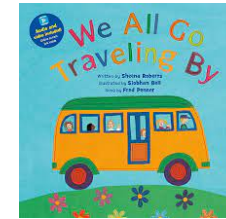
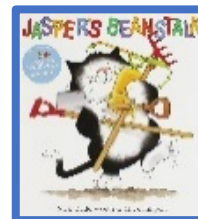
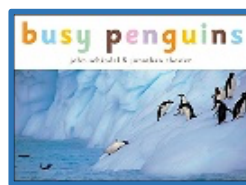
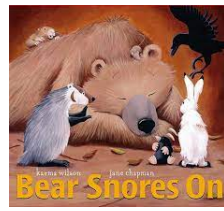
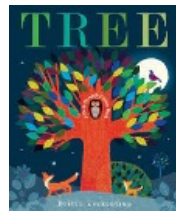
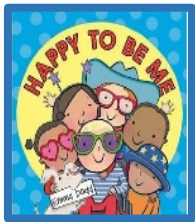




Bruche Primary School Academy

Nursery Curriculum

EYFS 2024 - 2025



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

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|--|---|
| Overarching Theme | It's Good to be Me | Let's Explore | Splashing About | Growing | Near and Far | Chester Zoo |
| <p>Planning around a quality text:</p> <p><i>To be chosen following children's interests.</i></p> |  |  |  |  |  |  |
| Linked occupations | <ul style="list-style-type: none"> ○ Dr / Nurse / Dentist ○ Vets | <ul style="list-style-type: none"> ○ Tree Surgeon ○ Postman / lady | <ul style="list-style-type: none"> ○ Fire / Police Services ○ Explorer ○ Marine Biologist | <ul style="list-style-type: none"> ○ Farmer ○ Gardener/Landscape gardener ○ | <ul style="list-style-type: none"> ○ Lollipop Person ○ Train / bus driver | <ul style="list-style-type: none"> ○ Zoo keeper ○ Vet |
| <p>Linked texts</p> <p><i>Non-fiction</i></p> <p><i>Traditional Tales</i></p> <p><i>Diversity</i></p> | <ul style="list-style-type: none"> ○ Wow, Said the Owl ○ Rainbow Fish ○ Lulu's First Day ○ First Body ○ Busy Kittens / Doggies – Jon Schnidel ○ The Gingerbread Man ○ Kipper's Birthday ○ What Happened to You? | <ul style="list-style-type: none"> ○ Goldilocks and the Three Bears ○ Busy Cubs – Jon Schnidel ○ Brown Bear, Brown Bear What Do You Hear? ○ How to catch a Rainbow ○ The Christmas Story | <ul style="list-style-type: none"> ○ I Can Fly ○ Hello to Snowy Animals ○ Polar Bear, Polar Bear What Do You Hear ○ Penguins, Penguins, Everywhere ○ Hey Water ○ If you could go to Antarctica by Fay Robinson ○ Be Brave Little Penguin | <ul style="list-style-type: none"> ○ I Went Walking ○ Busy Barnyard – Jon Schnidel ○ The Three Little Pigs ○ Come On Daisy ○ In Wibbles Garden ○ Rosie's Walk ○ The Ugly Duckling | <ul style="list-style-type: none"> ○ The Journey Home from Grandpa's House ○ I Love My Grandma ○ The Train Ride ○ Roaring Rockets ○ Things that Go ○ The Owl and the Pussy Cat | <ul style="list-style-type: none"> ○ Dear Zoo ○ Busy Monkeys – Jon Schnidel ○ Busy Elephants – Jon Schnidel ○ Elmer ○ Hullabaloo at the Zoo ○ The Lion Inside |

| | | | | | | |
|--|--|--|--|---|---|---|
| Linked rhymes | <ul style="list-style-type: none"> ○ If You Are Happy and You Know It ○ Head, Shoulders, Knees and Toes ○ Two Little Eyes to Look Around ○ Doctor Foster ○ I have a Pet – Super Simple ○ When Cats Get up in the Morning – Super Simple ○ Happy Birthday | <ul style="list-style-type: none"> ○ Teddy Bear, Teddy Bear ○ Bear is Sleeping ○ Five Little Bears ○ Five Little Leaves ○ Rain, Rain, go Away ○ I Hear Thunder ○ What's the weather? ○ Christmas songs | <ul style="list-style-type: none"> ○ Five Little Penguins ○ Five little snowmen ○ I'm a little snowman ○ Snowflake, Snowflake ○ Incy, Wincy Spider ○ This is the Way we Wash our Hands ○ Splashing in the Puddles ○ Five Little Firefighters | <ul style="list-style-type: none"> ○ Old McDonald had a Farm ○ The Farmer's in His Den ○ The Cows in the Barn ○ Farmer, Farmer What I do you See? ○ Five Little Ducks ○ Rain, Rain, Go Away | <ul style="list-style-type: none"> ○ John Brown had a Little Motorcar ○ The Wheels on the Bus ○ A Sailor Went to Sea ○ The Big Ship ○ Mr Sun | <ul style="list-style-type: none"> ○ If You Are an Elephant and you Know it ... ○ You Can Hear the Lion Roaring in the Zoo ... ○ Let's Go to the Zoo ○ Five Little Monkeys Jumping on the Bed |
| Trips/Visitors Enrichments | <ul style="list-style-type: none"> ○ Visits ○ Dr / Nurse ○ Pet visit ○ School cook | <ul style="list-style-type: none"> ○ Teddy Bear Party ○ Class Bear Home ○ Autumn walk around school grounds ○ Walk to the post box | <ul style="list-style-type: none"> ○ Winter walk to the school forest ○ Police visit | <ul style="list-style-type: none"> ○ Farm visit ○ Police visit ○ Living Eggs Hatching in Class ○ Spring walk to the school forest | <ul style="list-style-type: none"> ○ Summer walk ○ Chester Zoo | <ul style="list-style-type: none"> ○ Reception visitors – Q & A time ○ Transition visits to Reception |
| Celebrations / Festivals / Special Events | <ul style="list-style-type: none"> ○ Birthdays ○ Teddy Bear Day ○ Start of Autumn | <ul style="list-style-type: none"> ○ Birthdays ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas ○ (Makaton) Nativity performance | <ul style="list-style-type: none"> ○ Birthdays ○ Chinese New Year ○ Start of Spring | <ul style="list-style-type: none"> ○ Birthdays ○ Holi | <ul style="list-style-type: none"> ○ Birthdays ○ Start of Summer ○ Eid Al-Fitr | <ul style="list-style-type: none"> ○ Sports Day ○ Transition |

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."*
- Make independent choices.
- Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
- Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
- Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
- Keep on trying when things are difficult.

Thinking and Creating Critically

- Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.*
- Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
- Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."*
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

Autumn

Spring

Summer

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

| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|--|---------------------------|---|---------------------|--|-------------------------|
| <h3>Listening and Attention</h3> <ul style="list-style-type: none"> ○ Pay attention to one thing at a time <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Listen to short stories with illustrations / props / sounds - Recall key events / name key characters - Begin to join in text retell - repeated refrains / some actions | | <h3>Listening and Attention</h3> <ul style="list-style-type: none"> ○ Enjoy listening to stories & remember much of what happens <ul style="list-style-type: none"> - Participate in small story group times - Through questioning recall key story events - Join in with simple text retelling using actions / words ○ Begin to shift attention from one thing to another when needed and given a prompt ○ Begin to listen to others in a small group with support | | <h3>Listening and Attention</h3> <ul style="list-style-type: none"> ○ Enjoy listening to longer stories (with increased attention) and can remember much of what happens <ul style="list-style-type: none"> - Can answer a range of questions (who, what, where and why) with relevant comments. With support begin to use full sentences when giving responses. ○ Shift attention from one thing to another with prompt ○ Listen to others in a small group, turn taking with use of prop ○ e.g. talking when holding the teddy bear | |
| <h3>Understanding</h3> <ul style="list-style-type: none"> ○ Follow an instruction with one part <ul style="list-style-type: none"> - Linked to: □ daily routine □ Key Person group activities - Special events: Autumn walk ○ <i>Understand simple questions about ‘who’, ‘what’ and ‘where’</i> <ul style="list-style-type: none"> - Getting to know: □ one another □ new learning space □ daily routine □ learning choices - Recount of events: □ own experiences □ stories ○ Begin to understand some ‘why’ questions related to own experiences <ul style="list-style-type: none"> - Autumn time / family events / special nursery events | | <h3>Understanding</h3> <ul style="list-style-type: none"> ○ Begin to understand and follow a two-part instruction <ul style="list-style-type: none"> ○ Linked to: □ daily routine □ child-initiated learning ○ Understand some ‘why’ questions within child initiated learning, Song / story time ○ Begin to show an understanding of some prepositions ○ Follow some simple instructions – <i>up / down / next to</i> ○ Begin to use language of prepositions – <i>on / in</i> | | <h3>Understanding</h3> <ul style="list-style-type: none"> ○ Understand and follow a two-part instruction <ul style="list-style-type: none"> - Across the daily routine with confidence and independence ○ Understand and respond confidently to simple ‘why’ questions <ul style="list-style-type: none"> - Within a range of contexts across the daily routine - With support begin to answer using some full sentences ○ Show an understanding of some prepositions <ul style="list-style-type: none"> - Within instructions – <i>behind / in front of</i> - Use language of prepositions – <i>up / down / next to</i> | |

Speaking

- **Begin to** use a wider range of vocabulary
 - Linked to: □ daily routine □ themes □ key knowledge
- 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

Speaking

- Use a wider range of vocabulary
 - Linked to: □ daily routine □ themes □ key knowledge
- **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
 - Using illustrations / props □ name main characters □ sequence main events
- **Continue to** develop communication: □ use 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: ■ likes ■ dislikes

Speaking

- User a wider range of vocabulary in a range of contexts
 - Linked to: □ daily routine □ themes □ key knowledge
- Sing a large repertoire of songs
 - As part of a group / independently
- Talk about a familiar book and tell a longer story
 - Talk about characters / main events / likes / dislikes
- Develop communication: □ **begin to** use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with 'and' / 'like' / 'because' □ start a conversation and continue it, turn taking – be a good listener
- Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a view point – likes / dislikes □ Debate

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

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|---|---------------------------|--|---------------------|--|-------------------------|
| <p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Talk about their feelings using words like ‘happy’, ‘sad’. ○ Explore the learning environment - developing independence, interest and sustained learning ○ Can follow simple instructions | | <p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Can take part in whole class and small group activities, taking into account what the teacher says ○ Talk about their feelings using words like ‘angry’ or ‘worried’. ○ Begin to understand how others might be feeling. ○ Be able to recognise the impact of own choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings | | <p>Self-Regulation</p> <ul style="list-style-type: none"> ○ Can take responsibility for areas of provision ○ Develop appropriate ways of being assertive. ○ Talk with others to solve conflicts. ○ Help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</i> | |
| <p>Managing Self</p> <ul style="list-style-type: none"> ○ Confident to try new activities ○ Select and use activities and resources, with help when needed. This could be to achieve a goal that has been suggested to them. ○ Developing independence within care routines - putting on own coat / feeding self at snack and lunch time ○ Able to express own needs & asks adults for help when needed | | <p>Managing Self</p> <ul style="list-style-type: none"> ○ Show increased independence when selecting and using activities and resources to achieve a goal they have chosen. ○ Shows independence throughout the day – toileting, fastening own coat, using outdoor clothing, tidying away resources after use ○ Increasingly follow rules, understanding why they are important. ○ Can say sorry when they have made a wrong choice ○ Can say when they are hungry/tired/thirsty | | <p>Managing Self</p> <ul style="list-style-type: none"> ○ Can describe the differences between healthy and unhealthy foods / drinks and begin to talk about the effect on their teeth and body. ○ Do not always need an adult to remind them of a rule. ○ Make healthy choices about food, drink, activity and tooth brushing. ○ Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | |
| <p>Building Relationships</p> <ul style="list-style-type: none"> ○ Can leave main carer to participate in the nursery daily routine ○ Developing positive relationships with practitioners and peers ○ Enjoy a sense of belonging through being involved in: □ key person group time □ a range of daily activities, indoors and outdoors ○ Show confidence & self-esteem through being outgoing towards familiar people and some new | | <p>Building Relationships</p> <ul style="list-style-type: none"> ○ Can engage in group activities and turn take with resources ○ Develop their sense of responsibility and membership of a community. ○ Become more outgoing with unfamiliar people, in the safe context of their setting. ○ Show interest in the lives of people who are familiar to them ○ Can talk about some similarities and differences with others | | <p>Building Relationships</p> <ul style="list-style-type: none"> ○ Can explain what makes a good friend ○ Show more confidence in new social situations. ○ Play with one or more other children, extending and elaborating play ideas. | |

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display visual timetable and pictorial behavioural expectations. □ Classrooms will provide quiet areas within their provision for children to have some ‘me time’. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour.

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn

Spring

Summer

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

| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|--|---------------------------|---|---------------------|---|-------------------------|
| <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Know the importance of washing hands ○ Know how to hop, stand on one leg & hold a pose for a game like musical statues ○ Know how to climb up stairs, steps & move across equipment using alternate feet ○ Know how to crawl, walk & run across a low plank ○ Know how to push, roll & bounce a large ball ○ Know how to throw and catch a large ball ○ Know how to move a large ball using feet ○ Know how to change speed & direction to avoid obstacles | | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Follow simple instructions to make a series of movements ○ Know how to skip, gallop, slither etc & follow instructions ○ Begin to match movements to music ○ Know how to use large muscle movements to wave flags & streamers ○ Develop movement, balancing, (riding scooters, trikes & bikes) skills ○ | | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ○ Know how to put on a coat & fasten a coat ○ Begin to know the changes that happen to the body after exercise, such as heart beating faster ○ Choose the right resources to carry out their own plan. <i>For example, choosing a spade to enlarge a small hole they dug with a trowel.</i> ○ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks | |
| <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Know how to use a knife & fork ○ Eat independently ○ Take part in activities such as threading, using peg boards etc. | | <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Know how to make snips paper with scissors ○ Show a preference for dominant hand ○ Use a comfortable grip with good control when holding pens & pencils ○ Manage tools and resources to create the desired effect <i>e.g. using pegs to hang out the washing in the home corner</i> | | <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ○ Know the importance and how to brush teeth ○ Know that equipment & tools need to be handled safely ○ Know how to hold a pen or pencil in a tripod grip | |

Children in nursery will have lots of opportunities to reinforce their developing physical skills through: □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ Forest School □ Daily wake and shake routines □ Dough Disco □ Balance bikes

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

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

| | | |
|---------------|---------------|---------------|
| Autumn | Spring | Summer |
|---------------|---------------|---------------|

Learning Priorities: [Linked to Development Matters 2021](#) * See EY2P Literacy Long Term Plans

| Autumn 1 It's Good to be Me | Autumn 2 Let's Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|--------------------------------|---------------------------|-----------------------------|---------------------|--------------------------|-------------------------|
|--------------------------------|---------------------------|-----------------------------|---------------------|--------------------------|-------------------------|

| | | |
|---|--|---|
| <p>Concepts About Print</p> <ul style="list-style-type: none"> ○ Distinguish between picture / illustration and print / writing ○ Imitates adults' writing by making continuous lines and shapes and symbols from left to right and top to bottom ○ Understand that print has meaning | <p>Concepts About Print</p> <ul style="list-style-type: none"> ○ Understand directionality of print - we read English text from left to right and from top to bottom ○ Show an awareness that print can have different purposes | <p>Concepts About Print</p> <ul style="list-style-type: none"> ○ Use some print and letter knowledge in mark marking / early writing and ascribe meaning ○ Understand the names of the different parts of a book ○ Show an awareness of page sequencing |
|---|--|---|

| | | |
|---|---|--|
| <p>Phonics / Word Recognition</p> <ul style="list-style-type: none"> ○ Build up a bank of familiar Nursery Rhymes ○ Participate in foundational phonics activities, recognizing and identifying environmental sounds ○ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes ○ Identify, recognise and write initial letter of own name independently | <p>Phonics / Word Recognition</p> <ul style="list-style-type: none"> ○ Can write their name using a name card with accurately formed letters / beginning to develop skills independently without use of name card ○ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother ○ Hear initial phoneme in own name and begin to hear some others ○ Use print and letter knowledge to 'write' items to support their play (list, spell, labels for map/construction/forest school) ○ Can write some letters accurately | <p>Phonics / Word Recognition</p> <ul style="list-style-type: none"> ○ Begin to write some initial sounds accurately for lists and labelling ○ Begin to apply early phonic knowledge to write some initial phonemes in words when writing ○ Talk about made marks (including symbols) / early writing (known letters) using longer sentences with some connectives ○ Develop confidence and knowledge within Set 1 RWI sounds ○ Begin to apply early phonic knowledge to read some CVC words ○ Begin to apply early phonic knowledge to write some CVC words |
|---|---|--|

| | | |
|---|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> ○ Find their name card (with photograph in first instance) ○ Can point to the words and the pictures in a book ○ Can join in with the repeating refrains of focus text ○ Can sequence a story using a small number of visual images ○ Can continue a rhyme and match rhyming words together ○ Listen to stories and answer simple questions ○ Join in with foundational phonics activities ○ Independently handle a book carefully ○ Recognise own name ○ Know the difference between illustration and word ○ Begin to extend their vocabulary from stories | <p>Reading</p> <ul style="list-style-type: none"> ○ Begin to orally blend CVC words ○ Begin to group words/objects with the same initial sounds ○ Can read own name in different contexts ○ Can sequence events from familiar traditional tales ○ Can name the characters and differentiate between good and bad characters ○ Can use the words 'beginning', 'middle' and 'end' to describe story structure. ○ Can answer 'who', 'what' and 'why' questions. ○ Can use a book with correct orientation and page turning ○ Begin to use a range of vocabulary from known stories and books | <p>Reading</p> <ul style="list-style-type: none"> ○ Engage in extended conversations about stories, using and applying new vocabulary. ○ Can orally blend CVC words ○ Confidently group words/objects with the same initial sounds ○ Can predict what might happen next in stories ○ Know the five key concepts of print ○ Understand the key part of a book- title, front cover, back cover ○ Can clap and count syllables for 2,3 and 4 syllable words. ○ Can re-tell an unfamiliar text independently by the use of images. ○ Develop confidence and knowledge within Set 1 RWI sounds ○ Begin to apply early phonic knowledge to read some CVC words |
|---|---|---|

Children: □ to be exposed to key vocabulary and quality texts within all areas of the provision □ will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text □ will have a balance of fiction and non-fiction texts to support learning □ will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled □ will have access to a quality reading curriculum.

| | | |
|--|--|---|
| <p>Oral composition - See also Communication & Language</p> <ul style="list-style-type: none"> ○ Ascribe meaning to signs, symbols and words that are seen in different places, including those they make themselves ○ Give meaning to marks: ○ Label using a range of vocabulary ○ Break the flow of speech into words, developing: □ oral rehearsal □ memory, holding a word / caption / short sentence to: (i) dictate to an adult what to write | <p>Oral composition - See also Communication & Language</p> <ul style="list-style-type: none"> ○ Engage in a range of purposeful mark making / early writing, beginning to understand audience, purpose and form e.g. <i>shopping list / telephone message / label for model to be displayed</i> ○ Break the flow of speech into words, developing: □ oral rehearsal □ memory, holding a word / caption / short sentence to: (ii) write using marks / symbols ○ Write own name, from memory, with majority of letters correctly formed | <p>Oral composition - See also Communication & Language</p> <ul style="list-style-type: none"> ○ Compose sentences using 6+ words and begin to use connectives ○ Break the flow of speech into words, developing: □ oral rehearsal □ memory, holding a word / caption / short sentence to: (ii) write using known letters |
| <p>Writing</p> <ul style="list-style-type: none"> ○ Can use large and small motor skills to develop increasing independence-manage buttons, zips, velcro fastenings on shoes, pour drinks. ○ Choose and use one handed tools with intention (musical instruments, jugs, hammers, mark making tools) ○ With support begin to hold pencil correctly ○ Label made marks ○ Identify, recognise and write initial letter of own name independently | <p>Writing</p> <ul style="list-style-type: none"> ○ Begin to use hold pencil correctly independently ○ Talk about made marks using simple sentences ○ Add some marks to their pictures which they give meaning to (eg. "That's my mummy!") ○ Beginning to mark make / write with correct directionality, left to right ○ Use print and letter knowledge to 'write' items to support their play (list, spell, labels for map/construction/forest school) ○ Can write some letters accurately | <p>Writing</p> <ul style="list-style-type: none"> ○ Can hold a pencil in a tripod grip ○ Can write left to right ○ Can recognise and write their own name independently ○ Begin to write some initial sounds accurately for lists and labelling ○ Begin to apply early phonic knowledge to write some initial phonemes in words when writing ○ Talk about made marks (including symbols) / early writing (known letters) using longer sentences with some connectives ○ Develop confidence and knowledge within Set 1 RWI sounds ○ Begin to apply early phonic knowledge to write some CVC words |
| <p>Children to be □ exposed to a range of tools, including left-handed scissors, within all areas of the provision □ encouraged and motivated to mark make / write through opportunities provided in a range of ways (clipboards, notepads, different paper -coloured, lined, thematic frames) including a range of crayons, pencils, pens, chalks throughout the environment. □ Staff to model writing for a range of purposes in planned and spontaneous learning opportunities. □ Gross motor development will underpin the development of fine motor skills with planned provision for small muscle coordination (hands and fingers) with resourcing to include threading, scissors, paint brushes, cutlery for snack/lunch, collage, small world etc.</p> | | |

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn **Spring** **Summer**

Learning Priorities: Linked to Development Matters 2021

** See EY2P Maths Long Term Plans*

| Autumn 1 It's Good to be Me | Autumn 2 Let's Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|---|--|---|---|---|--|
| <p>Cardinality & Counting Accurate and consistent verbal counting to 5</p> <p>Measures Understand and use specific attributes to compare height (taller and shorter rather than big and small)</p> <p>Spatial Reasoning Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to)</p> <p>Shape Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws)</p> <p>Sorting & Sequencing Sort by a single property – colour</p> | <p>Cardinality & Counting Correspondence and cardinality to 3 Subitising 1 and 2</p> <p>Measures Understand and use specific attributes to compare length (long, short)</p> <p>Spatial Reasoning Understand and use language of position that can vary by viewpoint (in front, behind)</p> <p>Shape Explore construction with 3D shapes – combining shapes in two dimensions</p> <p>Sorting & Sequencing Sort by 2 properties - colour and size</p> | <p>Cardinality & Counting Correspondence and cardinality to 5 Subitising 3</p> <p>Measures Understand and use specific attributes for width and thickness (wide, narrow, thick, thin)</p> <p>Spatial Reasoning Understand and use everyday language of direction (up, down, through, over, under)</p> <p>Shape Explore pattern and picture making with 2D pattern blocks</p> <p>Sorting & Sequencing Sort using different combinations of properties (size attributes linked to measure, colour and shape)</p> | <p>Cardinality & Counting Begin to recognise numerals and match to sets</p> <p>Measures Understand and use specific attributes for weight/mass (heavy, light, heavier, lighter)</p> <p>Spatial Reasoning Understand and use language of movement (forwards, backwards, sideways, turn)</p> <p>Shape Begin to notice properties of 3D shape and find shapes that are the same</p> <p>Sorting & Sequencing Simple AB sequences varying colour or size (continue and copy patterns)</p> | <p>Cardinality & Counting Conservation of number to 5 with order irrelevance</p> <p>Comparison Compare sets of objects – which has more, fewer – just by looking</p> <p>Measures Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow)</p> <p>Spatial Reasoning Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along)</p> <p>Shape Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures</p> <p>Sorting & Sequencing Simple AB sequences of sounds, actions and objects (make own patterns)</p> | <p>Cardinality & Counting Accurate and consistent verbal counting to 10</p> <p>Composition Separate a group of three or four objects in different ways</p> <p>Comparison Making equal sets</p> <p>Measures Understand and use specific attributes for capacity (full, empty, part full)</p> <p>Spatial Reasoning Understand and use language of distance (far away, near, how far?)</p> <p>Shape Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes</p> |

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn

Spring

Summer

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

| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|---|---------------------------|---|---------------------|---|-------------------------|
| Chronology <ul style="list-style-type: none"> ○ Able to follow the daily routine with support of visuals ○ Describe special events such as a birthday/ day out/ first day at school by looking at images. ○ Remember & talk about significant times or events for family & friends ○ Understand and use vocabulary such as: this morning, last night | | Chronology <ul style="list-style-type: none"> ○ Sequence the events in a story ○ Make predictions about what might happen next ○ Use talk to explain what is happening ○ Understand and use vocabulary such as: yesterday, tomorrow | | Chronology <ul style="list-style-type: none"> ○ Talk about similarities and differences between different events ○ Retell past events in correct order ○ Understand and use vocabulary such as: last week, at the weekend | |
| Own / Family History <ul style="list-style-type: none"> ○ Name members of their own immediate family ○ Talk about how they have changed over time from baby-Toddler-child ○ Begin to make sense of own life- story | | Own / Family History <ul style="list-style-type: none"> ○ Question words of ‘who’, ‘why’, ‘where’ and ‘when’. ○ Understand that they only have one birthday a year ○ Take images of growth and change and sequence events and retell what happened over time. | | Own / Family History <ul style="list-style-type: none"> ○ Talk about past trips/holidays that they have been on with family ○ Begin to make sense of own family history – grandparents etc. | |
| Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Talk about the events in the Christmas story ○ Describe what we ‘remember’ ○ Say what is the same and what is different – look at photographs, objects, pictures etc. ○ Question why things happened & give explanations ○ Understand why and how questions ○ Asks who, what, when & how | | Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Begin to develop an understanding of characters from the past ○ Understand and use vocabulary such as: <i>I can see, I saw, same, different, change, what happened? Why? because</i> | | Figures/Characters/Settings/Events from the Past <ul style="list-style-type: none"> ○ Recount key events linked to visitors into school using past tenses ○ Understand and use vocabulary such as: <i>how, why, because</i> | |
| Familiar Situations from the Past <ul style="list-style-type: none"> ○ Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world ○ Share stories about people from the past who have an influence on the present | | Familiar situations from the Past <ul style="list-style-type: none"> ○ Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world ○ Use talk to recall and relive past experiences | | Familiar situations from the Past <ul style="list-style-type: none"> ○ Describe a memory- linked to photographs and special objects. | |

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. □ Class floor books to be used to showcase a learning journey over time of significant events.

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: R.E)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| | | |
|---------------|---------------|---------------|
| Autumn | Spring | Summer |
|---------------|---------------|---------------|

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

| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|--------------------------------|---------------------------|-----------------------------|---------------------|--------------------------|-------------------------|
|--------------------------------|---------------------------|-----------------------------|---------------------|--------------------------|-------------------------|

| | | |
|---|--|---|
| <p>Self Awareness</p> <ul style="list-style-type: none"> ○ Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things. | <p>Self Awareness</p> <ul style="list-style-type: none"> ○ Talk about their life and what they do as they grown from a baby to a child. | <p>Self Awareness</p> <ul style="list-style-type: none"> ○ Begin to develop an understanding of helping within the community – planting ○ Begin to understand how animals can also help people |
| <p>My Family and Other Families</p> <ul style="list-style-type: none"> ○ Talk about own family and begin to compare with others ○ Share own special celebrations ○ Enjoys joining in with family customs & routines | <p>My Family and Other Families</p> <ul style="list-style-type: none"> ○ Talk about special events and celebrations for them and their family. ○ Show interest in different occupations. ○ Compare their family to other families and explain what is the same and what is different | <p>My Family and Other Families</p> <ul style="list-style-type: none"> ○ Know some of the names of some people who help them and their role / occupation ○ Begin to make sense of their own life-story and family's history. |
| <p>Friendships</p> <ul style="list-style-type: none"> ○ Develop friendships | <p>Friendships</p> <ul style="list-style-type: none"> ○ Recognise similarities and differences between their own interests and those of their friends | <p>Friendships</p> <ul style="list-style-type: none"> ○ Re-enact different roles within role play ○ Continue developing positive attitudes about the differences between people. |
| <p>Different Cultures</p> <ul style="list-style-type: none"> ○ Begin to name and talk about some key features of different festivals e.g. <i>harvest, Diwali, Christmas ...</i> | <p>Different Cultures</p> <ul style="list-style-type: none"> ○ Name the festival of Holi and understand that it is a special time for some people | <p>Different Cultures</p> <ul style="list-style-type: none"> ○ Name the festival of Eid Al-Fitr and understand that it is a special time for some people |

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

UNDERSTANDING THE WORLD □ **People, Culture & Communities** (Links to KS1: Human Geography) □ **Natural World** (Links to KS1: Physical Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn **Spring** **Summer**

Learning Priorities: Linked to Development Matters 2021

| Autumn 1 It's Good to be Me | Autumn 2 Let's Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
|---|---------------------------|---|---------------------|---|-------------------------|
| Different Occupations <ul style="list-style-type: none"> Identify and talk about the different roles and occupations of people who are familiar to them | | Different Occupations <ul style="list-style-type: none"> Re-enact different occupations within role play | | Different Occupations <ul style="list-style-type: none"> Be able to talk about the key features of the Zoo | |
| Local Environment <ul style="list-style-type: none"> Talk about where they live Talk about who lives in their home Describe the location of special events eg <i>parks, cinema, beach</i> | | Local Environment <ul style="list-style-type: none"> Develop an awareness of different settings Describe the features of farm. Build their own farm and include key features for animal homes. Build their own farm and include key features for animal homes. | | Local Environment <ul style="list-style-type: none"> Talk about their journey to school Know our school is based in Warrington which is in England. Can name some significant places in Warrington - Park, swimming, Shopping etc. Name a variety of different homes such as barn, castle, tent caravan, flat, detached | |
| Natural World <ul style="list-style-type: none"> Participate in Forest School, getting to know key features of the learning space Explore all learning spaces with increasing independence Say what they like and dislike about indoor and outdoor environments | | Natural World <ul style="list-style-type: none"> Participate in Forest School, exploring the similarities and differences of different natural objects Talk about the habitats of some winter animals Explain why we see plants and flowers growing in the spring and the Summer. Explain the best places for flowers, and vegetables to grow and explain why. | | Natural World <ul style="list-style-type: none"> Participate in Forest School, identifying the importance of respecting nature and our surrounding environment Talk about the habitats of some wild animals Begin to understand the need to respect and care for the natural environment and all living things. | |
| Different Countries <ul style="list-style-type: none"> Talk about places they have visited | | Different Countries <ul style="list-style-type: none"> Find out about animals that live in different countries/climates | | Different Countries <ul style="list-style-type: none"> Know the names of some other countries and begin to talk about some differences | |
| Natural Phenomena <ul style="list-style-type: none"> Talk about the key features of Autumn | | Natural Phenomena <ul style="list-style-type: none"> Talk about the key features of Winter Talk about the key features of Spring | | Natural Phenomena <ul style="list-style-type: none"> Explore and talk about the different forces they can feel Talk about the key features of Summer | |
| Technology <ul style="list-style-type: none"> Explore different toys in role play such as telephones, cameras, keyboards. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets With practitioner support explore the Interactive White Board | | Technology <ul style="list-style-type: none"> Understands that we can search for information on 'google' by typing in a word to find out more. Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options Complete simple programmes using the Interactive White Board Begin to know that they shouldn't use devices without supervision – E-Safety | | Technology <ul style="list-style-type: none"> Can operate simple games on the iPad and know to open and end a programme. Can type their name on a keyboard by finding the letters of their name. Complete increased range of programmes using the Interactive White Board | |

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experience of hatching our own chicks

UNDERSTANDING THE WORLD □ **Natural World** (Links to KS1: Science)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| Autumn | | Spring | | Summer | |
|---|----------------------------------|---|----------------------------|---|--------------------------------|
| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
| <p>Living Things: Animals and Plants</p> <ul style="list-style-type: none"> ○ Name & identify body parts- facials features, arms, legs, fingers and toes ○ Know the names of different body parts & what they do | | <p>Living Things: Animals and Plants</p> <ul style="list-style-type: none"> ○ Know the names of farm animals including babies ○ Know the names of the basic parts of a plant & tree ○ Find out about animals that live in different countries/climates | | <p>Living Things: Animals and Plants</p> <ul style="list-style-type: none"> ○ Know the names of wild animals including some babies ○ Talk about the habitats of some wild animals ○ Find out about animals that live in different countries/climates ○ Begin to understand the need to respect and care for the natural environment and all living things. | |
| <p>Materials</p> <ul style="list-style-type: none"> ○ Use some senses in hands-on exploration of natural materials ○ Explore natural materials indoors and outdoors | | <p>Materials</p> <ul style="list-style-type: none"> ○ Know why some objects float & sink ○ Explore materials with different properties and talk about the and changes that they notice. ○ Use a magnifying glass and talk about/describe what they see/notice | | <p>Materials</p> <ul style="list-style-type: none"> ○ Know the different properties of material e.g. <i>wood, plastic, metal</i> | |
| <p>Different Processes</p> <ul style="list-style-type: none"> ○ Using images sequence the change from baby to child ○ Know about the different seasons & the effect they have on plants, tress & creatures | | <p>Different Processes</p> <ul style="list-style-type: none"> ○ Know that most plants start growing from a seed or bulb ○ Know all plants need water & light to grow & survive ○ Know how to care for plants ○ Understand the key features of the life cycle of a plant and an animal – chick (living eggs) ○ Know some correct terms to describe the life-cycle of a butterfly | | <p>Different Processes</p> <ul style="list-style-type: none"> ○ Know the effects of exercise on the body e.g. <i>heart beats faster, get hotter</i> | |

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experience of hatching our own chicks

EXPRESSIVE ARTS & DESIGN: □ [Creating with Materials](#) (Links to KS1 Art & Design / DT)

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

| Autumn | | Spring | | Summer | |
|--|---------------------------|--|---------------------|---|-------------------------|
| Learning Priorities: Linked to Development Matters 2021 | | | | | |
| Autumn 1 It’s Good to be Me | Autumn 2 Let’s Explore | Spring 1 Splashing About | Spring 2 Growing | Summer 1 Near and Far | Summer 2 Chester Zoo |
| Colour <ul style="list-style-type: none"> Explore and talk about what happens when you mix colours | | Colour <ul style="list-style-type: none"> Describe changes to colours as they are mixed. Identify key colours of things in the surrounding environment and reference these in their work | | Colour <ul style="list-style-type: none"> Choose colours appropriately for their work | |
| Drawing <ul style="list-style-type: none"> Begin to use a variety of drawing tools- pencils, crayons, pencil crayons, pastels, and chalk Draw a simple representation of self Create closed shapes with continuous lines and begin to use these shapes to represent objects. | | Drawing <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create observation drawing of flowers using pastels Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. | | Drawing <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Create drawings of animals looking closely at their features | |
| Painting <ul style="list-style-type: none"> Create a painting of themselves – identifying key features of their face and representing these features using the correct colours Explore finger painting | | Painting <ul style="list-style-type: none"> Paint flowers/animals looking closely at shape and scale of their features Explore ice painting | | Painting <ul style="list-style-type: none"> Paint different vehicles looking closely at shape and scale of their features Explore painting with different tools | |
| Printing <ul style="list-style-type: none"> Explore printing using natural materials such as leaves | | Printing <ul style="list-style-type: none"> Use printing with different objects to create an Antarctic image | | Printing <ul style="list-style-type: none"> Explore printing using different objects and tools to create vehicles/animals etc. | |
| Paper / Materials <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Explore different textures Begin to describe different textures. Create their own Autumn collage – nature walk Make their own home using a variety of materials such as cardboard, plastic, fabric | | Paper / Materials <ul style="list-style-type: none"> Create simple collages using a variety of texture and can explain how one texture represents an object. Describe some different textures. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. | | Paper / Materials <ul style="list-style-type: none"> Select appropriate tool or technique to complete a task Create their own zoo - by making colour and material sections for their chosen animals. Use a range of media to demonstrate the different habitats of different animals. | |
| Sculpture / 3D <ul style="list-style-type: none"> Make snips in paper using a two-handed scissor grip. Use glue to join pieces Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently. Build a representation of own home using a mixture of materials. | | Sculpture / 3D <ul style="list-style-type: none"> Use a range of materials to join, glue, string, cotton, sellotape Make own designs from junk modelling materials Match animals to the food they produce Know that some food is grown from plants and trees – vegetable / fruit | | Sculpture / 3D <ul style="list-style-type: none"> Explain what healthy and unhealthy means. Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy Use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter Create animal habitats using a range of different materials and textures and explain their choices. | |

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Links to KS1 Music / Performing Arts)

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

| Autumn | | Spring | | Summer | |
|--------------------|---------------|-----------------|----------|--------------|-------------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| It’s Good to be Me | Let’s Explore | Splashing About | Growing | Near and Far | Chester Zoo |

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

| | | |
|---|---|---|
| <p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Show interest in domestic role play using resources purposefully ○ Show interest in small world play using resources purposefully ○ Engage in domestic role play, re-enacting some familiar family events ○ Engage in small world play, re-enacting some familiar events ○ Take part in simple pretend play, using an object to represent something else even though they are not similar. | <p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Begin to play co-operatively within domestic role play and small world play, developing narrative, linked to focus texts ○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | <p>Role Play / Drama</p> <ul style="list-style-type: none"> ○ Engage in themed role play, linked to focus text, developing narrative ○ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park |
| <p>Music / Performance</p> <ul style="list-style-type: none"> ○ Can sing a range of familiar nursery rhymes ○ Can sing a range of familiar nursery rhymes with actions ○ Can use props as they sing (nativity) ○ Can move in time to music ○ Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. ○ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | <p>Music / Performance</p> <ul style="list-style-type: none"> ○ Remember and sing entire songs. ○ Can follow a steady beat with a musical instrument. ○ Can follow the beat using body percussions. ○ Can use instruments to represent parts of a story for effect. ○ Can sing along to songs and mirror the actions of others. ○ Sing the pitch of a tone sung by another person (‘pitch match’). | <p>Music / Performance</p> <ul style="list-style-type: none"> ○ Create their own songs or improvise a song around one they know. ○ Can create their own rhythm in time to music. ○ Can use instruments to go faster and slower and can start and stop using visual signs. ○ Can sing along to a range of songs. ○ Play instruments with increasing control to express their feelings and ideas. |

| Calendar of Key School Events | Sept: | Oct.: | Nov: | Dec: | Jan: | Feb: | Mar: | Apr: | May: | June: | July: |
|-------------------------------|---------------------------------|---|--|--|-----------------------------------|------|------|------|------|-------|-------|
| | 16/09/24 Drop in for parents | 07/10/24 Parents Evening 17/10/24 – Daytime Nursery Silent Halloween Disco 17/10/24 – Uniform Pop Up Shop 18/10/24 School Closes for Half Term | 04/11/24 School Re- opens 21/11/24 – Individual School Photographs 28/11/24 Nasal Flu Immunisations | 7/12/24 – Christmas Fair & Santa's Grotto 12/12/24 – 14:00 EYFS Christmas Performance 13/12/24 - 14:00 EYFS Christmas Performance 20/12/24 – Toy Day/Party Day/Christmas Jumper Day 20/12/24 – School Closes for Christmas | 06.01.2025 School re- opens | | | | | | |

EVALUATION:

AUTUMN TERM:

SPRING TERM:

SUMMER TERM: