p> <p>I know that I need to plan my ideas. (ART/DT LINK)</p> <p>I know how to talk about what I have seen</p> <p>I know an increasing numbers of songs.</p> <p>I know how to work with others.</p> <p>I know how to tap a beat (MUSIC LINK)</p>	<p>As Nursery and above plus: Plan, design Artist, designer Resource names e.g. box, packet, tub, roll, pipe cleaners, matchsticks, fabric, wool, raffia, bottle tops etc. Clap, tap, pat, beat, rhythm Copy, repeat Words from songs and stories</p>	<p>CHARANGA – Spring 2 – Our World</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>
<p><b>Summer 1</b></p>	<p>I can use what I have learnt about media and materials in an original way and be able to explain my choices.</p>	<p>I know that I am an artist and that I can have my own ideas.</p>	<p>As Nursery and above plus:</p>	<p>CHARANGA – Summer 1 Big Bear Funk</p>

<p><b>I can sing 10 songs altogether (this could include the 5 from nursery)</b></p>	<p>I can select appropriate resources and adapt work where necessary.</p> <p>I can use a variety of media to create something and am able to discuss it. (DT/ART LINK)</p> <p>I can move along to the beat of a familiar song. I can sing in a group or on my own, increasingly matching the pitch and following the melody (MUSIC LINK)</p> <p>I can develop storylines in my pretend play</p>	<p>I know which resources to use to create my desired effects.</p> <p>I know how to talk about mine and others work. (ART/DT LINK)</p> <p>I know how to move to a beat. (MUSIC LINK)</p>	<p>Explain, choices, why</p> <p>Words to explain what they did</p> <p>Because</p> <p>Change, improve, make better</p> <p>March, creep, stamp, slide, shuffle etc.</p> <p>Pitch, high, low</p> <p>Story, storyline</p> <p>Words from songs and stories</p>	<p>Big Bear Funk plus</p> <p>recap of songs already learnt</p>
<p><b>Summer 2</b></p> <p><b>I can sing 10 songs altogether (this could include the 5 from nursery)</b></p>	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can create collaboratively with my friends sharing ideas, resources and skills. (ART LINK))</p> <p>I can move along to the beat of a familiar song. I can sing in a group or on my own, increasingly matching the pitch and following the melody</p> <p>I can develop and engage in music making and dance performing in groups or on my own. (MUSIC LINK)</p> <p>I can demonstrate use of imagination when playing and join in with the play of others.</p> <p>To perform a story, song, poem or rhyme to an audience</p>	<p>I know that I need to use tools safely.</p> <p>I know how to experiment.</p> <p>I know how to work with my friends. (ART/DT LINK)</p> <p>I know how to move to a beat.</p> <p>I know how to change my voice to match a pitch.</p> <p>I know how to co-operate to perform in a group (MUSIC LINK)</p> <p>I know a growing variety of stories, songs, poems and rhymes.</p>	<p>As Nursery and above plus:</p> <p>Safely, tools, techniques</p> <p>Experiment, investigate, explore</p> <p>Design, texture</p> <p>Share, work together</p> <p>Move, beat, melody</p> <p>Dance</p> <p>Create, compose, composer</p> <p>Words from songs and stories</p>	<p>CHARANGA – Summer 2 – Reflect, Rewind and Replay</p> <p>Recap on all the songs learnt this year.</p>
<p><b>ELG</b></p>	<p><b><u>Creating with Materials.</u></b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			



**Creating with Materials.**

\*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.

**Being Imaginative and Expressive**

\*Invent, adapt and recount narratives and stories with peers and their teacher.

\*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Appendix of supporting documentation and resources

- The Statutory Framework for the Early Years Foundation Stage (DFE)
- Development Matters: non-statutory guidance (DFE)
- Birth to 5 Matters: guidance by the sector for the sector
- Every Child a Talker (ECAT)
- Every Child a Mover (ECAM)
- The Leuven Scales
- Mary Sheridan's From Birth to Years : Children's Developmental Progress by Ajay Sharma
- Working with the revised Early Years Foundation Stage; Principles into practice by Julian Grenie
- Putting the EYFS Curriculum into practice by Julian Grenier
  
- Monster Phonics
- White Rose Maths
- Ashbrook Infant and Nursery School RE Scheme
- Charanga music
- Real PE

## Nursery Texts

Homes (BB)  
Funnybones  
The growing story  
Here come the babies  
Potion Commotion  
Christmas stories (RE text/links) Maisie/CNY (RE text/links)  
Pushes and pulls/Forces  
Quiet night in Titch  
For you are a Kenyan child  
The Easter story (RE text/link) The Very Hungry caterpillar  
Harold the doctor (BB)  
When I was young  
Hats of faith  
Amazing Grace Families, families, families  
When I was young  
Water  
3 little pigs  
Handa's surprise  
What babies used to wear  
3 Billy Goats Gruff  
Whatever Next C  
Colour Monster  
Tell me tree  
The lion inside  
Friends  
Going on a bear hunt  
Elephant welephant  
Big animal mix up  
Big jungle mix up  
Hairy Maclarey  
Oi frog  
Billy's bucket

Ugly 5 (families)  
Children around the World  
All kinds of beliefs (RE text)  
Room on the broom  
Stick Man  
Hair  
My body  
Jaspers Beanstalk  
Jack and the beanstalk  
Zog (links to doctors)  
Jobs people do

## Reception Texts

We're Going on a Bear Hunt (DC)

The Growing Story – Ruth Craus and Helen Oxenbury

Five Minutes Peace – Kjill Murphy

The family book

Maps (BB)

Rosie's Walk – Pat Hutchins

Dogger – Shirley Hughes

Dogger's Christmas – Shirley Hughes

Sammy Spider's first Hannukah – Sylvia Rouss and Katherine Janus Kahn

The Christmas Story

Christmas stories

Little Red Riding Hood

Peepo – Janet and Alan Ahlberg

Not last night but the night before – Colin Naughton

Katie Morag and the two grandmothers – Mairi Hedderwick

The Naughty Bus – Jan Oke and Jerry Oke

The Train Ride – Julie Crebin and Stephen Lambert

Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K

Peter rabbit stories – Beatrix Potter

Billy's Sunflower – Nicola Moon and Karin Littlewood

Katie in London – James Mayhew

What the Ladybird heard at the seaside – Julia Donaldson

Eddie's Garden – Sarah Garland

Grandpa Bodley and the photographs – Caroline Castle and Peter Bowman

The Tiger who Came to Tea – Judith Kerr

Mama Panya's Pancakes – Mary and Rich Chamberline

The Little Red Hen

Little Red and the Very Hungry Lion – Alex T Smith

Materials (big book)

From tadpole to frog – Rachel Tonkin

The Ugly Duckling – Hans Christian Anderson

Giraffes can't dance – Giles Andreae and Guy Parker-Rees

Holidays by the sea (BB)

My Holiday diary (BB)

What make me a me? – Ben Faulks and David Tazzyman

Fix it duck – Jez Alborough

Goldilocks