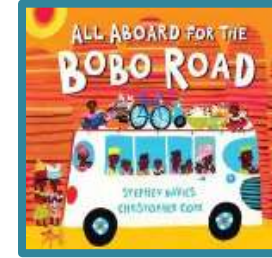
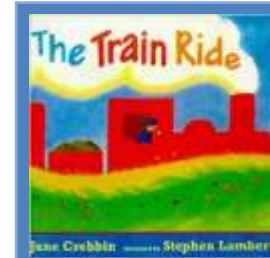
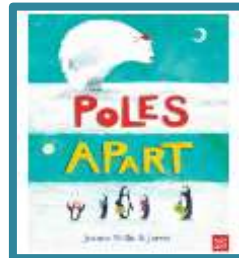








Lewis Street Primary School







EYFS Curriculum



EYFS: Nursery & Reception

Sequenced Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme		Marvellous Me! (Family, home and pets)	Into the Woods- (If you go down to the woods today)	Everyday Heroes Real Life Superheroes (NHS, people who help us)	May the force be with you! (I wonder how it works, toys and forces)	Stretch and Grow (Chicks, butterflies, growing, seeds, seasonal changes)	Ship Ahoy! (Where shall we sail? pirates, countries, ships, boats, cruises)
Planning around a quality text:	Nursery						

		<p>Three little pigs</p> <p>The Colour Monster by Anna Llenas</p> <p>Elmer by David McKee</p> <p>The Journey Home From Grandpa's by Jemima Lumley</p> <p>Where's my Teddy? By Jez Alborough</p> <p>Where's Spot? By Eric Hill – maths</p> <p>Non Fiction books around the theme</p>	<p>Goldilocks and the three bears</p> <p>Gruffalo by Julia Donaldson</p> <p>We're Going on a Bear Hunt by Michael Rosin</p> <p>Owl Babies by Martin Waddell</p> <p>Stickman by Julia Donaldson</p> <p>Jolly Postman by Allan</p> <p>Each Peach, Pear Plum by Allan Ahlberg –</p> <p>Brown Bear, Brown Bear by Eric Carle</p> <p>maths/phonics</p>	<p>Dear Zoo by Rod Campbell</p> <p>Little red riding hood</p> <p>A Superhero Like you by Dr Ranj</p> <p>Real Life Superheroes by Julia Seal</p> <p>Super tato</p> <p>Superworm by Julia Donaldson</p> <p>The Great race – Chinese new Year</p> <p>Super Daisy by Kes Gray</p> <p>People Who Help us Books-</p>	<p>The Gingerbread man</p> <p>Paper Dolls by Julia Donaldson.</p> <p>Kipper's Toybox by Mick Inkpen</p> <p>The Naughty Bus by Jan Oke</p> <p>Non Fiction Materials, How things work</p>	<p>The Little Red Hen</p> <p>Chicken Licken</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Oliver's Fruit Salad by Vivian French</p> <p>Daisy Eat your PEAs by Kes Gray</p> <p>Rosie's Walk by Pat Hutchins</p> <p>Walter's Wonderful Web by Tim Hopgood</p>	<p>Three billy goats gruff</p> <p>Commotion in the Ocean by Charles Andreae</p> <p>Sharing a Shell by Julia Donaldson</p> <p>How to catch a star</p> <p>Lost and found</p> <p>Pirates love underpants</p> <p>Row row row your boat</p>
Overarching Theme		Family, Festivals and Food - I wonder how it's made? (cooking)	We're not scared! (bear hunt, spiders, minibeast, larger animals)	Pole to Pole – Our world far and wide	Creep, Crawl, Wiggle	How does your garden grow?	Are we nearly there yet?
Planning around a quality text:	Reception						

<p>Linked Texts (including non-fiction & poetry)</p>		<ul style="list-style-type: none"> ● Week 1- HelloFriend ● Week 2- We All Have Different Families - <i>Melissa Higgins</i> ● Week 3 & 4- The Journey Home-Fran <i>Preston Ganno</i> ● Week 5- The Little Red Hen ● Week 6- The runaway chapatti-Susan and Adam Price <p>Other ideas-</p> <ul style="list-style-type: none"> ● Smelly Louie – <i>Catherine Rayner</i> ● This is the way we go to school-Edith Baer ● Ketchup on your cornflakes- Charman Sharratt 	<ul style="list-style-type: none"> ● Week 1&2- Leaf Man ● Week 3 – Rama and Sita ● Week 4&5- Little Red Riding Hood ● Week 6 - The Little Pigs ● Week 7&8 - Nativity story <p>Other ideas-</p> <ul style="list-style-type: none"> ● Stanley's Stick – <i>John Hegley</i> ● I Really Want the Cake - Simon Phillip 	<ul style="list-style-type: none"> ● Week 1 -3 Poles Apart ● Week 4- Baby Goes to Market ● Week 5- Non-fiction book about a different country- Poland? ● Week 6- Poetry- Pathways Handa's Hen <p>Other ideas-</p> <ul style="list-style-type: none"> ● The Tiger who came to tea ● Flip flap Jungle, A Scheffler ● Non-Fiction text on America, India, Australia, Italy and England 	<ul style="list-style-type: none"> ● Week 1- Superworm- Julia Donaldson ● Week 2 & 3- The Bug Hotel ● Week 4- What the Ladybird Heard ● Week 5- Our Spider P4C planning check drive ● Week 6- Minibeast Poem <p>Other ideas-</p> <ul style="list-style-type: none"> ● There is no dragon in this story ● How to care for your dinosaur ● You choose your dreams ● Whatever Next! ● Go Go Pirate Road, N Sharrett 	<ul style="list-style-type: none"> ● Week 1 - The Tiny Seed ● Week 2&3- Jack and the beanstalk ● Week 4- Oliver's Vegetables-Sue Hendra ● Week 5 - Non-fiction Life Cycles <p>Other ideas-</p> <ul style="list-style-type: none"> ● The extraordinary gardener-Jeremy Smith ● Somebody swallowed Stanley ● Lily's Garden Of India-Jeremy Smith ● Oi Frog 	<ul style="list-style-type: none"> ● Week 1- You can't Take An Elephant On Bus-Patricia Cleveland-Peck ● Week 2- The Train Ride, J Crebbin ● Week 3- Mr Gumpy's Outing ● Week 4- Whatever Next ● Week 5- Seaside Poems-Jill Bennett ● Week 6-The Everywhere Bear ● Week 7- Stanley Stick <p>Other ideas-</p> <ul style="list-style-type: none"> ● All Aboard the Bobo Road ● Coming To England-Floella Benjamin ● The Lighthouse Keeper's Tea- David Armitage
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<p>Trips/ Visitors</p>	<p>Nursery</p>	<p><u>Settling in to new school environment and separating from main carers.</u></p>	<p>Visitors: Wild woodland animal visitor</p> <p>Trip:</p> <ul style="list-style-type: none"> ○ School grounds ○ Forest school ○ Welly walk ○ Church 	<p>Visitors: <u>Police, School nurse, dentist,</u></p> <p>Trip:</p> <ul style="list-style-type: none"> ○ <u>Eccles Fire Station to visit</u> 	<p>Visitors: Grandparents (old and new toys)</p> <p>Trip:</p> <ul style="list-style-type: none"> ○ Train ride to toy shop 	<p>Visitors: Farmer- deliver eggs/chicks</p> <p>Trip:</p> <ul style="list-style-type: none"> ○ Farm trip - Smithills 	<p>Visitors: Sailor/pirate</p> <p>Trip:</p> <ul style="list-style-type: none"> ○ ○
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	Reception	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Lolly pop person & site manager ○ Grandparents ○ Pet/s <p>Trip:</p> <ul style="list-style-type: none"> ○ Pet shop ○ <u>Diwali- Indian sari wrapping</u> <p><u>Library</u></p>	<p>Visitors:</p> <ul style="list-style-type: none"> ○ School cook ○ Musicians ○ Dancers <p>Trip:</p> <ul style="list-style-type: none"> ○ Park / Woodland ○ Bakery/ Hat Museum ○ Church for christingle ○ Panto 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Parent visitors ○ African drummers ○ Plant seeds and bulbs <p>Trip:</p> <ul style="list-style-type: none"> ○ bakery ○ Local grocery ○ Local shop to buy some fruit and vegetables ○ Manchester Airport viewing gallery 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ Superheroes ○ Pirates ○ Police/firefighters <p>Trip:</p> <ul style="list-style-type: none"> ○ Eccles Christ Church ○ Library ○ Lowry to view Superworm ○ Zoo Lab – booked 	<p>Visitors:</p> <ul style="list-style-type: none"> ○ RHS head gardener to visit ○ Chicks or ducks visiting <p>Trip:</p> <ul style="list-style-type: none"> ○ Fruit farm/pick your own ○ Local allotment ○ Dukes Drive/ Spring Walk 	<p>Visitors:</p> <p>Trip:</p> <ul style="list-style-type: none"> ○ Train/tram ride ○ Runway Visitor Park Education Centre ○ Blackpool zoo ○ RHS Gardens Bridgewater ○ Beach day/ teddy bears picnic

Celebrations/ Festivals/Special Events	Nursery	<u>Birthdays</u>	<ul style="list-style-type: none"> ○ Birthdays ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas ○ Remembrance Day ○ Nursery Rhyme Week 	<ul style="list-style-type: none"> ○ <u>Birthdays</u> ○ <u>Shrove Tuesday</u> ○ <u>Chinese New Year</u> 	<p>Easter</p> <ul style="list-style-type: none"> ○ Birthdays ○ World Book Day ○ Mother's Day ○ Ramadan 	<ul style="list-style-type: none"> ○ Birthdays ○ Eid 	<ul style="list-style-type: none"> ○ Birthdays

	<p>Reception</p>	<ul style="list-style-type: none"> ○ Birthdays ○ Rosh Hashanah ○ Milad un Nabi (Prophet Mohammed's birthday) 	<ul style="list-style-type: none"> ○ Birthdays ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas ○ Remembrance Day 	<ul style="list-style-type: none"> ○ Chinese New Year ○ Lent ○ Holi ○ 	<ul style="list-style-type: none"> ○ Easter ○ 	<ul style="list-style-type: none"> ○ Ramadhan ○ EID Al-Fitr 	<ul style="list-style-type: none"> ○ Shavuot (feast of weeks) ○ Eid Al Adha
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The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the **prime areas**:

- Communication and Language • Personal, Social and Emotional Development • Physical Development

There are also four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

- Literacy • Mathematics • Understanding the world • Expressive arts and design

Prime Areas

Communication and Language			
Listening, Attention and Understanding			
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 		
Nursery	Autumn	Spring	Summer
	<p><u>Knowledge</u> 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 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</p> <p><u>Implementation</u></p>	<p><u>Knowledge</u> Enjoy listening to stories & remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a two-part instruction Understand some ‘why’ questions Begin to show an understanding of some prepositions Begin to listen to others in a small group</p> <p><u>Implementation</u> Wellcomm sessions Phase 1 sounds sessions</p>	<p><u>Knowledge</u> 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 Understand and follow a two-part instruction Understand and respond confidently to simple ‘why’ questions Show an understanding of some prepositions Listen to others in a small group</p> <p><u>Implementation</u> Storytime sessions Wellcomm interventions</p>

	<p>Listen 1:1 to develop independence within daily routines Participate in short multi-sensory Key Person group time Carpet sessions and activity times Key worker vocab groups Storytime sessions Wellcomm sessions Key worker groups- vocab/noun naming P4C activities</p> <p><u>Vocabulary</u> Carpet, sitting, listening, joining in,talk-partner, group.</p>	<p>P4C activities</p> <p><u>Vocabulary</u> Join in, game, pretend, friend, new, game, different.Agree</p>	<p>Maths activities</p> <p><u>Vocabulary</u> Listen, wait, turn, instruction, patient, patience, join in, disagree,build on, questions.</p>
<p><u>Reception</u></p>	<p><u>Knowledge</u></p> <p>Understand a question or instruction that has two parts Understand 'why' questions Learn new vocabulary linked to daily routine / theme Begin to engage in story time Join in with repeated refrains / fill in rhyming words Listen to and begin to talk about stories to build familiarity and understanding Discuss characters, events, setting ... character, happened Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <p><u>Implementation</u> Daily routines e.g. tidy up time, challenges... instruction Understand 'why' questions Learn rhymes, songs & Anticipate words, begin to adapt phrases (with support) Model & encourage questions after instructions TALC interventions BL2/3 Walk-through stories "Drawing Club" Literacy sessions- text focus Nativity</p>	<p><u>Knowledge</u></p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g. nonsense rhymes / jokes</p> <p><u>Implementation</u> Literacy input to ask question from the stories Describe the story events, characters and talk about feelings TALC sessions BL 3/4 P4C sessions MAPAS activities Poetry and rhyme sessions</p> <p><u>Vocabulary</u> Listen, looking, thinking time, reading, wait, turn, story, caret time, join in,like/dislike, question, song, rhyme, poem.</p>	<p><u>Knowledge</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Understand humour more readily</p> <p><u>Implementation</u> Non-fiction text on countries around the world Non-fiction text on growing and planting Vocabulary linked to the plants life cycle P4C Walk-through stories TALC sessions BL4</p> <p><u>Vocabulary</u> Listen, wait, turn, instruction, patient, patience, join in, questions.agree/disagree, Build on,</p>

	Vocabulary Listen, reading, wait, turn, story, caret time, join in, talk partner, question, song, rhyme, poem.		
End of Year Non-Negotiables	Nursery	Reception	
	<ul style="list-style-type: none"> Can listen and respond to a well known story, recalling characters and a simple storyline Make comments about their feelings/likes/dislikes/family etc Hold a narrative with peers within their play 	<ul style="list-style-type: none"> Sits attentively for up to 10 minutes, recalling what they have heard and interacting with peers/adults/texts read to them Answer Blank Level 4 questions how/why/solve a problem Follow 2/3 part instructions Hold a sustained conversation with peers/adults 	
Speaking			
ELG	Children at the expected level of development will: <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 		
Nursery	Autumn	Spring	Summer
	<u>Knowledge</u> Begin to use a wider range of vocabulary Learn new rhyme and begin to develop a repertoire of songs Join in with actions / props Fill in some missing words Begin to talk about a familiar book one-to-one Comment on an illustration ...picture / illustration Favourite character / part ... character / event Develop communication, begin to use different tenses Begin to use longer sentences of 4/6 words Start a conversation with an adult / friend Begin to use talk to organise selves / play <u>Implementation</u> Linked to: daily routine /theme/P4C Join in with actions / props Fill in some missing words Comment on an illustration ...picture / illustration Favourite character / part ... character / event Nativity <u>Vocabulary</u> Simple requests- going to the toilet etc	<u>Knowledge</u> Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story 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 Begin to express a point of view <u>Implementation</u> Literacy sessions- tell me about and BL 2 questions Wellcomm sessions Enhanced CP to develop vocab Use of puppets to perform a 'show' Which is your favourite character?	<u>Knowledge</u> User a wider range of vocabulary in a range of contexts Sing a large repertoire of songs Sing a range of songs/rhymes as part of a group and independently 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 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 <u>Implementation</u> MAPAS sessions Literacy sessions- BL3 questions

	<p>Instruction, telling, listen, follow,</p> <p>WELLCOMM Level.....</p>	<p>Vocabulary Building on requests and simple questions</p> <p>Turn taking, listening, instruction, telling, listen, follow,</p> <p>WELLCOMM Level.....</p>	<p>Discuss work, pictures etc to give detail to an adult Which is your favourite character and why?</p> <p>Vocabulary 2 part sentences</p> <p>WELLCOMM Level.....</p>
Reception	<p>Knowledge Understand a question or instruction that has two parts challenges... instruction Understand 'why' questions Understand how to listen carefully and why listening is important Begin to engage in story time Listen to and begin to talk about stories to build familiarity and understanding Discuss characters, events, setting ... character, happened Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <p>Implementation Model & encourage questions after instructions Express - Ideas to friends - Book talk Routines of the day ... Greetings, How are you? Friendship ... Would you like to...? Focussed & linked texts – within small world / role play</p> <p>Vocabulary Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p>	<p>Knowledge Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Implementation Focused & linked texts – within small world / role play</p> <p>Vocabulary Pretend this is, ran, fell, why, because, I think, this morning, last night.</p>	<p>Knowledge Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Implementation Talk about how to plant a seed and how to look after a seed</p> <p>Vocabulary I think, because, why, when, does, and, because, next, after that, let's try.</p>
End of Year Non-Negotiables	Nursery		Reception
	<ul style="list-style-type: none"> • Responds to simple questions during small groups sessions • Offer their own ideas with relatable vocab to the context • Express their needs and feelings with basic expression • Wellcomm Level- 		<ul style="list-style-type: none"> • Uses tier 2 vocab in the correct context to the activity, to enter into group discussions • Uses newly acquired tier 2 vocab to offer explanations, and problem solving ideas to a session/activity • Uses coherent, full sentences with correct tense to express/explain themselves

Personal, Social and Emotional Development

Self-Regulation

ELG

Children at the expected level of development will:

- 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.

	Autumn	Spring	Summer
Nursery	<p>Knowledge Show 'effortful control' 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 Identify action that made someone else upset With support begin to find solutions to some conflicts Sharing resources / taking turns e.g. bike track</p> <p>Implementation Talk activities - early morning Small group P4C Provision to include turn-taking games Stories with a focus on feelings, e.g. The colour monster Role play activities, e.g. outdoor activities in sand and water Construction - turn-taking to build</p> <p>Vocabulary Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p>	<p>Knowledge Talk about feelings using words like 'happy' and 'sad' and begin to use other words 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</p> <p>Implementation Small group P4C and Talk activities - throughout the week Provision to include turn-taking games Stories with a focus on helping others, e.g. Supertato Role play activities, e.g. home corner Construction activities - solving a problem</p> <p>Vocabulary Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</p>	<p>Knowledge Talk about their feelings using a range of words Begin to understand how others might be feeling. Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Implementation P4C and Talk activities - throughout the week Provision to include turn-taking games Stories with a focus on changes and empathy, e.g. The Very hungry Caterpillar Role play activities, e.g. Construction activities - completing a challenge</p> <p>Vocabulary Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p>

<p>Reception</p>	<p><u>Knowledge</u> How to compromise and negotiate to solve problems Begin to express feelings and consider the feelings of others Identify and name emotions Begin to set own goals and show resilience and perseverance in the face of challenge Set a shared goal with a friend Begin to identify and moderate own feelings socially and emotionally</p> <p><u>Implementation</u> Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... Use book talk puppets real life experiences Link book character's emotion to own experiences Focus on keeping calm being patient waiting for a turn, sharing and tidying up after themselves Talk activities and Sticky Questions Small group P4C</p> <p><u>Vocabulary</u> fair, agree, turns, together, share emotion, lonely, sad/happy, angry, expression, mood, feeling/emotion, calm</p>	<p><u>Knowledge</u> Express feelings and consider the feelings of others Set own goals and show resilience and perseverance in the face of challenge Identify and moderate own feelings socially and emotionally Think about the perspectives of others</p> <p><u>Implementation</u> Refer to Jigsaw /PSHE lesson Link book character's emotion to own experiences Focus on self-resolving conflict that may occur Focus on keeping calm being patient waiting for a turn, sharing and tidying up after themselves Talk activities and Sticky Questions P4C lessons</p> <p><u>Vocabulary</u> fair, agree, turns, together, share emotion, lonely, sad/happy, confident, frightened, angry, excited expression, mood, feeling/emotion, calm</p>	<p><u>Knowledge</u> 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><u>Implementation</u> Continue with Jigsaw units carpet input sessions, following recipes with an adult, making models Talk activities and Sticky Questions P4C lessons</p> <p><u>Vocabulary</u> fair, agree, unfair, disagree, turns, together, share emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited expression, mood, feeling/emotion, calm</p>
<p>Links to year Reception/ Year 1</p>	<p>Nursery</p>		<p>Reception</p>

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English
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Managing Self

ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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	Autumn	Spring	Summer
Nursery	<p><u>Knowledge</u> Show interest in a range of experiences, indoors and out Begin to select and use continuous provision resources, with help when needed ... <i>resources</i> With support begin to follow classroom routines and rules</p> <p><u>Implementation</u> Familiar and some new Make independent learning choices ... <i>learning / play</i> Put resources back in right place once used Begin to be independent within self-care routines Toileting / Handwashing / Snack time / Outdoor time</p>	<p><u>Knowledge</u> Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Increasingly follow classroom routines and rules (with reduced practitioner guidance) Develop independence within self-care routines</p> <p><u>Implementation</u> Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.</p> <p><u>Vocabulary</u> Rules, following, behaviour (language related to the behaviours policy)</p>	<p><u>Knowledge</u> 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.</p> <p><u>Implementation</u> Behaviour expectations are consistently shared with the class.</p>

	<p><u>Vocabulary</u> Upset, sad, feeling, emotion, rules, safety</p>		<p><u>Vocabulary</u> Listening, rules, following, safety (language relating to the behaviour policy)</p>	
<p><u>Reception</u></p>	<p><u>Knowledge</u> Manage own self-care needs Develop confidence to try new activities and show independence Know and begin to talk about the different factors that support their overall health and wellbeing</p> <p><u>Implementation</u> Independent use of zips buttons coats shoes Access all types of enhancements (indoors & outdoors) Toothbrushing – importance and how Talk about importance of daily exercise and healthy eating</p> <p><u>Vocabulary</u> Fasten, clean, exercise, healthy / unhealthy, heartbeat, fit</p>	<p><u>Knowledge</u> Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing</p> <p><u>Implementation</u> Talk about why sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian Discuss healthy eating through Oliver’s vegetables Make healthy food choices when sorting food groups</p> <p><u>Vocabulary</u> Fasten, clean, decay, exercise, healthy/ unhealthy, heartbeat, fit, choice,</p>	<p><u>Knowledge</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Implementation</u> CP challenges, malleable table, creative table, PD activities, writing activities follow classroom rules when in focus group, think of new rules when playing games, discuss the importance of following rules, use the Jigsaw friends to model rules) understand how to make healthy choices with food, exercise, brushing their teeth</p> <p><u>Vocabulary</u> Fasten, clean, decay, exercise, healthy/ unhealthy, heartbeat, fit, choice,</p>	
<p>Links to year Reception/ Year 1</p>	<p>Nursery</p>		<p>Reception</p>	
	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Children know the school expectations and develop limitations and boundaries in their behaviour • They know how we should treat ourselves, others and property • Through Jigsaw and P4C sessions they know of the security and safety expected of them • They can discuss their protect rights and are encouraged to show responsibility in their demeanour • They can begin to understand morality/law/social order and make the link with ‘real life’ outside the - how we promote ‘British’ values in your setting. 	

Building Relationships

ELG	Children at the expected level of development will:		
	<ul style="list-style-type: none"> ● Children at the expected level of development will. ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs. 		
	Autumn	Spring	Summer
<u>Nursery</u>	<p><u>Knowledge</u> Begin to play with one or more other children Begin to see themselves as part of a community</p> <p><u>Implementation</u> Child-initiated learning / small group activities Key Person group / nursery / family</p> <p><u>Vocabulary</u> Friend, teacher, peer, class, others, happy,</p>	<p><u>Knowledge</u> Play with one or more other children Take play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p> <p><u>Implementation</u> Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Children know if they have hurt someone's feelings and will apologise without being asked. Children look after each other and want to help their friends.</p> <p><u>Vocabulary</u> Talk, friends, friend names, play, classroom area names.</p>	<p><u>Knowledge</u> Develop a 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.</p> <p><u>Implementation</u> Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Children know some children might like or dislike the things they do and that it is okay.</p> <p><u>Vocabulary</u> Your turn, my turn, you can have it, share, sad, happy, friend.</p>
<u>Reception</u>	<p><u>Knowledge</u> Begin to see self as a valuable individual Begin to build constructive and respectful relationships</p> <p><u>Implementation</u> Describe self, positively Use social language to develop friendships see CL</p> <p><u>Vocabulary</u></p>	<p><u>Knowledge</u> See self as a valuable individual Build constructive and respectful relationships</p> <p><u>Implementation</u> Refer to Jigsaw/PSHE lessons</p> <p><u>Vocabulary</u> I think, because, why, when, please, turns, next, shall we, pretend</p>	<p><u>Knowledge</u> 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> <p><u>Implementation</u> Play turn taking games in CP</p>
















	proud, special, love Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.		Jigsaw charter and Jigsaw sessions Continue to see self as a valuable individual Vocabulary Your turn, my turn, you can have it, share, sad, happy, friend.
Links to year Reception/ Year 1	Nursery		Reception
	<ul style="list-style-type: none"> • Share appropriately in pairs • Use turn-taking effectively when working in pairs • They begin to build strong attachments to peers and known adults • Beginning to understand they are part of different groups/communities 		<ul style="list-style-type: none"> • Use turn-taking effectively when working in a group, MTYT, TTYP etc • They form strong attachment to peers and adults in school • They show empathy towards their peers, known adults and family • Developing a stronger sense of where they belong and how they fit into the school, community and family settings

Physical Development			
Gross Motor Skills			
ELG	Children at the expected level of development will: <ul style="list-style-type: none"> • 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. 		
<u>Nursery</u>	Autumn	Spring	Summer
	<u>Knowledge</u> Continue to develop movement skills of walking and running Continue to develop climbing skills Continue to develop balancing skills ... <i>balance</i> Begin to learn to hop Continue to develop riding skills – scooter / trike / balance bike Continue to develop ball skills <u>Implementation</u> Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	<u>Knowledge</u> 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 Continue to develop riding skills Continue to develop ball skills Use large muscle movements Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team 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	<u>Knowledge</u> Begin to refine movement of walking and running Begin to refine climbing skills Begin to refine balancing skills Confidently ride a balance bike Continue to develop ball skills 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

	<p>Negotiating space</p> <p><u>Vocabulary</u> Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p>	<p><u>Implementation</u> Begin to adapt speed / direction to avoid obstacles Use stairs using alternate feet. explore climbing frame Complete low level obstacle courses Walk up / down a ramp Stand still Wave flags and streamers (top to bottom / anti-clockwise) Paint and make marks (top to bottom / anti-clockwise) Use bike track: □ following track □ right direction Stop / start Rolling (partner / circle games) Kicking</p> <p><u>Vocabulary</u> Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful.</p>	<p><u>Implementation</u> Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Confidently ride a scooter/balance bike</p> <p><u>Vocabulary</u> Throwing, catching, kicking, passing rolling - crawling - walking - jumping - running - hopping - skipping – climbing, beneath, below, over, under</p>
<p><u>Reception</u></p>	<p><u>Knowledge</u> Revise and refine the fundamental movement skills they have already acquired: Engage in and develop confidence in actions Begin to develop overall body-strength, balance, co-ordination and agility. Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Begin to combine different movements with ease and fluency Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Understand rules and reasons Further develop and refine a range of ball skills Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p><u>Implementation</u> Use above actions, within obstacle courses Set own physical challenge</p>	<p><u>Knowledge</u> Continue to refine the fundamental movement skills they have already acquired Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, co-ordination and agility Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p><u>Implementation</u> PE/ Gymnastics lessons Outdoor obstacle course challenge Outdoor construction opportunities Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i></p>	<p><u>Knowledge</u> Negotiate space and obstacles safely, with consideration for themselves and others, refine the fundamental movement skills they have already acquired: Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Implementation</u> PE sessions to develop and strengthen core muscles through ball games and using equipment, use new PE equipment to balance with stilts, hit the ball with a racket, bean bags and hoops use the large obstacle course to move their bodies behind, beneath, below, next to, under and over</p> <p><u>Vocabulary</u> dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.</p>

	<p>See above obstacle course Change movements / directions quickly Use different sizes / types of balls – in pairs</p> <p>Vocabulary rolling - crawling - walking - jumping - running - hopping - skipping – climbing balance, obstacle, spatial, prepositions challenge, goal straight, upright, flat throwing, catching, kicking</p>	<p>Children to be encourage to sit correctly when at tables</p> <p>Vocabulary kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.</p>	
Links to year Reception/ Year 1	Nursery	Reception	
	<ul style="list-style-type: none"> • Can vary their movement- balancing, riding (scooters, trikes and bikes) and ball skills. • Can go up steps and stairs, or climb up apparatus, using alternate feet. • Can skip, hop, stand on one leg and hold a pose for a game like musical statues. • Can use large-muscle movements to wave flags and streamers, paint and make marks. • Take part in some group activities which they make up for themselves, or in teams. • Can use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items 	<ul style="list-style-type: none"> • Can apply skills of balance, agility and coordination to a range of activities independently. • Can explain and follow the rules of simple team games. • Begin to use simple tactics to attack and defend. • Can carry out simple gymnastic and dance movements with increasing skills and coordination. • Can perform a short sequence for dance and/or gymnastics from memory with increasing skill and coordination. • Can create own sequence of movements, linking 2 or more ideas. 	
Fine Motor Skills			
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
Nursery	Autumn	Spring	Summer
	<p>Knowledge Learn to use the toilet with help, and then independently. Begin to show a preference for a dominant hand Begin to learn to use a knife and fork Begin to get dressed independently for outdoor play Use some one-handed tools and equipment</p>	<p>Knowledge Show preference a for a dominant hand Continue to learn to use a knife and fork Increase independence getting dressed and undressed Use a range of one-handed tools and equipment Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <p>Implementation</p>	<p>Knowledge Use one-handed tools and equipment. 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.</p> <p>Implementation</p>

	<p>Across provision: Pouring / filling □ Stirring / mixing / Rolling / Painting / Drawing / mark making ... Begin to develop a comfortable grip when using pencils / pen Model and encourage a tripod grip</p> <p>Implementation Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper</p> <p>Vocabulary Pencils, tools, equipment, safely, hand, scissors, snips</p>	<p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc.</p> <p>Vocabulary Pencil, grip, hand, fingers, skill, scissors, snips, control.</p>	<p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p> <p>Vocabulary Scissors, small tools, tripod, fingers, draw, pencils.</p>	
<p>Reception</p>	<p>Knowledge Use a comfortable grip with good control when holding pens and pencils Consolidate tripod grip Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Implementation Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Ensure regular engagement and develop confidence in use of tools Dough Disco, Flipper flappers. Peg, peg boards, playdough, range of writing equipment in continuous provision</p> <p>Vocabulary Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes,</p>	<p>Knowledge Develop small motor skills so that they can use a range of tools competently, safely, and confidently. Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Effective pencil grip Correct letter formation (see Writing)</p> <p>Implementation Use tools to effectively for moulding and shaping clay and playdough Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Vocabulary writing.grip, steady, snip, twist, curve, straight</p>	<p>Knowledge 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> <p>Implementation Pencil dictionary to develop strength funky fingers activities, e.g. nuts and bolts and threading, cutting up fruit for a picnic, use tools to make various transport observational drawings of plants and flowers</p> <p>Vocabulary Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing</p>	
<p>Links to year Reception/ Year 1</p>	<p>Nursery</p>		<p>Reception</p>	
	<ul style="list-style-type: none"> • Use the correct tripod grip • Use left - right writing direction 		<ul style="list-style-type: none"> • All letters are formed correctly • Ascenders/descenders are used correctly • Use the correct pencil grip to maintain stamina 	

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
		 	 								 
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.						Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.		

Prime Areas

Literacy

Comprehension

ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Autumn

Spring

Summer

Nursery

Knowledge

Begin to understand some of the five key concepts about print:
 Handle books carefully & correctly
 Name some book parts ... front cover, back cover, page, title
 Print has meaning □ familiar logos □ environmental labels with photograph
 Understand print is read left to right .
 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

Implementation

Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)

Vocabulary

Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.

Knowledge

Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary
 Continue to develop an understand the five key concepts about print:
 Handle books carefully & correctly
 Name some book parts title / blub
 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
 Know where to start reading ... first
 Read own name without visual support

Implementation

Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'yes' and 'no' questions about texts, model using puppets to act out stories.

Vocabulary

Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.

Knowledge

Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary
 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

Implementation

Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used,

Vocabulary

Text, pictures, what, why, how, when, where, like, dislike, rhyme, play

Reception

Knowledge

Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.
 Recall key events ... event

Knowledge

Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction, set

Knowledge

Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (sequenced, character feelings, adjectives linked to the text)

	<p>Talk about main characters... character, beginning, middle, end Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Understand the five key concepts about print, with a focus on Left to right 1-1 correspondence ... word, letter, first / last</p> <p>Implementation Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story</p> <p>Vocabulary Story, order, sequence, retell, end, repeat.</p>	<p>Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why ...because Begin to anticipate - where appropriate - some key events in stories ...predict / prediction Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Implementation Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason</p> <p>Vocabulary Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p>	<p>Anticipate-where appropriate-key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (seaside poems) Begin to notice some relationships between one text and another (compare characters, events and setting using key vocabulary) Begin to comment on perceived links with own life experience or other experiences, e.g. films, books</p> <p>Implementation Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them</p> <p>Vocabulary Vocabulary, words, recall, retell, next, after that, why, when, like.</p>
<p>End of Year Non-Negotiables</p>	<p>Nursery</p>		<p>Reception</p>
	<ul style="list-style-type: none"> Recognise and name common objects- around the home/school/ Reach Wellcomm level 8 Orally retell a known story in sequence Have book skills- page turning, text from L-R, title, discuss illustrations Name 26 character images from RWI set 1 sounds 	<ul style="list-style-type: none"> Book skills- author, title, illustrations, sequence of story, text L-R, cover, fiction/non-fiction, blurb TALC level 4 Orally retell a story in sequence recalling tier 2 vocab and repeated refrains Simple prediction and inference relating to stories/familiar events 	
<p>Word Reading</p>			
<p>ELG</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
<p>Nursery</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p>Knowledge Begin to develop phonological awareness</p>	<p>Knowledge Develop phonological awareness</p>	<p>Knowledge Develop phonological awareness</p>

	<p>Join in with Phase 1 activities, aspects 1 to 6 Distinguish between different sounds: Begin to understand some of the five key concepts about print: Handle books carefully & correctly Name some book parts ... front cover, back cover, page, title Know that print has meaning □ .</p> <p>Implementation Instrumental Sounds □ Body Percussion Rhythm and rhyme: begin to develop awareness of words that sound the same Environmental Sounds Alliterative activities, begin to identify words starting with the same phoneme within names Explore and copy different voice sounds familiar logos □ environmental labels with photograph Understand print is read left to right 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</p> <p>Vocabulary Hearing, listening, sound,</p>	<p>Join in with P1 activities, aspects 1 to 7 Listen, remember & talk about different sounds: 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 Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop an understand the five key concepts about print:</p> <p>Implementation Environmental □ Instrumental □ Body Percussion Handle books carefully & correctly Name some book parts <i>title / blub</i> Print has meaning – recognise some new logos Begin to understand what a word / letter is ... <i>letter / word</i> Follow print left to right and begin to use 1:1 correspondence Know where to start reading ... <i>first</i> Read own name without visual support</p> <p>Vocabulary Letters, phonemes, read, sounds</p>	<p>Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary Use the five key concepts about print: Read own name in a variety of fonts/context</p> <p>Implementation Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion Talk about rhyming words and begin to create rhyming strings Hear and say initial sounds in words Explore and talk about different voice sounds, enunciating some phoneme correctly Participate in oral blending/segmenting activities Clap syllables in words 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 ... <i>page number</i> Continue to develop understanding of word / letter Follow print, know it is read from top to bottom & use 1:1 correspondence</p> <p>Vocabulary Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p>			
<p>Reception</p>	<p>Knowledge Children will be able to read first 16 single-letter sounds speedily.</p> <p>Implementation RWInc. Phonics Scheme</p> <p>Set 1 sounds</p> <p>Vocabulary Sound, letter, Fred Talk</p>	<p>Knowledge Children will be able to read all Set 1 single letter sounds speedily. They will be able to read Word Time 1.1 to 1.5 words with Fred Talk.</p> <p>Implementation RWInc. Phonics Scheme</p> <p>Set 1 sounds</p>	<p>Knowledge Children will be able to read all Set 1 Sounds speedily. They will be able to read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk.</p> <p>Implementation RWInc. Phonics Scheme</p>	<p>Knowledge Children will be able to read words with Special Friends and 4-sound words with Fred Talk. They will be able to read 3 and 4 sound nonsense words with Fred Talk.</p> <p>Children will be able to read the red words: <i>put, the, I, no, of, my, for*, he.</i></p>	<p>Knowledge Children will be able to read Word Time 1.6 and 1.7 words. They will be able to read 4 and 5 sound nonsense words with Fred Talk. They will be able to read previously taught words with Set 1 sounds speedily.</p>	<p>Knowledge Children will be able to read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily. They will be able to read these sounds in real words and nonsense words with Fred Talk. They will be able to read previously taught words with Set 1 sounds speedily.</p>

	Letters, phonemes, read, sounds, tricky words.	Vocabulary Fred Talk-Read the word, blend	Ditties Vocabulary Special Friends, two letters- one sound, nonsense words	Implementation RWInc. Phonics Scheme Red books Vocabulary Red words, tricky words	Children will be able to read the red words: <i>your, said, you, be, are.</i> Implementation RWInc. Phonics Scheme Green books Vocabulary	Children will be able to read the red words: <i>to, me, go, baby, paint*.</i> Implementation RWInc. Phonics Scheme Purple books Vocabulary Three letters-one sound
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End of Year Non-Negotiables	Nursery			Reception		
	<ul style="list-style-type: none"> • Can say and recognise all the phonemes in their name • Recognise own name around the environment • Read first 8 set 1 sounds from RWI 			<ul style="list-style-type: none"> • Children recognise and read all Set 1 sounds and the first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily. • Children recognise these sounds within words and read these words using 'Fred in your head'. • Children read Purple books aloud with accuracy. Red words expectations? 		

Writing

ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Add some marks to their drawings, which they give meaning to. For example: "That says mummy.</p>	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Begin to use some print / letter knowledge in writing Begin to engage in purposeful mark marking</p>	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Use knowledge of print/letter knowledge in writing Begin to match some letters to phonemes e.g. m for mummy</p>	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Write name correctly Use correct letter formation Use some of their print and letter knowledge in their early writing</p>	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Form most lower-case and capital letter correctly Refer to RWI phonics sessions Daily handwriting sessions</p>	<p>Core Texts: Writing linked to texts above</p> <p>Knowledge Write recognisable letters (lower case and capital) most of which are formed correctly (linked to focus text for describing characters,</p>

	<p>Make marks on picture to represent name Begin to attempt to write name with some recognisable letters To begin to understand that own marks represent meaning</p> <p>Implementation First letter of name Point to marks Talk about made marks Label marks</p> <p>Vocabulary letters, sounds, straight, curved, loop, long, short,</p>	<p>Attempt to write name, using name card, with some recognisable letters, some correctly formed.</p> <p>Implementation Recognisable letters ascibe meaning Left to right directionality/point to directionality Top to bottom directionality</p> <p>Vocabulary letters, sounds, straight, curved, loop, long, short, left, right, top, bottom</p>	<p>Engage in purposeful early writing Write name, from memory, with correct letter formation</p> <p>Implementation Recognisable letters ascibe meaning Left to right directionality/point to directionality Top to bottom directionality Mark making activities Name writing activities Matching, tracing and copying letters</p> <p>Vocabulary letters, sounds, numbers, straight, curved, loop, long, short, left, right, top, bottom</p>	<p>Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell Use □ initial sounds □ VC □ CVC words Write labels Begin to write lists & captions, focusing on ...label, caption, space Oral rehearsal / vocabulary Begin to reread what they have written Write simple captions describing themselves Label a simple map of Eccles</p> <p>Implementation Recognisable letters ascibe meaning Left to right directionality/point to directionality Top to bottom directionality Mark making activities Name writing activities Matching, tracing and copying letters</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter Include word spacing Orally rehearse caption of sentence before writing Re-read what they have written to make sure it makes sense Begin to write a variety of □ fiction and non-fiction sentences / captions Write postcards to friends from aboard Write instructions on how to make food from different countries Write letters to family</p> <p>Implementation Recognisable letters ascibe meaning Left to right directionality/point to directionality Top to bottom directionality Mark making activities Name writing activities</p>	<p>writing letters, full stops, capital letters and diagraphs/trigraphs) Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs CVC words (cvcc words) Write simple phrases and sentences that can be read by others Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter (diagraphs, trigraphs) Write super sentences linked to topic Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: 2-3 part story (e.g. using story map/planner) (story maps, boxing up) Instructions (baking, cooking, making models) Fact cards (e.g. using a 'spider gram' to collate information)</p> <p>Implementation Recognisable letters ascibe meaning</p>
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				<p><u>Vocabulary</u> letters, sounds, numbers, straight, curved, loop, long, short, left, right, top, bottom, copy, match, trace</p>	<p>Matching, tracing and copying letters and words</p> <p><u>Vocabulary</u> letters, sounds, words, numbers, straight, curved, loop, long, short, left, right, top, bottom, copy, match, trace</p>	<p>Left to right directionality/point to directionality Top to bottom directionality Mark making activities Name writing activities Matching, tracing and copying letters and words</p> <p><u>Vocabulary</u> letters, sounds, words, numbers, straight, curved, loop, long, short, left, right, top, bottom, copy, match, trace</p>
<p><u>Reception</u></p>	<p>Core Texts: Read Write Inc Writing linked to texts above</p> <p><u>Knowledge</u> Children will form recognisable letters consistent with phonic knowledge.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words Linked to texts read</p>	<p>Core Texts: Read Write Inc Writing linked to texts above</p> <p><u>Knowledge</u> Children will write short words. Letters will be recognisable and spelling will be consistent with phonic knowledge.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words Linked to texts read</p>	<p>Core Texts: Read Write Inc Writing linked to texts above</p> <p><u>Knowledge</u> Children will write a simple sentence or caption. Letters will be recognisable and spelling will be consistent with phonic knowledge.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words Linked to texts read</p>	<p>Core Texts: Read Write Inc Writing linked to texts above</p> <p><u>Knowledge</u> Children will write a simple sentence with some finger spaces. Some letters will be correctly formed and some words will be spelt correctly, consistent with phonic knowledge.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words Linked to texts read</p>	<p>Core Texts: Read Write Inc Writing linked to texts above</p> <p><u>Knowledge</u> Children will write a simple sentence using finger spaces. Most letters will be correctly formed and most words will be spelt correctly, consistent with phonic knowledge. Some evidence of the use of capital letters and full stops.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words</p>	<p>Core Texts: Read Write Inc</p> <p><u>Knowledge</u> Children will write a sequence of sentences using finger spaces. Letters will be correctly formed and words will be spelt correctly, consistent with phonic knowledge. Sentences will be punctuated with a capital letter and a full stop.</p> <p><u>Implementation</u> Read Write Inc Talk through Stories</p> <p><u>Vocabulary</u> Red words Linked to texts read</p>

					Linked to texts read	
End of Year Non-Negotiables	Nursery			Reception		
	<ul style="list-style-type: none"> • Write own name • Have a tripod grip on a pencil • Beginning to form recognisable letters 			<ul style="list-style-type: none"> • Children hold their pencil with a tripod grip • All letters are correctly formed with obvious ascenders and descenders • Spelling of words is accurate, consistent with phonic knowledge • Children can write a minimum of 3 sequenced sentences, with finger spaces, capital letters and full stops. 		

Mathematics			
Number/Numerical Patterns			
ELG	Children at the expected level of development will: <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
		Autumn	Spring

<p><u>Nursery</u></p>	<p><u>Knowledge</u> Begin to compare quantities ... group, lots, more, same, less Sort, match and label groups Find the group with more / fewer Knowledge Notice, identify and talk about patterns around them Clothing Begin to copy and talk about a pattern – ABAB Patterns with objects / actions Give pattern a name 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</p> <p><u>Implementation</u> Routines, comparing measures, verbally counting including when singing rhymes</p> <p><u>Vocabulary</u> Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.</p>	<p><u>Knowledge</u> Recite numbers to 5 Join in with number rhymes to 5 using props and fingers Use fingers to represent numbers with increasing accuracy Use some numbers names in play with some accuracy Name and talk about patterns Continue and talk about a pattern – ABAB Sort and match objects accordingly e.g. size / shape Begin to compare quantities using ... more than / fewer than Fast recognition of objects up to 1 and sometimes 2 – subitising Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks</p> <p><u>Implementation</u> Count objects, actions, and sounds.</p> <p><u>Vocabulary</u> Number names, count, without counting, how many.</p>	<p><u>Knowledge</u> 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. 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 Experiment with own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than' Extend and create ABAB patterns</p> <p><u>Implementation</u> Subitising to 5. 2D shapes, One more and one less.</p> <p><u>Vocabulary</u> Number, number names, count, addition, larger, smaller, more,</p>
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<p><u>Reception</u></p>	<p><u>Knowledge</u> Recite numbers to 10 Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... forwards, backwards Break counting chain (not always starting from 1) Talk about position ... before, after Count objects, actions and sounds Up to 5 –x in context of □ daily routine □ sharing □ turn taking Count objects in an irregular arrangement Subitise 3 / 4 objects (quick recall without counting) Matching children to images in workshop areas Fast recognition of dice patterns Link the number symbol (numeral) with its cardinal number value to 5 Compare quantities up to 5 ... more than, less than, fewer, who has one more / less Understand 'one more/less than' to 5 Use sentence with support ... Three is one more than two Explore the composition of numbers to 5 Recognise total is still the same Using variety of resources ... more, less, makes, equals, altogether Begin to explore number bonds to 5 Use a range of resources</p> <p><u>Implementation</u> See White Rose</p> <p><u>Vocabulary</u> Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.</p>	<p><u>Knowledge</u> Recite numbers to 20 Backward from 10 and begin to recite backwards from 15 (daily number rhymes, counting stick, class number line) Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5 and begin to talk about position up to 10 Refer to NCETM planning for number blocks activities Count objects, actions and sounds Up to 10, in context of □ daily routine □ sharing □ turn taking Name and talk about patterns Continue and talk about a pattern – ABAB Sort and match objects accordingly e.g. size / shape Begin to compare quantities using ... more than / fewer than Fast recognition of objects up to 1 and sometimes 2 – subitising Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks</p> <p><u>Implementation</u> See White Rose</p> <p><u>Vocabulary</u> Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller.</p>	<p><u>Knowledge</u> Have a deep understanding of number to 10, including the composition of each number (use number rhymes, number blocks, number lines) Subitise (recognise quantities without counting) up to 5 (refer to number blocks) 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 (carpet session to orally say the number bonds, with activities to CP) Verbally count beyond 20, recognising the pattern of the counting system (mental and oral carpets starters, refer to class number line and practice counting numerals on whiteboard) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (practical ways of showing more/less than one using natural loose parts) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Implementation</u> See White Rose</p> <p><u>Vocabulary</u> Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds. subitize,subtract</p>
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End of Year Non-Negotiables	Nursery	Reception
	<ul style="list-style-type: none"> • Can subitise to 5 • Recognises numbers 0-10 and count to ten and beyond • 1:1 correspondence to at least 5 • Can build numbers to 5 with apparatus- part,part, whole, 5 frames • Understand more and fewer when comparing groups • Compare and sequence numbers to 5 and beyond • Combine 2 groups within 5 • Describe,create and continue a repeating pattern, including colour (2 items) • Sequence a routine ie; morning, afternoon, evening, night • **name shapes- circle, square, triangle, rectangle, square, sphere, cylinder, cube, cone, cuboid (associated vocab- rolls, curve, straight) 	<ul style="list-style-type: none"> • Recognises numbers to 20 and beyond • Count with 1:1 correspondence to 10 and beyond • Compare and sequence numbers to 10 and beyond, with relevant vocabulary (before/after) • Combine 2 groups pictorially to 10 and beyond using symbolic representation • Be able to subtract a small group from a larger one (to 10 and beyond) • Can recall doubles to a total of 20 • Use part/part/whole models and 10's frames • Know number bonds to 10 • Count in steps to 100 ie; 2's, 10's, 5's • Describe, create and continue pattern with shapes, numbers and objects (3 items) • Can tell the time to o'clock and half past • ** name shapes as per Nursery plus 2D- pentagon, hexagon, octagon 3D- pyramid, prism, and sort by properties

Understanding the World			
Past and Present (Links to History & RE)			
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
Nursery	Autumn	Spring	Summer
	<p>Knowledge Begin to make sense of their own life history</p> <ul style="list-style-type: none"> ⇒ When I was a baby <i>baby / new / grow</i> ⇒ The people in my family <i>family / brother / sister</i> ⇒ My birthday <i>birthday / party / presents</i> ⇒ Christmas time ... <p>Implementation</p>	<p>Knowledge Make sense of their own life history</p> <p>Implementation Children recount an event that has happened</p> <p>Vocabulary yesterday, a long time ago,</p>	<p>Knowledge Make sense of their own life history Begin to make sense of family's history</p> <p>Implementation Children talk about and understand changes in their own lifetime and what happens when they get older.</p> <p>Vocabulary Changes, baby, toddler, child, teenager, adult, elderly, ages.</p>

	<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p><u>Vocabulary</u> Mum, Dad, sister, brother, grandma, grandad, friends.</p>		
<u>Reception</u>	<p><u>Knowledge</u> Begin to make sense of their own life-story and family's history. Begin to comment on images of familiar situations in the past.</p> <p><u>Implementation</u> When Mum and Dad were little past, history, long ago Order a human timeline. Talk about where they live.</p> <p><u>Vocabulary</u> past, history, long ago, parents, grandparents, great grandparent, similar, different.</p>	<p><u>Knowledge</u> Comment on images of familiar situations in the past.</p> <p><u>Implementation</u> Discuss what some countries may have looked like in the past. Look at transport from the past and compare these on a timeline.</p> <p><u>Vocabulary</u> tomorrow, the present, the past, new, recent, similar, different, memory, remember, month, lifetime, calendar.</p>	<p><u>Knowledge</u> 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><u>Implementation</u> Look at dinosaurs over a timeline and compare earth then and now. RE special people in the community unit.</p> <p><u>Vocabulary</u> Clue, detective, object, memory, remembers, Where...? ,Drama/role play.</p>

People, Culture and Communities (Links to Geography & RE)

ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
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	Autumn	Spring	Summer
Nursery	<p><u>Knowledge</u> Begin to show an interest in different occupations People who help us: Doctor / Nurse / doctor / nurse / hospital People who help our pets: Vets ... vets / pets Notice differences between people</p>	<p><u>Knowledge</u> Continue to show an interest in different occupations Begin to develop positive attitudes about the differences between people Participate in visits</p> <p><u>Implementation</u></p>	<p><u>Knowledge</u> Show interest in different occupations Continue to develop positive attitudes about the differences between people Participate in visits</p> <p><u>Implementation</u></p>

	<p>Babies and children (similarities / differences) ... body parts, hair colour ...</p> <p>Implementation Children respect special things in their own lives</p> <p>Vocabulary Special, teddy, photo, people, toy.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Vocabulary Same, different, similar</p>	<p>Children know that different places are special to different people.</p> <p>Vocabulary special, special book, celebrate, celebration, different, same,</p>
Reception	<p>Knowledge Talk about members of their immediate family and community Describe family members Begin to understand that some places are special to members of their community Begin to recognise that people have different beliefs and celebrate special times in different ways Develop a knowledge and awareness of other festivals Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> <p>Implementation Understand that there are many different types of families: parent, step-sister / brother / mum / dad, similar, different People in their local / school community... Talk about how their local area and how the weather changes during the change in season. Talk about special places they go with their family Understand how different people celebrate birthdays Local map of the classroom, school and then local environment</p> <p>Vocabulary parent, stepsister / brother / mum / dad, similar, different</p>	<p>Knowledge Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and other countries</p> <p>Implementation Refer to RE unit on special places Refer to RE and world religions celebrations such as Eid, Easter, Chinese New Year. Talk about how their local area and how the weather changes during the change in season.</p> <p>Vocabulary wind, sea, beach, soil, summer, winter, autumn, spring, seasons, natural, manmade.</p>	<p>Knowledge 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>Implementation Map reading to find treasure (Celebrate Eid Al-Fitr, make star and moon biscuits, decorate cards, compare Islamic festivals with Christian festivals) Compare the UK to countries abroad that the children have visited on holiday. Look at countries from around the world and compare roads, schools, homes, rivers, beach, canal etc. Understand there are 4 countries in the UK, and they live in England. To know the capital cities and begin to identify them on a map. Compare and say what is the same/different about a countries physical or human geography. Talk about how their local area and how the weather changes during the change in season. Make comparisons to Autumn. Choose the correct clothes for certain activities such as play in the woods. Link to gardens/ planting/ changes to the weather.</p>

	grandparent, older, younger, manager, office manager, lolly pop person, shop keeper, Eccles, Local landmarks, places of worship visited by children, Harvest, Diwali, Christmas. People in their local / school community, address, city,		Vocabulary Country, Wales, Scotland, Northern Ireland, narrow, wide, behind, near, far, above, under, journey, map, globe, Earth
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Natural World (Links to Science & Geography)

ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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.
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	Autumn	Spring	Summer
Nursery	<p>Knowledge Begin to explore collections of materials with similar and/or different properties. Autumn collection leaves, pine cones, conkers, twigs ... Talk about what they see, beginning to use a wider vocabulary Explore how things work My favourite toy toy / push / pull / bend Party objects / Christmas decorations Begin to explore and talk about different forces they can feel Push and pull toys push / pull Begin to understand the need to respect and care for the natural environment Nursery outdoor learning space</p> <p>Implementation Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world</p> <p>Vocabulary</p>	<p>Knowledge Begin to use all their senses in hands on exploration of natural materials Begin to explore collections of materials with similar and/or different properties. Talk about what they see, continuing to use a wider vocabulary Begin to understand the need to respect and care for the natural environment Begin to know that there are different countries in the world Explore how things work Begin to explore and talk about different forces they can feel</p> <p>Implementation Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper</p> <p>Vocabulary Material, wood, plastic, glass, metal, paper, , hard, soft, rough, smooth, shiny</p>	<p>Knowledge Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice</p> <p>Implementation Children can describe an animal/plant using some scientific vocabulary.</p>

	Autumn, day, dark, light, Winter, night, season		<u>Vocabulary</u> Pond, garden, woodland, seaside, habitat, wild, wildlife ₂
Reception	<p><u>Knowledge</u> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them Observe / talk about changing seasons</p> <p><u>Implementation</u> Leaves □ sort by shape/size Identify some local tree species Leaf shape, size & colour Autumn into Winter Make stick families using sticks and wool Make habitats for woodland creatures</p> <p><u>Vocabulary</u> nature, natural, shape and colours words e.g. long, spiky, gold, rust, orange, season, summer, autumn, winter □ changes in autumn ... temperature, change, hibernation, darker, weather, wind.</p>	<p><u>Knowledge</u> Explore the natural world around them Describe in more detail what they see, hear and feel whilst Understand the effect of changing seasons on the natural world around them Understand that the body is made up of different parts</p> <p><u>Implementation</u> Use leaves and flower petals to print onto fabric Use their senses to go on an environmental hunt Compare the seasons from Winter to Spring Look at the Lifecycle of a bean and different plants Nature walk for Spring, use senses to see what they can hear, feel, smell, and see-linked to Laurel Trust. Label parts of the body</p> <p><u>Vocabulary</u> Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p>	<p><u>Knowledge</u> 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> <p><u>Implementation</u> Describe what they see is growing and begin to plant their own bulbs and seeds Are we there yet? Comparisons to the natural world in Eccles compared to a country abroad) Nature walk for Summer, use senses to see what they can hear, feel, smell, and see-linked to Laurel Trust.</p> <p><u>Vocabulary</u> Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival. habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede,butterfly, caterpillar, microhabitats</p>

Expressive Arts and Design

Creating with materials (Links to Art and Design & Design and Technology)

ELG	Children at the expected level of development will:		
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 		
	Autumn	Spring	Summer
Nursery	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Begin to explore different materials and textures • Introduction to glue to join ... spread / press • Range of different media • Explore printing ..Create enclosed shapes to represent self (range of media) • Begin to explore colour • • Self-portraits • Autumn / Christmas <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Free exploration – collage • Create: □ lines □ circles • printing / down / up / still hands / fingers / feet leaves • can represent body / Face ... key features / circle / line • Free exploration of colours <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Paper, card, glue, scissors, colour, print, mix, cut/snip 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ▪ Explore different materials freely and begin to develop own ideas about how to use them and what to make ▪ Continue to explore different textures ▪ Begin to join different materials ▪ Begin to create closed shapes to represent objects ▪ Begin to draw with increasing detail ▪ Use drawing to represent ideas like movement ▪ Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. ▪ Begin to explore colour mixing. <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Stick, fold, join materials • Use a widening variety of materials • Finer control over lines, filling a space and features • Represent different facial features • Mix colours for purpose <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Attach, fold, join, line, shape, mix together, cut around, paperclip, sellotape, hole punch 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Develop their own ideas and decide which materials to use to express them • Explore different textures • Join different materials • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Increased fine motor skills when drawing- independent addition of features, movement, clothing etc • Ability to cut, join, fix and mend- using equipment efficiently • Know which colours make- orange, purple, green, pink, brown, grey <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Features, in-fill, attach together, equipment, resources, colour-mix, shade
	Reception	<u>Knowledge</u>	<u>Knowledge</u>

<p>Knowledge Implementation Vocabulary</p>	<p>Safely use and explore a variety of materials and tools Explore new techniques Talk about new creations Begin to return to and build upon previous learning</p> <p>Implementation Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in drawings and paintings Continue to explore colour and colour mixing. Design, make, evaluate – Bug hotel, Diva lamps, cards, chapati's</p> <p>Vocabulary Colour, primary colours, mixing, detail, emotion, creation, artwork, explore, materials, tools, pencil, light, dark, curved, wavy, soft, straight, dull, vibrant, design, make, evaluate, roll, pinch, knead, layer, print, mould</p>	<p>Explore and use a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p>Implementation Learn about the work of the famous artist Van Gogh and his Sunflowers DT project on famous landmarks around the world Structure inspired by Barbara Hepworth Design, make, evaluate – Easter nests/ cards, transport.</p> <p>Vocabulary Colour, primary colours, mixing, detail, print, repeating, floral, design, make, evaluate, roll, pinch, knead, layer, print, mould</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories</p> <p>Implementation Use papier-mâché to create dinosaur eggs, make salt dough fossils, use tie dye and marbling Revisit the artist Van Gogh and his painting on A Starry Night fairy-tale and traditional story finger puppets, split pins. Design, make, evaluate – Jam sandwiches, soup,</p> <p>Vocabulary Colour, primary colours, mixing, detail, print, repeating, floral, design, make, evaluate, roll, pinch, knead, layer, print, mould</p>
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Being Imaginative & Expressive (Links to Music)

<p>ELG</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
<p>Nursery</p>	<p>Autumn</p> <p>Knowledge Begin to take part in pretend play Imitate home experiences (home corner) Imitate life experiences linked to different seasons Celebrations: Birthday party ... cards / presents Begin to create own small world scenes linked to interests Begin to create simple stories using small world Imitate own experiences (my home / nursery) Autumn walk ... people, trees, animals ...</p>	<p>Spring</p> <p>Knowledge Begin to respond to what they have heard, expressing their thoughts and feelings. 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.</p>	<p>Summer</p> <p>Knowledge 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.</p>

	<p>Listen with increased attention to sounds Tune into body percussion sounds ... body parts Begin to move to a steady beat ... beat / march ... Sing and remember some simple rhymes and songs Play instruments with increasing control Free exploration of musical instruments Learn to play: □ tapping □ banging □ shaking</p> <p>Implementation Development of home corner with familiar objects Singing simple well-know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Nativity Performance – joining in with the words to sings and using actions. Listening to music</p> <p>Vocabulary Pretend, play, act Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p>	<p>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’</p> <p>Implementation Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.</p> <p>Vocabulary Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.</p>	<p>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 Develop complex stories using small world equipment Make imaginative and complex ‘small worlds’</p> <p>Implementation Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p> <p>Vocabulary Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p>
<p>Reception</p>	<p>Knowledge Take part in simple pretend play Begin to develop complex stories using small world equipment Begin to develop storylines in their pretend play Begin to listen attentively, move to and talk about music, expressing their feelings and responses Begin to develop storylines in their pretend play – including those linked to focus text Begin to watch and talk about dance and performance art Sing in a group or on their own Begin to explore and engage in music making and dance Begin to make own verse for familiar song Begin to develop complex stories using small world equipment</p>	<p>Knowledge Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play</p> <p>Implementation Refer to Charanga Use the outdoor stage to perform their music and dance Continue to develop imaginative play around the role play area of the classroom</p>	<p>Knowledge 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</p> <p>Implementation Recount traditional tales and fairy tales using small word/ puppets to aid performance Continue nursery rhymes, singing assembly hymns, Eid songs- link to festivals and celebrations</p> <p>Vocabulary</p>

	<p><u>Implementation</u> How does the music make me feel? What type of dance/music is it? Watch live music / dance performances linked to festivals Engage in circle and partner songs Invent and dance / play music to show different emotions Family / play date role play Learn and perform songs with actions linked to the nativity</p> <p><u>Vocabulary</u> role, pretend, imagine, story language, character, beginning, middle, end, emotions vocabulary (see PSE) adjectives to describe music; e.g. happy, sad, slow, fast, bouncy, perform, celebrate, audience, musician , dancer</p>	<p>Continue to sing and perform nursery rhymes as a individual and as a group</p> <p><u>Vocabulary</u> Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move</p>	<p>Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.</p>
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