
EYFS PROGRAMME OF STUDY

PRIME AREAS

Communication and Language

EYFS Statutory 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.

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

Nursery

Communication and Language	
Listening, attention and understanding	Speaking

<p><u>Enjoy listening to longer stories and can remember much of what happens</u></p> <p>Skills Development Engage with basic book talk: pointing to people/ items Respond to comments about characters' actions or feelings, answering simple questions Listen, engage with and enjoy stories, including picture books and longer stories Remember what happens in longer stories (through the use of story bags- who, where, why, what goes wrong, where last, feelings, - story maps / plot points) Sequence stories using plot points and story maps with some support</p> <p>Knowledge Talk about the characters, settings, objects and actions in a story Use some stories in their play Retell some stories, using the story map sequencing to aid repertoire</p>	<p><u>Use a wider range of vocabulary</u></p> <p>Skills Development Use around 300 words Use some pronouns and prepositions correctly Listen to the teacher modelling new vocabulary / phrases that are appropriate to current learning (word collector and Grandma Fantastic) Listen to explanations of unfamiliar words and concepts through stories and activities Engage in role play to act out new words, such as 'stroll', knobbly' wart', 'feast' from The Gruffalo Engage with scientific vocabulary through play and activities, such as the names of a flower or the ingredients in a cake Understand and sometimes use correct language to be able to compare objects, i.e. 'This carrot is longer than this one.' Understand and use a wider range of colour and shape words; be able to name more animals and objects Understand and use words to express emotions like 'happy', 'sad', 'angry' or 'surprised'</p> <p>Knowledge Use the new vocabulary / phrases when prompted by an adult Use vocabulary when interacting with the environment and peers Use new vocabulary, in their play and interactions across different contexts and all areas of learning Use vocabulary in sentences of 4 to 6 words</p>
<p><u>Pay attention to more than one thing at a time (which can be difficult)</u></p> <p>Skills Development Focus on an activity of their own choice Stop and listen when addressed by their name Listen to simple instructions Look at the speaker's face Switch attention between listening to a speaker and their focus on an activity Listen to adults and peers in group settings Pay attention to more than one thing at a time Move away from distractions when concentrating</p> <p>Knowledge Use knowledge of where to complete certain tasks away from distractions: take a book to a quiet corner with cushions; turn body when playing with small world props for privacy/quiet; agree with a friend to take toys to a certain area to play</p>	<p><u>Sing a large repertoire of songs</u></p> <p>Skills Development Copy words and actions from familiar songs Show a preference for certain songs Listen to and join in with a range of traditional nursery rhymes/songs Sing with intonation Use gestures and actions independently With support join in with refrains and versus (call and response)</p> <p>Knowledge Sing a range of songs by heart, from MPPS's reading spine</p>
<p><u>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</u></p> <p>Skills Development Stop and listen to others Listen to and understand simple instructions, like 'stop' or 'sit' Identify, recognise and point to familiar objects and properties when prompted by an adult Answer who/what/where questions, when talking about books or pictures in front of them</p> <p>Concentrate and process simple information Follow simple instructions Follow 2 step instructions Engage in back and forth dialogue answering questions involving who/what/where/when about</p>	<p><u>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</u></p> <p>Skills Development Listen to a range of traditional nursery rhymes and familiar stories Join in with simple nursery rhymes and familiar books Copy some finger movements and gestures With support join in with refrains and versus (call and response) Retell events from a story in the correct order Sing/say a range of rhymes by heart Use ideas from familiar stories in their play Talk about the key parts of a familiar book (story bags- who, where, where next, why, what goes wrong, where last, feelings, story map or plot points)</p>

<p>books, stories, their play and the daily routine Understand and answer simple 'why' questions Understand slightly complicated explanations, as long as they can see the results themselves. For example, they'll understand an explanation like 'When the sun shines on things, it makes them hot. The water in the dog's bowl has been in the sun. Feel how warm it is'.</p> <p>Knowledge <i>Begin to understand simple concepts such as big/little and open/shut</i> <i>Follow simple instruction, i.e. "Can you wash the dolly's face?"</i> <i>Understand and act on a 2 key word sentence like 'make teddy jump' or 'get your coat'</i> Understand and act on a 3 key word sentence like 'put the red ball in the bag' Understand and recognise a range of objects, pictures and actions Understand use of prepositions such as 'under', 'on top' or 'behind'</p>	<p>Knowledge Express preferences for songs and stories, selecting favourite books or singing in their play</p>
<p><u>Understand 'why' questions</u> Skills Development <i>Listen to others, looking at the speaker's face</i> <i>Begin to answer 'who', 'what' and 'where' questions</i> Engage in book talk Engage in simple back and forth discussions about their play, answering 'why' questions Listen to adults modelling answers to why questions Investigate and talk about interesting objects such as living things, things that move or simple science investigations Talk about what they see Talk about what happens in stories</p> <p>Knowledge Understand simple 'why' questions, such as 'Why did the caterpillar get so fat?' Answer simple why questions using 'because' Ask simple why questions about books, activities or their play</p>	<p><u>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</u> Skills Development <i>Use speech sounds p, b, m, w</i> <i>Pronounce: /r/w/y/ f/th s/sh/ch/dz/j and multisyllabic words such as 'banana' and 'computer'</i></p> <p>Develop their pronunciation of: /r/w/y/, f/th, s/sh/ch/dz/j Articulate multi-syllabic words such as 'banana' and 'computer' Articulate multi-syllabic words such as 'pterodactyl', 'planetarium' and 'hippopotamus' Pronounce letters mostly correctly, but may have problems with 'r' and 'th', i.e. pronounce 'green' as 'gween' Speak clearly, enabling all listeners to understand, although may simplify certain sound clusters like 'str' and 'scr' and still be developing pronunciation of ng, sh, ch, j, v, th, r</p> <p>Knowledge Use longer words confidently during play Clap syllables in familiar (their name) and longer, unfamiliar words Self correct or help a peer when words are mispronounced</p>
<p><u>Phonics Aspect 1: general sound discrimination – environmental</u> Develop and show an awareness of the sounds around them</p> <p>Develop their listening skills by:</p> <ul style="list-style-type: none"> • going on a listening walk, • Playing sounds of cars, washing machines, alarms, animals, etc • drumming on different items outside and comparing the sounds, • playing a sounds lotto game, • making shaker <p><u>Phonics Aspect 2: - general sound discrimination – instrumental sounds</u> Develop and show an awareness of sounds made by various instruments and noise makers by:</p> <ul style="list-style-type: none"> • comparing and matching sound makers, 	<p><u>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</u> Skills Development <i>Start a conversation, often jumping from topic to topic</i> <i>Use gestures and pointing to aid communication</i> <i>Use intonation and pitch to communicate</i> Engage in conversation with adults and peers Listen to corrected sentences, sometimes repeating the correction Retell a simple event in the correct order using the correct names for people</p> <p>Knowledge Use correct pronouns frequently, 'she', 'he', 'him' 'they' 'them' 'us' Use the future tense correctly, 'I am going to the shops' Use the past tense correctly, 'I went to the playground' Understand and use a wider range of prepositions, 'above' next to', 'near,' 'alongside', 'beneath'</p>

<ul style="list-style-type: none"> • playing instruments alongside a story, • making loud and quiet sounds alongside developing a musical vocabulary <p><u>Phonics Aspect 3: general sound discrimination – body percussion</u></p> <p>Develop and show an awareness of sounds and rhythms, by:</p> <ul style="list-style-type: none"> • singing songs and action rhymes, • listening to music, • developing vocabulary about sounds 	
<p><u>Phonics Aspect 6: voice sounds</u></p> <p>Distinguish between different vocal sounds</p> <p>Begin oral blending and segmenting</p> <p>Copy and explore vocal expressions</p> <p>Join in with activities such as:</p> <ul style="list-style-type: none"> • feeding objects into a puppets mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in • Copying and commenting on different voices such as high/low, soft/harsh, loud/quiet, squeaky/gruff 	<p><u>Use longer sentences of four to six words</u></p> <p>Skills Development Communicate what they are doing, like 'I am making the cars crash!' Talk about or ask for what they need using social phrases, such as 'Can I go to the toilet?' Explain tasks and games to friends and adults, 'I want to play with the dolls now' Talk about what is/has happened in books and rhymes, such as 'The caterpillar got fatter because he kept on eating!' Investigate areas of provision and adult led activities in order to talk about what they see</p> <p>Knowledge Extend ideas using 'because', 'or', 'and' 'if'</p>
	<p><u>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</u></p> <p>Skills Development <i>Ask questions or comment on stories and rhymes</i> Express who they like or dislike in stories Talk about preferences after being shown a stimulus Express ideas using 'because', 'or', 'and' Negotiate with a peer during play, learning to take turns and share</p> <p>Knowledge Understand and respond to questions about stimuli Use information they know from books, activities and experiences to show their preferences and opinions in a simple way</p>
	<p><u>Start a conversation with an adult or a friend and continue it for many turns</u></p> <p>Skills Development <i>Listen to others, looking at the speaker's face</i> Interact with peers and adults throughout the school day Explain a game or task that they are doing Ask questions about what people are doing Ask a friend for a toy or object politely, explaining why they want something, i.e. 'Can I have the</p>

	<p>green pencil? I want to colour the grass' Develop a 2-3 back and forth conversation with peers around a game they're playing Ask questions that might be more abstract and complex. For example, 'If it keeps raining, will we have to build a boat to get home?'</p> <p>Knowledge Understand the importance of listening to another in order to respond</p>
	<p>Use talk to organise themselves and their play Skills Development <i>Listen to others, looking at the speaker's face</i> <i>Develop some pretend play, i.e. putting dolly to sleep, or driving a car to the shops</i> Describe a game in order to communicate what they're doing when asked by an adult or peer Show engagement and enjoyment in their play and interactions through their intonation and interactions Invite others to join in with their play, explaining what they're doing and what their friend could do Ask to join in with peers' games Begin to talk about what they're thinking. They might start conversations using questions like 'Guess what?' Talk about all sorts of different topics</p> <p>Knowledge Use inspiration from books, rhymes and adult led activities to create their own play, such as creating their own hunt after reading 'We're going on a bear hunt' Engage with a friend during role play, responding to what their characters say Begin to negotiate with peers around the games to play and what will happen in them</p>

Reception

Communication and Language	
Listening, attention and understanding	Speaking
<p>Understand how to listen carefully and why listening is important Skills Development Look at the teacher during learning together, group and 1:1 times Maintain focused eye contact for increasing periods Turn body to face the person speaking, respond to signals to listen Answer simple questions when addressed directly, Follow simple instructions, such as 'Sit down on the carpet quietly' Use eye contact when speaking 1:1 with an adult or peer Be learning ready and offer responses to questions and stimulus in small and larger group settings, i.e. through RAG tags Negotiate with friends during play, showing they can listen to their point of view or needs</p>	<p>Learn and use new vocabulary throughout the day and in different contexts Skills Development Listen to the teacher modelling new vocabulary / phrases that are appropriate to current learning Use the new vocabulary / phrases when prompted by an adult Use vocabulary when interacting with the environment and peers Enjoy saying new words in an exaggerated manner Understand and use words to explain complicated emotions, like 'confused', 'upset' and 'delighted' Engage with dialogue around new objects or stories to label, categorise and prompt thinking, such as book talk and comparing objects to familiar things, i.e. 'A cabbage is a kind of vegetable. It's like a big sprout!' Make associations with new vocabulary by answering questions about the senses, i.e. 'What</p>

<p>Knowledge Show ability to listen when in noisy, busy contexts Understand why listening is important by displaying correct learning behaviours most of the time</p>	<p>colour/shape/smell/feel does it have?' Engage with pictures, objects and tasks in their environment to prompt the use of new vocabulary Ask questions about their environment and the activities Use repeated refrains and learnt sentence structures from books in familiar contexts, i.e. 'I searched for the pencil but no pencil could be found!' Experiment with taught words and phrases in play and story telling</p> <p>Knowledge Find and point to pictures of new vocabulary Match and label objects and pictures with new vocabulary Parrot modelled new vocabulary in play Use new vocabulary independently, across different contexts and all areas of learning</p>
<p><u>Ask questions to find out more and to check they understand what has been said to them</u> Skills Development Ask questions about learning to clarify Ask questions when they don't understand a word or instruction Ask questions about new activities or books, showing enthusiasm and interest Use taught sentence stems such as 'I wonder why...!' to deepen questioning and thinking Finish a teacher model question, when prompted through suggestions, using taught question stems</p> <p>Knowledge Answer and ask questions about 'who', 'where', 'what' and 'when' Answer and ask questions involving 'why' Answer and ask questions 'how do you know'</p>	
<p><u>Articulate their ideas and thoughts in well-formed sentences</u> Skills Development Use complete sentences when communicating Include new vocabulary within sentences used Use past and future tense accurately Use plurals accurately</p> <p>Knowledge Use taught sentence starters to form full thoughts and sentences Respond to open questions in the environment about their play Talk about a wide range of activities, events and books articulately, offering opinions and preferences. Children may engage further by asking questions</p>	<p><u>Connect one idea or action to another using a range of connectives</u> Skills Development Use 'and', 'but', 'because', 'or' and 'when' i.e. 'I need some water because I have been running around outside.' Connect more than one idea to another, such as 'I wore my raincoat last week. It stopped me from getting really wet.' Use words to explain what is going on in their brain, i.e. 'I don't know,' or 'Remember..' Engage in book talk, answering directed questions around the reasons for characters' actions, i.e. 'Why does the boy look sad?' Comment on and ask questions about directed activities, i.e. science experiments, discussing what they see and why things have happened Engage adults and peers in dialogue through interesting observations, ideas for games or offering thoughts using multiple ideas together</p> <p>Knowledge Make links between cause and effect and different topics Use knowledge from stories, songs, rhymes and provision areas to explain why things happen</p>
<p><u>Engage in storytimes</u> Skills Development</p>	<p><u>Describe events in some detail</u> Skills Development Use words accurately to describe time, 'last week', 'yesterday', 'before school'</p>

<p>Sit and listen when asked for increased periods of time Repeat modelled words, phrases, songs and rhymes Join in with role play/talk for writing on repeated refrain retelling Predict and anticipate rhyming words Make a simple prediction about what might happen next with some accuracy based on character/action Retell a range of stories from the MPPS EYFS Book and rhyme Spine Use actions/characters from books consistently within their play and writing</p> <p>Knowledge Engage with more independence in role play activities based on books using taught words, phrases, songs and rhymes Respond to questions about what they have read Express opinions/likes/dislikes Make simple comparisons across texts, i.e. Stickman is sad and so was X in Dogger because he lost his toy Interact with the book corner, sharing and retelling favourite books with adults and peers Notice some similarities between texts (characters, settings, links to their lives)</p>	<p>Use sequencing words accurately such as first, next and then Describe people, objects and places with added detail of adjectives, prepositions, and well selected nouns Retell stories or activities in the correct order, following picture prompts to aid memory Provide two or more pieces of information when describing</p> <p>Knowledge Use a growing range of taught time connectives Fill in the gaps in stories or activities by finishing teacher modelled stories or activity retells Offer opinions and emotions to add to descriptions, such as 'I loved...' 'I felt sad when...'</p>
<p><u>Listen to and talk about stories to build familiarity and understanding</u> Skills Development Listen attentively to stories and other people's opinions and questions Talk about the plot and the main problem in the story Identify the main characters in the story, and talk about their feelings, actions and motives Use intonation and expression to mimic characters and actions from books to deepen understanding Refer to nonfiction books to build their understanding of a theme, finding pages they are interested in and talking about them</p> <p>Knowledge Take on different roles in imaginative play Use story language in play Retell stories in their own words Practice conversations between characters Independently show emotions of characters during reenactments by changing their intonation and using gestures Interact with and negotiate with peers within role play and play Make links between characters and their own lives (through scaffolded opportunities in the environment) Select favourite books to reread, expressing reasons why, building up their fluency, confidence in word reading comprehension, enjoyment and understanding</p>	<p><u>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</u> Skills Development Use complete sentences in everyday talk Use speech to:</p> <ul style="list-style-type: none"> • Organise activities, i.e. 'You be the mummy and i'll be the daddy,' • Overcome conflicts, i.e. 'Can I have that after you?' • Provide explanations, i.e. 'It sunk because it's heavy,' <p>Listen to the teacher thinking out loud how to work things out With support talk about a problem together With support suggest ideas how to solve problems Use the problem solving words/ phrases when prompted by an adult (so that, because, I think it's, you could, it might be) Use time connective language to order ideas Sequence ideas appropriately Hold a back and forth exchange with adults and peers in 1:1, small group and whole class settings Offer small explanations about why a thing might have happened, i.e. 'He couldn't carry it because it was too heavy.' Listen to and respond to a peer's question Use the correct volume of speech in different situations Use past, present and future tenses correctly, sometimes mistaking irregular tenses i.e. ranned Use a greater range of pronouns correctly Use-er to describe objects, i.e. 'bigger'</p> <p>Knowledge Articulate their ideas and needs in well formed sentences Communicate effectively and calmly with adults and peers Refer to stories and activities to offer reasons for why things might have happened</p>
<p><u>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</u></p>	<p><u>Develop social phrases</u> Skills Development</p>

<p>Skills Development Listen to stories multiple times Talk about familiar stories with other children and adults Retell stories through role play, drawing or by following story mats Use the pictures, and sometimes the words, in books to retell stories</p> <p>Knowledge Use new vocabulary and repetition of some vocabulary in independent play Reenact stories through role play and small world settings Innovate story language during role play, small world play and imaginative play</p>	<p>Use simple modelled phrases from across the school day: Hello, goodbye, good morning, good afternoon, how are you? Excuse me, please, thank you, can you help me? Have a nice weekend, Make requests maintaining appropriate eye contact, 'Can I play?' 'Thank you for helping me', 'Please can I have...?' 'Please can I go to the toilet?'</p> <p>Use modelled phrases to express themselves, i.e. 'This lunch is delicious!'</p> <p>Negotiate Compliment Work as a team to build games Comment on others' respectfully, Question politely, Engage with some empathy, self-regulation and patience: I like ... do you? What are you doing? Can I have a turn with...? Am I allowed to...? Are you ok/sad/happy/having fun? Work as a team to build games, speaking politely to peers with independence</p> <p>Knowledge Use social phrases independently throughout the day Interact effectively with a range of adults and peers</p>
<p><u>Listen carefully to rhymes and songs, paying attention to how they sound</u></p> <p>Skills Development Listen, join in with and repeat a range of rhymes and songs Notice how some words sound such as rhyming words- words sound the same at the end Identify alliteration Predict the word that will come next in poems and rhymes with regular patterns Suggest a new rhyme, which could be a made up word Join in with clapping the correct number of beats in longer words Clap the beat structure of words Clap the syllables in words Make up silly 'poems' including alliteration and rhyming strings Enjoy jokes</p> <p>Knowledge Clap syllables and rhythms independently Say the beginning sounds of words to make alliteration strings Make rhyming strings Sing songs independently from MPPS song and rhyme spine Categorise rhymes and alliteration cards/objects together Explain why a word is alliterative or rhymes</p>	
<p><u>Learn rhymes, poems and songs</u></p> <p>Skills Development Listen to a range of traditional and contemporary rhymes, poems and songs With support join in with refrains and versus (call and response) Sing songs by heart Sing songs with clear word boundaries, especially the alphabet song Sing independently</p>	

<p>Notice words in repeated refrains Talk about words in repeated refrains Pair actions with songs</p> <p>Knowledge Sing songs and nursery rhymes from MPPS's non negotiable Early Years spine by heart, adding actions and gestures Make up their own songs, stimulated by the environment</p>	
<p><u>Engage, listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</u></p> <p>Skills Development Listen to non-fiction books multiple times Refer back to non-fiction books, showing an interest in certain topics Find specific pages in familiar non-fiction texts Explore by looking at pictures and photographs Talk about what is happening in each illustration Talk about information in a non-fiction using new vocabulary and knowledge Find information using a non-fiction book Ask and answer questions about non-fiction books Learn, understand and point to CAP vocabulary: title, contents, back page, pictures, fact boxes, diagrams, labels, with adult support Navigate to, point to and read (with support) the parts of a non-fiction book: title, contents, back page, pictures, fact boxes, diagrams, labels</p> <p>Knowledge Retrieve a familiar book on a certain topic to read or find pictures to share with adults or peers Make links with information in the books and their own lives Refer back to a growing knowledge of information, topics and vocabulary from non-fiction books Make links between books and topics</p>	
<p>Listening, Attention and Understanding ELG</p>	<p>Speaking ELG</p>
<p><i>Children at the expected level of development will:</i></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><i>Children at the expected level of development will:</i></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences,</p>

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including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

EYFS Statutory 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.

Nursery

Personal Social and Emotional Development		
Self Regulation	Managing Self	Relationships
PSHE - living in the wider world	PSHE - health and wellbeing	PSHE - relationships
Vocabulary: feelings, scared/worried, angry, kind, quiet/thinking time, careful, brave, cross.	Vocabulary: washing hands, zip/button, tie/buckle/velcro, clothing (cardigan/jumper), put on/take off, hot/cold, body parts e.g. fingers/cold, teeth/toothbrush, clean, right, wrong.	Vocabulary: teacher, extended family, names, mine, yours, caring, kind, together, nursery, reception.
<p><u>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</u></p> <p>Knowledge:</p> <p>Skills: Use resources effectively for an activity when provided/suggested. Select and use correct resources for a suggested activity. Select and use resources for an activity that they have chosen.</p>	<p><u>Increasingly follow rules, understanding why they are important.</u></p> <p>Knowledge: Know the school behaviour rules Understand why they are important Know any Nursery specific rules (only two children in the play house)</p> <p>Skills: Follow rules when reminded Follow rules independently</p>	<p><u>Develop their sense of responsibility and membership of a community.</u></p> <p>Knowledge:</p> <p>Skills: Put your belongings in the correct position at the start of the day, and collect from the same place at the end of the day. Play a positive part in classroom set up, giving out and collecting resources (fruit.snack time) Take responsibility for putting all resources back where they belong.</p>
<p><u>Remember rules without needing an adult to remind them.</u></p> <p>Knowledge:</p>	<p><u>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands thoroughly.</u></p> <p>Knowledge: Know when teeth should be brushed.</p>	<p><u>Become more outgoing with unfamiliar people, in the safe context of their setting.</u></p> <p>Knowledge:</p>

<p>Skills: Follow rules independently and self regulate accordingly.</p> <p>Support others to follow rules (you should only have one piece of fruit)</p>	<p>Skills: Be able to brush teeth effectively Use the toilet and wash/dry hands independently.</p>	<p>Skills: Leave parent/family at the start of the day, without adult support. Smile and say hello/good morning to unfamiliar people. Ask questions to visitors about the given topic.</p>
<p><u>Develop appropriate ways of being assertive.</u></p> <p>Knowledge:</p> <p>Skills: When appropriate use phrases such as “stop please I do not like that” “I do not want to do that” “Could I please..”</p>	<p><u>Make healthy choices about food, drink, activity and toothbrushing.</u></p> <p>Knowledge: Know when teeth should be brushed.</p> <p>Skills: Select foods/drinks that would be beneficial to long term health (inc teeth). Discuss how being active is good for me (how it makes us feel) Take part in activity daily.</p>	<p><u>Show more confidence in new social situations.</u></p> <p>Knowledge:</p> <p>Skills: During local trips show an interest in their surroundings Ask questions of interest in new social situations</p>
<p><u>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</u></p> <p>Knowledge:</p> <p>Skills: Express their feelings to adjust when asked using “scared, worried, happy, angry, sad”</p> <p>Share their feelings with adults without being asked.</p> <p>Share their feelings with peers during conversation or when prompted by peers/adults.</p>		<p><u>Play with one or more other children, extending and elaborating play ideas.</u></p> <p>Knowledge:</p> <p>Skills: Listen and talk to others during play</p> <p>Create focused play activities with one or more children Respond to others suggestions during play</p>
		<p><u>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</u></p> <p>Knowledge:</p> <p>Skills: With support, listen to others requests (adult may model)</p> <p>Compromise when agreement can not be reached (You can be spiderman first and then I will be spiderman)</p> <p>Ask others what they would like to do / happen</p>
		<p><u>Talk with others to solve conflict.</u> (see above)</p>
		<p><u>Understand gradually how others might be feeling.</u></p> <p>Knowledge:</p> <p>Skills:</p>

		<ul style="list-style-type: none"> - Predict how characters may be feeling due to actions within a story - Predict and label how others may be feeling due to facial expressions and body language
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Reception

Personal Social and Emotional Development		
Self Regulation	Managing Self	Building Relationships
PSHE - living in the wider world	PSHE - health and wellbeing	PSHE - relationships
<p>Vocabulary: emotion, expression, frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, goal, instruction, independent, nervous, surprised, embarrassed, calm.</p>	<p>Vocabulary: take turns, weekly challenge, healthy/unhealthy, fit, body parts (lips, eyebrows, ankle, wrist, heart), exercise, heart beat, gums, risk.</p>	<p>Vocabulary: special, friendly, school personnel (site manager/head teacher), alone, give, support, team, partner.</p>
<p><u>Express their feelings and consider the feelings of others.</u> Knowledge: Name the basic emotions- happy, sad, angry and excited Features of the emotions</p> <p>Skills: Express their feelings, providing basic reason why</p> <p>Use language such as - frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, nervous, surprised, embarrassed.</p> <p>Recognise when others may be upset or happy. And give basic predictions why.</p>	<p><u>Know and talk about the different factors that support their overall health and wellbeing:</u></p> <p><u>Regular physical activity:</u> Knowledge: Know that they should take part in physical activity everyday</p> <p>Skills:</p> <p><u>Healthy eating:</u> Knowledge: Discuss the fruit and vegetables that they eat daily and the positive impact this can have.</p> <p>Skills:</p> <p><u>Toothbrushing:</u> Knowledge: Know why regular toothbrushing is important</p> <p>Skills: Brush teeth effectively and be able to discuss why this is important.</p> <p><u>Sensible amounts of 'screen time':</u></p>	<p><u>See themselves as a valuable individual.</u> Knowledge:</p> <p>Skills: Able to discuss their likes / dislikes / interests</p> <p>Can share stories of their past, family and culture</p>

	<p>Knowledge: Understand the possible impact of too much screen time Know what would be a sensible amount of screen time. Know that screen time late at night can have a negative impact on sleep</p> <p>Skills:</p> <p><u>Having a good sleep pattern:</u> Knowledge: Know what time is sensible to go to bed. Know that screen time late at night can have a negative impact on sleep</p> <p>Skills: Be able to discuss their bedtime routine.</p> <p><u>Being a safe pedestrian</u> Knowledge: Know that pavements should be used for walking. Know how to cross roads safely (places, walking, with others)</p> <p>Skills: Be aware of others pedestrians and their safety (ensuring others can cross, moving out of the way)</p>	
<p><u>Show resilience and perseverance in the face of challenge.</u> Knowledge:</p> <p>Skills: Use assessment for learning cards well throughout learning process Be able to talk about success(es) in their learning/process Be able to recognise ways to gain support (peers, adults, resources) Be able to talk about what they will do/learn next (target setting)</p>	<p><u>Manage their own needs. • Personal hygiene</u> Knowledge:</p> <p>Skills: Use the toilet independently Wash and dry hands independently, be able to discuss why this is important. Know that we should eat plenty of fruit and vegetables throughout each day.</p>	<p><u>Build constructive and respectful relationships.</u> Knowledge:</p> <p>Skills: Form closer friendships and seek them out to initiate play. Understand that at times our friends may wish to play with others. Join in groups respectfully by playing, listening to others viewpoints/suggestions. Demonstrate respect and kindness towards others by supporting them. Follow adult instructions.</p>
<p><u>Identify and moderate their own feelings socially and emotionally.</u> Knowledge:</p> <p>Skills: Be able to take turns and wait politely. Name basic emotions in self and others. <i>This is taught during EI Aut 2.(please ref EI curriculum)</i></p>		<p><u>Think about the perspectives of others.</u> Knowledge:</p> <p>Skills: During any restorative conversations, children can listen to others perspectives and comment on this Discuss characters' challenges in stories. Discuss how characters' overcome challenges in stories.</p>

<p>To respond to the school's behaviour policy when reminders are provided.</p>		
<p>Self Regulation ELC</p>	<p>Managing Self ELC</p>	<p>Building Relationships ELC</p>
<p>Children at the expected level of development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Children at the expected level of development will:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development

EYFS Statutory 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery

Physical Development	
Fine Motor	Gross Motor
PE	PE
<ul style="list-style-type: none"> ■ short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezer / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. <i>line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curly/y, zig-zag, tail, curly, straight, cross</i> 	<ul style="list-style-type: none"> ■ follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. <i>behind, in front, over, through, forward, backward</i> ■ reach ■ rule ■ games equipment e.g. <i>hoop, goal, cone, stilts</i>

<p><u>Use one-handed tools and equipment, for example, making snips in paper with scissors.</u></p> <p>Knowledge: How to hold one-handed tools effectively and safely How to use one-handed tools and equipment Names of the tools and equipment</p> <p>Skills Development: <i>Develop manipulation and control of resources and equipment</i> <i>Hold and grasp different equipment and tools</i> <i>Explore different materials and tools, making marks in a range of malleable materials</i> <i>Tear paper</i> Explore one-handed tools and equipment Make controlled marks Hold one-handed tools correctly (digging tools, paint brushes, mark making tools, scissors) Use one-handed tools effectively Use one-handed tools and equipment for a purpose</p>	<p><u>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</u></p> <p>Knowledge: Of the different movement actions (jump, skip, hop) Shows understanding of the need for safety when tackling new challenges How to travel in different directions</p> <p>Skills Development: <i>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</i> <i>Balanced sitting</i> <i>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</i> <i>Starting to kick, throw and catch balls</i> <i>Build independently with a range of appropriate resources</i> <i>Walk, run, jump and climb</i> <i>Spin, roll and independently use ropes and swings</i> <i>Sit on a push-along wheeled toy, use a scooter or ride a tricycle (without pedals first)</i> <i>Move freely and with pleasure and confidence in a range of ways</i> <i>Move in different directions</i> <i>Jump in different ways and in control</i> <i>Adjust speed or obstacle to avoid obstacles</i></p>
<p><u>Use a comfortable grip with good control when holding pens and pencils.</u></p> <p>Knowledge: How to hold a pencil or pen</p> <p>Skills Development: Hold mark making equipment using a Palmer-supinate Grip. Holds the crayon/pencil in fist (whole hand) like a dagger. (They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.) Make scribble marks Hold mark making equipment using a Digital Pronate Grip. The palm faces down and all 4 fingers grip the pencil with the index finger pointing down. (Movement comes from the elbow.) Draw horizontal and vertical lines Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. (Movement comes from the wrist.) Draw circles, crosses, diagonal lines and squares</p>	<p><u>Go up steps and stairs, or climb up apparatus, using alternate feet.</u></p> <p>Knowledge: How to climb the stairs- go up slowly, 1 step at a time and hold the bannister Of How to climb safely</p> <p>Skills Development: <i>Begin to climb the stairs independently</i> <i>Climb up and down stairs independently</i> <i>Travel with confidence and skill around, under, over and through</i> <i>Climb safely, showing awareness of risk</i></p>
<p><u>Show a preference for a dominant hand.</u></p> <p>Knowledge: Which hand they use to mark make, cut and use tools with control</p> <p>Skills Development: <i>Use both hands freely</i> One hand to be chosen more frequently for one handed activities or used more consistently for grasping for writing implements, scissors etc. Develop the dominant and assisting roles for the two hands</p>	<p><u>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</u></p> <p>Knowledge: Of the different actions How to stand on one leg- what to do with their arms and eyes to balance on one leg How to hop and skip Rules of simple games</p> <p>Skills Development: <i>Clap and stamp to music</i> <i>Begin to stand on one leg</i></p>

	<p><i>Freeze their body when the music stops</i></p> <p><i>Stand on one leg</i></p> <p><i>Hop on either leg</i></p> <p><i>Begin to skip with support</i></p> <p><i>Skip independently</i></p>
<p><u>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</u></p> <p>Knowledge:</p> <p>Know the names of clothes</p> <p>Know the order of how to get dressed and undressed</p> <p>Skills Development:</p> <p>Pulls off shoes and socks</p> <p>Helps pull down pants</p> <p>Finds armholes in pullover shirts</p> <p>Removes unfastened jacket</p> <p>Removes unties shoes</p> <p>Removes pull-down elastic waist pants</p> <p>Unbutton large buttons</p> <p>Puts on front button shirt</p> <p>Puts on socks and shoes (though it might be the wrong feet or socks upside down)</p> <p>Puts on pullover shirt with some help</p> <p>Buttons large buttons</p> <p>Zips and unzips with help to place on track</p> <p>Identifies front of clothing</p> <p>Snaps fasteners</p> <p>Buttons 3/4 buttons at a time</p> <p>Unzips /zips jacket zipper</p> <p>Removes pullover shirts without help</p> <p>Puts socks on correctly</p> <p>Identifies front and back of clothing</p>	<p><u>Use large-muscle movements to wave flags and streamers, paint and make marks.</u></p> <p>Knowledge:</p> <p>How to hold equipment</p> <p>How to use equipment</p> <p>Skills Development:</p> <p><i>Wave arms from side to side</i></p> <p>Wave resources such as flags and streamers</p> <p>Make marks with a variety of resources on large vertical surfaces (cross the 'mid-line' of their body)</p>
	<p><u>Start taking part in some group activities which they make up for themselves, or in teams.</u></p> <p>Knowledge:</p> <p>How to share equipment and take turns</p> <p>How to play fairly and accept decisions in games</p> <p>Skills Development:</p> <p>Find space</p> <p>Negotiate space successfully</p> <p>Play ring games including games with a parachute or actions</p> <p>Work as part of a team</p> <p><u>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</u></p> <p>Knowledge:</p>

Vocabulary of movement
Vocabulary of instructions

Skills Development:

Move to music

Copy movements from a leader

Use a range of movements in a sequence

Gallop

Gallop confidently, with either leg as the lead leg

Perform a movement piece with support

Remember sequences and patterns of movements and perform independently

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.

Knowledge:

A range of movements

Skills Development:

Children to explore large equipment within nursery

Explore a range of park equipment

Balance across a plank with the correct action

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Both?

Knowledge:

How to use resources safely

How to use resources correctly

Skills Development:

Explore a range of resources

Choose correct resources

Create a plan of how to use a resources

Use the right resource for the task

Use the resources safely

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Knowledge:

How to use resources safely

How to use resources correctly

Skills Development:

Move large items safely with support from an adult

Move large items safely with peers independently.

Reception

Physical Development	
Fine Motor	Gross Motor
PE	PE
Wide, mould, flatten, pluck, construct, collapse, grip, snip, beat, words to support writing e.g. <i>arch, flick, under, line, space, neat, below</i> , filter, pipe, fasten, resources, tools	Land, crouch, squat, sideways, slope, avoid, dodge, hang, stable, march, rotate, twirl, aim, shoot, strike, dribble, speed, brake, dash, steady, reverse, swerve/sway, team, skill, obstacle, apparatus, stop watch, time
	<p><u>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</u></p> <p>Knowledge: Names of movements Vocabulary linked to directionality A variety of jumps To bend their knees when landing How to jump higher and further How to skip with a rope To look forward/backwards to safely move around space That we need to control our speed to ensure safety</p> <p>Skills Development: Use my body to create simple shapes, movements and actions Move safely in a space taking care of ourselves and others Jump in a variety of ways Bend my knees when landing Create movements in response to poems Create movements in response to images Show different levels when I travel Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Jump over a line Begin to skip with a rope</p>
<p><u>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 spoons.</u></p> <p>Knowledge:</p>	<p><u>Progress towards a more fluent style of moving, with developing control and grace.</u></p> <p>Knowledge: How to perform the basic actions Vocabulary linked to performance</p>

<p>How to use a range of tools correctly and safely</p> <p>Skills Development: Explore a range of tools Hold one-handed tools correctly (pencils, paint brushes, scissors, knives, forks and spoons) Use one-handed tools effectively Use one-handed tools and equipment for a purpose such as cutting a straight line with a scissor or using a knife and fork to cut up food</p>	<p>Control is important when performing</p> <p>Skills Development: Perform the basic actions Perform a basic sequence of movements Stopping on request Travel with more speed and control Conclude movements in balance and stillness (starting and finishing position) Combine different movements with ease and fluency Reflect on the performance of themselves and others</p>
<p><u>Develop the foundations of a handwriting style which is fast, accurate and efficient.</u></p> <p>Knowledge: How to form the letters (formation phrases) How to hold a pencil or pen</p> <p>Skills Development Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. <i>(Movement comes from the wrist).</i> Hold a pencil or pen using a Static Tripod or Quadropod Grip. For the Static Tripod grip, the thumb, index and middle finger hold the pencil. For the Quadropod grip a fourth finger also holds the pencil or pen.<i>(Movement comes from the wrist)</i> Draw crosses, squares, diagonal lines and triangles Hold a pencil using the Dynamic Tripod Grip. The pencil is held between the index finger and thumb and supported by the middle finger. The other fingers are tucked into the palm. <i>(Movement comes from the fingers)</i> <i>Form all letters from their name correctly</i> <i>Form recognisable letters</i> <i>Forms letters correctly (using formation phrases)</i></p>	<p><u>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</u></p> <p>Knowledge: To keep my arms out to help me balance To focus my eyes to help me balance How to dodge</p> <p>Skills Development: Develop stamina to be highly active Travel around with control and awareness of others Twist, bend and reach whilst maintaining balance Dodge to the left and right</p>
	<p><u>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</u></p> <p>Knowledge: How to sit on a chair or the floor How to be safe on a chair</p> <p>Skills Development: Sit on the floor Sit on the floor engaging the core Sit on a chair with support Sit on a chair with good posture</p>

	<p><u>Combine different movements with ease and fluency.</u></p> <p>Knowledge: How to perform the basic movements Vocabulary linked to performance How to translate ideas into simple theme related shapes, movements, actions</p> <p>Skills Development: Perform a range of movements Combine different movements Combine different movements with ease and fluency Use body and create simple theme related shapes, movements and actions Show different levels when travelling</p>
	<p><u>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</u></p> <p>Knowledge: How to use equipment safely How to share equipment and take turns How to play fairly and accept decisions in games Different techniques to move a ball- throw, kick and roll</p> <p>Skills Development: To travel with confidence and skill around, under, over and through apparatus Throw a ball Throw a ball with accuracy Kick a ball Kick a ball with some accuracy with both feet Roll a ball Roll a ball with accuracy</p>
	<p><u>Develop overall body-strength, balance, co-ordination and agility</u></p> <p>Knowledge: Which parts of my body help me with balancing To be aware of other children and obstacles</p> <p>Skills Development: Run skillfully Negotiate space successfully Perform a simple balance Balance on one leg Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>
	<p><u>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</u></p> <p>Knowledge: How to move a ball Range of ball skills Techniques for various ball skills eg throwing, kicking, rolling</p> <p>Skills Development:</p>

	<p>Explore using a ball Explore using a ball with a partner Catch a large ball Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements</p>
	<p><u>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</u> Knowledge: How to move a ball Range of ball skills Techniques for various ball skills eg throwing, kicking, rolling</p> <p>Skills Development: Explore using a ball Explore using a ball with a partner Catch a large ball Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements</p>
	<p><u>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</u> Knowledge: Learn the routines Skills Development: Follow routines with modelling Line up independently</p>
Fine Motor Skills ELC	Gross Motor Skills ELC
<p>Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Children at the expected level of development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

SPECIFIC AREAS

Literacy

EYFS Statutory 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).

Nursery

Literacy		
Word reading	Comprehension	Writing
Refer to agreed pedagogies for ways objectives are met in English sessions: https://docs.google.com/document/d/1gCMpRi6eNkEDbtkk-NYGs5Bxqez8Gsd4By_f5hFMNg/edit		
<p><i>Notice some print, such as the first letter of their name, a bus or door number, or a logo</i></p> <p><u>Understand the five key concepts about print:</u> -print has meaning</p>	<p><i>Enjoy songs, stories and rhymes, repeating words or phrases from familiar stories, and copying finger movements and gestures</i></p> <p><i>Copy rhymes, rhythms, tunes and tempos</i></p> <p><i>Pay attention and respond to pictures or words in stories</i></p>	<p><i>Enjoy drawing freely</i></p> <p><i>Add some marks to drawings, either to label or to add their name</i></p> <p><u>Use some of their print and letter knowledge in their</u></p>

<p>Recognise and identify letters in a sentence Recognise and identify words in a sentence Read their name without support Point out different lengths of words Point out spaces between words Show full stops and capital letters Identify signs and symbols in the classroom and local environment and know they carry meaning 'Read' labels -print can have different purposes Recognise some logos and significant symbols or letters Engage with fiction and nonfiction books, picture books and those with words -we read English text from left to right and from top to bottom -the names of the different parts of a book Name the parts of a book" front/back cover, author, pictures Handle books carefully and correctly -page sequencing Turn one page at a time Identify the page numbers</p>	<p><i>Ask questions or comment on stories and rhymes</i></p> <p><u>Engage in extended conversations about stories</u> Skills Progression: <i>See much of C&L above</i> Show preferences in selecting favourite books (sometimes when given a choice of 3) Engage with a range of different books from the MPPS book spine and nursery library Look at the same book many times Talk about characters, settings, interesting parts of stories Make predictions and anticipate what will happen next in stories Recognise characters from familiar books in different settings Talk about pictures in books, pointing and acting out parts of the story Sequence a story Retell, and sometimes, innovate, a story using pictures and props</p> <p><u>Learn new vocabulary through repetition, changing voices and games</u> Skills Progression: <i>See C&L strand also</i> Use stories to learn new vocabulary Use new vocabulary in areas of provision through scaffolded opportunities</p>	<p><u>early writing, i.e. creating a pretend shopping list that starts at the top of the page; writing 'm' for mummy</u> Skills progression: Use symbols such as lines or circles assigning meaning to them Point to marks and talk about them Label marks Form letters, matching sometimes to the initial sounds in words Show an understanding of writing going from left to right, top to bottom Engage in purposeful writing, accessing provision areas stocked with clipboards, chalks, boards and notepads Use ICT to mix marls, photos and videos to express meaning and tell their own stories through filming of role play and games Help create class books linked to the area of study</p>
<p><u>Develop their phonological awareness</u> Skills Progression: <i>See C&L above</i> Join in with rhyme substitution, i.e. Hey diddle, diddle, the cat and the fiddle, the cow jumped over Haroon Suggest initial sounds to create rhyming strings, i.e. teacher to write/use magnet letters for 'at' and children suggest 'cat' 'hat' 'mat' Deliberately miss out words in familiar stories for chn to join in with Encourage children to tune in with different sounds, by substituting rhymes, i.e. Twinkle, twinkle chocolate bar, my dad drives a rusty car.</p>		<p><u>Write some or all of their name</u> Skills Progression: Recognise some letters in their name Write the first letter of their name Copy their name from a name card Write their name from memory</p>
<p><u>Phonics Aspect 4: rhythm and rhyme</u></p> <p>Develop an appreciation and experience of rhythm and rhyme in speech by:</p> <ul style="list-style-type: none"> • listening to and joining in with rhyming stories, • listening to and joining in with rhyming bingo, • Clapping and counting out the syllables in words, 		<p><u>Write some letters accurately</u> Skills progression Show a preference for writing hand Form recognisable letters, linked to the Little Wandle phonics progression Understand the language of 'up'/'down', 'round'/'back', 'grip' 'cross' 'dot' 'over' 'curly'</p>

<ul style="list-style-type: none"> • playing games such as odd one out, • developing a rhyming string <p>Predict and use rhyme in familiar books, songs and rhymes</p>		<p><i>Refer to the PD strand in order for chn to develop gross motor / large muscle coordination: whole body, arm, legs, feet through climbing, swinging, messy play and parachute games; and fine motor/small muscle control: hands and fingers through using scissors, learning to sew, eating with cutlery, using small brushes to paint with and pencils for drawing</i></p>
<p><u>Phonics Aspect 5: alliteration</u></p> <p>Hear the same initial sounds in words</p> <p>Match objects with the same initial sound, i.e. money and mother</p> <p>Predict and use alliteration in familiar books, songs and rhymes</p> <p>Engage with and recognise the mnemonics used in Little Wandle scheme for phase 2 initial sounds Join in with activities including:</p> <ul style="list-style-type: none"> • what's in the box, • I-Spy type games, • matching objects which begin with the same sound 		
<p><u>Phonics Aspect 7: oral blending and segmenting</u></p> <p>Listen to the teacher orally blend and segment cvc/vc/cv/ccvc/ccvcc/ccv words, joining in with games such as:</p> <ul style="list-style-type: none"> • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box <p>Select an object from a group, such as the c/u/p/</p> <p>Join in with segmenting sounds from an object, by predicting the first or final sound, such as when the teacher holds up a sock, saying the final sound s/o/ck</p> <p>State which sounds they heard being segmented</p> <p>Develop their own ability to orally blend and segment words</p>		

Literacy		
Word reading	Comprehension	Writing
<p>See Little Wandle for Knowledge Progression https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf</p>	<p>Refer to agreed pedagogies for ways objectives are met in English sessions: https://docs.google.com/document/d/1gCMpRi6eNkEDbtkk-NYGs5Bxqez8Gsd4By_f5hFMNg/edit</p>	
<p><u>Read individual letters by saving the sounds for them</u></p> <p>Skills progression: <i>Covered within 'GPCs section' of Phonics lesson</i> Recognise taught graphemes within story times and English sessions Group similar letters together Recognise and match upper and lower case letters</p> <p>Knowledge: Recognise, with growing rapid recall, taught letters and say the GPC Know the letter names and sounds of taught letters Recognise upper and lower case letters</p>	<p><u>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</u></p> <p>Skills progression: <i>Covered within 'Reading Practice Sessions'</i> Select books from the class library and share them with peers Choose favourite books as home readers Recognise and point to the words in known books as they read, showing a growing knowledge of 1:1 correspondence of words</p> <p>Knowledge: Build a bank of stories in their minds to draw on Use known stories in the environment, during role play, small words play and in imaginative play Recognise and play characters in different settings Use some known phrases from rhythmic books in their play (that may have been modelled, i.e. I searched for the doll but no doll could be found)</p>	<p><u>Form lower-case and capital letters correctly</u></p> <p>Skills progression: <i>Covered within 'GPCs section' of Phonics lesson</i> Understand language such as 'grip', 'round' 'up' 'over' curly etc to form letters Use an appropriate tripod pen grip Use the Little Wandle sound mat to find letters to form Start and end letters in the correct place Form letters correctly, going in the right direction Write mainly on the line Use capital letters for their name and sometimes to start a sentence</p> <p><i>See PD strand for fine and gross motor skill development</i></p> <p>Knowledge: Use a capital letter for names of people Match lower and upper case letters Say the sounds and names of letters</p>
<p><u>Blend sounds into words, so that they can read short words made up of known letter- sound correspondence</u></p> <p>Skills progression: <i>Covered within 'oral blending, teacher-led blending and independent reading sections' of Phonics lesson</i> Read words aligning with taught phonics within English sessions Blend together words sound talked by teacher, modelling the left to right directionality Select or point to objects that are sound talked Segment words for their peers to blend and select Blend sounds together accurately to decode words in phonetically matched books Blend sounds into words, recognising words with similar patterns, i.e. 'mat' and 'sat' - rhyme or 'mum' and 'mop' - alliterative</p> <p>Knowledge: Use blending skills accurately and with pace</p>	<p><u>Re-read what they have written to check that it makes sense</u></p> <p>Skills progression: <i>Covered within 'Read the Phrase/Sentence section' of Phonics lesson and within 'Reading Practice Sessions'</i> Join in with editing teacher modelled writing to build skills of segmenting to spell by identifying and suggesting corrections for:</p> <ul style="list-style-type: none"> • missing sounds (initial, middle and end matched to the phonics progression) • wrong spellings in taught tricky words • missing capital letters • missing finger spaces • Incorrectly formed letters • words that aren't on the line 	<p><u>Spell words by identifying the sounds and then writing the sound with letter/s</u></p> <p>Skills progression: <i>Covered within 'Spelling section' of Phonics lesson</i> Orally segment words Order letters (cards or magnets) correctly to spell words Clap the sounds/syllables in a word Identify the initial, middle and end sounds in words Say the sounds in the correct order Use knowledge of letter groups to spell longer, CVVC words correctly Use the Little Wandle sound mat to identify and use GPCs Write dictated words, phrases and sentences correctly</p> <p>Knowledge: Independently write words and sentences, spelling words</p>

<p>Apply blending skills to reading, to increase fluency Apply blending skills to read longer words Recognise when they no longer need to blend certain words, and read on sight</p>	<p>Knowledge: Notice mistakes (missing letters or words) and correct them Demonstrate a knowledge of segmenting for longer words Suggest correct endings for words, matched to the phonics progression /ing/ /t/ /id/ /ed/ /d/ /er/ /est/ (in summer 2)</p>	<p>correctly or with phonetically plausible attempts</p>
<p><u>Read some letter groups that each represent one sound and say sounds for them</u></p> <p>Skills progression: <i>Covered within 'GPCs section' of Phonics lesson</i> Identify words with taught letter groups within English sessions Search words within sentences with taught letters within English sessions Underline digraphs and trigraphs in words to aid in saying the sound together</p> <p>Knowledge: Recognise digraphs and trigraphs in words, saying the sounds and not the individual letter sounds Self correct when letter groups aren't recognised Use the Little Wandle sounds mat as a reference to aid reading</p>		<p><u>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</u></p> <p>Skills progression: Form sentences orally before writing, counting the words Memorise the sentence before writing, repeating it a number of times aloud Sit correctly at a table, ready to write Hold pencil with appropriate pencil grip Develop sense of finger spaces Show growing control of the size of writing Write words, phrases and sentences dictated by teacher linked to taught phonics in English sessions Write sentences that can be read by others Write labels, lists and captions in the environment Write instructions or fact cards</p> <p>Knowledge: Use a capital letter at the start of a sentence Use a capital letter for names of people Use full stops to end a sentence Use finger spaces Write mainly on the line, showing some control Use an increasing bank of sight vocabulary in their writing from memory Form and compose own sentences, showing an interest in writing for purpose and pleasure</p>
<p><u>Read a few common exception words matched to the school's phonic programme</u></p> <p>Skills progression: <i>Covered within 'Tricky words section' of Phonics lesson</i> Recognise and read taught tricky words within English sessions and story times Group and organise tricky words together Take part in tricky word hunts in the environment and in books Trap tricky words in sentences with fingers Discuss correspondences between phonics and unusual sounds, i.e. in 'do', 'said', 'were'</p> <p>Knowledge:</p>		

<p>Read tricky words at pace with on sight recognition Spell taught tricky words correctly in their writing</p>		
<p><u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</u></p> <p>Skills progression: <i>Covered within 'Read the Phrase/Sentence section' of Phonics lesson</i> Use taught strategies to decode words Join in with reciprocal reading to engage with fluency, prosody and directionality of print Read teacher dictated sentences within English sessions Join in with sentence substitution games and missing word games within English sessions</p> <p>Knowledge: Engage with sentences and messages in the environment through reading challenges</p>		
<p>Word Reading ELG</p>	<p>Comprehension ELG</p>	<p>Writing ELG</p>
<p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

Mathematics

EYFS Statutory 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.

Nursery

Maths	
Number	Number patterns
<p><u>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</u> Consolidate 1:1 correspondence of numbers to 3</p>	<p><u>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</u> Matching objects with the same patterns (e.g. socks)</p>

<p>Subitise 0 Subitise 1 Subitise 2 Subitise 3</p>	<p>Identify patterns in their clothes (stripes, squares) Identify patterns in nature (e.g. cheetah, giraffe, tiger. Spots, blobs and stripes)</p>
<p><u>Recite Numbers past five</u> Recite numbers to 6 Recite numbers to 7 Recite numbers to 8 Recite numbers to 9 Recite numbers to 10</p>	<p><u>Extend and create ABAB patterns- stick, leaf, stick, leaf.</u> Identify ABAB patterns within the environment. Verbally say pattern e.g. stick leaf stick leaf Model creating ABAB pattern. Begin to copy ABAB patterns (prompts compare bears) Begin to create ABAB patterns (prompts compare bears) Model and copy body percussion ABAB patterns Create body percussion ABAB patterns e.g. clap, stomp, clap, stomp etc</p>
<p><u>Say one number for each item in order: 1,2,3,4,5.</u> Say one number for one object recognising when we have zero objects we have zero Say two numbers for two objects Say three numbers for three objects Say four numbers for four objects Say five numbers for five objects</p>	<p><u>Notice and correct an error in a repeating pattern.</u> Create ABAB patterns in a number of previously covered contexts Create ABAB patterns in a number of previously covered contexts. Identify intentional errors in ABAB patterns Notice and correct errors in ABAB patterns in a variety of contexts</p>
<p><u>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</u> Know the difference between zero objects and one object Know when you have two objects Know when you have three objects Know when you have four objects Know when you have five objects</p>	<p><u>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then</u> Begin to describe a day in school Begin to describe what happens before school and what happens after school Begin to order the process of following a recipe (English text) Begin to describe the number of days or sleeps since or until celebrations Begin to describe the events in a story</p>
<p><u>Show 'finger numbers' up to 5.</u> Finger numbers to 1 Finger numbers to 2 Finger numbers to 3 Finger numbers to 4 Finger numbers to 5</p>	<p><u>Count objects, actions and sounds</u></p>
<p><u>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</u> Match object to numeral 1 Match objects to numeral 2 Match objects to numeral 3 Match objects to numeral 4 Match objects to numeral 5</p>	
<p><u>Experiment with their own symbols and marks as well as numerals.</u> Guided mark making to represent one (e.g. line or circle) including knowing when to stop and refer to the relevant numeral. Guided mark making to represent two (e.g. line or circle) including knowing when to stop and refer to the relevant numeral</p>	

<p>Guided mark making to represent three (e.g. line or circle) including knowing when to stop and refer to the relevant numeral Guided mark making to represent four (e.g. line or circle) including knowing when to stop and refer to the relevant numeral Guided mark making to represent five (e.g. line or circle) including knowing when to stop and referring to the relevant numeral</p>	
<p><u>Solve real world mathematical problems with numbers up to 5.</u> Different context for numbers up to 5 (e.g. teddy bears' picnic, fruit sharing, chairs etc) Language of more than or not having enough.</p>	
<p><u>Compare quantities using language: 'more than', 'fewer than'.</u> Model concept of comparing between amounts and teach vocabulary (more/fewer than, same as) Counting and comparing different amounts of objects (focus on vocabulary) Comparison of finger numbers (pictorially)</p>	
<p><u>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</u></p> <p>Name and identify a square as every face of a cube Explore the properties of a cube (edges, faces, corners, flat) Name and identify a rectangle using four faces of a cuboid Explore the properties of a cuboid (edges, faces, corners, flat) Describe the properties of a cube and cuboid including similarities and differences</p> <p>Name and identify the four 2D shapes: circle, triangle, square and rectangle (no need to introduce oblong in Nursery).</p> <p>Properties of shapes (sides, corners, straight lines, flat, round. Use 3D shapes as a context to identify the faces i.e. the 2D shape).</p>	
<p><u>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</u> Model positional vocabulary (in, on, under, besides, between - in front of and behind will also be relevant), Model positional vocabulary (in, on, under, besides, between - in front of and behind will also be relevant but addressed specifically in Term 2), Model directional language (up and down - Rosie's Walk) Model directional language (up and down - Rosie's Walk) Combine positional and directional language in a new context (e.g. Simon says)</p>	
<p><u>Describe a familiar route.</u></p> <p><u>Discuss routes and locations, using words like 'in front of' and 'behind'.</u></p> <p>Experience a familiar route around the school grounds</p>	

<p>Recount the familiar route and the order of things seen on the way (e.g. around, in, through, along, over, under, up, down, between, besides, near) Manoeuvre through obstacle courses freely, describing the route and directions Manoeuvre through obstacle courses freely, describing the route and directions Describe position using 'in front' and 'behind' (vocabulary introduced throughout unit)</p>	
<p><u>Make comparisons between objects relating to size, length and capacity.</u></p> <p>Compare and sort objects in terms of size (big, small, and comparative language including bigger and smaller) Compare and sort objects in terms of length (long, short, and comparative language including longer and shorter). Include accurate measurement of length i.e. lining up lengths to compare Compare and sort objects in terms of weight (heavy, light, and comparative language including heavier and lighter) Compare and sort objects in terms of weight (heavy, light, and comparative language including heavier and lighter) Compare and sort objects in terms of capacity (full, empty, nearly full, nearly empty). Recognise different containers hold different amounts Compare and sort objects in terms of capacity (full, empty). Recognise different containers hold different amounts</p>	
<p><u>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</u></p> <p>Freely create dens and other structures, noticing how properties of shapes fit purpose (flat, round, corners etc) Freely create dens and other structures, discussing how designs fit a chosen purpose. Select shapes appropriate for creating a house structure (properties language including flat, round, straight, sides, corners, pointy, curvy). Describe and explain choices made Select shapes appropriate for creating a bridge structure (properties language including flat, round, straight, sides, corners, pointy, curvy). Describe and explain choices made Select appropriate shapes for a variety of provided building challenges e.g. tower that can hold a book, a vehicle)</p>	
<p><u>Combine shapes to make new ones – an arch, a bigger triangle etc.</u></p> <p>Properties of shapes (sides, corners, straight lines, flat, round. Use 3D shapes as a context to identify the faces i.e. the 2D shape). Freely combine shapes to create new shapes Combine triangles (specifically isosceles for Teacher knowledge) to form squares and rectangles Combine squares to create rectangles, semi-circles to create circles and rectangles to create both larger rectangles and squares (measurement dependent)</p>	

Reception

<p>Maths</p>

See Maths No Problem Scheme	
Number	Number patterns
<u>Count objects, actions and sounds.</u>	<u>Count beyond ten.</u>
<u>Subitise.</u>	<u>Compare numbers.</u>
<u>Link the number symbol (numeral) with its cardinal number value.</u>	<u>Understand the 'one more than/one less than' relationship between consecutive numbers.</u>
<u>Explore the composition of numbers to 10.</u>	<u>Select, rotate and manipulate shapes to develop spatial reasoning skills.</u>
<u>Automatically recall number bonds for numbers 0-5 and some to 10.</u>	<u>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</u>
	<u>Continue, copy and create repeating patterns.</u>
	<u>Compare length, weight and capacity.</u>
Number ELG	Numerical Patterns ELG
<p>Children at the expected level of development will:</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Children at the expected level of development will:</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Understanding the world

EYFS Statutory 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.

Understanding the world - areas of learning

Natural world - Science (KS1 and KS2)

Materials (Chemistry)

Living things and plants (Biology)

How things work/Exploring different processes (Physics)

People culture and communities - RE and Geography (KS1 and KS2)

Religious Education- Aspects of RE follow the curriculum set out by Manchester Scheme of work

Geography [Different environments](#) [Natural Phenomenon](#)

Past and Present- History (KS1 and KS2)

Nursery

Understanding the world			
Natural World	People culture and communities		Past and present
Science <i>Materials (Chemistry)</i> <i>Living things and plants (Biology)</i> <i>How things work/Exploring different processes (Physics)</i>	RE	Geography <i>Different environments</i> <i>Natural Phenomenon</i>	History
	Teacher, extended family names, names of peers, occupations e.g. <i>doctor, nurse, police, firefighter, job, help, kind, celebrate, same, different, body parts e.g. face, neck, teeth, knees, body, back, skin</i>	places e.g. <i>nursery/school, shop, park, house, garden</i> ■ transport e.g. <i>train, aeroplane, digger, boat</i> ■ world, country, land, sea, beach, farm, hills, zoo, wild, road	
<p><u>Use all their senses in hands-on exploration of natural materials</u> Knowledge: That different things feel, look, smell, sound and taste different.</p> <p>Skills Develop curiosity and involvement when exploring different materials</p> <p>Begin to talk about likes / dislikes of different materials using simple language</p> <p>Explore the natural world with their senses</p> <p>Explore using their senses eg smelling pots/ smelling flowers or herbs, feely bags, listening stations etc</p> <p>Sort natural objects using their senses eg bark, feathers, seeds, cones, leaves sticks, pebbles</p> <p>Look closely at natural objects using a magnifying glass or app on a tablet</p> <p>Talk about what they hear e.g on a sound walk</p>	<p><u>Continue developing positive attitudes about the differences between people.</u> Knowledge: That people are different</p> <p>Other children's names currently pronounced</p> <p>Cultural, religious and community event that different people celebrate</p> <p>Skills Development: Notice obvious differences and similarities between people Talk about similarities and differences they notice between people</p>	<p><u>Talk about what they see, using a wide vocabulary</u> Knowledge</p> <p>Skills Development: Participate in visits to different natural environments within locality and name key features (shops, school, house, park) Able to recognise and name: road, path, pavement, crossing, traffic lights and some common environmental signs. Ask questions that draw on first hand experience about transport and human movement. Begin to talk about likes / dislikes of natural features within locality Begin to use language to compare different features within locality (bark, leaves, rocks, seeds)</p> <p>Develop curiosity and involvement when exploring different weather Begin to talk about likes / dislikes of different weather Begin to use language to compare</p>	<p>▪ Begin to make sense of their own life-story and family's history. Knowledge: Begin to understand that they were once a baby</p> <p>Begin to understand that your birthday isn't celebrated every day and some days are different from other days Understand that they, and their parents, were once a baby / a toddler e.g. when I was a baby / toddler ... Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days</p> <p>Begin to develop an awareness of the different seasons</p> <p>Use sequencing language</p> <p>The days of the week</p> <p>Vocab: big, little, baby, birthday, party, mummy, daddy, brother, sister, names of siblings, before, after, next, now, day, night, today, grow, change, old, young, new, same different, family, photograph</p>

<p>Describe an object or ask questions to identify it Tasting food and say if they like it or not</p> <p>Key vocab: smell, taste, touch, feel, hear, see, like/ don't like, rough, bumpy, hard, soft, quiet, loud, cold, warm, wet, dry, scratchy.</p> <p>Suggested vocab, blind, deaf</p>		<p>different weather Develop an understanding of different clothing needed to go outside in snow / sun Begin to develop an awareness of weather characteristics at different times of year</p>	<p>Skills Development: <i>Begin to develop an awareness of the daily routine</i></p> <p>Begin to understand key events to complete an activity Begin to develop a sense of time when completing activities e.g. group time / short story / snack time</p> <p>Begin to develop an understanding of the vocabulary of time within the context of the daily routine – later / soon</p> <p>Understand and follow the daily routine with the use of a visual timetable</p> <p>Begin to predict what might happen next within the daily routine, including the sequence of morning and afternoon</p> <p>Understand and engage in key events to complete an activity e.g. washing hands before snack time</p> <p>Understand and begin to use the vocabulary of time within the context of the daily routine – later / next / after</p> <p>Be aware of beginning and end of a story, and begin to be aware of middle of a story</p> <p>Begin to use sequencing vocabulary e.g. before / next / after</p> <p>Develop an awareness of past significant events e.g. birthdays / holidays / trips</p> <p>Remember and talk about significant events in their own experiences</p> <p>Develop an awareness of past significant nursery and school events Begin to compare past events / experiences</p>
<p>▪ Explore collections of materials with similar and/or different properties</p> <p>Knowledge: - That different things can have similar or different characteristics.</p>		<p>▪ Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Learn to touch natural objects carefully Learn to collect only fallen natural objects – leaves / flowers Learn to walk on flooring that will not</p>	<p>Talk about members of their immediate family and community</p> <p>Knowledge: Members of their immediate family Member of their family and extended family Members of their community That there are different families</p>

<p>Skills: Begin to experiment with ways of grouping / sorting different objects by material and properties eg. putting items together that look the same, feel the same or can be used for the same purpose Sort natural objects using their senses eg bark, feathers, seeds, cones, leaves sticks, pebbles Look closely at natural objects using a magnifying glass or app on a tablet Describe an item Mark make to record natural objects Group objects that are similar Use natural objects or materials to make pictures and patterns</p> <p>Key vocab: same, different/ not the same</p> <p>Suggested vocab: natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern</p> <p>Supplementary vocab: living, dead, similar</p>		<p>damage the natural environment</p>	<p>Vocab: big, little, baby, birthday, party , mummy, daddy, brother, sister, names of siblings, grow, change, old, young, new, same different, family, photograph</p> <p>Skills Development: Develop an awareness of themselves Show interest in photographs of themselves and family members Begin to develop an awareness of family With support begin to imitate everyday actions / events from family life Continue to develop an awareness of themselves Develop an awareness of who is in their family – who lives in my house? Begin to develop an awareness of different types of families Imitate everyday actions / events from family life</p> <p>-</p>
<p>• Talk about the differences between materials and changes they notice</p> <p>Knowledge: Begin to understand that some materials can be changed by heating them up, cooling them down or by mixing them with other materials.</p> <p>Skills: Begin to use language to compare and order different materials Begin to notice and talk about how the properties of materials have changed Begin to observe and talk about natural processes e.g. snow and ice melting on cold days, water freezing in puddles in winter, ice in drinks or icecream melting on hot days, seeing your breath on a cold day, making cakes, mixing ingredients in cooking, adding coloured paint to water, mixing powder paint and water, mixing ooblek, watching popcorn pop in a microwave</p> <p>Suggested vocab: mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, sort, bendy, stiff, wobbly, wood, plastic, paper, card, fabric</p>		<p>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Share their own and listen to others' experiences of visiting different places, including countries / sharing similarities and differences. Compare photos of different countries Begin to develop an understanding of different countries through stories and non-fiction texts Develop an understanding of why people go on journeys: to reach a destination, to visit family and friends, to go on holiday.</p>	

<p>Supplementary vocab -(children could be exposed to this vocab but would not be expected to use it) solid, liquid, rigid, stronger, weaker</p>			
<p>• Talk about what they see, using a wide vocabulary Knowledge:</p> <p>Skills: Talk about what they can see using a range of situationally relevant vocabulary.</p>			
<p>• Plant seeds and care for growing plants.</p> <p>Knowledge: Understand how to look after plants e.g. know that plants need water and light to grow / survive Know what a seed or bulb is and that with the right care it could grow into a plant</p> <p>Skills: With support, plant and care for seeds, bulbs and pot plants.</p> <p>Key vocab: plant, leaf, flower, tree, dig, water, grow, soil,</p> <p>Suggested vocab: stem, trunk, branch, root, bark, , petal, seed, berry, fruit, vegetable, bulb, plant, hole, shoot, die, dead, weed,</p> <p>Supplementary vocab: seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle</p>	<p>• Show interest in different occupations</p> <p>Knowledge: That people have different occupations The jobs that people in our community do</p> <p>Skills Development: Use different occupations in their play Talk about different occupations (ensure gender and stereotypes are challenged)</p>		
<p>• Understand the key features of the life cycle of a plant and an animal</p> <p>Knowledge: Understand the concept of growth and how plants and animals (including humans) might change over time</p> <p>Skills: Talk about changes they have observed over time in plants and animals (including humans) from first-hand experience such as baby siblings growing,</p>			

<p>eggs hatching, frog spawn growing, butterflies hatching or plants growing.</p> <p>Key vocab Grow, change, baby, young, the names of some common animals and their young. Eg dog/ puppy, cat/ kitten, cow/ calf, sheep/ lamb, bird/ chick, frog/ tadpole, butterfly/ caterpillar.</p> <p>Suggested vocab egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, jump, fly, patterns, spots, stripes</p> <p>Vocab to describe humans and their growth stages e.g. hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, grandmother, grandfather, cousin, boy, girl, man, woman</p> <p>Supplementary vocab Technical vocab to describe animals eg mane, webbed feet, tusks</p>			
<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Knowledge: Understand the basic ways we can show care for the natural environment e.g. not dropping litter and respecting living things such as trees or plants in our local area. Understand and talk about how to look after plants and animals Have a basic understanding of what animals need to survive eg food, air and water</p> <p>Skills: Handle living things with care and understand why this is important Showing care by <i>not handling</i> living things in some cases Begin to explore different animal habitats in their local area and school grounds including microhabitats (eg under logs/ under piles of leaves)</p> <p>Key vocab:</p>			

<p>Plant, animal, natural, alive/ living, care, gentle, food, water, eat</p>			
<p>▪ Explore and talk about different forces they can feel Knowledge: Understand that objects can be moved by pushing or pulling Begin to understand that 'push' means 'move away' and 'pull' means 'move towards'</p> <p>Skill: Begin to describe what is happening when they test if items float/ sink Begin to describe what is happening or what they feel when they play with springs/ magnets/ wind-up toys/ train carriages connected with magnets/ elastic bands/ stretchy fabric or gym resistance belts/ make scooters or bikes go faster or slower/ roll items such as cars or balls down a track/ watch water flow down a water run</p> <p>Suggested vocab: float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow</p> <p>Supplementary vocab: rising, falling, attract, repel, faster, slower, pulley, gear, elastic</p>			
<p>▪ Explore how things work Knowledge: Batteries provide power Mechanical toys will perform actions</p> <p>Skills: Explore and investigate mechanical or electrical toys (turning dials, pushing buttons, turning switches on/off) Describe what they are doing (moving, making a sound, making a light) Suggest ways to make items work if they stop working. (battery and/or manual) (toys such as bee bots, shopping tills, torches, remote control cars, recording devices, ipads, hand held fans etc.)</p> <p>Vocab: battery, plug, move, wire, sound, electricity, light, light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror</p>			

Supplementary vocab: light source, reflective, non-reflective, dim, dimmer, dimmest			
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Reception

Understanding the world			
Natural World	People culture and communities		Past and present
<p style="text-align: center;">Science</p> <p style="text-align: center;"><i>Materials (Chemistry)</i></p> <p style="text-align: center;"><i>Living things and plants (Biology)</i></p> <p style="text-align: center;"><i>How things work/Exploring different processes (Physics)</i></p>	RE	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><i>Different environments</i></p> <p style="text-align: center;"><i>Natural Phenomenon</i></p>	History

■ special ■ similar ■ differences ■
cultures ■ traditions ■ cultural
celebrations e.g. Diwali, Christmas etc ■
places of worship e.g. church, temple,
mosque ■ religion ■ believe ■ compare
■ occupations e.g. dentist, paramedic,
pilot, astronaut ■ brave ■ care ■ helpful
■ body parts e.g. shoulder, elbow,
bones, heart, lips, freckles, skin, chest,
tongue

■ geography ■ transport e.g. rocket, ship,
submarine ■ places e.g. library,
museum ■ features of the environment
e.g. island, forest, jungle, woodland,
mountain, fields, river ■ map ■ location
e.g. earth, planet, UK, some country
names linked to cohort, local
town/village name, address, city ■
geographical terminology e.g. forwards,
backwards, turn, left, right

- Explore the natural world around them
- Describe what they see, hear and feel while outside

Knowledge:

Skills Development:

- Talk about what they see, hear, smell, feel or taste in different environments and at different times of the year.
- explore a range of materials in a sensory way, including natural materials eg · Looking for dew, ice, icicles and frost in the playground · Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc. · Gathering natural materials to make collections
- Make objects from different materials, including natural materials eg · Making pictures using natural materials they have gathered from the environment · Making dens, nests, bug hotels etc. using natural materials · Making ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freezer
- Talk about the natural materials they explore, using their senses.
- Talk about likes / dislikes of different materials
- Talk about similarities, differences and patterns
- Experiment with ways of grouping / sorting different objects by material and properties
- Observe and talk about natural processes

Key vocab:

spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers

Vocab for noises they may hear e.g sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar, vibrations

Vocab relating to Earth and Space e.g. Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float

Supplementary vocabulary sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify

Talk about members of their immediate family and community.

Knowledge:

Know members of their family

Know members of their community

Know what members of our community do

Skills Development:

Talk about who is special to them
Explain why people are special to them

Draw information from a simple map.

Know the vocabulary linked to map work.

Know the name of the road they live on, the school is on and the name of their locality and find on an aerial map

Identify known buildings, roads and features from an aerial map

Track individual journeys to school on the map.

Comment on images of familiar situations in the past.

Knowledge:

Recognise that things happened before they were born

Vocab: history, past, present, long ago yesterday, week, month, remember, year parent, extended family members, e.g. cousin, auntie, uncle, grandparent, toddler, adult, time, later, compare, similarities, differences, younger, older

Skills Development:

Understand that their parents and grandparents were once babies and children
Begin to recognise the change, similarities and differences within specific periods of time e.g. toys used by themselves / parents / grandparents
Develop a sense of 'a long time ago' and talk about similarities and differences between the past and present
Begin to develop an understanding of past and present
Develop an understanding of when events are taking place or have taken place i.e. past, present or future - Talk about past, present and future events and experiences using the correct tense
Understand and interact with a timeline that represents the school year e.g. showing birthdays, festivals, trips and other significant events
Talks about past and present events in their own life and in the lives of family members
Comment on images of familiar situations in the past - Linked to personal experiences e.g. different birthdays / favourite toys
Identifying and talking about similarities and differences between past and present e.g. home / school / transport / local area
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Talk about the lives of the people around them and their roles in society
Begin to develop an awareness of how some familiar roles have changed over time

<p>Technical language that could account for changes they notice such as 'hibernate, migrate'</p>	<p>Name and describe people who are familiar to them. Knowledge: That people have different occupations</p> <p>The name of different occupations</p> <p>The jobs that people in our community do</p> <p>Skills Development: Talk about people who help them Talk about how people help them</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise difference in weather of different countries</p> <p>Recognise how children's journey's to school may differ</p> <p>Recognise that foods that are eaten can be different.</p> <p><i>(avoid stereotyping of countries and ensure similarities and differences are discussed)</i></p>	<p>Compare and contrast characters from stories, including figures from the past. Knowledge:</p> <ul style="list-style-type: none"> - Become familiar with fictional stories and rhymes set in the past - Become familiar with simple non-fiction texts about some significant figures from the past - Understand the past through settings, characters and events encountered in books read in class and storytelling. - <p>Vocab: history, past, present, future, long ago, morning, afternoon, yesterday, tomorrow, week, month, remember, year, time, later, compare, similarities, differences, younger, older</p> <p>Skills Development: Begin to talk about similarities and differences between the lives of character's / figure's and their own</p>
<p>Explore the natural world around them (including plants and animals) • Describe what they see, hear and feel whilst outside (including plants and animals)</p> <p>Knowledge: The names of familiar plants and animals in their local environment</p> <p>Skills: Begin to recognise and name some familiar plants and animals in their local environment e.g. oak tree, robin etc Find out, from first hand experiences, about plants and animals in contrasting natural environments. Make observations and draw pictures of animals and plants Understand what some different parts of animals and plants are used for e.g. roots helping the plant to take in water from the soil</p> <p>Key vocab: plant, leaf, flower, tree, dig, water, grow, soil, stem, trunk, branch, root, seed, berry, fruit, vegetable, plant, hole, shoot, die, dead, weed,</p>	<p>Understand that some places are special to members of their community. Knowledge: That people have special places in our community Name special places in our local community Know the purpose of special place</p> <p>Skills Development: Talk about special places Explain why are places are special</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel when outside</p> <p>Look, touch, smell and hear the natural environment as they engage with the outdoors. Ask questions about what they see, hear, smell and feel whilst outdoors. Treat the natural world with care and respect.</p>	

<p>Supplementary vocab: bulb, bark , petal, seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle</p>			
<p>Recognise some environments that are different from the one in which they live Knowledge: That there are different environments around the world That different animals live in different environments</p> <p>Skills Explore using secondary sources (video, books, photos) the different environments around the world. Talk about the difference between these environments and the one we live in Talk about the different animals they may find in different environments eg polar bears, tigers, elephants etc</p> <p>Key vocab: Names of contrasting environments e.g. beach, forest, woodland, seaside, arctic, jungle, desert.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Knowledge: That people celebrate different special times Different celebrations that people celebrate How people celebrate special times in different ways Special stories linked to special time</p> <p>Skills Development: Talk about their special times Talk about how people celebrate special times Talk about why people celebrate different special times Compare similarities and differences between beliefs and special times</p>	<p>Recognise some environments that are different to the one in which they live</p> <p>Know the names of countries that contrast with the uk</p> <p>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. Use language to begin to compare different environmental features, including those in different countries Participate in visits to different environments and name key features <i>(avoid stereotyping of countries and ensure similarities and differences are discussed)</i> Talk about likes / dislikes of key features within different environment and begin to give reasons</p>	
<p>Understand the effects of changing seasons on the natural world around them e.g. how animals and plants may change or behave differently Knowledge: That the seasons change The effect of seasonal changes on the weather and our immediate environment (eg the leaves fall off some trees in winter)</p> <p>Skills Explore using first hand (seasonal walks) and secondary sources (books, videos, photos..) the effects of the changing seasons.</p> <p>Key vocab: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</p>		<p>Understand the effect of changing seasons on the natural world around them. Name the different seasons Observe and identify key characteristics of each season</p>	

<p>Supplementary vocab: Vocab to describe animals behaviours during seasonal changes eg hibernate, migrate</p>			
<p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;

Expressive Arts and Design

EYFS Statutory 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

Nursery

Expressive arts and design						
Creating with Materials		Being imaginative and expressive				
ART	DT	SINGING	LISTENING	COMPOSING	MUSICIANSHIP & PERFORMING	DRAMA/ IMAGINATIVE

<p><u>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</u></p> <p>Knowledge: Closed shapes lines connect</p> <p>Vocab: straight, curvy, line, shape, circle</p> <p>Skills Development <i>Make marks intentionally in sand, shaving foam and using paint, chalk etc</i> <i>Give meaning to the marks they make</i> <i>Draw marks on a large scale</i> Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines Use their knowledge of real life objects and their imagination when choosing what to represent in their work Draw simple representations</p>	<p><u>Explore different materials freely, to develop their ideas about how to use them and what to make.</u></p> <p>Knowledge: Knowledge of the properties of different materials - e.g. paper that can be ripped or snipped but card is stiffer and harder to rip or cut. How to use resources available in order to create models eg scissors, tape, glue. Knowledge of how to use different tools safely.</p> <p>Vocab: naming tools and equipment e.g. sellotape, card, fix, press, roll, squash, squeeze, stretch</p> <p>Skills Development <i>Explore malleable resources</i> <i>Manipulate and play with different materials: wooden blocks, junk materials and fabric to make simple models.</i> Use their imagination and make simple models which express their ideas</p>	<p><u>Remember and sing entire songs.</u></p> <p>Knowledge: - How to use a singing voice - Know words of songs - Can name songs</p> <p>Vocab: loud, quiet, sing, songs, fast, slow, nursery rhymes, beat, rhythm, high, low, voice, volume, actions, copy, listen</p> <p>Skills Development: - Explore their voices and enjoy making sounds in different ways (e.g. Whispering, singing, speaking, animal sounds) - Anticipate phrases and actions in rhymes and songs such as daily routine songs- hello song, lunchtime song, washing our hands song - Start to use their voice rhythmically in rhymes and in free creative play - Join in with actions of songs and rhymes (See LTP) - Join in with singing songs and rhymes using a limited pitch range - Perform their favourite song in front of a small group</p>	<p><u>Listen with increased attention to sounds.</u></p> <p>Knowledge: That different instruments make different sounds</p> <p>Vocab: listen, copy, volume, instrument, move, low, high, fast, slow, noisy, quiet, loud, sound, music, dance</p> <p>Skills Development: - Focus listening on the requested source when still and quiet - Focus listening on the requested source when doing - Experiment with and change sounds-voice, body percussion, instruments and sound makers - Match sounds to images - Match instruments to sounds</p>	<p><u>Create their own songs or improvise a song around one they know.</u></p> <p>Knowledge: That songs can be changed How to create a new song by changing the pitch How to create a new song by changing the words.</p> <p>Vocab: music, sound, loud quiet, play, bang, hit, shake sing, songs, fast, slow, nursery rhymes, dance, story hum, tap, beat, rhythm, rest high, low, instrument, voice volume, listen</p> <p>Skills Development: - Experiment with and change sounds (voice, body percussion, instruments and sound makers) - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Create a new song by changing the words of simple songs - Create a new song by changing the pitch - Use simple age-appropriate music technology (recording, playing back, mic, headphones)</p>	<p><u>Play instruments with increasing control to express their feelings and ideas.</u></p> <p>Knowledge: - Instruments make different sounds. - How to use instruments respectfully. - How to play some percussion instruments correctly. - Names of some percussion instruments</p> <p>Vocab: music, sound, loud quiet, play, bang, hit, shake fast, slow, nursery rhymes, tap, beat, rhythm, rest high, low, instrument, volume, listen</p> <p>Skills Development: <u>Pulse/Beat</u> - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers. <u>Rhythm</u> - Develop awareness of rhythm and rhyme in speech. <u>Pitch</u> - Explore variation in pitch using voice and body movements. <u>Dynamics</u> - Explore changes in</p>	<p><u>Take part in simple pretend play, using an object to represent something else even though they are not similar.</u></p> <p>Knowledge: pretend, small world, role play Skills Development: Start to develop that an object represents another object Take part in simple pretend play with 'rules' Create group 'rules for pretend play Negotiate roles in pretend play Interact with a peer, engaging in imaginative play Use language to act out their role</p>
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					dynamics (loud and quiet) using voice and sound makers.	
<p><u>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</u></p> <p>Knowledge: Name and talk about simple facial features and their basic shape</p> <p>Vocab: naming tools and equipment, line, circle</p> <p>Skills Development: Manipulate tools such as pens, paintbrushes, chalk etc Draw on a large scale <i>Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines</i> Draw simple representations</p>	<p><u>Develop their own ideas and then decide which materials to use to express them.</u></p> <p>Knowledge: Knowledge of how to use different tools safely. How to use resource available in order to make creations</p> <p>Vocab: naming tools and equipment,</p> <p>Skills Development: Manipulate and play with different materials: wooden blocks, junk materials and fabric to make simple models. Manipulate and join a variety of different materials to develop their own ideas. Create something else using boxes eg a house or vehicle</p> <p>Use blocks for bridging and enclosures Talk about what they are making Make imaginative models with blocks and construction equipment. Talk about what they like about their design and what they would like to change</p> <p>Build for a purpose with a range of construction equipment.</p>	<p><u>Sing the pitch of a tone sung by another person ('pitch match').</u></p> <p>Knowledge: How to use a singing voice That pitch is how high or low a sound is.</p> <p>Vocab: high, low, voice, volume, match, copy, listen</p> <p>Skills Development:</p> <ul style="list-style-type: none"> - Copy the pitch of a leader - Imitate changes in dynamics (loud and quiet) - To sing loudly without shouting Imitate changes in tempo (fast and slow). 	<p><u>Respond to what they have heard, expressing their thoughts and feelings.</u></p> <p>Knowledge:</p> <p>Vocab: music, dance, sound, loud, quiet, noisy, fast, slow, high, low, move, instrument, voice, volume, listen, emotions, e.g happy, sad, scared</p> <p>Skills Development:</p> <ul style="list-style-type: none"> - Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics - Talk about music/sounds they have heard. - Respond and react musically to others, copying, 'answering,' and interacting with creative sound. 			<p><u>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</u></p> <p>Knowledge:</p> <p>Vocab: pretend, small world</p> <p>Skills Development:</p> <p>Explore small world equipment Use closed small world to begin to develop stories Use open ended small world to begin to develop stories Use language to develop their stories Create stories using small world with peers</p>

<p><u>Use drawing to represent ideas like movement or loud noises.</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> - That marks can show movement or loud noises <p>Vocab: naming tools and equipment, line, circle, pattern</p> <p>Skills Development: Create movements with bodies and equipment in response to music</p> <p>Listen to music and use a pen to represent the movement (take the pen for a walk)</p> <p>Identify how movement/ emotion/ noise can be represented in drawings and artwork by looking at examples in art by a range of different artists across times and cultures.</p> <p>Draw horizontal and vertical lines, squiggles, circles, squares and diagonal lines</p>	<p><u>Join different materials and explore different textures.</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Knowledge of which materials can be joined easily using resources they are familiar with. - Knowledge of how to use different tools safely. <p>Vocab: fix, naming tools and equipment, collage, hard, soft</p> <p>Skills Development: <i>Manipulate and play with different materials: junk materials and fabric to make simple creations</i> Join things together (boxes, card, paper) with glue or tape.</p>	<p><u>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</u></p> <p>Knowledge:</p> <p>That the melody is the tune of a song That melodies (the tune) go up and down over time</p> <p>Vocab: sing, songs, nursery rhymes, beat, rhythm, high, low, voice, actions, copy, listen</p> <p>Skills Development:</p> <ul style="list-style-type: none"> - Begin to copy simple intervals e.g. a soh-me pattern with voice - Be able to sing melodic shape of songs 				<p><u>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</u></p> <p>Knowledge:</p> <p>Vocab: pretend, small world</p> <p>Skills Development:</p> <p>Copy small world environments</p> <p>Adapt small world setting</p> <p>Create their own small worlds with open-ended resources</p>
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Explore colour and colour mixing.

Knowledge:

Names of primary colours- red, blue, yellow

Names of an extended range of colours- orange, green, purple, white, black, brown and grey

Know that when you mix 2 colours another colour will be created.

Vocab: mix, colour mixing, extended colour range eg purple, grey..., light, darke

Skills Development:

Explore colour in different ways

Mix colours together and notice change

Talk about what happens when they mix two colours together- Reception

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<p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Knowledge: Know what different emotions look like on people's faces</p> <p>Know how emotion can be represented in drawings and artwork.</p> <p>Vocab: emotions, eg sad, happy, angry and scared</p> <p>Skills Development: Use different colours to express feelings of happiness, sadness, fear etc</p> <p>Draw different marks to represent facial features that show emotions- eg mouth and eyes</p>						
<p>End Points Take part in pretend play using resources Draw with increasing complexity and detail Select and join different materials Remember and sing a range of nursery rhymes Create and improvise with instruments or their voice.</p>						

Reception

Expressive arts and design						
Creating with Materials		Being imaginative and expressive				
ART	DT	SINGING	LISTENING	COMPOSING	MUSICIANSHIP & PERFORMING	DRAMA /IMAGINATIVE

<p><u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u></p> <p>Knowledge: Name the primary colours (red, yellow and blue) Have an understanding of how to mix two primary colours together to make the secondary colours (orange, green and purple)</p> <p>How to use different tools safely.</p> <p>Names the simple properties of materials.</p> <p>Different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Vocab: art, primary colours, secondary colours, metallic colours, palette, thick, thin, fine, texture- smooth, bumpy, rough, represent</p> <p>Skills Development: Use paints and brushes to make a range of marks.</p> <p>Use specific colours to represent ideas or for a purpose of choice.</p> <p>Draw a self portrait with facial features, looking closely in the mirror, drawing details and using colours for a purpose.</p> <p>Mix colours together to achieve a desired outcome with support.</p> <p>Use different sized brushes, selecting fine brushes to add detail.</p>	<p><u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u></p> <p>Knowledge: How to use different tools safely. Use large scale loose parts to create models such as vehicles and houses to support play. Names and simple properties of materials.</p> <p>Different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Vocab: design, texture e.g. smooth, bumpy, rough, represent, materials e.g. fabric, clay, wood, shape, space, construct, create, combine, join, attach, connect, mould flatten, pinch, thread, weave, safety, purpose, artists, gallery, 2D, 3D</p> <p>Skills Development: Use a variety of tools.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Choose materials carefully to make their idea</p>	<p><u>Sing in a group or on their own, increasingly matching the pitch and following the melody.</u></p> <p>Knowledge: Know words of songs</p> <p>How to use a singing voice</p> <p>Can name songs</p> <p>How to clap the pulse (beat)</p> <p>Pitch is how high or low a sound is.</p> <p>Vocab: pulse, time, quick, perform, pitch, high, low, melody, rhythm</p> <p>Skills Development: - Join in singing simple repetitive songs and melodic patterns using a limited pitch range. - Use spoken voice rhythmically in rhymes and in free creative play. - Explore using the voice in different ways (e.g. whispering, singing, speaking, animal/sounds.) - Copy and pitch match simple intervals such as soh-me pattern with voice. - Perform their favourite song in front of a small group</p>	<p><u>Listen attentively, move to and talk about music, expressing their feelings and responses.</u></p> <p>Knowledge: Different types of music from around the world</p> <p>That different instruments make different sounds</p> <p>Different actions</p> <p>Vocab: different types of music e.g. classical, traditional/folk, instrument names, adjectives to describe music e.g. bouncy, pointy, smooth, musician, range of movements e.g. march, creep, sequence, emotions e.g. frightened, surprised, excited</p> <p>Skills Development: - Explore different sounds of musical instruments and other sound makers. - Respond and react musically to others, copying, 'answering,' and interacting with creative sound. - Move in response to different pieces of recorded music, responding to obvious changes in tempo and dynamics. - Listen to music and talk about how it makes them feel - Create sequences of actions responding to tempo and dynamics</p>	<p>Skills Development: - Experiment creatively with sounds (voice, body percussion, instruments and sound makers.) - Create simple representations of events, people and objects and feelings using sounds. - Suggest words, sounds or ways to play to contribute to change and variation in simple songs. - Experience using simple music technology (recording, playing back)</p>	<p><u>Explore and engage in music making and dance, performing solo or in groups.</u></p> <p>Knowledge: Performance is sharing music or dance with others</p> <p>What makes a good performer</p> <p>Names of a range of instruments</p> <p>How to use instruments</p> <p>What a syllable is</p> <p>Vocab: different types of music, instrument names, syllable, pulse, beat, rhythm, pitch,compose, musician, dancers, perform, performance, range of movements, props, materials, imagination, role, character, role play, act, setting, steps, sequence, poems</p> <p>Skills Development:</p> <p><u>Pulse/Beat</u> - Move and play to the pulse of the music (march, pat knees, clap, tap, shake etc) - Explore changes in tempo (fast and slow) using voice, body percussion, sound makers.</p> <p><u>Rhythm</u> - Copy and create</p>	<p><u>Develop storylines in their pretend play.</u></p> <p>Knowledge: -</p> <p>Vocab: role play, perform, props, materials, fabric, imagine/imagination, role, character, act, setting</p> <p>Skills Development: Take part in pretend play based on familiar experiences</p> <p>Begin to interact with others during pretend play</p> <p>Use props to enhance their stories</p> <p>Retell parts of familiar stories</p> <p>Develop storylines on their own</p> <p>Develop storylines with peers</p> <p>Cooperatively develop and act out a storyline</p> <p>Create props/costumes to enhance their stories</p> <p>Create complex narratives, building on the contributions of their peers</p>
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<p>Use a variety of art tools with greater accuracy (scissors, brushes, tools)</p> <p>Develop simple patterns by printing with objects using a range of materials</p> <p>Create different textures and combine media to create new effects.</p> <p>Use their senses to explore the natural world, to make observations and draw ideas from it.</p> <p>Select resources and materials to achieve a purpose.</p>					<p>simple rhythms based on words.</p> <ul style="list-style-type: none"> - Experience and develop awareness of rhythm and rhyme in speech. - Clap,tap syllables of words <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Recognise and demonstrate obvious changes in pitch. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> - Explore changes in dynamics (loud and quiet) using voice and sound makers. <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> - Any visual representation of sounds explored, such as symbols or shapes or colours. <p>Perform a dance using a sequence of learnt moves</p> <p>Match movement to a piece of music</p> <p>Create a dance sing a sequences of moves</p>	
<p><u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u></p> <p>Knowledge: How to improve their creations</p> <p>Vocab: problem solve,</p> <p>Skills Development: Choose materials carefully to make their artwork</p>	<p><u>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</u></p> <p>Knowledge: How to improve their creations Different techniques they could use eg.</p> <p>Vocab: design, problem solve</p>		<p><u>Watch and talk about dance and performance art, expressing their feelings and responses.</u></p> <p>Knowledge:</p> <p>Vocab: different types of music e.g. classical, traditional/folk, instrument names, time, quick, adjectives to describe music e.g.</p>			

<p>Adapt their artwork to achieve a desired outcome</p> <p>Improve their artwork</p>	<p>Skills Development: Choose materials carefully to make their idea</p> <p>Adapt their model to achieve a desired outcome.</p> <p>Improve their models</p>		<p>bouncy, pointy, smooth, musician, dancers, perform/performance, props, imagination, character, role, role play, act, sequence, poems, range of movements e.g. march, creep, sequence, emotions e.g. frightened, surprised, excited</p> <p>Skills Development: - Watch a range of performances with increasing concentration - Talk about their favourite song/dance - Share their opinions about a performance</p>			
<p>Create collaboratively, sharing ideas, resources and skills. Knowledge: - How to take turns - How to be respectful</p> <p>Vocab:</p> <p>Skills Development: Use tools and resources safely Work collaboratively Communicate ideas with others Peer support others</p>	<p>Create collaboratively, sharing ideas, resources and skills. Knowledge: - How to take turns - How to be respectful</p> <p>Vocab:</p> <p>Skills Development: - .Construct with a purpose in mind using a variety of Explain how they created something to their peers including why they chose a particular technique or material and why it is suitable - Work in a group to create a model.</p>					
<p>Creating with Materials ELG</p>		<p>Being Imaginative and Expressive ELG</p>				

Children at the expected level of development will:

- 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.

Children at the expected level of development will:

- 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.