

| Cycle 1<br>24/25      | Advent 1  | Advent 2  | Lent 1  | Lent 2   | Pentecost 1   | Pentecost 2   |
|-----------------------|---|---|---|--|---|---|
| Topic Title           | All About Me  | Once Upon a Time...   | Dangerous Dinosaurs   | People Who Help Us   | Time For a Story  | Exploring in the Sunshine.  |
| Themes                | All about me<br>Local area<br>Families<br>Homes<br>Changes of seasons   | Celebrations around the world<br>Bonfire night<br>Christmas<br>Changes of seasons   | Animals<br>Hibernation<br>Changes of seasons<br>Habitats<br>Looking after pets  | Changes of seasons<br>Water<br>Water safety<br>Animals<br>Easter   | Traditional tales<br>Characters<br>Animals<br>People<br>Families                          | Changes of seasons<br>How things grow<br>Plants<br>Weather safety<br>The beach<br>Mini beasts |
| Nursery Focus Books   | Explorers: Discover amazing people<br>Were going on a bear hunt<br>Martha maps out<br>Where the wild things are | The night before Christmas<br>The nativity story<br>The gunpowder plot<br>Dipals Diwali<br>Its ramadam,<br>curious George<br>The jolly Christmas postman<br>Little glow | Were going on a bear hunt<br>the Gruffalo<br>the Gruffalo' child<br>one snowy night<br>cuddly dudley<br>robins winter song<br>all about animals in winter | The colour monster<br>Mixed<br>The day the crayons quit<br>Shark In the park on a rainy day<br>Elmer<br>Puddling<br>Errol's garden | The three little pigs<br>Little red riding hood<br>The little red hen                     | The hungry caterpillar<br>What the lady bird heard<br>When the bee's buzzed off               |
| Reception Focus Books | Mini Rabbit Not lost<br>In every house on every street  |   |   |  | Chicken Licken<br>Jack and the beanstalk<br>Three billy goats gruff                       | The tiny Seed<br>The scarecrow wedding<br>The odd fish  |
| RE Topics             | <b>MYSELF</b> - God knows and loves each one<br><b>WELCOME</b> - Baptism: a welcome to God's family             |   | <b>CELEBRATING</b> - People celebrate in Church<br><b>GATHERING</b> - Parish family gathers to celebrate Eucharist  |  | <b>GOOD NEWS</b> - Passing on the Good News of Jesus<br><b>FRIENDS</b> - Friends of Jesus |   |

|                       | <b>BIRTHDAY</b> - Looking forward to Jesus' birthday  |   | <b>Early Year - GROWING</b> - Looking forward to Easter                        |   | <b>OUR WORLD</b> - God's wonderful world                              |   |
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| Cycle 2<br>25/26      | <b>Advent 1</b>   | <b>Advent 2</b>   | <b>Lent 1</b>  | <b>Lent 2</b>   | <b>Pentecost 1</b>  | <b>Pentecost 2</b>  |
| Topic Title           | <b>All Are Welcome Here</b>   | <b>Sparkle and Shine</b>  | <b>Where the Wild Things Are.</b>  | <b>Drip, Drip, Drop.</b>  | <b>Story Makers</b>   | <b>A Sunny Day Out.</b>   |
| Themes                | All about me<br>Local area<br>Families<br>Homes<br>People who help us<br>Changes of seasons | Celebrations around the world<br>Bonfire night<br>Christmas<br>Changes of seasons | Animals<br>Hibernation<br>Changes of seasons<br>Habitats<br>Looking after pets | Changes of seasons<br>Colours<br>Water<br>Water safety<br>Animals<br>Easter | Traditional tales<br>Characters<br>Animals<br>People<br>Families      | Changes of seasons<br>How things grow<br>Plants<br>People who help us<br>Weather safety<br>The beach<br>Mini beasts |
| Nursery Focus Books   | All kinds of families<br>Measuring me<br>All kinds of homes                                 | Festivals<br>Stick man<br>The nativity story                                      | We're going on a bear hunt<br>One snowy night<br>The Gruffalo                  | Elmer<br>The colour monster<br>Puddling                                     | The little red hen<br>The three little pigs<br>Little red riding hood | The hungry caterpillar<br>What the lady bird heard<br>When the bee's buzzed off                                     |
| Reception Focus Books | All are welcome here<br>What makes me a me<br>In every house on every street                | Little glow<br>The jolly Christmas post man<br>The night before Christmas         | Where the wild things are<br>Owl babies<br>The gruffalo's child                | Mixed<br>The day the crayons quit<br>Shark in the park on a rainy day       | Chicken Licken<br>Jack and the beanstalk<br>Three billy goats gruff   | The tiny Seed<br>The scarecrow wedding<br>The odd fish  |

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| <b>RE Topics</b> | <p><b>MYSELF</b> - God knows and loves each one</p> <p><b>WELCOME</b> - Baptism: a welcome to God's family</p> <p><b>BIRTHDAY</b> - Looking forward to Jesus' birthday</p> | <p><b>CELEBRATING</b> - People celebrate in Church</p> <p><b>GATHERING</b> - Parish family gathers to celebrate Eucharist</p> <p><b>Early Year - GROWING</b> - Looking forward to Easter</p> | <p><b>GOOD NEWS</b> - Passing on the Good News of Jesus</p> <p><b>FRIENDS</b> - Friends of Jesus</p> <p><b>OUR WORLD</b> - God's wonderful world</p> |
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### Assessing Pupils' Development

Assessment is an ongoing process involving observations made by all adults working in the unit and discussions with parents/carers during pupils' time in EYFS.

Checkpoints for assessment have been identified based on what the "expected" child would know at various points in the year: baseline, by the end of Advent Term, by the end of Lent Term, by the end of FS 1/FS 2

***Expected Checkpoint knowledge has been identified in Bold Italics***

### Communication and Language (Listening, Attention and Understanding and Speaking)

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 unfamiliar words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

|   | Advent 1  | Advent 2   | Lent 1   | Lent 2   | Pentecost 1  | Pentecost 2  |
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| <b>Pupils will :</b>  |   |  |  |  |  |  |
| <p><b>Nursery 3-4</b></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> | <ul style="list-style-type: none"> <li>Listen to other people's talk with interest but become easily distracted.</li> <li><b><i>Shift from one task to another, if adults get my</i></b></li> </ul> | <ul style="list-style-type: none"> <li><b><i>Begin to pay attention to more than one thing at a time.</i></b></li> <li>Engage in pretend play: "putting the baby to sleep" or 'driving the car to the shops.'</li> </ul> | <ul style="list-style-type: none"> <li><b><i>Listen to longer stories and remember most of what happens.</i></b></li> <li>Begin to understand "what" and "who" questions.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand "how" questions.</li> <li><b><i>Understand simple concepts of a new thing e.g. full and empty.</i></b></li> </ul> | <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so big?"</li> <li>Answer simple how, what and who questions.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to a story and talk about it.</li> <li><b><i>Use longer sentences of four to six words.</i></b></li> <li><b><i>Use sentences joined up with words like 'because', 'or',</i></b></li> </ul> |

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|                  | <p><i>attention. Using my name can help.</i></p> <ul style="list-style-type: none"> <li>Listen during carpet sessions.</li> <li><i>show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</i></li> <li>Say how I am feeling, using words as well as actions.</li> <li><i>Use 3 word phrases.</i></li> </ul> | <ul style="list-style-type: none"> <li>Enjoy listening to and repeating rhymes.</li> <li><i>Enjoy listening to stories in small groups for about 5mins.</i></li> <li><i>Understand a question or instruction that has two parts, such as: "Put on your coat and wait at the door".</i></li> <li><i>Join in actions</i> and suggest familiar songs during sing-along.</li> <li><i>Use a wider range of vocabulary in a sentence</i></li> <li>Engage in a conversation with an adult or a friend.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to ask relevant questions.</li> <li>Start a conversation with an adult or a friend.</li> </ul>  | <ul style="list-style-type: none"> <li><i>Know many rhymes, talk about familiar books and tell a long story.</i></li> <li><i>Use talk to organise themselves and their play. "You go on a bus...you sit there... I'll be the driver."</i></li> <li><i>Express a point of view, debating when disagree with an adult or friend using words as well as actions.</i></li> <li><i>Start a conversation with an adult or a friend and continue it for many turns.</i></li> </ul> | <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li><i>Recite rhymes confidently within a group</i></li> <li><i>Develop their pronunciation but may have problems saying:</i> <ul style="list-style-type: none"> <li><i>some sounds: r, j, th, ch, and sh</i></li> <li><i>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</i></li> </ul> </li> </ul> | <p><i>'and'. For example: "I like ice cream because it makes my tongue tingle."</i></p> <ul style="list-style-type: none"> <li><i>Beginning to use the past and future tense: "I went to the shop" and "I am going to the park."</i></li> <li>Answer simple why questions.</li> </ul> |
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and to others in one-to-one or small groups, when conversation is</li> </ul>   | <ul style="list-style-type: none"> <li><i>Listen to familiar stories with increasing attention and recall.</i></li> <li><i>Understand how to listen carefully and</i></li> </ul>   | <ul style="list-style-type: none"> <li>Respond to instructions with more elements.</li> <li><i>Listen to and talk about stories to build familiarity and understanding.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i></li> </ul>   | <ul style="list-style-type: none"> <li>Follow a story without pictures or props.</li> <li>Understand and use questions such as who; why;</li> </ul>   | <p><b>ELG: Listening Attention and Understanding</b></p> <ul style="list-style-type: none"> <li><i>Listen attentively and respond to what they hear with</i></li> </ul>   |



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|  | <p>of interest to them.</p> <ul style="list-style-type: none"> <li>• <b>Listen carefully to rhymes and songs, paying attention to how they sound.</b></li> <li>• Engage in story times.</li> <li>• Beginning to learn new vocabulary and use it.</li> <li>• <b>Learn rhymes, poems and songs.</b></li> <li>• Develop social phrases e.g. to say hello in response to an adult</li> </ul> | <p><b>know why listening is important.</b></p> <ul style="list-style-type: none"> <li>• Engage with non-fiction books.</li> <li>• <b>Describe events in some detail.</b></li> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>• <b>Develop the use of social phrases e.g. to say hello without prompts from an adult.</b></li> <li>• <b>Recite poems and rhymes confidently to a familiar audience.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Recognise the difference between fiction and non-fiction stories.</b></li> <li>• <b>Ask questions to find out more and to check they understand what has been said to them.</b></li> <li>• Introduce a storyline or narrative into play.</li> <li>• <b>Learn new vocabulary.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversations or discussions.</li> <li>• <b>Extend their vocabulary, using it throughout the day.</b></li> <li>• Use new vocabulary in different contexts.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• <b>Connect one idea or action to another using a range of conjunctions.</b></li> <li>• <b>Use talk to help work out problems and organise thinking and activities explaining how</b></li> </ul> | <p>when; where and how.</p> <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Link statements and stick to a main theme or intention.</li> </ul> | <p><b>relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b></p> <ul style="list-style-type: none"> <li>- <b>Make comments about what they have heard and ask questions to clarify their understanding.</b></li> <li>- <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using</b></li> </ul> |
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|  |  |  |  | <p><i>things work and why things might happen.</i></p> <ul style="list-style-type: none"> <li>• <i>Articulate their ideas and thoughts in well-formed sentences.</i></li> </ul> |  | <p><i>recently introduced vocabulary.</i></p> <ul style="list-style-type: none"> <li>- <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li>- <i>Express their ideas and feelings <del>at</del> their experiences using full sentences, including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support from their teacher.</i></li> </ul> |
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**Personal, Social and Emotional Development (Self-regulation, Managing Self and Making Relationships).**

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

|   | Advent 1  | Advent 2   | Lent 1   | Lent 2  | Pentecost 1  | Pentecost 2   |
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| <b>Pupils will:</b>                       |   |  |  |   |  |   |
| <b>Nursery 3-4</b><br><br>Self-regulation | <ul style="list-style-type: none"> <li>show impulse control.</li> <li>talk about feelings.</li> </ul> | <ul style="list-style-type: none"> <li><i>begin to talk about feelings using words like 'happy', 'sad',</i></li> </ul> | <ul style="list-style-type: none"> <li><i>Understand gradually how others might be feeling.</i></li> </ul> | <ul style="list-style-type: none"> <li>be able to follow rules and can understand why they are</li> </ul> | <ul style="list-style-type: none"> <li>follow the routine of the day, without visual prompts.</li> <li>Make healthy</li> </ul> | <ul style="list-style-type: none"> <li><i>generally, negotiate solutions to conflicts in play.</i></li> </ul> |





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| <p>Managing self</p> <p>Building relationships</p> | <ul style="list-style-type: none"> <li>• <i>settle into some activities for a while.</i></li> <li>• <i>select and use activities and resources, with help when needed.</i></li> <li>• <i>Explore indoor and outdoor provision</i></li> <li>• <i>Go to a new space with some support e.g. hall.</i></li> <li>• <i>Use the toilet with adult support.</i></li> <li>• manage the transition from parent to keyworker.</li> <li>• want to play alongside other children.</li> </ul> | <p><b>'angry' or 'worried'.</b></p> <ul style="list-style-type: none"> <li>• begin to follow the routine of Nursery and join in, including snack time.</li> <li>• <b>show they are sorry.</b></li> <li>• <i>remember some rules without needing an adult to remind them.</i></li> <li>• <i>begin to help to tidy up.</i></li> <li>• <i>use the toilet independently.</i></li> <li>• <i>play alongside and enjoy the company of other children.</i></li> <li>• <i>manage to share or take turns with others, with adult guidance and understand 'yours' and 'mine.'</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>remember rules without needing an adult to remind them.</i></li> <li>• <i>become more outgoing with unfamiliar people, in the safe context of the setting.</i></li> <li>• Sometimes manage to share and take turns.</li> </ul> | <p>important.</p> <ul style="list-style-type: none"> <li>• use visual supports to follow the routine of the day.</li> <li>• <i>understand what being healthy is.</i></li> <li>• show confidence in new social situations</li> <li>• <i>behave appropriately in different situations e.g whole school assembly.</i></li> <li>• <i>develop appropriate ways of being assertive.</i></li> <li>• seek adult support with friendship issues.</li> <li>• play with one or more children, extend and elaborate ideas.</li> <li>•</li> </ul> | <p>choices about food, drink, activity.</p> <ul style="list-style-type: none"> <li>• <i>Begin to remember to wash their hands, without reminder, after using the toilet.</i></li> <li>• <i>Beginning to realise actions have consequences.</i></li> <li>• <i>Beginning to show perseverance carrying out their chosen activity</i></li> <li>• talk with others to solve conflicts.</li> <li>• <i>take part in pretend play and take on the familiar roles of others e.g. mummy</i></li> </ul> | <ul style="list-style-type: none"> <li>• show confidence in new social situations.</li> <li>• <i>be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands thoroughly.</i></li> <li>• <i>take part in pretend play in a variety of roles e.g the Gruffalo.</i></li> <li>• <i>help to find solutions to conflicts and rivalries i.e. not everyone can be Spiderman in a game.</i></li> <li>• <i>develop their sense of responsibility and membership of a community.</i></li> </ul> |
| <p>Reception</p>                                   | <ul style="list-style-type: none"> <li>• show attention to the teacher usually respond appropriately.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>identify and moderate their own feelings socially and</b></li> </ul>  | <ul style="list-style-type: none"> <li>• be proactive in seeking adult support to find compromises.</li> </ul>   | <ul style="list-style-type: none"> <li>• talk to others, include them in play and are willing to try new</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>understand own and other people's feelings, offering empathy</b></li> </ul>   | <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> <li>• <b>Show an understanding of their own</b></li> </ul>  |





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| <ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others</li> <li>• begin to recognise the impact of their actions.</li> <li>• explore feelings through role play.</li> <li>• enjoy trying new healthy snacks at snack time</li> <li>• build relationships with familiar adults</li> <li>• play with other children.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>emotionally. express their feelings and consider the needs of others.</b></li> <li>• enjoy a sensed belonging through being involved in daily tasks.</li> <li>• assert their own ideas.</li> <li>• <b>plan and complete an activity of their own choice independently.</b></li> <li>• know right from wrong</li> <li>• <b>talk about why keeping healthy, both mentally and physically is important.</b></li> <li>• <b>manage their own personal hygiene needs.</b></li> <li>• <b>feed themselves with a fork and spoon.</b></li> <li>• develop particular friendships with</li> </ul> | <ul style="list-style-type: none"> <li>• be increasingly flexible and co-operative.</li> <li>• express a wide range of feelings in my interactions.</li> <li>• adapt their behaviour to different situations.</li> <li>• show confidence in choosing resources and perseverance in carrying out a chosen activity.</li> <li>• know right from wrong and try to behave accordingly.</li> <li>• choose a healthy snack</li> <li>• <b>talk about how to keep their body healthy.</b></li> <li>• learn good dental hygiene and know why it is important.</li> <li>• know what they</li> </ul> | <ul style="list-style-type: none"> <li>things.</li> <li>• <b>be able to manage their feelings and tolerate situations in which their wishes cannot be met.</b></li> <li>• <b>See themselves as valuable individuals.</b></li> <li>• <b>give attention to what the teacher says, responding appropriately even when engaged in activity.</b></li> <li>• know what they want to do in their play and how they want to go about it.</li> <li>• <b>Show independence, and perseverance in the face of challenge not necessarily of their choosing.</b></li> <li>• usually play</li> </ul> | <ul style="list-style-type: none"> <li><b>and comfort.</b></li> <li>• take steps to resolve conflicts with other children by finding a compromise sometimes with support.</li> <li>• try new activities and show independence, resilience, and perseverance in the face of challenge.</li> <li>• know the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• dress and undress mostly independently.</li> <li>• frequently play cooperatively and take turns with others.</li> <li>• form positive attachments to adults and friendships with</li> </ul> | <ul style="list-style-type: none"> <li><b>feelings and those of others and begin to regulate their behaviour accordingly.</b></li> <li>• <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></li> <li>• <b>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.</b></li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• <b>Be confident to try new activities and</b></li> </ul> |
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|  |  | <p>other children.</p> <ul style="list-style-type: none"> <li>• take turns and share with others.</li> </ul> | <p>and others need.</p> | <p>cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• <i>know that other children may have a different likes and dislikes.</i></li> </ul> | <p>peers.</p> <ul style="list-style-type: none"> <li>• <i>Show sensitivity to their own and to others' needs.</i></li> </ul> | <p><i>show independence, resilience, and perseverance in the face of challenge.</i></p> <ul style="list-style-type: none"> <li>• <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></li> <li>• <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• <i>Work and play cooperatively and take turns with others.</i></li> <li>• <i>Form positive attachments to adults and friendships with peers.</i></li> </ul> |
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|  |  |  |  |  |  | <ul style="list-style-type: none"><li>• <i>Show sensitivity to their own and to others' needs.</i></li></ul> |
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#### Physical Development (Fine Motor Skills and Gross Motor Skills).

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 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.

|                     | Advent 1  | Advent 2   | Lent 1   | Lent 2   | Pentecost 1  | Pentecost 2  |
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| <b>Pupils will:</b> |   |  |  |  |  |  |
| <b>Nursery 3-4</b>  | <ul style="list-style-type: none"> <li><i>catch a large ball and pedal a tricycle.</i></li> <li><i>climb confidently.</i></li> </ul>  | <ul style="list-style-type: none"> <li><i>start taking part in some group activities which they make up for themselves, or in teams.</i></li> <li><i>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</i></li> <li><i>use large-muscle movements to wave flags and streamers, paint and make marks.</i></li> <li><i>choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a</i></li> </ul> | <ul style="list-style-type: none"> <li><i>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></li> <li><i>fill buckets with water and carefully pour into different containers.</i></li> <li><i>use a comfortable grip to hold a pencil.</i></li> <li><i>use playdough to create a body of a snake, with support.</i></li> <li><i>show an increasing desire to be independent e.g. do up my own zip and buttons</i></li> </ul> | <ul style="list-style-type: none"> <li><i>match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</i></li> <li><i>go up steps and stairs, or climb up apparatus, using alternate feet.</i></li> <li><i>be able to take shoes and socks off and put them back on independently.</i></li> <li><i>show increasing control when threading, cutting, drawing.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</i></li> <li><i>becoming increasingly independent when getting dressed and using zips.</i></li> <li><i>start to eat independently and learn how to use a knife and fork.</i></li> <li><i>use one-handed tools and equipment, for example, making snips in paper with scissors.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>skip, hop, stand on one leg, and hold a pose for a game like musical statues.</i></li> <li><i>use a comfortable grip with good control when holding pens and pencils.</i></li> <li><i>show a preference for a dominant hand.</i></li> <li><i>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i></li> <li><i>Use enough pressure and control to use a stapler or hole punch successfully.</i></li> </ul> |
| <b>Gross Motor</b>  |   |  |  |  |  |  |
| <b>Fine Motor</b>   | <ul style="list-style-type: none"> <li><i>run well, kick a ball and jump with both feet on the ground.</i></li> <li><i>sit comfortably on chairs.</i></li> <li><i>Walk up and down stairs holding the handrail.</i></li> <li><i>be developing manipulation and control. E.g. Use cutters to cut a shape from modelling materials, use mark making tools with thumb and all fingers, turn a page in a book.</i></li> <li><i>be able to take shoes and socks off</i></li> </ul> |  |  |  |  |  |



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|                  | <i>and attempt to put them back on.</i>  | <i>trowel.</i> <ul style="list-style-type: none"> <li><i>Start taking part in group activities which they make up for themselves or in teams.</i></li> <li><i>Begin to increase pressure when using tools.</i></li> </ul>   |   |   |  |  |
| <b>Reception</b> | <ul style="list-style-type: none"> <li><i>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping.</i></li> <li><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></li> <li><i>Further develop the skills they need to manage the school day successfully: - lining up and queuing –</i></li> </ul> | <ul style="list-style-type: none"> <li><i>balance on one foot or in a squat momentarily, shifting body weight to improve stability.</i></li> <li><i>progress towards a more fluent style of moving, with developing control and grace</i></li> <li><i>further develop spatial awareness.</i></li> <li><i>develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></li> <li><i>manipulate a range of tools and</i></li> </ul> | <ul style="list-style-type: none"> <li><i>combine different movements with ease and fluency.</i></li> <li><i>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></li> <li><i>develop overall body-strength, balance, co-ordination and agility.</i></li> <li><i>further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball.</i></li> <li><i>climb stairs, steps and move across climbing equipment using alternate feet.</i></li> <li><i>walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</i></li> <li><i>use a pencil and</i></li> </ul> | <ul style="list-style-type: none"> <li><i>develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i></li> <li><i>develop the foundations of a handwriting style which is fast, accurate and efficient.</i></li> </ul> | <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></li> <li><i>Demonstrate strength, balance and co-ordination when playing.</i></li> <li><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li><i>Hold a pencil effectively in preparation for</i></li> </ul> |



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|  | <p><b><i>mealtimes</i></b></p> <ul style="list-style-type: none"> <li>• show a preference for a dominant hand.</li> <li>• create lines and circles pivoting from the shoulder and elbow</li> </ul> | <p>equipment in one hand.</p> | <ul style="list-style-type: none"> <li>• use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> | <p>hold it effectively to form recognisable letters, <b><i>most of which are correctly formed.</i></b></p> |  | <p><b><i>fluent writing.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Use the tripod grip in almost all cases.</i></b></li> <li>• <b><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></b></li> <li>• <b><i>Begin to show accuracy and care when drawing</i></b></li> </ul> |
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**Literacy (Word Reading, Comprehension and Writing).**

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).

|  | <b>Advent 1</b>  | <b>Advent 2</b>  | <b>Lent 1</b>   | <b>Lent 2</b>  | <b>Pentecost 1</b>  | <b>Pentecost 2</b>  |
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| <b>Pupils will:</b>  |  |  |   |  |   |   |
| <b>Nursery 3-4</b> <ul style="list-style-type: none"> <li>• Word Reading</li> <li>• Comprehension</li> <li>• Writing</li> <li>• RWI Phonics</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Understand the five key concepts of print:</i> <ul style="list-style-type: none"> <li>- <i>print has meaning</i></li> <li>- <i>we read English text from left to right and from top to bottom.</i></li> <li>- <i>page sequencing</i></li> </ul> </li> <li>• <i>Enjoy sharing books with an adult.</i></li> <li>• <i>Enjoy songs and rhymes, tuning in and paying attention.</i></li> <li>• <i>Join in with some words in songs and rhymes</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Understand the five key concepts about print:</i> <ul style="list-style-type: none"> <li>- <i>print can have different purposes</i></li> <li>- <i>the names of the different parts of a book</i></li> </ul> </li> <li>• <i>Begin to play phonics games in small groups.</i></li> <li>• <i>Develop play around my favourite stories using props.</i></li> <li>• <i>Enjoy rhyming and rhythmic activities.</i></li> <li>• <i>Listen to and join in with stories</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Develop phonological awareness, so that they can;</i> <ul style="list-style-type: none"> <li>- <i>spot and suggest rhymes</i></li> <li>- <i>clap syllables in a word.</i></li> </ul> </li> <li>• <i>Recognise words with the same initial sound, such as money and mother.</i></li> <li>• <i>Explore books independently.</i></li> <li>• <i>Engage in extended conversations about stories, learning new vocabulary.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Name the picture linked to each letter in the phonics scheme.</i></li> <li>• <i>Suggest how the story might end.</i></li> <li>• <i>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</i></li> <li>• <i>Begin to write some letters.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Begin to link some sounds to letters.</i></li> <li>• <i>Recognise familiar words and signs such as own name and advertising logos.</i></li> <li>• <i>Write some or all of their name correctly.</i></li> <li>• <i>Begin to recognise some RWI pictures and rhymes that match</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Link some sounds to letters and orally blend.</i></li> <li>• <i>Become aware of the way stories are structured.</i></li> <li>• <i>Use some of my print and letter knowledge in my early writing e.g. writing a pretend shopping list starting at the top of the page.</i></li> <li>• <i>Write some letters accurately.</i></li> <li>• <i>Recognise RWI pictures and say rhymes for all single letter sounds.</i></li> </ul> |



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|   | <ul style="list-style-type: none"> <li>Copy finger movements and other gestures.</li> <li>Make marks using a range of materials</li> </ul>  | <p>and poems, one-to one and in small groups.</p> <ul style="list-style-type: none"> <li>Draw freely</li> </ul>   | <ul style="list-style-type: none"> <li>Sometimes give meaning to my drawings and paintings.</li> </ul>  |  |   |   |
| <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Word Reading</li> <li>Comprehension</li> <li>Writing</li> <li>RWI Phonics</li> </ul> | <ul style="list-style-type: none"> <li>Recognise initial sounds.</li> <li>Join in with rhymes and show an interest in stories with repeated refrains.</li> <li>Sequence familiar stories using pictures.</li> <li>Draw pictures of characters/ events / settings in a story.</li> <li>Give meaning to marks whilst holding my pencil in a tripod grip.</li> <li>Write initial sounds and simple captions.</li> <li>Read single letter set 1 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Retell stories related to event through acting/roleplay and images.</li> <li>Create storymaps and retell stories.</li> <li>Sequence a story using the following vocabulary: beginning, middle and end.</li> <li>Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions.</li> <li>Write name</li> </ul> | <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Explain the main events of a story and give simple</li> </ul> | <ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Retell a story with actions and or picture prompts as part of a group.</li> <li>Use story language when acting out a narrative.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions.</li> <li>Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.</li> <li>Read green story book and read some set 2 sounds</li> </ul> | <p><b>ELG Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate, where appropriate, key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories,</li> </ul> |



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|  |  | <p><b>correctly.</b></p> <ul style="list-style-type: none"> <li>• Begin to draw/write some of the main events of a story using initial sounds.</li> <li>• Read all single letter set 1 sounds and blend into words orally.</li> </ul> | <p>descriptions of characters.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about story book characters.</li> <li>• Distinguish between capital letters and lower-case letters.</li> <li>• Begin to write simple phrases inspired by stories.</li> <li>• <b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></li> <li>• Blend sounds to read words and read ditty stories.</li> <li>• Read set 1 special friends</li> </ul> | <ul style="list-style-type: none"> <li>• Create my own story maps, writing captions and labels, using short simple sentences.</li> <li>• <b>Form lower-case and capital letters correctly.</b></li> <li>• <b>Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</b></li> <li>• Write and use some of the tricky words such as I and The.</li> <li>• <b>Re-read what they have written to check that it makes sense.</b></li> <li>• Read red story books.</li> </ul> |  | <p><b>non-fiction, rhymes and poems and during role play.</b></p> <p><b>ELG</b></p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound- blending.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> </ul> <p><b>ELG:</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Write recognisable letters, most of which are</b></li> </ul> |
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|  |  |  |  |  |  | <div><div>correctly formed.</div><div><div><div>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</div><div>• Write simple phrases and sentences that can be read by others.</div><div>• Read green or purple story books</div></div></div></div> |
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### Mathematics (Number and Numerical Patterns).

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 ten, 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 organizing counting - children will develop a secure base of knowledge and vocabulary from which proficiency in 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.

|   | Advent 1   | Advent 2  | Lent 1   | Lent 2   | Pentecost 1  | Pentecost 2  |
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| <b>Pupils will:</b>   |  |   |  |  |  |  |
| <b>Nursery 3-4</b><br><br><b>Number</b><br>Numerical Patterns | <ul style="list-style-type: none"> <li><i>say when they have lots or more than someone else.</i></li> <li><i>complete a simple insert jigsaw.</i></li> </ul> | <ul style="list-style-type: none"> <li>recognise up to 3 objects without counting them.</li> <li><i>say some number names in sequence to 5.</i></li> <li><i>count with 1:1</i></li> </ul> | <ul style="list-style-type: none"> <li>represent numbers up to five using fingers.</li> <li><i>be able to record up to 5 objects.</i></li> </ul> | <ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li><i>know one less.</i></li> <li><i>Extend and create ABAB</i></li> </ul> | <ul style="list-style-type: none"> <li><i>recite numbers past 5.</i></li> <li><i>Show 'finger numbers' up to 5.</i></li> <li><i>experiment with their own symbols and</i></li> </ul> | <ul style="list-style-type: none"> <li>order numbers in the range 1 to 5.</li> <li><i>develop fast recognition of up to 3 objects without having to count them.</i></li> </ul> |



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| <ul style="list-style-type: none"> <li>• <i>say some numerals orally.</i></li> <li>• <i>be interested in sorting objects (colour, type or size).</i></li> <li>• <i>describe an object by its size, shape or colour.</i></li> <li>• talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• <i>show an awareness of numbers in the environment.</i></li> <li>• <i>recognize some numbers of personal significance.</i></li> <li>• <i>begin to touch objects as counting.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>correspondence up to 3 objects.</i></li> <li>• <i>know one more</i></li> <li>• <i>be able to recognize and copy an AB pattern.</i></li> <li>• <i>subitise to 2.</i></li> <li>• <i>know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</i></li> <li>• <i>subitise to two.</i></li> <li>• <i>make comparisons between objects relating to size, length, weight and capacity.</i></li> <li>• <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i></li> <li>• <i>Combine shapes to make new ones</i></li> </ul> | <ul style="list-style-type: none"> <li>• recite numbers past 5.</li> <li>• count with 1:1 correspondence up to 5 objects.</li> <li>• use some number language, such as 'more' and 'a lot'.</li> <li>• describe a familiar route.</li> <li>• discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• use some simple positional language (in front and behind).</li> <li>• <i>describe shapes using straight sides, curves, points.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>patterns – stick, leaf, stick, leaf.</i></li> <li>• <i>Notice and correct an error in a repeating pattern.</i></li> <li>• <i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</i></li> <li>• <i>be able to compare objects using mathematical vocabulary e.g., long, short, full, empty.</i></li> <li>• <i>talk about and explore in play 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>marks as well as numerals to represent an amount.</i></li> <li>• <i>understand that numbers can identify how many objects are in a set. (cardinal principle)</i></li> <li>• <i>Compare quantities using language: 'more than', 'fewer than'.</i></li> <li>• <i>Solve real world mathematical problems with numbers up to 5</i></li> <li>• use some positional language e.g. on, under, in, as well as actions to show where something is.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>be able to count 5 objects out from a larger pile.</i></li> <li>• <i>know that the last number in the count gives the total up to 5</i></li> <li>• <i>match groups with the same number of objects (one to five).</i></li> <li>• recall a sequence of everyday life.</li> <li>• understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul> |
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|                  | <ul style="list-style-type: none"> <li>explore in play 2D and 3D shapes and begin to learn their names.</li> </ul>  | <p>– <i>an arch, a bigger triangle etc.</i></p>   |   |  |  |   |
| <b>Reception</b> | <ul style="list-style-type: none"> <li><i>count objects, actions and sounds.</i></li> <li>count up to five objects by touching each object and saying one number name for each item.</li> <li>represent numbers up to five, using fingers.</li> <li><i>subitise to 3.</i></li> <li>recognise, say and identify numerals 1 to 9.</li> <li><i>Begin to explore mathematical problems using skills such as symbols '+' and '-' and vocabulary e.g. 'add,' 'take away,' and 'equals,' to</i></li> </ul> | <ul style="list-style-type: none"> <li><i>subitise numbers up to 6.</i></li> <li><i>count out up to 6 objects from a larger group.</i></li> <li><i>record using numerals up to 6.</i></li> <li><i>Order numerals up to 6 and say which number comes before/after.</i></li> <li><i>link the number symbol (numeral) with its cardinal number value.</i></li> <li><i>be able to partition numbers – know number bonds up to 6.</i></li> <li><i>understand the 'one more than/one less than' relationship between consecutive</i></li> </ul> | <ul style="list-style-type: none"> <li>count forwards and backwards within the number sequence 1 to 10.</li> <li><i>explore the composition of numbers to 10.</i></li> <li><i>automatically recall number bonds for numbers 0-5 and some to 10.</i></li> <li><i>count beyond 10.</i></li> <li>order numbers across the 10 boundaries (e.g. 8 to 11).</li> <li>say the numbers that come before and after a given number within the number sequence 1 to 20</li> <li>find one more or one less than a</li> </ul> | <ul style="list-style-type: none"> <li><i>subitise numbers up to 10.</i></li> <li>begin to explore doubles and halving to 10.</li> <li><i>count out up to 12 objects from a larger group.</i></li> <li><i>record using numerals up to 12.</i></li> <li><i>order numerals up to 12 and say which number comes before/after.</i></li> <li><i>be able to partition numbers – know number bonds up to 12.</i></li> <li>count forwards and backwards within the number sequence 1 to 20.</li> </ul> | <ul style="list-style-type: none"> <li>find the total number of objects in two groups by counting all of them and begin to write the number sentence.</li> <li>recognise that the number of objects in a set does not change if they are moved around. remove objects from a small group and count how many are left and write the total.</li> <li>count forwards and backwards within the number sequence 0 to 30.</li> <li>begin to use a number line to add simple</li> </ul> | <p><b>ELG: Number:</b></p> <ul style="list-style-type: none"> <li><i>have a deep understanding of numbers to 10, including the composition of each number.</i></li> <li><i>subitise up to 5</i></li> <li><i>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.</i></li> </ul> <p><b>ELG: Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li><i>verbally count beyond 20, recognising the pattern of the counting system.</i></li> </ul> |



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|  | <p><b>show working out.</b></p> <ul style="list-style-type: none"> <li>select and name 2d and 3d shapes.</li> </ul> | <p><b>numbers.</b></p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> <li>Solve problems to predict and compare length, weight and capacity.</li> <li>Begin to use measuring tools such as rulers and timers</li> </ul> | <p>number from 1 to 10.</p> <ul style="list-style-type: none"> <li>partition and recombine small groups of up to ten objects.</li> <li>compose and decompose shapes so that they recognise a shape can have other shapes within it</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>continue, copy and create repeating patterns.</li> </ul> | <ul style="list-style-type: none"> <li>Use spatial awareness language to describe what they are doing with the shapes.</li> <li>Use visualisation to predict how to make shapes and create models.</li> <li>Create own repeating pattern and describe its rule</li> </ul> | <p>number sentences.</p> <p>act out, recall and write different ways to make 5 and then 10.</p> <ul style="list-style-type: none"> <li>solve mathematical problems using symbols '+', '-', and '=' accurately and using the correct operational language.</li> </ul> | <ul style="list-style-type: none"> <li>compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |
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**Understanding the World (Past and Present: History/ People and Communities: Geography/ The Natural World: Science).**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's subjective experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting notable 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.

|  | Advent 1   | Advent 2   | Lent 1  | Lent 2   | Pentecost 1   | Pentecost 2  |
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| <b>Pupils will:</b>  |  |  |   |  |   |  |
| <b>Nursery 3-4</b><br><br>Past & Present<br><br>People, Culture and Communities<br><br>The Natural World | <ul style="list-style-type: none"> <li>• <i>know some people were born before them so are older than them and some born after them so are younger than them e.g. brothers and sisters.</i></li> <li>• be able to say who they are and who they live with.</li> <li>• <i>talk about some members of their family and people who are important to them.</i></li> <li>• <i>Know some occupations that familiar people have.</i></li> <li>• comment on recent pictures of celebrations in</li> </ul> | <ul style="list-style-type: none"> <li>• <i>know there are differences between people and God created us to be unique.</i></li> <li>• Know there are differences between what people believe.</li> <li>• know there are special places of worship.</li> <li>• <i>know that God made all natural things in the world.</i></li> <li>• <i>explore through their senses the world around them and use a growing vocabulary to describe what they experience.</i></li> <li>• <i>talk about the differences between</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>understand that the weather changes and in different places you find different weather.</i></li> <li>• <i>know there are hot and cold places in the world (including countries).</i></li> <li>• be able to identify suitable clothing for different weather.</li> <li>• <i>talk about the differences between materials used in their clothes and changes they notice.</i></li> <li>• <i>explore and talk about collections of materials with similar and/or different properties.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>plant seeds and care for growing plants.</i></li> <li>• <i>understand the key features of the life cycle of a plant.</i></li> <li>• know the difference between plants and animals.</li> <li>• talk about the pets they have.</li> <li>• <i>understand the key features of the life cycle of an animal.</i></li> <li>• <i>begin to understand the need to respect and care for the natural environment and all living things.</i></li> <li>• <i>talk about what they see, feel, smell, hear, taste using a wide vocabulary.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>know different methods of travel/transport today and in the past.</i></li> <li>• know how people in their local area travel.</li> <li>• <i>follow a simple map</i></li> <li>• <i>know that there are different countries in the world.</i></li> <li>• know the different ways to travel between countries.</li> <li>• Explore different sources to find out about different countries including stories, non-fiction resources, atlases and globes.</li> <li>• <i>talk about the</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Explore and talk about different forces they can feel.</i></li> <li>• talk about how forces can change the direction of moving things e.g. sail boats on water, windmills, kites.</li> <li>• know the wind is a force that you can feel but not see.</li> <li>• talk about how you can see the impact of wind as a force in action.</li> <li>• talk about the differences between materials and changes they notice when they push, pull,</li> </ul> |



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|           | <p>their own life.<br/>"This is me celebrating Eid..."</p> <ul style="list-style-type: none"> <li>• talk about and describe different types of houses, including where they live.</li> <li>• <b>talk about and point to what they see in their own environment (school/home).</b></li> <li>• <b>show an interest in how things work.</b></li> </ul> | <p><b>materials they work with and changes they notice.</b></p>  | <ul style="list-style-type: none"> <li>• explore how the different weather types affect the natural environment and materials.</li> <li>• talk about what they see, using a wide vocabulary.</li> </ul>   |   | <p><b>differences they have experienced or seen in photos.</b></p> <ul style="list-style-type: none"> <li>• <b>be aware of recent historical figures linked to the topic and characters in stories.</b></li> <li>• <b>talk about what they see, feel, smell, hear, taste using a wide topic related vocabulary.</b></li> </ul>           | <p>squeeze e.g. sand, soil, clay, playdough, corn flour.</p> <ul style="list-style-type: none"> <li>• talk about the forces needed to make things work e.g. push, pull toys.</li> <li>• begin to explain in how things work.</li> </ul>   |
| Reception | <ul style="list-style-type: none"> <li>• <b>talk about members of their immediate family and community.</b></li> <li>• <b>name and describe people who are familiar to them.</b></li> <li>• discuss family traditions and learn about others.</li> <li>• know about significant individuals</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>know that their community is made up of many different people with different roles.</b></li> <li>• <b>talk about some of the similarities and differences in family groups.</b></li> <li>• Know that unique means distinctive and your differences can make you</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Know the names of the four seasons.</b></li> <li>• <b>Know the 'typical' type of weather for each season.</b></li> <li>• <b>understand the effect of changing seasons on the natural world around them.</b> E.g. seasonal changes to trees/plants; very cold weather</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them</b> and talk about the different plant/animal life that exists.</li> <li>• <b>Describe what they see, hear and feel whilst outside.</b></li> <li>• <b>Recognise some environments that are different to the one in which they live.</b></li> <li>• <b>Understand the</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comment on images of familiar situations in the past.</b></li> <li>• <b>understand the past through settings, characters and events encountered in books read in class and storytelling.</b></li> <li>• make comparisons of settings and fictional settings.</li> <li>• know some</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li> <li>• Understand processes such as floating and sinking. E.g. in the sea</li> <li>• Understand</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• <b>comment on images of familiar situations in the past.</b></li> <li>• <b>compare and contrast characters from stories, including figures from the past.</b></li> <li>• <b>recognise some environments that are different to the one in which they live.</b></li> <li>• <b>draw information from a simple map.</b></li> </ul> | <ul style="list-style-type: none"> <li>• unique.</li> <li>• understand that some places are special to members of their community.</li> <li>• <b>recognise that people have different beliefs and celebrate special times in different ways.</b></li> <li>• know that God created us all to be like him but also unique.</li> <li>• <b>compare and contrast characters from stories, including figures from the past.</b></li> </ul> | <p>can cause water to freeze, warmer weather will cause ice to melt.</p> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them.</b></li> <li>• <b>Describe what they see, hear and feel whilst outside.</b></li> <li>• Use a wide topic vocabulary to describe what they experience with their senses.</li> </ul> | <p><b>effect of changing seasons on the natural world around the world</b> e.g. very hot/cold countries and how the plant and animal life differs.</p> <ul style="list-style-type: none"> <li>• <b>talk about 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.</b></li> </ul> | <p>similarities and differences between the natural world around me and contrasting environments, drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• <b>explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</b></li> </ul> | <p>processes such as freezing and melting. E.g. how ice lollies are made and what happens to them in the sun.</p> <ul style="list-style-type: none"> <li>• Understand processes such as heating and cooling e.g. in cooking, sunbathing.</li> <li>• Know how to be safe at the seaside e.g. sun protection, importance of hydration, importance of shade, water safety.</li> </ul> |
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**Expressive Arts and Design (Creating with materials and being imaginative and expressive).**

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

|  | <b>Advent 1</b>   | <b>Advent 2</b>   | <b>Lent 1</b>  | <b>Lent 2</b>   | <b>Pentecost 1</b>  | <b>Pentecost 2</b>  |
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| <b>Nursery 3-4</b><br><br>Creating with materials<br>Being imaginative | <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using my fingers and other parts of my body as well as brushes and other tools.</li> <li><b>Create pictures using paint and other media</b></li> <li><b>Make simple models.</b></li> <li><b>Enjoy taking part in pretend play.</b></li> <li><b>Enjoy moving to music.</b></li> <li>Explore a range of sound-makers and instruments and</li> </ul> | <ul style="list-style-type: none"> <li><b>Choose colours purposely.</b></li> <li>Begin to use objects to print or create patterns.</li> <li><b>Begin to join boxes together using sticky tape or glue.</b></li> <li><b>Remember and sing entire songs.</b></li> <li><b>Respond to what they have heard, expressing thoughts and feelings.</b></li> <li><b>Sing the pitch of a tone sung by another person.</b></li> </ul> | <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li><b>Create own songs or improvise a song around one they know.</b></li> <li><b>Name a variety of instruments.</b></li> <li><b>Use their own experiences to develop storylines e.g. going on a bus/car ride.</b></li> <li><b>Use construction toys to make settings.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Use drawing to represent ideas like movement or loud noises.</b></li> <li>Create collages using mixed media.</li> <li>Safely use and explore a variety of materials tools and techniques.</li> <li><b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Develop own ideas and decide which materials to use to express them.</b></li> <li>Develop an understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation, and experience.</li> <li><b>Join different materials and explore different textures.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Create closed shapes with continuous lines and begin to use shapes to represent objects.</b></li> <li>Explore colour and colour mixing.</li> <li><b>Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures.</b></li> <li>Create own piece of art and give meaning.</li> <li><b>talk about what they like/don't like</b></li> </ul> |





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|  | <p>play them in different ways.</p> <ul style="list-style-type: none"> <li>• <i>Enjoy making sounds "music" with instruments.</i></li> <li>• Enjoy and take part in songs, such as 'Twinkle, Twinkle Little Star</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></li> <li>• <i>Play instruments with increasing control to express their feelings and ideas.</i></li> <li>• Watch dances and performances.</li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>Show different emotions in my drawings (happiness, sadness, fear etc.)</i></li> <li>• <i>Play instruments with increasing control to express feelings and ideas.</i></li> <li>• <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></li> <li>• <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i></li> </ul> | <p><i>in their own and others art.</i></p> <ul style="list-style-type: none"> <li>• <i>Listen with increased attention to sounds.</i></li> <li>• Play a given instrument to simple beat.</li> </ul> |
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| <p><b>Reception</b></p> <p>Creating with materials</p> <p>Being imaginative</p> | <ul style="list-style-type: none"> <li>• Begin to draw self-portraits, landscapes, and building/cityscapes.</li> <li>• Build models which replicate those in real life, using a variety of resources.</li> <li>• <i>Sing in a group or by oneself, increasingly matching the pitch and following the melody.</i></li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• <i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Join items in a variety of ways (sellotape, masking tape, string and split pins).</li> <li>• <i>Watch and talk about dance and performance art, expressing feelings and responses.</i></li> <li>• Listen to music and say what they do or don't like.</li> <li>• Sing a range of well-known nursery rhyme and songs.</li> <li>• Make music and move to music.</li> </ul> | <ul style="list-style-type: none"> <li>• Know how to Improve models (scrunch, twist, fold, bend, roll).</li> <li>• Know how to secure boxes, kitchen rolls, decorate bottles.</li> <li>• Invent, adapt and recount narratives and stories with peers and my teacher.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | <ul style="list-style-type: none"> <li>• Independently select additional tools (stamps, rollers etc.) to improve my painting.</li> <li>• Create patterns or meaningful pictures when printing.</li> <li>• <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></li> <li>• <i>Return to and build on my previous learning, refining ideas and developing ability to represent them.</i></li> <li>• <i>Create collaboratively sharing ideas, resources and skills.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Explore different textures.</i></li> <li>• Draw with details.</li> <li>• <i>Work in a group to create a box model, listening to each other's ideas about how to improve and change their model.</i></li> <li>• <i>Explain how they have made a model and what its purpose is.</i></li> <li>• Change the tempo and dynamics whilst playing music.</li> <li>• Use a wide variety of instruments.</li> <li>• Begin to understand emotion through music and describe music in simple</li> </ul> | <p><b>ELG:</b><br/><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>Share their creations, explaining the process they have used.</i></li> <li>• <i>Make use of props and materials when role playing characters in narratives and stories.</i></li> </ul> <p><b>ELG: Being Imaginative and Expressive:</b></p> |
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|  |  |  |  | <ul style="list-style-type: none"> <li>• <i>Develop storylines in pretend play.</i></li> <li>• <i>Listen attentively, move to, and talk about music, expressing feelings and responses.</i></li> </ul> | <p>term e.g. 'happy', 'sad' or 'scary'.</p> <ul style="list-style-type: none"> <li>• <i>Use familiar stories to innovate small world play with their peers</i></li> <li>• <i>Use the outside areas (stage/boat/trim-trail) to act out familiar stories and change them with their peers.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></li> <li>• <i>Sing a range of well-known nursery rhymes and songs.</i></li> <li>• <i>Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.</i></li> </ul> |
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