Stamford Bridge Primary School

EYFS long-term plan

'The creation of something new is not accomplished by intellect but by the play instinct. ' Carl Jung

Early Years for the pupils of Stamford Bridge Primary School

Our early years is built around a firm **belief** that children are uniquely capable, creative and intelligent. Our **intent** is to ensure that we maximise each child's learning and level of engagement through enabling environments, positive interactions and an explorative approach that supports and challenges them through their play to build on their individual learning.

Throughout our early years we **aim** to develop and embed the foundations for our children to be successful learners and have a life-long love of learning through wonder, exploration and inspiration, in line with our BEST values.

Implementation

At Stamford Bridge primary school we approach our early years curriculum through an understanding that learning should be holistic and, therefore, the 7 areas of learning cannot be taught in isolation. Our curriculum seeks to allow opportunities for the children to make links between their learning and understanding. New concepts are presented in a context the children understand to allow for a progressive curriculum that weaves in real experiences, opportunities and celebrations.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult- led and child-initiated activities. Our curriculum is planned for both inside and outside classrooms and equal importance is given to learning in both areas.

Most importantly, our curriculum is purposeful and practical; embedded in play and provision. This allows us to respond to and extend our children's learning so they are intrinsically motivated and excited to come to school every day!

Impact:

At the end of nursery we aim for children to:

- be **confident communicators**, showing the ability to listen and follow instructions.
- be able to **share resources** with others and be willing to engage with their peers.
- be able to **manage their own risks** when using the climbing equipment.

At the end of Reception we aim to:

- ensure that all children make at least good progress from their starting points
- ensure that all children are equipped with the skills and knowledge to have a smooth transition into Year 1

EYFS long-term plan

	Autumn Term	Spring Term	Summer Term
Focus	The overall focus is ensuring that children settle well into the school routine so that they can begin to build up that resilience and determination to have a successful start to school. We use this term to embed the PSE foundations needed to be confident learners, such as: • How to listen • How to understand what our rules are • How to manage our routines, such as completing self-registration and lining up for lunch time successfully We support the children to begin to develop and build their relationships as a strong foundation for their nursery and reception year. We encourage the children to think about their own families so that they can see themselves as valuable individuals within their own context.	The overall focus in on ensuring that the children continue to build their resilience and determination so that they can seek, accept and achieve greater challenges whilst acknowledging that different approaches may be more effective. We continue to embed the PSE foundations needed to build strong constructive and respectful relationships. The focus moves to supporting them to be able to use this to identify and begin to moderate their own feelings in their relationships. The aim is to continue to widen their vocabulary so that they can use this to explain more deeply their ideas and thinking. We aim to give them more fluency and control in their movements to build the core strength needed for their future learning.	In nursery the overall focus is on them being able to begin the journey to becoming independent in manging their own needs in preparation for their next stage of learning. In Reception the overall focus is on ensuring that the children become 'year 1 ready' through being able to manage their own needs throughout the school day in different ways. We build on their PSE skills by encouraging the children to strongly consider the perspectives of others in preparation for their next stage of learning. The aim is to encourage children to use their new vocabulary in a wider range of contexts to embed their vocabulary further. We aim to ensure children leave EYFS with the foundations of an efficient handwriting style and a deep sense of number in preparation for their next stage of learning.
Importantly our focuses allow for **wonder, curiosity, and exploration** through **hands-on experiences** so that our children are **excited to learn!** Throughout our EYFS we have a **reading spine** for both nursery and reception as well as **golden threads** that are the **core foundations** of our EYFS curriculum.			
Wow moments through real experiences &events	• Creation of birthday wall (maths) • Autumn- Autumn walk, forest school (UTW/maths) • Harvest time- cooking (UTW/maths) • Bonfire night (UTW/EA&D) • Halloween- cooking (UTW/maths) • Remembrance Day (UTW/maths) • Christmas (UTW/maths) • Diwali (UTW/ EA&D)	• Traditional tales (C&L/ Literacy) • Winter (UTW) • Chinese New year (UTW/EA&D) • Valentines day (maths) • Pancake day (maths) • Easter (UTW/maths) • Mother's day (UTW/maths)	• Father's day (UTW) • Animals including life cycle (UTW) • Holidays (UTW)
British values	**Mutual respect** -We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Rule of law** -We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Democracy -**We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

	Opportunities for BV- Class rules. School Values. (Democracy) Harvest. (Respect and tolerance) **Mutual Tolerance** -Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Opportunities for BV- Diwali. Bonfire Night. Remembrance Day. (Respect and tolerance) Anti-bullying week. National charity events-. Children in Need (Individual liberty) **Rule of law** -We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Opportunities for BV- Class rules. School values	Opportunities for BV- Chinese New Year. Pancake day. (Respect and tolerance) **Individual liberty** -We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Opportunities for BV- Being fair. Making decisions (Democracy) Easter. Chapel visit. (Respect and tolerance)	**Recap all British Values-** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Core School values	**B**elieve: We believe that all our children have the potential to achieve and to be confident learners from the start. **E**ngage: We know how to engage our children through the key principles of EYFS **S**ucceed: We give each of our children the opportunity to succeed **T**ogether: We work together in partnership with our children and families		
Characteristics of Effective Learning			
Playing and exploring - children investigate and experience things, and 'have a go;' Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they need to take ownership, accept challenges and learn persistence. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas. They think flexibly and rationally, drawing on previous experiences which help them to and develop strategies to solve problems.		
Characteristics of effective learning	• Showing curiosity about objects, events and people • Showing particular interests • Representing their experiences in play • Showing satisfaction in meeting their own goals • Using senses to explore the world around them. • Persisting with activity when challenges occur	• Engaging in open-ended activity • Checking how well their activities are going. • Changing strategy as needed • Seeking challenge • Showing a belief that more effort or a different approach will pay off	• Taking a risk, engaging in new experiences, and learning by trial and error • Not easily distracted and paying attention to details • Making predictions • Testing ideas • Developing ideas of grouping, sequences, cause and effect
Principles of EYFS	**Unique Child-** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships-** Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. **Enabling environments-** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development-** Children develop and learn at different rates. We must be aware of children who need greater support than others.		
Assessment opportunities	• Reception Baseline Assessment • Analyse baseline assessments • Inhouse initial assessments • Phonics assessment • End of half term/term assessments and moderation • Set interventions	• Set interventions • Ongoing assessment • Pupil progress meeting • Phonics assessment • In house moderation • End of half term/term assessment and moderation.	• Set interventions. • GLD projections for EOY. • Ongoing assessment • Pupil progress meetings • Phonics assessment • In house moderation

		• Ongoing assessment • Pupil progress meetings		• Trust moderation		• End of half term/term assessment, moderation.
Parental involvement		• Tapestry • Focus child meetings • Phonics evening • Early maths evening • PACT • Christmas performance • Nursery poems to learn at home • Nursery taster sessions • Stay and plays • Newsletters		• Tapestry • Focus child meetings • Open evening • PACT • Nursery taster sessions • Stay and plays • Newsletters		• Tapestry • Focus child meetings • PACT • Sports day • Poems to learn at home • New starters open evening • Stay and plays • Newsletters
Prime areas of learning **N.b. Development matters statements are in bold; other chosen outcomes based on Birth to 5**						
Communication & Language The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and **cognitive development**. The number and **quality of the conversations** they have with **adults and peers** throughout the day in a **language-rich environment** is crucial. By **commenting on what children are interested in or doing** and **echoing back** what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently** to children, and engaging them actively in **stories, non-fiction, rhymes and poems**, and then providing them with extensive **opportunities to use and embed new words** in a range of contexts, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children share their ideas with **support and modelling from their teacher**, and **sensitive questioning** that invites them to **elaborate, children become comfortable using a rich range of vocabulary** and language structures.							
Listening, attention and Understanding	**Nursery Outcomes**	• **Listens to simple stories.** • **To be able to shift their attention from one task to another by using the child's name.** • **Children to understand action words by pointing at pictures.** • Starts to join in with singing and uses musical instruments to accompany.	• **Listens to simple stories and understands what is happening, with the help of the pictures.**	• **Can the child answer simple 'why' questions?** • **Pay attention to more than one thing at a time, which can be difficult.** • Can show an understanding of some simple questions and instructions.	• **Enjoy listening to longer stories and can remember much of what happens.** • **Understand a question or instruction that has two parts.** • **For children to be able to sing a large repertoire of songs.**	• Consistently joins in with appropriate group activities. e.g. Circle times, group times • Plays a simple, motivating game for a few minutes.eg. catching a ball.	• Consistently follows simple, routine instructions.

Speaking		• Starts to join in with singing and rhyme. • Asks familiar questions. • Enjoys singing, music and toys that make sounds.	• For children to be frequently asking different questions.	• **Know many rhymes, be able to talk about familiar books, and be able to tell a long story.** • **For the children to be using sentences of four to six words long.**	• **Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh.** • **For children to be using the future and past tense: "I am going to the park" and "I went to the shop"?**	• Speaks in simple sentences, which communicate their needs and their interests.	• **To link sentences with words such as 'because', 'or', 'and'?.** • Speak in extended sentences. • Ask simple questions (e.g., Where is Mummy?) • Uses vocabulary focussing on their interests and familiar experiences (e.g., hairdressers).
Listening, attention and understanding	**Reception Outcomes**	• **Understand how to listen carefully and why listening is important-** adults model listening • Learn how to be a good listener - looking eyes, listening ears, body still, brain switched on. • Listen attentively to stories/ **engage in story times**. • Follow instructions. • Listen attentively to the person speaking, facing them.etc.	• Listen attentively to stories/**engage in story times**. • They give their attention to what others say and respond appropriately, while engaged in another activity. • Respond to peers' requests.	• **Engage in non-fiction books.** • Give attention to others, conducting simple back and forth conversations, paying attention to peer/adult and responding appropriately. • Show attentive listening skills at input times, e.g., during phonics, and is quick to act on instructions. • Begins to link listening to learning/ understanding, e.g. Can discuss why it is important to listen to instructions. • Children follow instructions involving several ideas or actions.	• Anticipate key events.	• **Listen to and talk about stories to build familiarity and understanding.** • **Engage in non-fiction books.** • **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**	• **Listen to and talk about stories to build familiarity and understanding.**

Speaking		• Share person experiences from home. • Can express ideas to an audience. • To join in with repeated refrains in stories. • Offer their ideas in small group contexts.	• **Develop social phrases.e.g. Good morning, how are you?** • **Ask questions to find out more and to check they understand what has been said to them.** • Begin to answer 'how 'questions. • Make relevant comments about something they have heard. • Describe events in the past, present & future. • Support children to give a developed answer to a question. • Uses simple connectives in speech, e.g., and, but. • Use new vocabulary from books and stories as they discuss/retell the story. • To ask questions if they do not understand a question.	• Ask if they do not understand the meaning of a word. • Connect one idea or action to another using a range of connectives. • Begins to answer "Why" questions, perhaps with adult support. • Use past, present and future forms when talking about events that have happened or are to happen in the future.	• **Articulate their ideas and thoughts in well-formed sentences.** • **Describe events in some detail.** • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future (Past - Christmas, Future - resolutions). • Use full sentences, to express complete ideas (e.g., "I like chocolate more than vanilla," rather "chocolate better". • Recite familiar rhymes/poems and join in with repeated refrains from stories. • Answer how and why questions in different contexts e.g., about events and to check they understand what they have been asked to do. • Develop narratives and explanations by connecting ideas or events. • Children express themselves effectively, showing awareness of listeners' needs, adding more detail if needed. • Uses a range of connectives e.g., so, but, and, because to extend their sentences and to connect ideas.	• **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.** • **Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in own words.** • They develop their own narratives and explanations by connecting ideas or events. • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Make relevant comments. • Describe events in the future. • Develop explanations. • Answer how and why questions about events.	• Use recently modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract." • 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.
C&L Ongoing		**N.b.** C&L develops throughout the year through interactions such as through daily groups discussions, focused tasks, stories, singing, PSHE, speech, interaction with adults and peers. Children will learn new vocabulary linked to topics and be given the opportunity to share this vocabulary in different contexts. As this education programme states children will be engaging in lots of different texts, recalling events, predicting and acting out events. The above shows the key learning opportunities at each point in the year. These are our **golden threads** running throughout the year:					

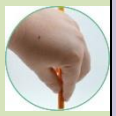
		• **Be able to express a point of view and to debate when they disagree with an adult or friends, using words as well as actions.** (Nursery) • **Use a wider range of vocabulary** (Nursery and Rec.) • Listen to rhymes and songs (Nursery and Rec.). • **Learn rhymes, poems and songs** (Reception) • **Learn new vocabulary** (Nursery) • **Use new vocabulary in different contexts** (Reception) • **Listen carefully to rhymes and songs, paying attention to how they sound** (Reception).					
Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives** and is fundamental to their **cognitive development**. Underpinning their personal development are the important **attachments** that shape their social world. **Strong, warm and supportive relationships with adults** enable children to learn how to **understand their own feelings and those of others**. Children should be **supported to manage emotions, develop a positive sense of self, set themselves simple goa**ls, 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.							
Self-regulation	**Nursery Outcomes**	• To regain attention if name is mentioned. • To ask for help and resources when needed.	• To begin to understand how their emotions make them feel. • **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.**	• To retain attention when others are distracting. • To begin to select own resources, with help when needed.	• **Understand gradually how others might be feeling.**	• **Select and use activities and resources, with help when needed.**	• **Select and use activities and resources, with help when needed**, to achieve a goal they have chosen or one suggested to them. • To retain attention when others are distracting them directly. • To regulate their feelings so not to affect others
Managing self		• Come into nursery, requiring support occasionally. • **Become more outgoing with unfamiliar people, in the safe context of their setting.** · • To tell an adult when need the toilet but use independently.	• **Show more confidence in new social situations.** • Increasingly follow rules, with some support. • To begin to sort out own belongings with little guidance.	• Separate from parents/carer without support. • Toilet independently, may require some help.	• **Increasingly follow rules, understanding why they are important.** • To take ownership of own belongings.	• Confidently come into the setting. • To toilet independently. • To follow routines and sort own belongings, e.g., putting bottle away and hanging up coat. • **Be increasingly independent in meeting their own care needs.**	• To follow rules and begin to understand how not following rules affects others. • **Be increasingly independent in meeting their own care needs.** • **Make healthy choices about food, drink, activity and toothbrushing.**

Building relationships		• **Play along others in the same area.** • **To begin to understand that they need to share resources.** • **Develop friendships with other children- Does the child start to enjoy the company of other children and want to play with them?** • **Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?** • **Can the child settle to some activities for a while?**	• To find support if there is conflict within their play.	• **Remember rules without needing an adult to remind them.**	• **Develop appropriate ways of being assertive.**	• **Begin to develop their sense of responsibility and membership of a community.**	• **Develop their sense of responsibility and membership of a community.** • **Does the child play alongside others or do they want to play alone?** • **Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)** • **Does the child take part in other pretend play with different roles- being the Gruffalo, for example?** • **Can the child generally negotiate solutions to conflicts in their play?**
Self-regulation	**Reception**	• Understand that there are rules and routines. • Begin to speak to a familiar adult about their own ideas e.g., when they are unhappy. • **See themselves as a valuable individual.** • **Express their feelings and consider the feelings of others.** • Accept changes to routines and bounce back independently after being upset. • Identify common feelings in themselves and others. • Understand they should follow rules and routines.		• Talk about feelings and behaviours. • Link feelings to personal experiences. • They say when they do or do not need help. • Begin to solve small conflicts though discussion. • Wait with increased patience when necessary. • **Identify and begin to moderate their own feelings socially and emotionally.**		• Talk about their feelings and those of others. • Regulate their own behaviour in response to those of others. • Describe behaviours and feelings. • Confident to speak in a familiar group. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • To focus attention to the teacher and follow the instructions. • **Identify and moderate their own feelings socially and emotionally.**	

Managing self		• Talk about behaviours. • Children are confident to try new activities and say why they like some activities more than others. • Use the toilet independently and wash their hands well, knowing why this is important. • Do up their coat. • Abide by most of the rules of the classroom. • Describe wrong behaviour. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • Undress independently for P.E., with help for buttons • Try new activities independently or with peers. • **Begin to show resilience and perseverance in the face of challenge.**	• Show perseverance when completing a task. • **Show resilience and perseverance in the face of challenge.** • Dress and undress for PE independently. • Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset. • Work on short activities independently, e.g., a Phonics game. • Describe what behaviour is wrong. • Adapt strategies for staying calm when you are frustrated. • Discuss healthy food choices. • Sort healthy foods from less nutritional food. • Discuss sensible choices. • **Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine.**	• Work as part of a group or class and understand and follow the rules. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about their behaviour. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • **Manage their own needs.**
Building relationships		• They work as part of a group or class and understand and follow the rules. • Take turns, with adult support, e.g., when playing a board game. • Play cooperatively, taking turns. • Form positive respectful relationships. • **Begin to build constructive and respectful relationships.** • Speak to peers within a game or activity.	• Listen to the ideas of others. • Show empathy in simple ways, e.g., finding an adult for a child who is hurt. • Take turns with a little support from an adult or with the systems in place, e.g., sand timers. • Show sensitivity to others. • Play cooperatively. • Hold back & forth conversations, listening to their peers' ideas and responding appropriately. • Show understanding of another child's perspective in discussion. • **Build constructive and respectful relationships**	• Form positive relationships & listen to the ideas of others. • Show sensitivity to their own and to others' needs. • Play cooperatively taking turns. • **Think about the perspectives of others.**
		NB. These statements have been split for extra focus but apply on an ongoing basis These are our **golden threads** running throughout the year: • Expresses their likes and dislikes. • Appreciate that others might think differently to us. • Take turns and follow rules. • Shows a willingness to care for others. • Learn when to say, "thank you" or "sorry." • Care for their classroom. • Take care of their own tidy up areas. • Take responsibility for their own toileting and dressing. • Understand the importance of eating healthy food.		

Physical development

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

Fine Motor	**Nursery**	• Pour from one container to another. • Use a spoon to pick up food and put in mouth. • Palmer grasp	Children work with support to gain basic skills, using a variety of tools. **Start taking part in some group activities, which they make up for themselves or in teams.** **Choose the right resources to carry out their own plan.**	Explore a range of tools – spoons, spades, paintbrushes, etc. Stab food using a fork. Digital pronate grasp (vertical pointing down) 	• Children work with support to gain basic skills, using a variety of tools.	• Spoon cereal from container to dish with little spilling/eat pudding using spoon without spilling. • Quadtripod grip ('static' grip, fingers locked in position, hand muscle doing little work. Pencil movement is largely from wrist and above) • **Begin to use a comfortable grip with good control when holding pens and pencils.**	• **Use one-handed tools, for example, making snips in paper with scissors.** • With guidance start to make up their own physical games • **Use comfortable grip with good control when holding pens and pencils.** • **Begin to show a preference for a dominant hand.**
Gross Motor		• Take off own coat. • Pull down pants to use toilet. • Can 'walk' a balance bike. • Begin to throw ball, under hand. • Catch a ball by chasing- does not necessarily respond to aerial ball. • Climb larger play equipment with support. • **Climb confidently, catch a large ball and pedal a tricycle.**	• Use foot to tap static ball a small distance. • Stands on tiptoes. • Jump off a low object with both feet off the ground. • **Use large-muscle movements to wave flags and streamers, paint and make vertical and horizontal marks.** • **Start taking part in some group activities, which they make up for themselves or in teams.** • **Choose the right resources to carry out their own plan.** • **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.**	Put on shoes without fastening (may be wrong foot). Pull zips up and down but may need help to insert or separate shank. Can use feet to scoot a balance bike and maintain balance. Begin to throw ball overhand. Attempt to catch a large ball between extended arms. Kick ball with one foot while swinging opposite arm. **Continue to develop their movement, balancing, riding and ball skills.**	Stand on one foot for 2 seconds. Jump over a small stationery object. Use large-muscle movements to wave flags and streamers, paint and make vertical, horizontal and circular marks. Climb larger play equipment, using both feet on each tread. **Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.** **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**	• Shirt and jumper on/off independently but may be back to front. • Pull up garments independently. • Can maintain balance while manoeuvring around corners. • Throw ball forward in the air. • Catch a large ball between extended arms. • Direct kick to a given direction. • Walk along a chalk line on the floor. • **Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.** • **Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.**	• Jump forward, taking off and landing on 2 feet. • Use large and smaller muscle movements to wave flags and streamers, paint and make marks, using a variety of lines, circles and zigzags, crossing the body. • **Go up steps and stairs, or climb up apparatus, using alternate feet.** • **Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.** • **Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.** • **Skip, hop, stand on one leg and hold a pose for a game like musical statues.**

Fine Motor	**Reception**	• Threading, cutting, weaving, playdough, Fine Motor activities. • Manipulate objects with good fine motor skills. • Draw lines and circles using gross motor movements. • Hold pencil/paint brush beyond whole hand grasp. • Pencil Grip • Use scissors to cut paper in half, using 1 handed free style. • Develop muscle tone to put pencil pressure on paper. • Use tools to effect changes to materials. • Show preference for dominant hand. • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. • Spread using a knife.	• Threading, cutting, weaving, playdough, Fine Motor activities. • Begin to form letters correctly. Using at least a tripod grip. • Handle tools, objects, construction, and malleable materials with increasing control • Encourage children to draw freely. • Holding Small Items / Button Clothing / Cutting with Scissors • Threading, cutting, weaving, playdough, Fine Motor activities. • Hold pencil effectively with comfortable grip. • Forms recognisable letters most correctly formed. • Use scissors to cut around shapes, using finger and thumb to manipulate the scissors. • Cut using a knife.	• Threading, cutting, weaving, playdough, Fine Motor activities. • Develop pencil grip and letter formation continually. • Use one hand consistently for fine motor tasks. • Use scissors correctly. • Draw a cross. • Use knife and forks effectively. • Threading, cutting, weaving, playdough, Fine Motor activities. • Form letters correctly • Copy a square. • Begin to draw diagonal lines, like in a triangle. • Start to colour inside the lines of a picture. • Show accuracy and care when drawing. • Build things with smaller linking blocks, such as Lego • **Develop the foundations of a handwriting style which is fast, accurate and efficient.**
Gross Motor		• Cooperation games i.e., parachute games. • Climbing – outdoor equipment • Different ways of moving to be explored with children, e.g., balance on beams. Hopping. • Can put jumper on and off and shoes and socks, independently. • Help individual children to develop good personal hygiene. • Balance e.g., using a balance bike or pedalling a bike using their feet to stop. • Ball skills- throwing and catching, bouncing and kicking. • Crates play- climbing. • Can stand on one leg and balance. • Can jump and turn in the air. • Skipping ropes in outside area • Dance related activities • Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams, and carts are all good options. • Can zip coats up. • **Further develop the skills they need to manage the school day successfully. This is specifically targeting:** **- lining up and queuing for key points in the day- going to lunch time so that they are not too close or touching others.** **-being able to queue and wait for their dinner** **-being able to eat with good manners using a knife and fork and being considerate of others.** • **Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.** • **Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.**	• Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. • Children negotiate spaces and obstacles, when running and using equipment, including manoeuvring, and balancing on the bikes. • Dance and moving to music. • Gymnastics. • Balance- children moving with confidence dance related activities. • Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. • Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. • Can dress and undress independently, may need support with buttons. • Try hopping. • **Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing so that they can use these to achieve appropriately matched tasks.** • **Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.** • **Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball using the skills addressed above.** • **Progress towards a more fluent style of moving, with developing control and grace** to allow for further physical challenges, such as jumping further. • **Know and talk about the different factors that support their overall health and wellbeing: with a focus on being a safe pedestrian due to the proximity of the roads.**	• Obstacle activities children moving over, under, through and around equipment. • Move equipment safely. • Encourage children to be highly active and get out of breath several times every day. • Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. • Dance / moving to music/skip rhythmically. • Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. • Show control using the bikes, keeping safe distances from other on stable and unstable surfaces as well as being able to break. • To control their speed in games. • Gymnastics. / Balance • Attempt to fasten buttons. • **Combine different movements with ease and fluency to allow quick changes of speed and direction.**

	Ongoing	These are our **golden threads** running throughout the year: • **Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.** • **Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.** • **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.** • **Develop overall body-strength, balance, co-ordination, and agility** • **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.** • Shows awareness of keeping safe within the indoor and outdoor classroom. • Develop core muscle strength to achieve good posture.					
Specific areas of learning							
Literacy It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children about the world around them** and the **books (stories and non-fiction)** they **read with them**, and **enjoy rhymes, poems, and songs** together. **Skilled word reading**, taught later, involves both the **speedy working out of the pronunciation of unfamiliar printed words (decoding)** and the **speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting)** and **composition (articulating ideas and structuring them in speech**, before writing).							
Comprehension	**Nursery**	• Recognise a familiar book from home. • **Enjoys sharing books with an adult.** • **Enjoy songs and rhymes.**	• Join in with a familiar rhyme.	• Choose a favourite story and say why they like it. • **Begin to engage in extended conversations about stories, learning new vocabulary.**	• Join in a repeated refrain. • **Engage in extended conversations about stories, learning new vocabulary.**	• Retell a familiar story. • Demonstrate an understanding that print has meaning. • Print can have different purposes	• Know where the title and blurb are on a book. • We read English text from left to right and top to bottom. • Talk about their favourite parts of a story.
Word Reading		• Listen to, recognise and explore different sounds (environmental, instrumental and voice sounds)	• Recognise their own name (may use a picture prompt to support). • **Join in with some words in songs and rhymes.**	• Join in rhyming words in a story. • Distinguish their name from other print (without use of a supportive prompt) • **Begin to develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.**	• Sort some objects by their initial sound. • **Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.**	• Recognise most letters of their name in different contexts e.g. “That’s a W for William.”	• Spot rhyming words. • Begin to orally blend CVC words.

Writing		• Explore making marks using a range of tools. • **Draws freely**	• Write at least the initial letter of their name (may be copied).	• Sometimes give meaning to the marks they make.	• Write some of the letters of their name (may be copied).	• Give meaning to the marks they make. • Understand that writing starts at the top of the page and begin to apply to own mark making. • **Begin to use some of the print and letter knowledge in their early writing.**	• Write own name independently, using name card for support if required. • Use familiar letters to represent meaning in mark making (e.g., m for mummy). • **Use some of the print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing'm' for mummy.** • **Writing some or all of their name.** • **Write some letters accurately.**

Comprehension	**Reception**	• Joining in with rhymes and showing an interest in stories with repeated refrains. • Having a favourite story/rhyme. • Begin to understand that - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom. • Recognising initial sounds. • Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. • Begin to know the difference between text and illustrations. • Making up stories with themselves as a character. • Encourage children to record stories through picture drawing/mark making. • Sequence story – use vocabulary of beginning, middle and end. • Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	• Engage in extended conversations about stories, learning new vocabulary. • Sequencing familiar stories using pictures to tell the story. • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Enjoys an increasing range of books- fiction, non-fiction, poetry. • Respond to 'who,' 'where' 'what' and 'when' questions linked to text and illustrations. • Talk about events, feelings, main characters, where a story is set and link to own life experiences. • Know the difference between text and illustrations. • Orally retelling new stories. • Continue making up stories with themselves as the main character • Encourage children to record stories through picture drawing/mark making	• Identify characters in books. • Retelling stories by acting out or using images, story maps. • Predict and anticipate key events based on illustrations, story content and title. • World Book Day • They begin to develop their own narratives and explanations by connecting ideas or events. • Begins to say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.	• Make predictions about the text. • Understand the structure of a non-fiction book is different to a fiction book. • They develop their own narratives and explanations by connecting ideas or events. • Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.	• Look at Information leaflets about animals and plants. • Use story language when acting out a narrative. • Identify rhyming words in text. • Make predictions. • Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. • Can draw pictures of characters/ event / setting in a story. • Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, and title. Sort books into categories	• Independently access the features of a non-fiction book. • Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions. • Talk about themes of simple texts e.g., perseverance, good v evil.

Word Reading		• Hear general sound discrimination and some may begin to orally blend and segment • **Read individual letters by saying the sounds for them.** • Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Begin to read a few common exception words matched to the school's phonic programme.	• Hear general sound discrimination and be able to orally blend and segment. • **Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.** • Read a few common exception words matched to the school's phonic programme. • **Read individual letters by saying the sounds for them.**	• **Read individual letters by saying the sounds for them.** • **Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.** • **Read a few common exception words matched to the school's phonic programme.** • **Read some letter groups that each represent one sound and say sounds for them.** • **Begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words.**	• **Read individual letters by saying the sounds for them.** • **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words.**	• Read some letter groups that each represent one sound and say sounds for them. • Continue to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read some tricky words from Phase 4 e.g., said, like, have, so. • **Re-read what they have written to check that it makes sense.**	• Continue to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Continue to read some tricky words from Phase 4 e.g., said, like, have, so. • **Re-read what they have written to check that it makes sense.**

Writing		Emergent writing: • Develop listening and speaking skills in a range of contexts. • Aware that writing communicates meaning. • Give meaning to marks they make. • Understand that thoughts can be written down. • Write their name copying it from a name card or try to write it from memory. Composition: • Use talk to link ideas, clarify thinking and feelings. • Understands that thoughts and stories can be written down. Spelling: • Orally segment sounds in simple words. • Write their name copying it from a name card or try to write it from memory. Handwriting: • Know that print carries meaning and in English, is read from left to right and top to bottom. • Draws lines and circles.	Emergent writing: • Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. • Makes make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in clusters like words. Composition: • Orally compose a sentence and hold it in memory. Spelling: • Orally spell VC and CVC words by identifying the sounds. • Write own name. Handwriting: • Shows a dominant hand. • Write from left to right and top to bottom. • Begin to form recognisable letters.	Emergent writing: • Use appropriate letters for initial sounds. • Begin to build words using letter sounds in writing. Composition: • Orally compose a sentence and hold it in memory and use simple conjunctions. • Begin to write a simple sentence with support. Spelling: • Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: • Holds a pencil effectively to form recognisable letters. • Know how to form clear ascenders and descenders. • Form letters from their name correctly.	Emergent writing: • Build words using letter sounds in writing. Composition: • Use talk to organise describe events and experiences. • Write a simple sentence with support if needed. Spelling: • Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. • Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: • Form letters from their name correctly. • Recognise that after a word there is a space.	Emergent writing: • Continue to build on knowledge of letter sounds to build words in writing. • Use writing in play. • Use familiar words in their writing. Composition: • Write a simple sentence with a full stop. Spelling: • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. • **Spell words by identifying the sounds and then writing the sound with letter/s.** Handwriting: • Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: • Show awareness of the different audience for writing. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • **Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.** • Write different text forms for different purposes (e.g., lists, stories, instructions). • Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC • Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

							• **Form lower case and capital letters correctly.**
Phonics	**N**	• Phase 1	• Phase 1	• Phase 1	• Phase 1	• Phase 1	• Phase 1
	R	• Phase 2	• Phase 2	• Phase 3	• Phase 3	• Phase 4	• Phase 4
		These are our **golden threads** running throughout the year: • **Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing (Nursery)** • **Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.** (Reception) • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (Reception) • Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. (Reception)					

Mathematics

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

Number and numerical patterns	**Nursery**	• I am beginning to count in sequence e.g., using number rhymes and songs. • I may use my finger to tap or point to count out objects, understanding one to one correspondence whilst counting objects in a line or moving objects. • I can use counting as part of my everyday play. • Compare quantities using language: 'more than', 'fewer than'; where there are big differences e.g., 2 and 6. • **Complete inset puzzles.** • **Compare amounts, saying 'lots', 'more' or 'same'.** • **Compare objects in sizes, weight, using gestures and language.**	• **Make comparisons between objects relating to colour, size and appearance. Similarities and differences.** • Sort objects based on their attributes e.g., shape, size colour. • Talk about and identifies the patterns around them e.g.: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • **Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.** • **Combine shapes to make new ones- an arch, a bigger triangle etc.**	• Develop fast recognition of up to 3 objects, having to count them individually initially ('subitising'). • **Recite numbers past 4.** • **Say one number for each item in order: 1,2,3,4.** • **Show 'finger numbers' up to 4.** • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4. • Experiment with their own symbols to represent numbers.	• Solve real world mathematical problems with numbers up to 4, such as practically adding, taking away and sharing objects. • I can visually estimate who has more or less or the same and may subitise. • Make comparisons between objects relating to length and weigh. • **Understand position through words alone – for example, "The bag is under the table," – with no pointing.** • **Describe a familiar route.** • **Discuss routes and locations, using words like 'in front of' and 'behind'** • **Extend and create ABAB patterns – stick, leaf, stick, leaf.** • **Notice and correct an error in a repeating pattern.** • **Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.**	• **Recite numbers past 5.** • **Say one number for each item in order: 1,2,3,4, 5.** • **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').** • **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: for example, showing the right number of objects to match the numeral, up to 5. Including using interactive games. • **Experiment with their own symbols and marks as well as numerals.** • **Solve real world mathematical problems with numbers up to 5 such as practically adding, taking away or sharing objects equally.** • **Compare quantities using language: 'more than', 'fewer than'.** • I can recognise numbers of personal significance	• I am beginning to identify some ordinal number positions such as the first and second teddy in sequence. • **Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.** • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Make comparisons between objects relating to length, weight and capacity. • **Talk about and identify the patterns around them.**

Number and numerical patterns	**Reception**	**Number/numerical patterns:** • Consolidate counting groups of objects within 5. • 1:1 correspondence within 5. • Subitise within 5. • Comparing and representing numbers to 5. • Composition of numbers 4 & 5 • Recognising and using numerals to 5 • Deepen understanding of 'more' and 'less'. • Begin to understand 'one more' and 'one less'. • Begin to simply introduce idea of 'doubling'. • Begin to verbally count to 10 • Begin to simply introduce idea of 'odd and even.' **Shape, space and measure:** • Consolidate understanding of 2-D shapes (rectangle, square, triangle, circle) using more formal language. • Spatial reasoning • Begin to deepen understanding of ABAB patterns	• **Number/numerical patterns:** • Counting to 10 and beyond • Counting groups of objects to 10 • Composition of numbers to 10(focus on 0, 6, 7 and 8). • Understand '1 more' and '1 less' between consecutive numbers between 10. • Recognising and using numerals to 10 • Begin to understand early doubling • Begin to understand odd and even **Shape, space and measure:** • 3D shapes and everyday items • Manipulating shapes • Length	• **Number/numerical patterns:** • Counting to 10 and beyond • Composition of numbers to 10 (focus on 9 and 10) • Recognising and using numerals to 10 • Comparing numbers within 10 • Double facts within 10 • Making pairs • Combining two groups • **Shape, space and measure:** • Compare length, weight and capacity.	**Number/numerical patterns:** • Ordering and comparing numbers to 10 • Composition of numbers to 10. • Recall number bonds up to 10 • Number bonds within 10 **Shape, space and measure:** • Repeating patterns – 2D shapes • Make simple patterns • Position and direction • Spatial awareness and reasoning	**Number/numerical patterns:** • Ordering and comparing numbers to 10 and beyond • Recall number bonds for numbers 1-10 • Sharing equally within 10- finding half • Sharing and grouping • Count beyond 20 (counting patterns beyond 10) **Shape, space and measure:** • Composing and decomposing shapes	**Number/numerical patterns:** • Ordering and comparing numbers to 10 and beyond • Recall number bonds for numbers 1-10 • Double facts within 10 • Even and odd numbers • Count beyond 20 **Shape, space and measure:** • Repeating patterns and relationships • Time
	Nb. These are based on the overarching Development Matters statements/Birth to 5 (as in the curriculum plan) but have been defined more sequentially to allow for greater progression. There is some consolidation as not all our children are 'home-grown' from our nursery. We use the White Rose scheme of learning and NCTEM mastery approaches.						

Understanding the World

Understanding the world involves guiding children to **make sense of their physical world** and **their community**. The frequency and range of children's **personal experiences increases their knowledge and sense of the world around them** – from visiting parks, libraries and museums to **meeting important members of society** such as police officers, nurses and firefighters. In addition, **listening to a broad selection of**

stories, non-fiction, rhymes and poems will **foster their understanding of our culturally, socially, technologically and ecologically diverse world**. As well as **building important knowledge**, this **extends their familiarity with words that support understanding across domains**. **Enriching and widening children's vocabulary** will support later reading comprehension.							
Past & Present	**Nursery**	• Use my knowledge to discuss past experiences.	• Talk about how I celebrate my birthday (depending on when their birthday is) • Talk about how I celebrate special events at home and at school	• Talk about how I celebrate my birthday (as previously) • Talk about events in my life and the lives of people I know – friends and family.	• I can talk about some of the ways I have changed over my life.	• Talk about how I celebrate my birthday, recalling previous years too.	• **Begin to make sense of my own life-story and my family's history using simple words to describe the past.**
People, culture & communities		• Talk about who is in my family. • I will talk about myself and my immediate family. • **Notice differences between people/ make connections between the features of their family.** • **Show interest in different occupations.**	• Talk about places I have visited using photos to share my experience. • I can talk about different occupations and job roles of people I know.	• All about me story – talk about differences between people. • I am positive about the differences between people.	• I can name other countries in the world. Linked to their experiences.	• Find out about people who work at school and their jobs. • **Develop positive attitudes about the differences between people.**	• Use stories / photos/ my own experiences to find out about different countries in the world, talking about the differences and similarities. • **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**
The Natural World		• Talk daily weather. • Talk about what I can see touch, smell, hear and taste. • **Begin to understand the need to respect and care for the natural world and all living things.**	• Explore a range of materials through construction and creative activities. • Explore natural materials, indoors and outdoors. • **Use all their senses in hands-on exploration of natural materials.**	• I notice seasonal changes. • **Explore collections of materials with similar and/or different properties.** • **Talk about what they see, using a wide vocabulary.**	• **Plant seeds and care for my growing plants** • **Understand the key features of the life cycle of a plant and an animal.** • Continue to **understand the need to respect and care for the natural environment and all living things**. • **Talk about the differences between materials and the changes they notice.**	• Talk about seasonal and daily weather. • **Explore how things work.** • How can I help to look after our school environment? • Talk about the differences between materials and changes I notice. • I can talk about the key features of life cycles using key vocabulary	• Why do I need to care for the natural environment? • I can talk about the world around us observing animals and plants and how they change. • Explore and talk about different forces they can feel.

Past & Present	**Reception**	• I can name some members of my family and talk about them. • I can talk about myself. • I can explain how my family help me. • Begin to talk about past and present events in my life and my family e.g., holidays. • **Name and describe people who are familiar to them.**	• I can talk about changes that have happened to me throughout my life. • I am becoming more aware of the past linked to myself and my family and how it has changed. • Talk about past and present events in my life and my family e.g., holidays. • **Comment on images of familiar situations in the past- look at own past.**	• I can talk about changes that have happened within my family's lifetimes e.g., talking to grandparents about holidays etc. • I can talk about what I can see in pictures of the past. • I can talk about the past e.g., no television, different toys/ clothes using photos and physical artefacts. • Begin to order and sequence events.e.g. visual timetable, familiar story. • Compare and contrast characters from stories, including those from the past. • **Compare and contrast characters from stories and nursery rhymes, including figures from the past.**	• Order and sequence events e.g., visual timetable, familiar story. • Talk about and describe artefacts from the past.	• I can talk about what I have heard and seen in stories and picture books and how this is different/ the same. • I can talk about some of the roles of people in society. • I can give some similarities and differences between the past and now. • Talk about my life now compared to my family in the past. • I can talk about myself and some of the ways I have changed. • Sort artefacts into old and new.	• I know about figures from the past. • I can talk about the roles of people in society. • I can give similarities and differences between the past and now.

People, Culture & communities		• I can talk about myself and family and explain why we are special. • I can talk about some similarities and differences between myself and my friends. • I can explore the world around me with all my senses. • I can talk about how we celebrate. • Name my school and the area I live in. • Explore and make observations of their environment. • I can talk about how different people celebrate. • I can start to use stories and pictures to talk about differences in life in other countries. • I can be accepting and positive about people's differences. • **Talk about members of their immediate family and community.**	• I can talk about similarities and differences between myself and my friends. • I can explore the world around me with all my senses. • I can talk about how we celebrate. • Explore and make detailed observations of their environment. • I know there are different countries in the world. • Compare places we have been. • I can continue to talk about how we celebrate. • I can continue to talk about how different people celebrate. • I can talk about religion and culture within my country (UK). • **Recognise that people have different beliefs and celebrate special times in different ways.** • **Recognises some similarities and differences between life in this country and life in other countries.** • I can begin to draw information from a simple map.	• I will learn about people and their special jobs. • Explore and find out about my wider school environment, special people e.g., HT, vicars. • I can talk about what is the same and different in life in this country and in other countries. • I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell- ongoing. • How can I find out more information about…? • I can make observations about the physical and human features of my local area.	• I can talk about religion and culture within my country (UK) • I can talk about some special places for people in our and other communities. • I can make observations about the physical and human features of my local area. • I can explore special places-places of worship.	• I can explore and talk about the natural world using what I know from stories/ non-fiction. • Draw simple maps e.g., linked to our environment, stories. • Use left, right, forwards and backwards to describe the location of features on a map, photo. • I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell- ongoing. • I can draw information from a simple map. • I can start to talk about the differences in lives in other countries and lives in this country.	• I can continue to explore and talk about the natural world using what I know from stories/ non-fiction. • I can continue to explore special places-places of worship. • I can talk about the differences in lives in other countries and lives in this country. • **Understand that some places are special to members of their community.**
The Natural World		• I can talk about what I can see. • I can change materials e.g., adding water to cornflour, mixing paint etc. • Talk about seasonal and daily weather, exploring wind, snow and ice. • Explore our natural environment- forest schools can describe what I can see, hear and feel outside. • I can talk about the area I live in, including the weather etc.	• I can talk about what I can see, outside using a wide vocabulary. • I can continue to talk about seasonal and daily weather. • I can talk about forces I feel e.g., push, pull etc. • I can talk about the differences in materials. • I can talk about the area I live in, including the weather etc. • I can describe another environment e.g. Artic	• I can describe my own environment and local area. • Use simple equipment in my activities. • I can talk about similarities and differences in materials. • I can describe animals and plants (both from photos and real-life experiences)	• I can talk about the weather linked to seasonal change, including measuring rain fall. • I can talk about changes e.g., freezing, melting (linked to baking, paint mixing, mud play, etc.) • **Explore the natural world around them- interact with natural processes.** • I can describe my own environment and local area.	• I can make observations of animals and plants and use these observations to draw pictures. • I can explore the natural world. • I can talk about some of the changes in the natural world (including seasons and changing states of matter- shadows and evaporation). • **Explore the natural world around them.** • **Draw information from a simple map.**	• I can contrast the natural world around me with different environments. • I can give simple reasons for my answers. • **Recognise some environments that are different to the one in which they live.**

Ongoing ELG- the natural world	**R**	These are our **golden threads** running throughout the year: • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design The **development** of **children's artistic and cultural awareness** supports their **imagination** and **creativity**. It is important that children have **regular opportunities to engage with the arts**, enabling them to **explore and play** with a **wide range of media and materials**. The **quality** and **variety** of what children see, hear and participate in is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts.** The **frequency, repetition** and **depth** of their **experiences** are **fundamental** to their **progress in interpreting and appreciating what they hear, respond to and observe**.							
Creating with materials	**Nursery**	• Explore mark making tools and materials. • Draw a simple representation of people or objects (can be their own interpretation e.g., a collection of lines and shapes is their self-portrait). • **Make simple models which express their ideas.**	• Explore opportunities provided in provision for craft.	• Explore joining materials together. • Sometimes give meaning to the marks they make. • **Begin to show different emotions in their drawings- happiness, sadness, fear etc.**	• **Explore colour and colour mixing.** • **Draw with increasing complexity and detail, such as representing a face with a circle and including details.** • **Use drawing to represent ideas like movement or loud noises.** • **Show different emotions in their drawings- happiness, sadness, fear etc.**	• Begin to construct with a purpose in mind. • Select an appropriate way to join materials together, e.g., sellotape, masking tape, glue. • Select appropriate materials. • **Join different materials and explore different textures.**	• Draw with increasing complexity and detail e.g., facial features. • Select colours for a purpose. • **Explore different materials freely, to develop their ideas about how to use them and what to make.** • **Develop their own ideas and then decide which materials to use to express them.** • **Create closed shapes with continuous lines and begin to use these shapes to represent objects.**
Being imaginative & Expressive		• Play alongside others in role play/small world scenarios. • Recreate own experiences in play. • Show an interest in small world toys. • **Start to take part in pretend play, pretending that one object represents another.**	• Join in familiar nursery rhymes and songs. • Listen with enjoyment when they hear an instrument. • **Playing instruments with increasing control to express their feelings and ideas.** • **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.** • **Respond to what they have heard, expressing their thoughts and feelings.**	• Use familiar objects to represent things in their role play e.g. 'This stick is a magic wand. • Build models of familiar things. • **Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.**	• Remember and sing a familiar song in a group or sing to self when playing. • Explore instruments and identify a preference when playing. • Talk about music they have listened to. • **Remember and sing entire songs.**	• Use unfamiliar objects to represent things in their role play e.g., using loose parts in their play. – 'This pinecone is my pasta.' • Begin to develop complex stories using small world equipment. • Make imaginative and complex small world using construction kits and blocks. • **Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.** • **Listen with increased attention to sounds.**	• **Create their own songs or improvise around a song that they know.** • Play an instrument with increasing control to express ideas. • **Take part in simple pretend play, using an object to represent something else even though they are not similar.** •

Creating with materials	**Reception**	• Colour mixing • Self-portraits. • Choose colours for a purpose. • Construct with purpose in mind. • To use tools effectively and safely. • Using different media and materials imaginatively.	• To find ways to join materials. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes, e.g., using split pins to move joints. • Add texture. • Observational drawings, using increased detail. • Use media and materials imaginatively. • Use and explore a variety of materials, tools and techniques, experimenting with colour and design, texture, form and function- colour mixing primary colours and tones. • Add texture to their creations. • Create collaboratively with their peers. • **Create collaboratively sharing ideas, resources, and skills.**	• Share their ideas, explaining what they have done. • Represent ideas, thoughts and feelings through design, technology, art, music, role play and dance. • Plan their ideas before creating. • Create models for a purpose. • Talk about the processes they have used when building/making. • Draw increasingly accurate representations of people and objects.
Being imaginative and expressive		• Develop storyline into play based on personal experiences. • **Develop storylines in their pretend play.** • Join on with songs and rhymes. • Move with enjoyment, dancing along to music, copying some modelled moves. • Develop storyline to play. • Learn new songs- nativity. • **Sing in a group or on their own, increasingly matching the pitch and following the melody.** • Keep a steady beat when playing a musical instrument or when clapping along to music. • Use a range of props to support role play.	• Add narrative into play based on familiar stories read. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to move rhythmically in time to music. • Sing's songs and rhymes independently. • **Listen attentively, move to and talk about music, expressing their feelings and responses.** • Create and follow a storyline in their play. • Choose a role in their play. • **Return to and build on their previous learning, refining ideas and developing their ability to represent them.**	• 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. • **Watch and talk about dance and performance art, expressing their feelings and responses.** • Explore and engage in music making and dance, preforming solo or in groups. • Replicate a choreographed dance and begin to choreograph their own dance moves.
Ongoing A&D Golden threads	**R**	These are our **golden threads** running throughout the year: • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups.		

End of Reception Year- Early Learning Goals- Best fit judgement

Communication and language	Personal, social and emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive Arts & Design
ELG: Listening, Attention and Understanding • 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.	**ELG: Self-Regulation** • 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	**ELG: Gross Motor Skills** • 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. **ELG: Fine Motor Skills**	**ELG: Comprehension** • 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-	**ELG: Number** • 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. **ELG: Numerical Patterns**	**ELG: Past and Present** • 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.	**ELG: Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** • 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, nonfiction, 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.	engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** • 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. **ELG: Building Relationships** 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	• 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	fiction, rhymes and poems and during role-play. **ELG: Word Reading** • 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. **ELG: Writing** • 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.	• 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.	**ELG: People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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. **ELG: The Natural World** • 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.	**ELG: Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.