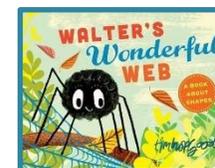
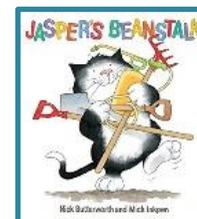
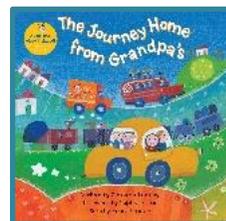
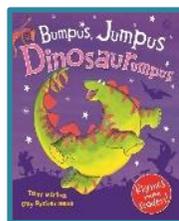
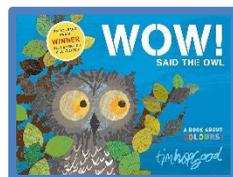
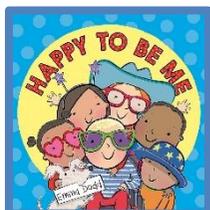


Nursery Curriculum 2023-2024

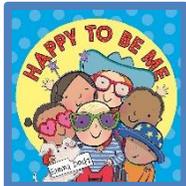
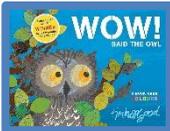
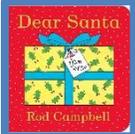
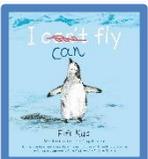
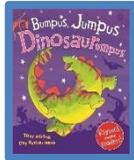
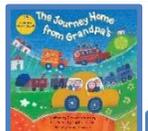
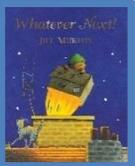
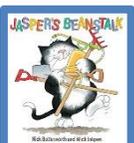
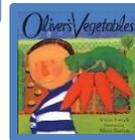
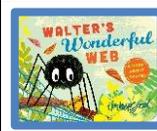
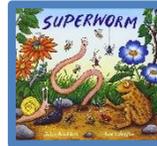
EYFS Framework 2023



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Adaptive teaching to be included within short term planning, driven by assessment

On-going consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Autumn & Celebrations	Animals- Arctic & Pre-historic	Journeys & Transport (including Space)	Food & Growth/ Life Cycles	Minibeast/ Life Cycles
Planning around a quality text: <i>To be chosen following children's interests.</i>		 	 	 	 	 
Linked texts <i>Green- Trad Tales</i> <i>Black- Fiction</i> <i>Blue- Non-Fiction</i> <i>Poetry / rhyme</i> <i>Continues to increase diversity of books and books set in different countries</i>	<ul style="list-style-type: none"> Ten Little Fingers and Ten Little Toes Each Peach Pear Plum Time for Bed Fred Lulu's First Day* Amazing Me So Much* Zeki gets a check up* Pat a Cake (Ann Kubler)* Goldilocks & The Three Bears 	<ul style="list-style-type: none"> Owl Babies Stanley's Stick Busy Birdies A Busy Day for Birds Oliver's Wood It was a Cold Dark Night Listen to the Birds Time to Go to Bed* Tap the Magic Tree Diwali My First Ever Diwali* Little Red Riding Hood Candles (Poem – Wendy Cope) 	<ul style="list-style-type: none"> Well Done Mummy Penguin Busy Penguins Are you there, little Penguin? Penguin Says Please Snow – Emily Gravett Here we go round the mulberry bush (Ann Kubler)* We can (Poem – Michael Rosen) 	<ul style="list-style-type: none"> The Whales on the Bus We All Go Travelling By* The Train Ride Mr Gumpy's Boat Baby Goes to Market* Make Tracks: Farm, Trains, Cars The Three Billy Goats Gruff 	<ul style="list-style-type: none"> Lulu Loves Flowers* The Tiny Seed Ten Seeds Seeds Plant the Tiny Seeds We planted a pumpkin The Enormous Turnip 	<ul style="list-style-type: none"> Very Hungry Caterpillar Chicken's Aren't the Only Ones Ergo It's Mine The Odd Egg I love bugs! Emma Dodd Maya's Walk* Catch That Chicken* Chicks (Poem – Eric Finney)
Linked Songs & Rhymes <i>(See also Number Rhymes Below)</i>	<ul style="list-style-type: none"> If you're happy and you know it Hokey Cokey 	<ul style="list-style-type: none"> Dingle Dangle Scarecrow 5 Round Pumpkins I'm a Little Hedgehog Little Lamps are Burning (Diwali) Twinkle Twinkle Nativity/ Christmas Production Songs 	<ul style="list-style-type: none"> Mulberry Bush I'm a Little Penguin I'm a Giant T-Rex Dinosaur Stomp 5 Little Snowman 	<ul style="list-style-type: none"> Wheels on the Bus 5 Little Men Row Row your Boat Twinkle Twinkle (car) Down at the Station Zoom Zoom Zoom 	<ul style="list-style-type: none"> I'm a Little Bean 1 Potato, 2 Potato Humpty Dumpty The Muffin Man 5 Currant Buns Pat- a-Cake 5 Little Ducks 	<ul style="list-style-type: none"> Incy Wincy Spider Worm at the Bottom of the Garden Being a Spider The Ants go Marching 5 Little Speckled Frogs Ladybird Ladybird

<p>Number Rhymes / Songs</p> <p>(week by week)</p>	<ol style="list-style-type: none"> 1,2,3,4,5, Once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks 5 currant buns 5 fat sausages 1 finger, 1 thumb 1,2, buckle my show 2 little dickie birds Head, shoulder, knees & toes Zoom, zoom, zoom Consolidation 		<ol style="list-style-type: none"> Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel Consolidation Sing a song of six pence I'm a little bean 5 cheeky monkeys swinging in the trees When Goldilocks went to the house of the bears Consolidation 		<ol style="list-style-type: none"> 5 little men in a flying saucer Humpty Dumpty One elephant went out to play Ring-a ring-a-roses London Bridge Consolidation One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples Consolidation 																																																															
<p>Trips/Visitors Enrichments</p> <p>& WOW Moments</p>	<p>Visitors:</p> <ul style="list-style-type: none"> Doctor/ nurse/ teacher/ family member 	<p>Visitors:</p> <ul style="list-style-type: none"> Emergency services Reindeer visit <p>Trip:</p> <ul style="list-style-type: none"> Autumn Walk 	<p>Visitors:</p> <ul style="list-style-type: none"> STEM <p>Trip:</p> <ul style="list-style-type: none"> Teach Rex Dinosaur Visit- booked 22/1/24 	<p>Visitors:</p> <ul style="list-style-type: none"> Grandparents Highways officers/ bus/train driver/ pilot <p>Trip:</p> <ul style="list-style-type: none"> Local walk and tram journey 	<p>Visitors:</p> <ul style="list-style-type: none"> Keen gardener/ Grandparent <p>Trip:</p> <ul style="list-style-type: none"> Bowland Farm visit to school- booked 1/5/24 	<p>Visitors:</p> <ul style="list-style-type: none"> Vets/ Minibeast Experience <p>Trip:</p> <ul style="list-style-type: none"> Visit to Didsbury Park <p>WOW:</p> <ul style="list-style-type: none"> Beach Party 																																																														
<p>Celebrations / Festivals / Special Events</p>	<ul style="list-style-type: none"> Birthdays Our family Celebrating Baptism 	<ul style="list-style-type: none"> Birthdays Halloween Bonfire Night Autumn Walk Remembrance Day Diwali Advent Christmas 	<ul style="list-style-type: none"> Birthdays Storytelling Week Chinese New Year Valentine's Day STEM Day 	<ul style="list-style-type: none"> Birthdays World Book Day Spring Walk St. Patrick's Day Mother's Day Lent Easter 	<ul style="list-style-type: none"> Birthdays Pentecost Party St. Catherine of Siena Day 	<ul style="list-style-type: none"> Birthdays Father's Day End of Year Party 																																																														
<p>Religion</p>	<ul style="list-style-type: none"> Myself (Domestic Church- Family) Welcome (Baptism) Birthday (Advent, Christmas, Loving) Other Faiths 		<ul style="list-style-type: none"> Celebrating (Community) Gathering (Relating) Growing (Lent/ Easter, Giving) Other Faiths 		<ul style="list-style-type: none"> The Good News (Pentecost- serving) Friends (Reconciliation) Our World (Universal Church) Other Faiths 																																																															
<p>Live Life to the Full</p>	<p>Module 1 Created and Loved by God</p> <table border="1"> <thead> <tr> <th>Unit 1</th> <th>Unit 2</th> <th>Unit 3</th> <th>Unit 4</th> </tr> </thead> <tbody> <tr> <td>Religious Understanding</td> <td>Me, My Body, My Health</td> <td>Emotional Well-Being</td> <td>Life Cycles</td> </tr> <tr> <td>Unit Prayer & Assessment Activity</td> </tr> <tr> <td>Story Sessions Handmade With Love</td> <td>Session 1 I Am Me</td> <td>Session 1 I Like, You Like, We All Like!</td> <td>Session 1 Growing Up</td> </tr> <tr> <td></td> <td>Session 2 Heads, Shoulders, Knees and Toes</td> <td>Session 2 All the Feelings!</td> <td></td> </tr> <tr> <td></td> <td>Session 3 Ready Teddy?</td> <td>Session 3 Let's Get Real</td> <td></td> </tr> </tbody> </table>		Unit 1	Unit 2	Unit 3	Unit 4	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Unit Prayer & Assessment Activity	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 3 Ready Teddy?	Session 3 Let's Get Real		<p>Module 2 Created to Love Others</p> <table border="1"> <thead> <tr> <th>Unit 1</th> <th>Unit 2</th> <th>Unit 3</th> <th>Unit 4</th> </tr> </thead> <tbody> <tr> <td>Religious Understanding</td> <td>Personal Relationships</td> <td>Life Online</td> <td>Keeping Safe</td> </tr> <tr> <td>Unit Prayer & Assessment Activity</td> </tr> <tr> <td>Session 1 Role Model</td> <td>Session 1 Who's Who?</td> <td>Session 1 What is the Internet?</td> <td>Session 1 Safe Inside and Out</td> </tr> <tr> <td></td> <td>Session 2 You've Got A Friend In Me</td> <td>Session 2 Playing Online</td> <td>Session 2 My Body, My Rules</td> </tr> <tr> <td></td> <td>Session 3 Forever Friends</td> <td></td> <td>Session 3 Feeling Poorly</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Session 4 People Who Help Us</td> </tr> </tbody> </table>		Unit 1	Unit 2	Unit 3	Unit 4	Religious Understanding	Personal Relationships	Life Online	Keeping Safe	Unit Prayer & Assessment Activity	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out		Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules		Session 3 Forever Friends		Session 3 Feeling Poorly				Session 4 People Who Help Us	<p>Module 3 Created to Live in Community</p> <table border="1"> <thead> <tr> <th>Unit 1</th> <th>Unit 2</th> </tr> </thead> <tbody> <tr> <td>Religious Understanding</td> <td>Living in the Wider World</td> </tr> <tr> <td>Unit Prayer & Assessment Activity</td> <td>Unit Prayer & Assessment Activity</td> </tr> <tr> <td>Session 1 God is Love</td> <td>Session 1 Me, You, Us</td> </tr> <tr> <td>Session 2 Loving God, Loving Others</td> <td></td> </tr> </tbody> </table>		Unit 1	Unit 2	Religious Understanding	Living in the Wider World	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Session 1 God is Love	Session 1 Me, You, Us	Session 2 Loving God, Loving Others							
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COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Listening, Attention and Understanding

- Pay attention to one thing at a time
 - ⇒ Listen 1:1 to develop independence within daily routine
 - ⇒ Participate in short multi-sensory Key Person group time
- **Begin to** listen to others in small / key person group
- Enjoy listening to stories and **begin to** remember much of what happens
 - ⇒ Listen to short stories with illustrations / props / sounds
 - ⇒ Recall key events / name key characters
 - ⇒ Begin to join in text retell with some actions
- Follow an instruction with one part
 - ⇒ Linked to: □ daily routine □ Key Person group activities
 - ⇒ Special events: Autumn walk
- *Understand simple questions about 'who', 'what' and 'where'*
 - ⇒ Get to know: □ one another □ new learning space
 - ⇒ Find body / move different body parts .. *body parts, actions*
 - ⇒ Recount of autumn walk .. *sounds, hear, see, listen, smell*
- **Begin to** understand some 'why' questions *related to own experiences*
- **Begin to** show an understanding of some prepositions .. *in, on, under*

Speaking

- **Begin to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine (including weather and seasons) □ themes / texts
- Learn new rhyme and **begin to** develop a repertoire of songs
 - ⇒ Join in with *actions* / props
 - ⇒ Fill in some missing words ... *rhyme, words that sound the same*
- **Begin to** talk about a familiar book *one-to-one*
 - ⇒ Comment on an illustration ... *picture, illustration*
 - Favourite character / part ... *character, like*
- Develop communication, **begin to** use different tenses
- **Begin to** sequence ... *now, next*
- **Begin to** use longer sentences of 4/6 words ... *because*
- Start a conversation with an adult / friend
- **Begin to** use talk to organise selves / play

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
- **Begin to** shift attention from one thing to another when needed and given a prompt
- Understand and follow a two-part instruction
 - ⇒ Linked to: □ daily routine □ activities
- Understand some 'why' questions
 - ⇒ Linked to: □ focused text □ topic □ child-initiated activities
- **Continue to** show an understanding of some prepositions .. *in, on, under, on top of*
- **Continue to** listen to others in a small group (key group)

Speaking

- Use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine (including weather and seasons) □ themes / texts
- **Continue to** develop and sing a repertoire of songs and **begin to** sing as part of a group
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
- Talk about a familiar book and **begin to** tell a simple story, one-to-one and in small groups
 - ⇒ Comment on story events ... *picture, illustration, what happens, beginning, end*
 - ⇒ Favourite character / part ... *character / part*
- **Continue to** develop communication, using future and past tense (not always correctly)
- Use longer sentence of 4/6 words
- **Begin to** join sentences with **and**
- Start a conversation with an adult / friend and **begin to** continue it with many turns
- Use talk to organise selves / play
- **Begin to** retell a simple past event in correct order ... *now, next first, then*
- **Begin to** express a point of view .. *like, don't like, think*

Listening, Attention and Understanding

- Enjoy listening to longer stories (*with increased attention*) and can remember much of what happens
- Shift their attention from one thing to another when needed and given a prompt
- **Confidently** understand and follow a two-part instruction
- Understand and respond **confidently** to simple 'why' questions
- Show an understanding of some prepositions .. *in, on, under, on top of, next to, behind*
- Listen to others in a small group

Speaking

- Use a wider range of vocabulary in a range of contexts
 - ⇒ Linked to: □ daily routine (including weather and seasons) □ themes / texts
- Sing a large repertoire of songs
- Sing a range of songs/rhymes as part of a group and independently
 - ⇒ Use actions / props
 - ⇒ Fill in some missing words
- Talk about a familiar book and tell a longer story
- Develop communication, **begin to** use a wider range of tenses (with correct use of most tenses)
- Use sentences joined by other words such as ... *like, because*
- Start a conversation with an adult / friend & continue it with many turns
- Retell a simple past event in correct order ... *first, then, now, next*
- Use talk more confidently to organise selves / play
- Express a point of view & debate when they disagree with an adult / friend, using words as well as actions

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- Show 'effortful control'...*calm*
 - ⇒ With support follow the daily routine
 - ⇒ Play with others, sharing resources / taking turns
- Begin to talk about feelings ... *happy, sad, because*
 - ⇒ Show / imitate different emotions and label
 - ⇒ *I am happy / sad because ...*
- Begin to show awareness of how others might be feeling
 - ⇒ Offer comfort to a child who is upset / laugh with others
 - ⇒ Identify feelings of main characters in texts, looking carefully at illustrations
- Begin to recognise that some actions can hurt the feelings of others ... *upset, feel*
 - ⇒ Identify action that made someone else upset
- With support begin to find solutions to some conflicts ...*share, take turns, wait*
 - ⇒ Sharing resources / taking turns e.g. bike track

Managing Self

- Show interest in a range of experiences, indoors and outdoors
 - ⇒ Familiar and *some* new
- Begin to select and use continuous provision resources, with help when needed ... *resources*
 - ⇒ Make independent learning choices ... *learning, play*
 - ⇒ Put resources back in right place once used ...*tidy, find, label, put back*
- With support begin to follow classroom *routines* and rules
- Begin to be independent within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time ...*clean, wash / dry hands, teeth, tooth brush, tooth paste, dentist*
 - ⇒ Find own coat and wellies, begin to put on with support ... *push, pair, sleeve, hood, zip, button, Velcro, inside out*
- Begin to make some healthy choices about food, drink, activity and toothbrushing... *carrots, oranges, pumpkin, strawberries, tomatoes, healthy, not healthy, fruit, vegetables*

Building Relationships

- Begin to play with one or more other children
 - ⇒ Child-initiated learning / small group activities
- Begin to see themselves as part of a community
 - ⇒ Key Person group / nursery / family
- Begin to share resources with other children ...*share*

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and begin to use other words ... *happy, sad, excited, worried, scared*
- With support begin to understand and talk about how others might be feeling and the reasons why
- Begin to help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- With support begin to talk with others to resolve conflicts

Managing Self

- Select and use activities and resources to achieve a set goal ... *I need, I want to, Can I have..?*
- Settle to an activity of choice for some time
- Increasingly follow classroom *routines* and rules (*with reduced practitioner guidance*)
- Continue to develop independence within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time ...*clean, wash / dry hands, teeth, tooth brush, tooth paste, dentist*
 - ⇒ Find own coat and wellies, begin to put on with support ... *push, pair, sleeve, hood, zip, button, velcro, inside out name label*
- Begin to make healthy choices about food, drink, activity and toothbrushing ... *peppers, bananas, pears, healthy, not healthy, fruit, vegetables*

Building Relationships

- Play with one or more other children
- Take play in pretend play with one or more children ... *pretend, imagination*
- See themselves as part of a community
- Begin to share and take turns with others
- Begin to extend and elaborate play ideas with others ... *idea*

Self-Regulation

- Talk about their feelings using a range of words ... *happy, sad, excited, worried, scared, nervous, lonely*
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries. ...*share, take turns, wait, swap, one at a time, together,*
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

Managing Self

- Confidently select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing ... *peas, beans, cucumber, apples, blueberry healthy, not healthy, fruit, vegetables*

Building Relationships

- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters 2021**

Gross Motor Skills

- **Continue to** develop movement skills of walking and running
 - ⇒ Negotiating space
 - ⇒ **Begin to** adapt speed / direction to avoid obstacles ... *fast, slow, turn*
- **Continue to** develop climbing skills
 - ⇒ Use stairs using alternate feet ... *step*
 - ⇒ **With support** explore climbing frame ... *climb*
- **Continue to** develop balancing skills ... *balance*
 - ⇒ Complete low level obstacle courses
 - ⇒ Walk up / down a ramp
 - ⇒ Stand still
 - ⇒ Stand on one leg
- **Begin to** learn to *hop*
- **Continue to** develop riding skills – scooter / trike / balance bike
 - ⇒ Use bike track: □ following track □ right direction ... *track, direction, follow, this way, go around, park, stop, start, go*
- **Continue to** develop ball skills
 - ⇒ Rolling (partner / circle games) ... *roll*
 - ⇒ Kicking ... *kick*
- **Begin to** use large-muscle movements to ... *wave, top, bottom, down, up, around*
 - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
 - ⇒ Paint and make marks (top to bottom / anti-clockwise)

Fine Motor Skills

- **Begin to** show a preference for a dominant hand
- **Begin to** learn to use a knife and fork ... *knife, fork, spoon, cut, scoop*
- **Begin to** get dressed independently for outdoor play (see *PSE: Managing Self*)
- Use **some** one-handed tools and equipment
 - ⇒ Across provision: □ Malleable play □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... *stir, mix, pour, roll, pat, move, tweezers, press, pick up*
 - ⇒ **Begin to** use scissors safely ... *cut, snip, open, close*
- **Begin to** develop a comfortable grip when using pencils / pen
 - ⇒ Model and encourage a tripod grip ... *hold*

Gross Motor Skills

- **Continue to** develop movement of walking and running
- **Continue to** develop climbing skills
- **Continue to** develop balancing skills
 - Learn to hop
 - **Begin to** learn to *skip .. jump*
 - **Continue to** develop riding skills
 - **Continue to** develop ball skills
 - ⇒ Throw and catch to partner ... *throw, catch*
 - ⇒ Kick to partner
 - Use large muscle movements
 - **Begin to** remember some sequences and patterns of movement related to music and rhythm ... *dance*
 - **Begin to** take part in some small group activities
 - **Begin to** match developing physical skills to tasks and activities in setting
 - Choose the right resource to carry out chosen plan
 - **Begin to** collaborate with others to manage large items .. *move, safe, together, hold*

Fine Motor Skills

- Show preference a for a dominant hand
- **Continue to** learn to use a knife and fork
- Increase independence getting dressed and undressed (see *PSE: Managing Self*)
- Use a **range of** one-handed tools and equipment
 - ⇒ Across provision: □ Malleable play □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... *squeeze, squash, chop, stretch*
 - ⇒ Use scissors safely ... *round, straight, curve*
- **Continue to** develop a comfortable grip with good control when holding pens and pencils.

Gross Motor Skills

- **Begin to** refine movement of walking and running
- **Begin to** refine climbing skills
- **Begin to** refine balancing skills
 - Learn to skip
 - **Continue to** develop riding skills
 - **Continue to** develop ball skills
 - ⇒ Throw, roll, kick into target ... *aim, target*
 - Use large muscle movements
 - Remember some sequences and patterns of movement related to music and rhythm
 - Take part in some group / team activities
 - Match developing physical skills to tasks and activities in setting
 - Choose the right resource to carry out chosen plan
 - Collaborate with others to manage large items ... *lift*
 - **Begin to** participate in short gymnastics sessions in the school hall ... *tall, small, flat, in the air*
 - ⇒ *Forward roll*
 - ⇒ *Bend* and balance
 - ⇒ Jumping

Fine Motor Skills

- Use one-handed tools and equipment.
 - ⇒ Across provision: □ Malleable play □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... *twist*
 - ⇒ Use scissors safely and **confidently**, including string/ wool
- Eat independently using a knife and fork
- Be increasingly **independent** getting dressed and undressed
- Use a comfortable grip with **good** control when holding pens and pencils.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: 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).

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

* See also CL section for comprehension

Phase 1 Phonics / Reading

- **Begin to** develop phonological awareness
 - ⇒ Join in with Phase 1 activities, aspects 1 to 6
 - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion ...*instrument, sound, listen, hear, body, clap, stamp, tap, voice*
 - Rhythm and rhyme: **begin to** develop awareness of words that sound the same ...*rhyme*
 - Alliterative activities, **begin to** identify words starting with the same phoneme within names ...*start*
 - Explore and copy different voice sounds
- **Begin to** understand some of the five key concepts about print:
 - ⇒ Handle books carefully & correctly & **turn** pages
 - ⇒ Name some book parts ... *front cover, back cover, page, title, open, close, hold*
 - ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
 - ⇒ Understand print is read left to right ...*start, move*
- *Enjoy sharing a book with an adult*
 - ⇒ One to one } Fiction and
 - ⇒ Small group time } non-fiction
- **Begin to** read own name with visual support...*read, recognise*

Writing

- *Add some marks to their drawings, which they give meaning to. For example: "That says mummy."*
- *Make marks on picture to represent name ...write, picture, draw, mark*
- Draw circles and lines (horizontal and vertical) ... *line, across, down, circle, around*
- **Begin to** attempt to write name with some recognisable letters
 - ⇒ First letter of name
- To begin to understand that own marks represent meaning
 - ⇒ Point to marks
 - ⇒ Talk about made marks
 - ⇒ Label marks .. *label*

Phase 1 Phonics / Reading

- **Continue to** develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
 - Rhythm and rhyme: develop awareness of words that sound the same
 - Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
 - Explore and begin to talk about different voice sounds
 - **Begin to** participate in oral blending/segmenting activities
 - Clap syllables in own name ...*syllable*
- **Begin to** engage in conversations about stories and **non-fiction texts**, learning new vocabulary ... *information*
- **Continue to** develop an understand the five key concepts about print:
 - ⇒ Handle books carefully & correctly
 - ⇒ Name some book parts *title / blurb*
 - ⇒ Print has meaning – recognise some new logos
 - ⇒ **Begin to** understand what a word / letter is ... *letter / word*
 - ⇒ Follow print left to right and **begin to** use 1:1 correspondence ...*follow, point, top, bottom, back to the beginning, under*
 - ⇒ Know where to start reading ... *first, last, beginning, end*
- Read own name without visual support

Writing

- **Begin to** use some print / letter knowledge in writing
 - ⇒ Symbols – lines / circles
 - ⇒ Recognisable letters
 - ⇒ Left to right directionality
 - ⇒ Top to bottom directionality
- **Begin to** engage in purposeful mark marking
- **Begin to** draw a horizontal / vertical cross + ... *cross*
- Attempt to write name, using name card, with some recognisable letters, some correctly formed

Phase 1 Phonics / Reading (NB: *Stretching targeted children, if appropriate e.g. beginning phase 2*)

- **Be confident in** phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
 - Talk about rhyming words and **begin to** create rhyming strings
 - **Continue to** tune into alliterative words and hear and say initial sounds in words
 - Explore and talk about different voice sounds, enunciating some phoneme correctly
 - **Continue to** participate in oral blending / segmenting activities ... *blend, segment, sound out, robot arms*
 - Clap syllables in words
- Engage in extended conversations about stories and **non-fiction texts**, learning & using new vocabulary
- **Talk confidently about and use** the five key concepts about print:
 - ⇒ Identify a word in a sentence and understand it carries meaning
 - ⇒ Identify a letter in a word
 - ⇒ Name parts of book and show awareness of page number ... *page number*
 - ⇒ **Continue to** develop understanding of word / letter
 - ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- **Read** own name in a variety of fonts/context

Writing

- Use knowledge of print / letter knowledge in writing
 - ⇒ Recognisable letters
 - ⇒ Left to right / top to bottom directionality
 - ⇒ Top to bottom directionality
- **Begin to** draw a square
- **Begin to** match some letters to phonemes e.g. m for mummy
- Engage in purposeful early writing
- Write name, from memory, with correct letter formation

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: 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.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021. * Based on 'Master the Curriculum' (laying foundations for White Rose) – see also CL & UW:P&P (Chronology)		

Colours / Matching & Sorting (weeks 1 & 2)

- Explore colour and colour mixing (EAD)
 - ⇒ Sort, match and label groups of objects

Shape, Space & Measure

Match (weeks 3 & 4) / Sort (weeks 5 & 6)

- Make comparisons between objects relating to size
 - ⇒ Size ... *big / small / bigger / smaller*
- Complete inset puzzles
- Compare sizes using gestures and language:
 - ⇒ *big / small / bigger / smaller*
- Talk about and explore 2D shapes using informal and mathematical language: *sides, corners, straight, flat round, pointy, spotty, stripy*
- Begin** to select shapes for appropriate tasks
 - ⇒ Show interest in shapes in the environment
 - ⇒ Manipulate and turn shapes

Numerical Pattern / Number / Number 1 & 2 (weeks 7,8 & 9)

- Begin** to develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
 - ⇒ Find the group with more / the same / less
- Say one number for each item in order: 1,2,3,4,5.
- Begin** to know that the last number reached when counting a small set of objects tells you how many there are in total
- Show 'finger numbers' up to 5.
 - ⇒ Join in with number rhymes / songs with props & actions
 - ⇒ Use some number names in play
- Begin** to compare quantities ... *group, lots, more, same, less, most*
 - ⇒ Sort, match and label groups
 - ⇒ Find the group with more / the same / less

- Begin** to recite numbers to 5 in correct order
- Explore 1:1 correspondence
 - ⇒ Heuristic play free exploration

- Begin** to say one number for each item to 3
 - ⇒ Join in with number rhymes / songs with props & actions
 - ⇒ Use some number names in play

Pattern (weeks 10 & 11)

- Notice, identify and talk about patterns around them ...*pattern*
 - ⇒ Clothing
 - ⇒ Autumn / Winter
- Notice and correct an error in a repeating pattern
- Begin** to copy and talk about a pattern – *ABAB*
 - ⇒ Patterns with objects / actions
- Extend and create ABAB patterns- stick, leaf, stick, leaf

Numerical Pattern / Number

Number 3, 4, & 5 (weeks 1-7)

- Confident** to develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
 - ⇒ Find the group with more / the same / less
- Confident** to recite numbers to 5
- Confident** to join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with **increasing accuracy**
 - ⇒ Select number of fingers at random
- Use some numbers names in play **with some accuracy**
- Sort and match objects accordingly e.g. *size / shape*
 - ⇒ Group objects **with some accuracy**
- Begin** to compare quantities using ... *more than / fewer than*
 - ⇒ Identify when a group has the same
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- Begin** to count up to sets of 5 objects (1:1 correspondence) **with some accuracy**
- Link numerals and amounts up to 5
 - ⇒ **Begin** to match number and quantity at random
- Begin** to represent numbers with marks
 - ⇒ Give meaning to numerical marks they have made

Number 6 (week 8)

- Confident** to recite numbers past 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- Link numerals and amounts up to 5
 - ⇒ **Confident** to match number and quantity at random- up to 5

Shape, Space & Measure

Shape (week 1-7)

- Confident** to talk about shapes
 - ⇒ Count the number of *sides, corners, straight, flat round, pointy*
- Confident** to select shapes appropriately **in a range of contexts**
- Begin** to combine shapes to make new ones

Height & Length (week 9)

- Confident** to make comparisons between objects using appropriate vocabulary: Size & length... *big / small / long / short*

Mass (week 10)

- Begin** to make comparisons between objects using appropriate vocabulary: Weight... *heavy / light / heavier / lighter*

Capacity (week 11)

- Begin** to make comparisons between objects using appropriate vocabulary: Capacity... *full / empty / half full / nearly full / nearly empty*

Shape, Space & Measure

Sequencing (week 1)

- Confident** to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Positional Language (week 2)

- Understand position through words... *on / under / on top of / next to / in between*
 - ⇒ Use positional language in play
- Confident** to describe a familiar route

2D & 3D Shape (weeks 4 & 5)

- Talk about and explore 2D and 3D shapes
 - ⇒ Names **most** 2D shapes and **some** 3D shapes
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
 - ⇒ Uses shapes in their pictures
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns
- Confident** to describe patterns
 - ⇒ Objects / shapes
- Extend and create ABAB patterns
- Continue** to combine shapes to make new ones

Numerical Pattern / Number

More than/ fewer than (week 3)

- Compare quantities using language: '*more than*', '*fewer than*'
 - ⇒ Articulate the difference between quantities

Number Composition (week 7)

- Solve real world mathematical problems with numbers up to 5
- Explore the composition of numbers to 10
- Experiment with own symbols and marks as well as numerals.
 - ⇒ **Confident** to explain mathematical marks

What Comes After? (week 8)

- Confident** to recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
 - ⇒ **Confident** to say one more than each of these numbers
- Confident** to show 'finger numbers' up to 5 **and beyond**

What Comes Before? (week 9)

- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5
 - ⇒ **Confident** to match number and quantity at random
- Solve real world mathematical problems with numbers up to 5

UNDERSTANDING THE WORLD (UW)

□ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

Educational Programme: 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.

UW: Past and Present (*Foundational Learning for KS1: History*) *Chronology feeds through all parts of past and present and throughout the school year. See additional UW Audit of Topics

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Chronology

Daily Routine

- **Begin to** follow daily routine using visual timetable
- **Begin to** use language to talk about daily routine... *morning/ afternoon / later / next / after*

Sequencing & Duration

- **Begin to** understand the days of the week
⇒ *Monday/ Tuesday/ Wednesday...*
- **Begin to** be aware of seasons
⇒ *Autumn / Winter*

Birthdays

- **Begin to** understand that birthdays and some key festivals are not celebrated every day and that some days are different to other days.

Seasons

- **Begin to** develop an awareness of autumn / winter

Own Life-story and Family History

- **Begin to** make sense of their own life story and family history
⇒ When I was a baby *baby / new / grow*
⇒ The people in my family *family / brother / sister*
⇒ My birthday *birthday / party / presents*
⇒ Christmas time ...
- **Begin to** understand that they were once babies/ toddlers
- Develop an awareness of who is in their family

Chronology

Daily Routine

- **Begin to** understand daily routine using visual timetable and predict what happens next
- **Continue to** use language to talk about daily routine... *morning/ afternoon / later / next / after / before*

Sequencing & Duration

- **Continue to** understand and sequence the days if the week
- **Begin to** understand different lengths of time using vocab
⇒ *Short / long*
- **Begin to** understand that some things in the world happened a *long time ago*.

Birthdays

- **Continue to** understand that everyone has birthdays at different times of the year.

Seasons

- **Continue to** develop an awareness of winter / *spring*
- **Continue to** talk about key features of seasons.

Own Life-story and Family History

- **Continue to** talk about own life story and family history.
⇒ Family birthdays
⇒ Grandparents ... *grandparent*
- **Begin to** understand that their parents and grandparents were once babies/ toddlers

Figures/ Characters, Settings and Events from the Past

- **Begin to** become aware of characters, settings and events through traditional rhymes and stories
⇒ *A long time ago...*

Familiar Situations from the Past

- **Begin to** develop an awareness of past events

Chronology

Sequencing & Duration

- **Confident to** talk about the days of the week understand that some days are different to others and begin to understand that different things happen at different days of the week.
- **Continue to** understand different lengths of time using vocab
⇒ *Short / long / shorter / longer*
- **Continue to** understand that some things in the world happened a long time ago.

Daily Routine

- **Confidently** understands the routine of the day and say what will come next, including sequence of the morning and afternoon
- Talk about changes in routine, e.g. Library day, Gymnastics, etc.

Birthdays

- **Confident to** understand that everyone has birthdays at different times of the year.

Seasons

- **Continue to** develop an awareness of spring / *summer*
- **Continue to** talk about key features of seasons.

Own Life-story and Family History

- **Confident to** talk about own life story and family history

Figures/ Characters, Settings and Events from the Past.

- **Continue to** develop an awareness of characters, settings and events through traditional rhymes and stories

Familiar Situations from the Past

- **Develop an** awareness of past events and begin to use vocabulary to talk about these

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

My Family and Community

- Developing an awareness of themselves and what makes them *special*
- **Begin to** talk about their own likes and dislikes ... *like / don't like*
- **Begin to** talk about themselves and their features
- Talk about their own family ...*family*
- Listen to others talk about their own family
- **Begin to** develop an awareness of different families
- **Begin to** develop positive attitudes about different people
- ⇒ **Begin to** develop an awareness of the different ways people celebrate birthdays / festivals ... *party, celebrate, birthday, festival*

Occupations

- **Begin to** show an interest in different occupations ... *job*
- ⇒ People who help us: Doctor / Nurse / *doctor / nurse / hospital*
- ⇒ People who help our pets: Vets ... *vets / pets*
- Notice differences between people
- ⇒ Babies and children (similarities / differences) ... *body parts, hair colour ...*

Local Environment

- Become familiar with indoor and outdoor learning environment within the setting
- Become familiar with school environment
- **Begin to** talk about where they live

Comparing the UK with other countries, including maps

- **Begin to** know that there are different countries in the world and begin to talk about their experiences.

My Family and Community

- **Confident to** talk about themselves and their features
- **Begin to** be able to name their friends ... *friend*
- **Confident to** talk about their own family □ *grandparents*
- **Continue to** listen to others talk about their own family
- **Continue to** develop an awareness of different families and **begin to** talk about similarities and differences between themselves and others. ... *same, different*
- **Continue to** develop positive attitudes about others

Occupations

- Participate in visits
- **Continue to** show an interest in different occupations
- **Begin to** develop positive attitudes about the differences between people

Local Environment

- Talk about their *journey* to □ school □ grandparents / other family
- Participate in walks around the local environment, including church
- **Begin to** identify name different types of vehicles ... *car, bike, bus, taxi, train, lorry, van, boat, plane, tram, rocket, space ship, vehicle*

Comparing the UK with other countries, including maps

- **Continue to** awareness of different countries in the world and begin to talk about their experiences ... *far away, near, holiday, live*
- ⇒ **Begin to** be aware that some people / animals live in hotter or colder countries

My Family and Community

- **Begin to** be able to talk about what their friends and family members like and dislike
- **Confident to** talk about similarities and differences between themselves and others.

Occupations

- Show interest in different occupations
- **Continue to** develop positive attitudes about the differences between people
- Participate in visits

Local Environment

- Participate in walks around the local environment, including a walk to Didsbury village.
- **Begin to** develop an awareness of maps ...*map*

Comparing the UK with other countries, including maps

- **Confident to** talk about knowledge that there are different countries in the world and begin to talk about their experiences

UW: Natural World *(Foundational Learning for KS1: Science & Geography)*

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters 2021**

Materials *(including natural)*

- **Begin to** use **some** senses in hands on exploration of natural materials
 - ⇒ Getting to know new outdoor learning space
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Autumn collection *leaves, pine cones, conkers, twigs* ...
 - ⇒ Explore how they can snap twigs / tear leaves (compare with other materials e.g. metal) ... *snap, bend, tear, break*

Living things – Animals *(including humans)/ Plants*

- Talk about what they see, **beginning to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment
 - ⇒ Outdoor learning environment

Natural Phenomena / Seasons

- **Begin to** develop an awareness of **autumn, winter**
 - ⇒ **Begin to** talk about the weather ... *weather, rain/rainy, wind/windy, sunshine, sunny, foggy/fog, snow, cloudy/cloud*
 - ⇒ **Begin to** talk about how to dress appropriate for different weather condition ... *warm, cool, dry, wet, colder*

How things work / different forces

- **Begin to** explore and talk about different forces they can feel
 - ⇒ Push and pull toys *push, pull, move*
 - ⇒ **Begin to** understand the meaning of *float / sink*
 - ⇒ **Begin to** use and explore magnetic resources ... *magnetic, stick/stuck*

Materials *(including natural)*

- **Begin to** use **all** their senses in hands on exploration of natural materials .. *cold, ice, freeze, melt*
- **Begin to** explore collections of materials with similar and/or different properties.
- Talk about what they see, **continuing to** use a wider vocabulary
- Observe and **begin to** talk about how food changes during cooking □ melting □ mixing ... *mix, stir, change, hard, runny, soft*

Living things – Animals *(including humans)/ Plants*

- **Begin to** understand the need to respect and care for the natural environment

Different Environments/ Different Countries

- **Begin to** know that there are different countries in the world

Natural Phenomena / Seasons

- **Begin to** develop an awareness of autumn, winter and **spring** and **begin to** talk about key features of seasons.
 - ⇒ **Continue to** talk about the weather ... *icy, frost*
 - ⇒ **Continue to** talk about how to dress appropriate for different weather condition

How things work / different forces

- **Continue to** explore and talk about different forces they can feel
 - ⇒ Push and pull toys *push, pull, move*
 - ⇒ **Begin to** talk about objects that *float, sink*

Materials *(including natural)*

- **Continue to** use all their senses in hands on exploration of natural materials.
- **Continue to** explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- **Continue to** talk about the differences between materials and changes they notice

Living things – Animals *(including humans)/ Plants*

- Plant seeds and care for growing plants ... *plant, seed, grow, leaf, soil, water*
- **Begin to** name animal body parts ... *leg, tail, wing, beak, body, feathers, scales, skin*
- **Begin to** understand the key features of the life cycle of a plant and an animal
 - ⇒ Develop an awareness of the life cycle of a hen / chick ... *egg, chicken, hen, hatch, lay*
 - ⇒ **Begin to** develop an awareness of the life of including spiders and caterpillars ... *caterpillar, butterfly, egg, spider, web*
- **Begin to** understand the need to respect and care for all living things.
 - ⇒ Develop an understanding of how to handle animals and plants gently / with care ... *gentle, carefully, kind, look after, hold*

Different Environments/ Different Countries

- **Continue to** develop a knowledge that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Natural Phenomena / Seasons

- **Begin to** develop an awareness of summer and talk about key features of seasons and **begin to** compare seasons, e.g. winter walk and summer walk.
 - ⇒ **Continue to** talk about the weather ... *hot, shade*
 - ⇒ **Continue to** talk about how to dress appropriate for different weather condition *hat, cool, sunscreen, burn,*

How things work / different forces

- Explore how things work.
- Explore and talk about different forces they can feel.

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / Visual Arts (Foundational Art and D&T)

Educational Programme: 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.

Autumn	Spring	Summer
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Learning Priorities: [Linked to Development Matters 2021](#)

Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects

<ul style="list-style-type: none"> ▪ Explore mark-making: <ul style="list-style-type: none"> ⇒ As early gestures of drawing (e.g. making horizontal lines, circular marks) ...<i>line, circle</i> *See PD Fine Motor ⇒ In a variety of contexts (e.g. scribbles in response to music) ▪ Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker. ▪ Choose and explore a variety of colour medium, colour mixing on a variety surfaces. ... <i>colour names</i> 	<ul style="list-style-type: none"> ▪ Use mark-making to: <ul style="list-style-type: none"> ⇒ Represent simple forms and movement ⇒ Create shorter lines, curves, enclosed circles; discovering that lines can make shapes ▪ Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. ▪ Explore mixing colours, begin to talk about / name colours and observe the changes.... <i>Colour names</i> 	<ul style="list-style-type: none"> ▪ Draw lines and shapes to: <ul style="list-style-type: none"> ⇒ Represent simple forms and movement ⇒ Record observations and feelings; adding meaning to pictures (e.g. draw a person using a circle for a head and straight lines for limbs) .. <i>feel</i> ⇒ Draw from imagination, using simple abstract lines and shapes ▪ In painting, begin to be able to select a brush, ‘<i>dip, draw, wash and wipe</i>’ technique to keep colours clear. Become more confident in using different mark-makers with increasing control and efficiency. ▪ Become more selective of colours to achieve a desired effect. <i>[Artist Stimulus: Vincent Van Gogh]</i>
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Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).

<ul style="list-style-type: none"> ▪ Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold. ...<i>press, hold still, print</i> 	<ul style="list-style-type: none"> ▪ Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. ... <i>repeat</i> <i>[Artist Stimulus: Andy Warhol]</i> 	<ul style="list-style-type: none"> ▪ Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
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3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. ‘junk’ recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative

<ul style="list-style-type: none"> ▪ Clay/Playdough: Explore properties e.g. <i>poking, pulling, pinching, squeezing, patting. ...poke, pull, pinch, squeeze, pat</i> ▪ Loose Parts: Explore properties of different object /materials: moving, combining, lining up and stacking. ... <i>line up, stack</i> 	<ul style="list-style-type: none"> ⇒ Clay/Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ...<i>shapes</i> ▪ Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to <i>join, fix, cut</i> etc. 	<ul style="list-style-type: none"> ▪ Clay/Playdough: Make a clay form & manipulate it with fingers to suggest a subject. ▪ Loose Parts: <i>Begin</i> to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.
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Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.

<ul style="list-style-type: none"> ▪ Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ... <i>glue, spread, stick</i> <i>[Artist Stimulus: Henri Matisse]</i> 	<ul style="list-style-type: none"> ▪ Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. ... <i>scrunch, tear</i> 	<ul style="list-style-type: none"> ▪ Find, collect, arrange and stick material onto a surface to make a picture or pattern
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EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music, Dance and Drama)

Educational Programme: 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.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021		* <i>Linked to Sing Up</i>
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Sing Up Themes	Sing Up Themes	Sing Up Themes
<ul style="list-style-type: none"> ▪ Talk about friends, working together, sharing and taking turns ▪ Explore different ways we can move and places we can travel 	<ul style="list-style-type: none"> ▪ How we say hello ▪ Talk about ourselves, families and what makes us special 	<ul style="list-style-type: none"> ▪ How do certain sounds make us feel? ▪ Express feelings through sounds ▪ Explore different sounds and ways of playing instruments ▪ Play instruments and singing together as a small group
<ul style="list-style-type: none"> ▪ Begin to take part in pretend play ... <i>pretend</i> <ul style="list-style-type: none"> ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ Celebrations: Birthday party ... <i>cards / presents</i> ▪ Begin to create own small world scenes linked to interests ▪ Begin to create simple stories using small world <ul style="list-style-type: none"> ⇒ Imitate own experiences (my home / nursery) ⇒ Autumn walk ... <i>people, trees, animals ...</i> ▪ Listen with increased attention to sounds <ul style="list-style-type: none"> ⇒ Tune into body percussion sounds ... <i>body parts</i> ⇒ Begin to move to a steady beat ... <i>beat / march ...</i> ▪ Sing and remember some simple rhymes and songs ▪ Play instruments with increasing control <ul style="list-style-type: none"> ⇒ Free exploration of musical instruments ⇒ Learn to play: □ <i>tap</i> □ <i>bang</i> □ <i>shake</i> 	<ul style="list-style-type: none"> ▪ Begin to respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i> ▪ Begin to remember and sing entire songs. ▪ Begin to sing the pitch of a tone sung by another person ('pitch match'). ▪ Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Play instruments with increasing control to express their feelings and ideas. ▪ Take part in simple pretend play and begin to using an object to represent something else ▪ Begin to develop complex stories using small world equipment ▪ Begin to make imaginative and complex 'small worlds' 	<ul style="list-style-type: none"> ▪ Respond to what they have heard, expressing their thoughts and feelings. ▪ Remember and sing entire songs. ▪ Sing the pitch of a tone sung by another person ('pitch match'). ▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Play instruments with increasing control to express their feelings and ideas. ▪ Create their own songs, or improvise a song around one they know ▪ Take part in simple pretend play using an object to represent something else even though they are not similar ... <i>This is a ...</i> ▪ Develop complex stories using small world equipment

Domestic Role Play Themes (<i>see booklet for more details</i>)					
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▪ Snack Time	▪ Bedtime	▪ Cleaning and Washing	▪ New Kittens	▪ Shopping	▪ Picnic Time
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Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:

EVALUATION:

<p>AUTUMN TERM:</p>
<p>SPRING TERM:</p>
<p>SUMMER TERM:</p>