



# Nursery Curriculum Overview (Cycle A)

A progressive curriculum that covers essential knowledge, understanding and skills to ensure children make progress in their learning.



- Consideration has been given to the knowledge and understanding that children will need to confidently carry out key skills key to their overall development through nursery, reception and beyond.
- Children will be guided by the Effective Characteristics of Effective Teaching and Learning and the 15 Experts of Learning (See page).
- Although the long-term plan covers all the statutory areas of learning, Academies have ensured they have tailored their curriculum to meet the needs of the current cohort, taking into consideration the school context, priorities and data.
- The immediate community is also considered and merged into the long-term plans.
- The curriculum will be delivered through overarching themes personal to each Academy.
- Teaching and Learning will be driven by assessments and next steps.
- Priorities identified for each Academy can be found under the heading, “Learning Priorities”, at the start of each are of learning.
- The consolidation of new learning, (Knowledge, Understanding and Skills) will be through revisiting and the continuous and enhanced provision.

## CHARACTERISTICS OF EFFECTIVE LEARNING:

### Playing and Exploring (engagement)

#### Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

#### Playing with what they know:

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

#### Being willing to 'have a go':

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

### Active Learning (motivation)

#### Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

#### Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief more effort or a different approach will pay off
- Bouncing back after difficulties

#### Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise
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### Creating and Thinking Critically (thinking)

#### Having their own ideas:

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

#### Making links:

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

#### Choosing ways to do things:

- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

## Experts of Learning- Our aim is to ensure we develop the knowledge and skills children need to become the following experts before the end of Reception

<p>To become a</p> <p><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>	<p>To become an</p> <p><b>Independent Individual</b></p> <p>who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an</p> <p><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>	<p>To become a</p> <p><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>
<p>To become a</p> <p><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p><b>Wow Writer</b></p> <p>who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a</p> <p><b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>	<p>To become a</p> <p><b>Compassionate Citizen</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between place</p>	<p>To become an</p> <p><b>Exceptional Explorer</b></p> <p>who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.</p>
<p>To become a</p> <p><b>Super Scientist</b></p> <p>who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p>	<p>To become a</p> <p><b>Heroic Historian</b></p> <p>who can reflect on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p>	<p>To become a</p> <p><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a</p> <p><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>	<p>To become a</p> <p><b>Budding Baker</b></p> <p>who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.</p>

# Nursery Curriculum Cycle A

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Themes</b>	<b>Getting to know you</b>	<b>On the farm</b>	<b>Lets go on a journey</b>	<b>What makes a good pet?</b>	<b>Splish Splash</b>	<b>Growing and Changing</b>
<b>Quality text:</b>	Elmer Five minutes peace	Farmer duck What the ladybird heard Old Macdonald A squash and a Squeeze On the Farm Three little pigs Little Red Hen Look what I found on the farm	The train ride Going on a bear hunt Duck in a Truck	The tiger who came to tea Monkey puzzle Dear zoo Hairy Maclary from Donaldson dairy The bad-tempered ladybird Super worm The great pet sale Zog	Billy's bucket Polar bear polar bear what do you hear? Tiddler	Jack and the Beanstalk The hungry caterpillar Lulu's first day
<b>Trips/Visitors Enrichments</b>		Crossing the road safely Tractor visit  Ballet		Animal visitors		Sherwood Pines Teddy Bears picnic – parent afternoon
<b>Celebrations / Festivals / Special Events</b>	Birthdays World Mental Health Day – 10 <sup>th</sup> October	Birthdays Road Safety Awareness week Remembrance Day National Nursery Rhyme Week Christmas Nativity	Birthdays Children's Mental Health week 5 <sup>th</sup> -11 <sup>th</sup> Feb National Storytelling Week (30th Jan - 6th February) Number Day 7 <sup>th</sup> Feb	Birthdays Safer Internet Day Easter Sunday (20th) Aspiration week World Book Day 6 <sup>th</sup> March Science week – 7 <sup>th</sup> – 16 <sup>th</sup> April Mothering Sunday – 30 <sup>th</sup> March	Birthdays St. George's Day (23rd) Earth Day – 22 <sup>nd</sup> April	Birthdays Father's Day (15 <sup>th</sup> June) Transition

## Nursery Curriculum Cycle B

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	<b>Getting to know you</b>	<b>On the Farm</b>	<b>Out of this world</b>	<b>Whos egg is this?</b>	<b>Seaside Days</b>	<b>Superheroes</b>
<b>Quality text:</b>	Elmer Five minutes peace Rainbow fish	Farmer duck What the ladybird heard Old Macdonald A squash and a Squeeze On the Farm Three little pigs Little Red Hen Look what I found on the farm	Aliens love underpants Whatever next Smeeds and the Smoos	Meet the dinosaurs Dinosaur romp Easter Story The ugly duckling The odd egg	Sharing a shell Night pirates Lighthouse keepers' lunch Snail and the whale Singing mermaid	What's my Super power Super Tato Ten little superheroes Zog and the flying doctors
<b>Trips/Visitors Enrichments</b>		Crossing the road safely Tractor visit		Animal visitors		Sherwood Pines Teddy Bears picnic
<b>Celebrations / Festivals / Special Events</b>	Birthdays World Mental Health Day – 10 <sup>th</sup> October	Birthdays Road Safety Awareness week Remembrance Day National Nursery Rhyme Week Christmas Nativity	Birthdays Children's Mental Health week 5 <sup>th</sup> -11 <sup>th</sup> Feb National Storytelling Week (30th Jan - 6th February) Number Day 7 <sup>th</sup> Feb	Birthdays Safer Internet Day Easter Sunday (20th) Aspiration week World Book Day 6 <sup>th</sup> March Science week – 7 <sup>th</sup> – 16 <sup>th</sup> April Mothering Sunday – 30 <sup>th</sup> March	Birthdays St. George's Day (23rd) Earth Day – 22 <sup>nd</sup> April	Birthdays Father's Day (15 <sup>th</sup> June) Transition



## COMMUNICATION & LANGUAGE:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, 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.

### Learning Priorities at TPA

LA&U is always a focus for our nursery.  
Children come into the nursery, below where they should be.

### Listening, Attention and Understanding

To become a **Confident Communicator** children will use their newly learnt skills to demonstrate their understanding and knowledge...

#### Autumn

##### To enjoy listening to short stories.

- To be able to remember one thing that happens in a story.
- To know how to listen to a daily story.
- To know how to share books throughout the day.

##### To be able to pay attention to more than one thing at a time.

- To know how to switch my attention from what I am doing to what you are saying.
- To be able to listen to simple instruction.

##### To know a range of vocabulary.

- To be able to listen to vocabulary within the provision and carpet time
- To be able to copy new vocabulary modeled by an adult
- To understand some new vocabulary
- To understand words and concepts which occur frequently within provision and carpet time.

#### Spring

##### To enjoy listening to longer stories

- To be able to remember more than one thing that happens in a story.
- To be able to listen to a daily story time
- To be able to share any book throughout the day.

##### To be able to understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

- To understand what a question is
- To be able to follow two-part instructions.

##### To know and understand a wider range of vocabulary.

- To be able to use new vocabulary in the environment
- To be able to use picture books to help learn new vocabulary and more complex forms of language

#### Summer

##### To enjoy listening to longer stories.

- To be able to remember much of what happens in a story.
- To be able to listen to a daily story time with increased attention
- To be able to share favourite books throughout the day.

##### To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- To know the meaning of why
- To be able to answer "Why", questions about what they are doing in the provision or about a story.
- To be able to answer "why", questions about things around them.

##### To be able to confidently use a wider range of vocabulary.

- To be able to extend vocabulary, explaining unfamiliar words and concepts.
- To be able to begin to use more complex vocabulary in talk. i.e Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.



<p><b>Speaking</b></p> <p>To become a <b>Confident Communicator</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p><b>To begin to sing a song within nursery.</b></p> <ul style="list-style-type: none"> <li>○ To be able to listen to a simple song</li> <li>○ To be able to join in with a simple song.</li> </ul> <p><b>To know some rhymes.</b></p> <ul style="list-style-type: none"> <li>○ To be able to listen to rhymes</li> <li>○ To be able to join in with rhymes.</li> </ul> <p><b>To be able to talk about familiar books.</b></p> <ul style="list-style-type: none"> <li>○ To know what a book is</li> <li>○ To understand how we hold a book</li> <li>○ To be able to comment when looking at the pictures in a book.</li> <li>○ To be able to engage with a book when shown.</li> </ul> <p><b>To begin to talk about an event</b></p> <ul style="list-style-type: none"> <li>○ To be able to say what I did.</li> </ul> <p><b>To be able to know, how to use talk to organize myself: “Let’s go on a bus...”</b></p> <ul style="list-style-type: none"> <li>○ To know how to talk out loud</li> <li>○ To know how to link words to my actions.</li> </ul>	<p><b>To be able to sing a selection of common songs.</b></p> <ul style="list-style-type: none"> <li>○ To be able to join in with a larger range of songs</li> <li>○ To be able to sing several familiar songs</li> </ul> <p><b>To know many rhymes.</b></p> <ul style="list-style-type: none"> <li>○ To be able to join in with a larger range of rhymes.</li> <li>○ To be able to sing several familiar rhymes</li> </ul> <p><b>To be able to tell someone more about familiar books.</b></p> <ul style="list-style-type: none"> <li>○ To know what a book is and how to handle it</li> <li>○ To be able to comment on books read in the provision.</li> <li>○ To be able to tell someone what happens in a familiar book</li> </ul> <p><b>To be able to talk about an event.</b></p> <ul style="list-style-type: none"> <li>○ To be able to say what happened/who I went with etc.</li> </ul> <p><b>To be able to use talk to organize myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.”</b></p> <ul style="list-style-type: none"> <li>○ To understand my surroundings</li> <li>○ To understand and develop my words linked to actions.</li> </ul>	<p><b>To be able to confidently sing a range of songs.</b></p> <ul style="list-style-type: none"> <li>○ To be able to learn new songs</li> <li>○ To be able to confidently sing a large repertoire of songs.</li> </ul> <p><b>To know a wide range of rhymes.</b></p> <ul style="list-style-type: none"> <li>○ To be able to learn new rhymes.</li> <li>○ To be able to confidently sing a large repertoire of rhymes.</li> </ul> <p><b>To be able to confidently talk about familiar books.</b></p> <ul style="list-style-type: none"> <li>○ To know what happens in a familiar book</li> <li>○ To tell someone what happened in a familiar book</li> <li>○ To talk about key events</li> </ul> <p><b>To be able to confidently talk about a past event in detail.</b></p> <ul style="list-style-type: none"> <li>○ To be able to recall something I have done/happened and explain to others</li> </ul> <p><b>To be able to have a simple conversation with others in my play</b></p> <ul style="list-style-type: none"> <li>○ To be able to say what I am going to do</li> <li>○ To be able to listen to others respond.</li> </ul>
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## PSED

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.

<b>Learning Priority for TPA</b>	Children come into nursery with little PSED skills. It is always a focus area as we start the school year. Children normally excel in this area due to early intervention.
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Area	Autumn	Spring	Summer
<b>Self-Regulation</b>  To become an <b>Independent Individual</b> & a <b>Fantastic Friend</b> , children will use their newly learnt skills to demonstrate their knowledge and understanding...	<b>To know how to talk about my feelings and use words like 'happy', 'sad', 'angry' or 'worried'</b> <ul style="list-style-type: none"> <li>To know how I feel</li> <li>To know what makes me feel this way</li> </ul> <b>To be able to begin to know how others might be feeling.</b> <ul style="list-style-type: none"> <li>To know happy and sad</li> <li>To know when someone is excited.</li> <li>To know that everyone has these feelings</li> </ul>	<b>To understand and talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'</b> <ul style="list-style-type: none"> <li>To understand I have lots of feelings</li> <li>To understand what makes me feel this way and how I could change how I feel</li> </ul> <b>To understand how others might be feeling.</b> <ul style="list-style-type: none"> <li>To understand how others are feeling and what might make them feel that way</li> <li>To understand how feelings change</li> </ul>	<b>To be able to confidently talk with friends about how I might be feeling.</b> <ul style="list-style-type: none"> <li>To be able to confidently identify different feelings</li> <li>To be able to confidently identify causes</li> </ul> <b>To be able to understand and say how others might be feeling.</b> <ul style="list-style-type: none"> <li>To be able to confidently identify feelings of others</li> <li>To be able to confidently describe their feelings</li> <li>To be able to talk to others about their feelings.</li> </ul>
<b>Managing Self</b>  To become an <b>Independent Individual</b> & a <b>Fantastic Friend</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...	<b>To know that we follow rules.</b> <ul style="list-style-type: none"> <li>To know what a rule is</li> <li>To know the class rules</li> </ul> <b>To know my sense of responsibility and membership of a community.</b> <ul style="list-style-type: none"> <li>To know my class is a group</li> <li>To know I play with a group of friends</li> </ul>	<b>To understand how we follow the rules and why they are important.</b> <ul style="list-style-type: none"> <li>To understand why we have rules</li> <li>To understand the class rules and know when I am following them</li> </ul> <b>To understand how to work as a team</b> <ul style="list-style-type: none"> <li>To understand what a team is</li> <li>To understand how to work as a team</li> </ul>	<b>To be able to follow the rules without needing an adult to remind them</b> <ul style="list-style-type: none"> <li>To be able to explain why we need rules</li> <li>To be able to know when I'm following the rules.</li> <li>To be able to follow the rules without reminders</li> </ul> <b>I can select and use activities and resources, with help when working as a team.</b> <ul style="list-style-type: none"> <li>To be able to problem solve</li> <li>To be able to join in with others.</li> </ul>
<b>Building Relationships</b>	<b>To be able to become more outgoing with unfamiliar people, in the safe context of their setting.</b>	<b>To understand how to be confident in new social situations.</b> <ul style="list-style-type: none"> <li>To be able to be confident at circle time</li> <li>To be able to be confident to try new</li> </ul>	<b>To be able to play with one or more other children, extending and elaborating play ideas.</b>

<p>To become an <b>Independent Individual</b> &amp; a <b>Fantastic Friend</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<ul style="list-style-type: none"> <li>○ To know how to talk to staff and peers</li> </ul> <p><b>To know how to play with one or more other children.</b></p> <ul style="list-style-type: none"> <li>○ To know how to play</li> <li>○ To know how to share</li> <li>○ To know how to communicate with others during play</li> </ul>	<p>activities</p> <p><b>To understand how to play with one or more other children and begin to extend and elaborate play ideas.</b></p> <ul style="list-style-type: none"> <li>○ To understand how to keep play going, through communication</li> <li>○ To be able to extend my ideas</li> <li>○ To be able to wait for a turn</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to be confident to be more outgoing</li> </ul> <p><b>To be able to confidently find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</b></p> <ul style="list-style-type: none"> <li>○ To be able to share with other children</li> <li>○ To be able to offer other solutions</li> <li>○ To be able to play positively</li> </ul>
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#### PHYSICAL DEVELOPMENT:

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



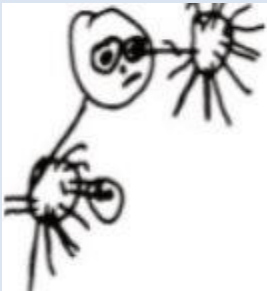
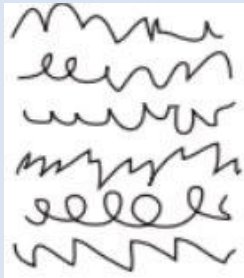

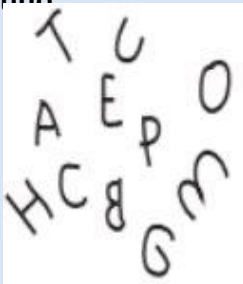
<b>Learning Priority for TPA</b>	<ul style="list-style-type: none"> <li>○ Fine motor skills will be a focus and will be provided throughout the enhanced provision.</li> </ul>		
<b>Area</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Gross Motor Skills</b></p> <p>To become an <b>Amazing Athlete</b> &amp; a <b>Talented Tool User</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p><b>To know how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</b></p> <ul style="list-style-type: none"> <li>○ To know how to balance</li> <li>○ To know what a bike and scooter are</li> <li>○ To be able to experiment using bikes and scooters</li> <li>○ To experiment playing with different sized balls</li> </ul> <p><b>To know how to go up steps and stairs, or climb up apparatus, using alternate feet.</b></p> <ul style="list-style-type: none"> <li>○ To know how we go up steps and stairs</li> </ul>	<p><b>To understand how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</b></p> <ul style="list-style-type: none"> <li>○ To understand about balance and balancing</li> <li>○ To understand how to make the scooter/ bike move</li> <li>○ To understand how to catch and throw</li> </ul> <p><b>To understand how and why we go upstairs/climb up apparatus, using alternate feet.</b></p> <ul style="list-style-type: none"> <li>○ To understand how we use our hands and feet to go up and climb apparatus</li> <li>○ To understand why we need to go</li> </ul>	<p><b>To be able to confidently move, balance ride (scooters, trikes and bikes) and have good ball skills.</b></p> <ul style="list-style-type: none"> <li>○ To be able to confidently ride a scooter and or bike</li> <li>○ To be able to confidently catch and throw a ball</li> <li>○ To confidently balance on equipment</li> </ul> <p><b>To be able to go up steps and stairs, or climb up apparatus, using alternate feet.</b></p> <ul style="list-style-type: none"> <li>○ To be able to confidently climb</li> </ul>

	<ul style="list-style-type: none"> <li>○ To know how to climb apparatus</li> </ul> <p><b>To know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</b></p> <p><b>To know how to use large muscle movements to wave flags and streamers, paint and make marks with some control.</b></p> <ul style="list-style-type: none"> <li>○ To know how to use our arms to wave a flag and streamers</li> <li>○ To be able to make marks with crayons/paint</li> </ul> <p><b>To know that I need to be independent as I get dressed and undressed, for example, putting coats on and doing up zips.</b></p> <ul style="list-style-type: none"> <li>○ To understand why we need to get dressed and undressed</li> <li>○ To know that we need to be able to dress and undress ourselves</li> </ul> <p><b>To be able to increase independence in meeting my own care needs, e.g. using the toilet, washing and drying my hands.</b></p> <p><b>To be able to develop healthy choices about food, drink, activity and toothbrushing.</b></p> <ul style="list-style-type: none"> <li>● To know and be able to discuss healthy choices during snacks times where only fruit is available</li> </ul>	<p>up/climb</p> <p><b>To understand how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</b></p> <p><b>To understand how to use large muscle movements to wave flags and streamers, paint and make marks with control.</b></p> <ul style="list-style-type: none"> <li>○ To be able to develop confidence when using our arms</li> <li>○ To be able to develop confidence when making marks.</li> </ul> <p><b>To understand how to get dressed and undressed, for example, putting coats on and doing up zips.</b></p> <ul style="list-style-type: none"> <li>○ To know how to do buttons and zips</li> <li>○ To be able to independently have a go at dressing/undressing</li> </ul> <p><b>To be able to increase independence in meeting my own care needs, e.g. using the toilet, washing and drying my hands.</b></p> <p><b>To be able to develop healthy choices about food, drink, activity and toothbrushing.</b></p> <ul style="list-style-type: none"> <li>○ To know and be able to discuss healthy choices during snacks times where only fruit is available.</li> </ul> <p><b>To be able to take part in some group activities which I make up for myself or in teams.</b></p> <p><b>To know and understand how to use and remember sequences and patterns of movements which are related to music and rhythm.</b></p> <ul style="list-style-type: none"> <li>○ To dance to music.</li> <li>○ To copy moves to music</li> </ul>	<p><b>To be able to develop my skills of skipping hopping and standing on one leg and hold a pose for a game like musical statues.</b></p> <p><b>To be able to use large muscle movements to wave flags and streamers, paint and make marks with good control.</b></p> <ul style="list-style-type: none"> <li>○ To be able to confidently move</li> <li>○ To be able to confidently make marks.</li> </ul> <p><b>To be able to how to get dressed and undressed, for example, putting coats on and doing up zips.</b></p> <ul style="list-style-type: none"> <li>○ To know how to do buttons and zips</li> <li>○ To be able to independently dress/undress</li> </ul> <p><b>To be able to constantly meet my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly.</b></p> <p><b>To be able to confidently make healthy choices about food, drink, activity and toothbrushing.</b></p> <ul style="list-style-type: none"> <li>○ To know the importance of eating healthily and teeth brushing</li> <li>○ To be able to talk about the importance of washing hands carefully and when.</li> </ul> <p><b>To be able to choose the right resources to carry out my own plan.</b></p> <p><b>To be able to collaborate with others to manage</b></p>
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			<p><b>large items, such as moving a long plank safely, carrying large hollow blocks.</b></p> <ul style="list-style-type: none"> <li>○ To be able to work with others to help me achieve my aims.</li> </ul>
<p><b>Fine Motor Skills</b></p> <p>To become an <b>Amazing Athlete</b> &amp; a <b>Talented Tool User</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...</p>	<p><b>To know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</b></p> <ul style="list-style-type: none"> <li>○ To identify scissors</li> <li>○ To know why we use scissors</li> <li>○ To know when it is suitable to use scissors for a job</li> </ul> <p><b>To know how to experiment to find a preference for a dominant hand.</b></p>	<p><b>To understand how to use one-handed tools and equipment, for example, making snips in paper with scissors.</b></p> <ul style="list-style-type: none"> <li>○ To be able to maneuver scissors to cut paper</li> <li>○ To be able to independently select tools for different jobs.</li> </ul> <p><b>To know how to use a comfortable grip with good control when holding pens and pencils.</b></p> <p><b>To understand and show their preference for a dominant hand.</b></p> <p><b>To know how to eat independently and learn how to use a knife and fork.</b></p> <ul style="list-style-type: none"> <li>○ Understand how to use a fork</li> <li>○ Understand how to use a knife together</li> </ul>	<p><b>To be able to use one-handed tools and equipment, for example, making snips in paper with scissors.</b></p> <ul style="list-style-type: none"> <li>○ To be able to maneuver scissors to cut paper</li> <li>○ To be able to independently select tools for different jobs.</li> </ul> <p><b>Able to independently use a comfortable grip with good control when holding pens and pencils.</b></p> <p><b>To be able to confidently show a preference for a dominant hand.</b></p>

<b>LITERACY:</b> □ Reading - Comprehension □ Reading - Word Reading □ 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>Learning Priorities for TPA</b>	<ul style="list-style-type: none"> <li>Mark making is a focus</li> </ul>		
Area	Autumn	Spring	Summer
<b>Reading-Comprehension &amp; Word Reading</b>  To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...	<b>To start understanding the five key concepts about print:</b> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul>	<b>To understand the five key concepts about print:</b> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul>	<b>To develop phonological awareness, so I am able to:</b> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognize words with the same initial sound, such as money and mother</li> </ul>
<b>Writing-</b> To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding...  <b>Imitating</b>	– The Writing Progression statements were created through professional discussions with EYFS staff, using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, BSquare'd statements and Heidi Songs professional writing chart. – It should be noted that children develop at different rates and these statements should be viewed alongside gross motor and fine motor development, as well as pencil control.		
	<ul style="list-style-type: none"> <li>To watch an adult make marks.</li> </ul>	<ul style="list-style-type: none"> <li>To see mark making in the environment</li> </ul>	<ul style="list-style-type: none"> <li>To copy the pattern of an adult's writing using lines, shapes or symbols.</li> <li>To imitate the flow of writing from left to right.</li> </ul>
<b>Sensory exploration</b>	<ul style="list-style-type: none"> <li>To explore mark making in a sensory way e.g. marks in sand.</li> </ul>	<ul style="list-style-type: none"> <li>To make marks in different media with hands or tools.</li> </ul>	<ul style="list-style-type: none"> <li>To make purposeful marks and patterns with a range of materials.</li> </ul>
<b>Using tools</b>	<ul style="list-style-type: none"> <li>To have access to a range of different mark making tools and surfaces inside and</li> </ul>	<ul style="list-style-type: none"> <li>To use a different range of writing tools such as crayons, brushes, pens and</li> </ul>	<ul style="list-style-type: none"> <li>To increasingly use a pincer grip to hold mark making tools, using them with control.</li> </ul>

	<p>outside e.g. chalks on pavement, pen on paper.</p> <ul style="list-style-type: none"> <li>○ To know how to choose a tool to make a mark.</li> <li>○ To understand that I can use a tool to make a mark (cause and effect).</li> </ul>	<p>pencils to create marks on different surfaces.</p> <ul style="list-style-type: none"> <li>○ To use different mark making tools with increasing control.</li> </ul>	
<b>Giving meaning</b>	<ul style="list-style-type: none"> <li>○ Make random scribbles with no ascribed meaning.</li> <li>○ Make marks and sometimes ascribe meaning although the meaning may change.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes give meaning to marks I make in paint, pen, etc.</li> <li>○ Give meaning to my marks.</li> <li>○ Draw a picture then add a mark which</li> <li>○ Give meaning to e.g. 'that's my name/that's says mummy'.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ascribe meaning to my marks and the meaning remains the same.</li> </ul>
<b>Shape of writing</b>	<ul style="list-style-type: none"> <li>○ Make marks horizontally and vertically.</li> <li>○ Make marks in a circular motion.</li> </ul>	<ul style="list-style-type: none"> <li>○ Make marks of different shapes and patterns.</li> <li>○ Use these shapes and lines to create pictures e.g. face, person.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a combination of marks to write letters in my name.</li> <li>○ Write some letters in my name.</li> <li>○ Beginning to form the capital letter in my name.</li> <li>○ Form some letters in my name correctly.</li> <li>○ Attempt to write other letters e.g. 'm' for 'mummy'.</li> </ul>
<b>Purposeful writing</b>	<ul style="list-style-type: none"> <li>○ Show enjoyment in mark-making.</li> <li>○ Know my mark making is valued.</li> </ul>	<ul style="list-style-type: none"> <li>○ Make marks in my play.</li> <li>○ Make messages for others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Create 'shopping lists', 'cards', 'invitations' etc.</li> </ul>

<b>Random scribbling</b> 	<b>Lines and circles</b> 	<b>Pictures</b> 	<b>Scribble writing</b> 	<b>Symbols representing writing</b> 	<b>Letters &amp; name writing</b> 
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#### **MATHEMATICS:** □ Numerical Pattern □ Number

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.

	○		
Area	Autumn	Spring	Summer
Number	<ul style="list-style-type: none"> <li>The number LTP, was created using the non-statutory Development Matters document, the non-statutory Birth to 5 Matters document, the Master the Curriculum Document, White Rose guidance and the NCETM progression documents.</li> <li>Each block links to a Sequence of Learning – the number of days each unit take is flexible to the children’s needs, but all children should work together on the same block with opportunity for scaffolding and going deeper dependent on each child’s progress through the sequence.</li> <li>To become a Master of Maths, children will... use their newly learnt skills to demonstrate their knowledge and understanding...</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Block 1: Pattern - colours		Block 2: Comparison – objects, shape and size				Consolidation
	Baseline all new children						
Autumn 2	Blocks 3: Cardinality and counting - Number 1	Block 4: Cardinality and counting - Number 2		Block 5: Pattern – AB and ABC			Consolidation
Spring 1	Block 6: Cardinality and counting – Number 3		Block 7: Cardinality and counting – Number 4		Block 8: Cardinality and counting – Number 5		
Spring 2	Block 9: Cardinality and counting consolidation	Block 10: Cardinality and counting – Number 6	Block 11: Measures – length, mass, capacity			Consolidation	
Sum 1	Block 12: Measures – time	Block 13: Shape and space	Block 14: Comparison	Block 15: Measures – shape and space			
Sum 2	Block 16: Composition – numbers to 5	Block 17: Comparison – numbers to 5		Block 18: Counting and cardinality – numbers to 5	Block 19: Consolidation patterns	Block 20: Consolidation comparison	Week 8 Consolidation



<b>UNDERSTANDING THE WORLD</b> □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geog) □ Natural World (KS1: Geog / Science)			
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.			
	○		
<b>Area</b>	<b>Coverage for UTW</b> <ul style="list-style-type: none"> <li>– Skills and knowledge in this area will be covered when suitable throughout the terms, depending on the topic.</li> <li>– Teachers will ensure all the content has been covered by the end of the year.</li> <li>– Please cover your local area/community and local History</li> <li>– Areas of learning are linked to the National Curriculum to show Year 1 links</li> </ul>		
<b>Understanding of the World</b> <b>History</b> <b>Geography</b> <b>Science</b>  To become an <b>Exceptional Explorer</b> who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.  To become an <b>Compassionate Citizen</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between places  To become an <b>Heroic Historian</b> who can reflect on their	<b>Key themes</b> <b>History:</b> <ul style="list-style-type: none"> <li>- Chronological Understanding</li> <li>- Historical Enquiry</li> <li>- Knowledge and interpretation</li> </ul> <b>Geography:</b> <ul style="list-style-type: none"> <li>-Locational and place knowledge</li> <li>-Human and Physical</li> <li>-Geographical skills and field work</li> </ul> <b>Science:</b> <ul style="list-style-type: none"> <li>-Living things and their habitats</li> <li>-Plants</li> </ul> Animals including Humans Materials		
	<b>HISTORY-Past and Present</b> <b>Begin to make sense of my own life story and family history.</b> <ul style="list-style-type: none"> <li>○ To know my family and their names.</li> <li>○ To know what celebrations I celebrate.</li> <li>○ To talk about photos.</li> <li>○ To understand and talk about events that have happened.</li> </ul>	<b>SCIENCE –</b> <b>Use all my senses in hands-on exploration of natural materials.</b> <ul style="list-style-type: none"> <li>○ To know my 5 senses.</li> <li>○ To understand what I use them for.</li> </ul>	<b>SCIENCE</b> <b>Explore and talk about different forces I can feel.</b> <ul style="list-style-type: none"> <li>○ To understand simple forces, like wind and pushing.</li> <li>○ To understand new vocabulary related to the exploration.</li> </ul>

<p>own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals</p> <p>To become an <b>Super Scientist....</b> who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions</p> <p>.... children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<p><b>HISTORY –Past and Present</b> <b>Begin to make sense of my own life story and family history.</b></p> <ul style="list-style-type: none"><li>○ To understand about starting something new</li><li>○ To understand how they grow over time</li><li>○ To be able to say what things I like to do</li><li>○ To be able to say what parents like to do.</li><li>○</li></ul> <p><b>GEOGRAPHY-People, culture and Communities</b> <b>Begin to show interest in different occupations.</b></p> <ul style="list-style-type: none"><li>○ To know about different occupations</li><li>○ To understand how they are different.</li></ul> <p><b>GEOGRAPHY- People, culture and Communities</b> <b>Begin to develop positive attitudes about the differences between people.</b></p> <ul style="list-style-type: none"><li>○ To understand about similarities and differences they notice between people, then families and communities.</li><li>○ To be able to talk positively about appearances- skin colours and hair types.</li></ul>	<p><b>SCIENCE</b> <b>Explore collections of materials with similar and/or different properties.</b></p> <p><b>SCIENCE D&amp;T</b> <b>Begin to explore how things work.</b></p> <ul style="list-style-type: none"><li>○ To know how toys are different</li><li>○ To understand the differences between now and years passed.</li><li>○ To be able to Wind-up toys, use pulleys and sets of cogs with pegs and boards.</li></ul> <p><b>SCIENCE</b> <b>Begin to talk about the differences between materials and changes I notice.</b></p> <ul style="list-style-type: none"><li>○Children change materials from one state to another.</li><li>○Leave water out with items in in the winter and watch them freeze- then how can we make the frozen water melt?</li><li>○ Cooking- combining ingredients</li></ul> <p><b>SCIENCE</b> <b>Talk about the differences between materials and changes they notice.</b></p> <ul style="list-style-type: none"><li>○To understand how ice melts</li><li>○To understand that different materials sink and float.</li></ul> <p><b>GEOGRAPHY-People culture and communities</b> <b>Understand that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p> <ul style="list-style-type: none"><li>○ To understand that people live in different countries</li><li>○ To be able to talk about how some things are different</li></ul>	<p><b>SCIENCE</b> <b>Talk about what I see, using a wide vocabulary.</b></p> <ul style="list-style-type: none"><li>○To be able to make connections with the world around</li><li>○To investigate.</li><li>○To be able to ask questions</li></ul> <p><b>SCIENCE</b> <b>Plant seeds and care for growing plants.</b></p> <ul style="list-style-type: none"><li>○To know that plants grow</li><li>○To understand how they grow.</li></ul> <p><b>SCIENCE</b> <b>Understand the key features of the life cycle of a plant and an animal.</b></p> <ul style="list-style-type: none"><li>○ To understand that plants and animals live and die</li></ul> <p><b>SCIENCE</b> <b>Understand the need to respect and care for the natural environment and all living things.</b></p> <ul style="list-style-type: none"><li>○ To be able to look after plants and animals.</li><li>○To know and use new vocabulary related to the animals in the environment.</li></ul>	
<b>EXPRESSIVE ARTS &amp; DESIGN:</b> □ Creating with Materials □ Being Imaginative & Expressive (D&T)				
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.				
	○			
<b>Area</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	

<p><b>DT</b></p> <p><b>Creating with Materials</b></p> <p>To become an <b>Dynamic Designer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</p>	<ul style="list-style-type: none"> <li>– Three- Four Years- Should be able to</li> <li>– Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>– Explore different materials freely to develop their ideas about how to use them and what to make.</li> <li>– Develop their own ideas and then decide which materials to use to express them.</li> <li>– Join different materials and explore different textures.</li> <li>– Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>– Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>– Use drawing to represent ideas like movement or loud noises.</li> <li>– Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>– Explore colour and colour-mixing</li> </ul> <p>To do this, children must know and understand and demonstrate the skills below:</p>		
<b>Tools</b>	<ul style="list-style-type: none"> <li>○ To be able to hold a paintbrush/ printing tools in the palm of my hand.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to use thick brushes.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to use a thick brush and hold it correctly (Tripod grip)</li> </ul>
<b>Scissors</b>	<ul style="list-style-type: none"> <li>○ To be able to hold scissors and open and close the blade</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to make small snips into the paper</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to hold scissors in the correct position (Thumb on top)</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>○ To be able to use pre-made paints</li> <li>○ To be able to name most colours.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to experiment with mixing different colours</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to mix primary colours (red, yellow and blue)</li> </ul>
<b>Draw</b>	<ul style="list-style-type: none"> <li>○ To be able to make marks by drawing circles and lines.</li> <li>○ To know my marks do not always give meaning.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to draw enclosed spaces using lines and give meaning.</li> <li>○ To be able to draw faces with basic features.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to draw potato people with no body or missing arms/legs.</li> <li>○ To be able to draw simple shapes for other objects.</li> </ul>
<b>Join</b>	<ul style="list-style-type: none"> <li>○ To be able to use glue sticks to join pieces.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to use glue spatulas and PVA glue to join pieces</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to join items using tapes - Masking and Sellotape</li> <li>○ To be able to cut lengths needed.</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>○ To be able to explore the clay/ dough.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to explore clay/dough tools</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to make something and give meaning to it.</li> </ul>
<b>Collage (Materials)</b>	<ul style="list-style-type: none"> <li>○ To be able to begin to select different materials for my creation</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to stick materials on paper to create pictures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to create collages that includes all one texture, with larger pieces and gaps between</li> </ul>
<p><b>Being Imaginative &amp; Expressive</b></p> <p>To become a <b>Proud Performer</b> children will use their newly learnt skills to demonstrate their knowledge and</p>	<p><b>To be able to take part in simple pretend play, using an object to represent something else even though they are not similar.</b></p> <p><b>To be able to respond to what I have heard, expressing my thoughts and feelings.</b></p>	<p><b>To be able to develop a story using small world equipment like animal sets, dolls and dolls houses etc.</b></p> <ul style="list-style-type: none"> <li>○ To be able to negotiate roles in play and sort out conflicts.</li> </ul>	<p><b>To be able to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</b></p>

understanding....	<ul style="list-style-type: none"> <li>○ To be able to play, share and perform.</li> </ul>		
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Music - Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Appraising:					
<div>Theme</div> <div>To become an <b>Dynamic Designer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</div> <div>To become a <b>Proud Performer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....</div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none"><li>To be able to begin to discriminate between different environmental sounds e.g. birds, cars and wind etc.</li><li>To understand that instruments make different sounds</li><li>To be able to identify instruments that are played</li></ul></div> <div>To be able to respond to what I have heard, expressing their thoughts and feelings. Remember and sing entire songs.</div> <div><ul style="list-style-type: none"><li>To be able to listen to a sound and respond, e.g., to loud, don't like etc.</li><li>To be able to draw and paint to music.</li><li>To be able to notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</li></ul></div> <div>To be able to join in with songs and rhymes</div> <div><ul style="list-style-type: none"><li>To understand different melody and pitch</li></ul></div> <div>To be able to play instruments with increasing control to express their feelings and ideas.</div> <div><ul style="list-style-type: none"><li>To be able to explore the different sounds instruments make</li><li>To be able to choose the instrument they like</li><li>To know, remember &amp; sing familiar songs e.g. pop songs, Nursery rhymes.</li></ul></div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none"><li>To be able to listen to sounds and develop awareness of sound and rhythm. (Body Percussion)</li><li>To be able to remember patterns of sounds</li><li>To be able to listen to rhythm and rhyme</li></ul></div> <div>To be able to respond to what I have heard, expressing my thoughts and feelings. To be able to remember and sing entire songs.</div> <div><ul style="list-style-type: none"><li>To know that instruments make different sounds and select an instrument to represent feelings or mood.</li><li>To be able to use ribbons, streamers and dance movements.</li><li>To be able to respond to music and poems, expressing my thoughts and feelings and saying if I like it or not.</li></ul></div> <div>To be able to sing songs and rhymes</div> <div><ul style="list-style-type: none"><li>To understand different melody and pitch</li><li>To be able to join in with a rhythmic re-telling of a story e.g. The Bear Hunt.</li></ul></div> <div>To be able to play with increasing control to</div>	<div>To be able to listen with increased attention to sounds.</div> <div><ul style="list-style-type: none"><li>To be able to notice and understand that the voice can be changed e.g. story characters, hiss like a snake and make your voice go down a slide.</li><li>To be able to recognize that sounds can be long and short</li></ul></div> <div>To be able to respond to what I have heard, expressing their thoughts and feelings. Remember and sing entire songs.</div> <div><ul style="list-style-type: none"><li>To be able to simply describe a song e.g. happy/sad, Loud/quiet</li><li>To be able to play instruments with increasing control to express my feelings and ideas e.g. big bangs for fireworks.</li><li>To be able to dance and play instruments on the stage or in front of my class.</li><li>To be able to listen to a variety of different composers and make preferences and comments on what I have heard</li></ul></div> <div>To be able to create my own songs, or improvise a song around one I know</div> <div><ul style="list-style-type: none"><li>To be able to confidently understand different melody and pitch</li><li>To be able to create my own version of songs or improvise a song around one I know e.g. Baby Cat (from Baby Shark).</li><li>To be able to clap syllables in words.</li></ul></div>			

	<ul style="list-style-type: none"> <li>○ To be able to name my favourite rhyme/song.</li> </ul>	<b>express my feelings and ideas.</b> <ul style="list-style-type: none"> <li>○ To be able to experiment in playing instruments in different ways</li> <li>○ To know how to create and use sounds intentionally.</li> <li>○ To be able to tap out simple repeated rhythms.</li> <li>○ To be able to use sounds to accompany stories.</li> <li>○ To understand the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<b>To be able to play instruments with increasing control to express their feelings and ideas.</b> <ul style="list-style-type: none"> <li>○ To be able to play untuned instruments “in time” to music</li> <li>○ To be able to stop and start at the right time.</li> </ul>
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### Discovery RE- Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes people special?	What is Christmas?	What is Easter?	What can we learn from stories?	What makes places special?	
To become an <b>Compassionate Citizen</b>	To be able to:					

children will use their newly learnt skills to demonstrate their knowledge and understanding....	<p><b>Practices and lifestyles: (What people do)</b></p> <ul style="list-style-type: none"> <li>o Talk about what I have experienced or seen in photos</li> <li>o Compare the way of life for different families around the world.</li> </ul> <p><b>Understanding values: (Making sense of right and wrong)</b></p> <ul style="list-style-type: none"> <li>o Show interest in the lives of people who are familiar to me.</li> <li>o Enjoy joining in with my family customs and routines.</li> <li>o Understand reasons why Mansfield is special. <ul style="list-style-type: none"> <li>o Make choices.</li> </ul> </li> </ul> <p><b>Reflecting identity and experience: (Making sense of who we are)</b></p> <ul style="list-style-type: none"> <li>o Know some of the things that makes me unique.</li> <li>o Suggest ways I am similar to my friend and ways I am different to my friend.</li> <li>o Talk about some of the similarities and differences in relation to my family.</li> <li>o Understand there are different families around the world with different ideas and beliefs to mine.</li> </ul> <p><b>Beliefs and teachings: (What people believe)</b></p> <ul style="list-style-type: none"> <li>o Talk about my own life story and family history.</li> <li>o Have celebrated different religious festivals such as Diwali,</li> <li>o Christmas, Hanukkah, Chinese New Year, Easter, Holi and Eid.</li> </ul> <p><b>Expression and language: (How people express themselves)</b></p> <ul style="list-style-type: none"> <li>o Have positive attitudes about the differences between people.</li> <li>o Like meeting adults within the community who visit the Nursery. <ul style="list-style-type: none"> <li>o Talk about a place that is special to me.</li> </ul> </li> </ul>
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<u><b>Jigsaw- Overview</b></u>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>  To become an <b>Independent Individual</b> & a <b>Fantastic Friend</b>	Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Changing me

children will use their newly learnt skills to demonstrate their knowledge and understanding....						
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<u>Phonics (The Learning Lady)- Overview</u>						
	Listening and Attention Skills		Developing Phonological Awareness		Phonemic Awareness	
Term	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<b>Theme</b>  To become a <b>Brilliant Bookworm</b> & a <b>Wow Writer</b> children will use their newly learnt skills to demonstrate their knowledge and understanding....	Let's learn to make, match and copy everyday sounds.	Let's learn to make, match and copy lots of sounds with our voices and bodies.	Let's learn to break words into syllables by playing with rhythm.	Let's learn to break spoken words into chunks by hearing, copying and making rhymes.	Let's learn to hear similarities and differences in spoken sounds at the start of words.	Let's learn to hear and say separate sounds in words, ready for making and reading words when school starts.

ELG- End of Reception Expectations						
COMMUNICATION & LANGUAGE	PSED	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESIVE ARTS & DESIGN
<b>ELG: Listening, Attention and Understanding</b>	<b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of	<b>ELG: Gross Motor Skills</b> Negotiate space and	<b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by	<b>ELG: Number</b> Have a deep understanding of number to 10, including	<b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in	<b>ELG: Creating with Materials</b> Safely use and

<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><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>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><b>ELG: Managing Self</b> 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>ELG: Building Relationships 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>	<p>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> <p><b>ELG: Fine Motor Skills</b> 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, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	<p>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><b>ELG: Word Reading</b> 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><b>ELG: Writing</b></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>	<p>the composition of each number;</p> <p>Subitise (recognize quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</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>	<p>society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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