

# Holy Cross Catholic Primary School



## EYFS Curriculum & Progression Map 2023-24

*We care, we share, we value.*

## Personal, Social and Emotional Development: leading on to PSHE

	Nursery	Reception	EYFS Goals	Ready for KS1
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li><b>RSHE</b> Social and Emotional - to recognise the joy of being a special person in my family</li> <li><b>My family, my school family &amp; my church family:</b> My family</li> </ul>	<ul style="list-style-type: none"> <li><b>RSHE</b> Social and Emotional - to recognise the joy of being a special person in my family</li> <li><b>No Outsiders</b> I can choose what I like - I can make my mind up and tell you things I like</li> <li><b>My family, my school family &amp; my church family:</b> My family and friends</li> <li><b>PATHS</b> Basic Feelings: Happy/Sad &amp; Making Friends</li> </ul>	<p><b>Self-Regulation</b> Children will Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><b>Self-Regulation</b> Children demonstrate an understanding of their own feelings and those of others, and can to regulate their behaviour accordingly, most of the time; they control their immediate impulses when appropriate;</p>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li><b>Keeping Safe</b> Little Red Riding Hood - when strangers say hello</li> <li><b>Firework Safety</b></li> <li><b>Anti-bullying week</b></li> </ul>	<ul style="list-style-type: none"> <li><b>No Outsiders</b> It's ok to like different things - I know my friends can like different things to me and we can still be friends</li> <li><b>Keeping Safe</b> Little Red Riding Hood - when strangers say hello</li> <li><b>Firework Safety</b></li> <li><b>Anti-bullying week</b></li> <li><b>PATHS</b> Basic Feelings: Mad/Angry/Scared/Afraid</li> </ul>	<p><b>Managing Self</b> Children will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Managing Self</b> Manage their own hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices and keeping themselves clean. Children will show they understand how to identify unsafe situations and what to do.</p>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li><b>RSHE</b> Physical - to recognise that we are all different and unique</li> <li><b>Changes</b> Changes through growth</li> </ul>	<ul style="list-style-type: none"> <li><b>RSHE</b> Physical - to recognise that we are all different and unique</li> <li><b>No Outsiders</b> To say hello - I know that in my class we are all the same/I know that I can make friends with different people</li> <li><b>Changes</b> Feelings change Environments change</li> <li><b>PATHS</b> Self Control</li> </ul>	<p><b>Managing Self</b> Children will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>Building Relationships</b> Children will: Demonstrate understanding of healthy friendships; asserting their own rights and knowing what is and is not appropriate behaviour towards others.</p>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li><b>Keeping Safe</b> A Kiss Like This (understanding we have rights over our own bodies)</li> </ul>	<ul style="list-style-type: none"> <li><b>No Outsiders</b> All families are different - I know who is in my family and that families are different</li> <li><b>Keeping Safe</b> - NSPCC Pants</li> <li><b>Expect Respect Toolkit</b> Looking at and Challenging Gender Expectations Using Toys</li> <li><b>PATHS</b> Sharing, Caring &amp; Friendship</li> </ul>	<p><b>Building Relationships</b> Children will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p><b>Building Relationships</b> Children will: Demonstrate understanding of healthy friendships; asserting their own rights and knowing what is and is not appropriate behaviour towards others.</p>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li><b>RSHE</b> Spiritual - to celebrate the joy of being a special person in god's family</li> <li><b>Look at me now!</b> Transition for Reception</li> <li><b>Things that make me happy and sad</b></li> </ul>	<ul style="list-style-type: none"> <li><b>RSHE</b> Spiritual - to celebrate the joy of being a special person in god's family</li> <li><b>No Outsiders</b> To celebrate my family - I know people in my family are special and I know who loves me</li> <li><b>Look at me now!</b> Transition for Y1</li> <li><b>Helping others to feel happy and safe</b></li> <li><b>PATHS</b> Basic problem solving</li> </ul>	<p><b>Building Relationships</b> Children will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p><b>Building Relationships</b> Children will: Demonstrate understanding of healthy friendships; asserting their own rights and knowing what is and is not appropriate behaviour towards others.</p>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li><b>Think Education</b> Bright is Right (Road Safety)</li> </ul>	<ul style="list-style-type: none"> <li><b>No Outsiders</b> To make a new friend - I know everyone is different in my class and I can make friends with anyone</li> <li><b>Keeping Safe</b> Hands are not for Hitting story book</li> <li><b>Think Education</b> Bright is Right (Road Safety)</li> </ul>	<p><b>Building Relationships</b> Children will: Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p><b>Building Relationships</b> Children will: Demonstrate understanding of healthy friendships; asserting their own rights and knowing what is and is not appropriate behaviour towards others.</p>

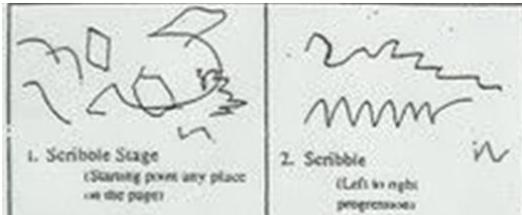
## Physical Development: leading on to PE

	Nursery	Reception	EYFS Goals	Ready for KS1
<b>Autumn</b>	<p><b>Multi-skills &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Balance: Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot.</li> <li>Balance: walking along balancing beam/walks from one to another balancing blocks (different height and different directions.)</li> <li>Combining static and dynamic balance: Learns to kick a ball</li> <li>Moving left to right/ Bilateral integration: Able to catch a large ball using whole body.</li> </ul> <p><b>Classroom Skills Focus</b></p> <ul style="list-style-type: none"> <li>Learn how to hold and use scissors safely</li> <li>Develop grip for using writing tools with control</li> </ul>	<p><b>Circuits &amp; Rugby</b></p> <ul style="list-style-type: none"> <li>Balance: To balance on a uneven surface</li> <li>Strength building: Able to bounce a ball with control</li> <li>Moving left to right/ Bilateral integration: Able to catch a ball using hands.</li> <li>Combining static and dynamic balance: Shows increased control in kicking, throwing, catching and pushing.</li> </ul> <p><b>Classroom Skills Focus</b></p> <ul style="list-style-type: none"> <li>Use scissors with control to cut along straight lines</li> <li>Form recognisable letters and numbers</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing</li> </ul>	<p>In athletics children can evaluate their own performance and fundamental movement skills. E.g. hopping, skipping...; engaging in competitive sports.</p> <p>In dance children can perform basic movements, and use parts of their body in combination, sometimes to the rhythm of the music; remembering and repeating short dance routines.</p> <p>In games children can effectively throw a ball to travel in a specific direction, sometimes catch a medium size ball or beanbag and choose different ways of hitting, throwing, striking or kicking the ball;</p>
<b>Spring</b>	<p><b>Gymnastics &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Combining static and dynamic balance</li> <li>Moving left to right/ Bilateral integration</li> <li>Balance: Able to balance on all 4's, high kneeling position and half kneeling position. Able to run on whole foot.</li> <li>Balance: leg extension/arm extension/ standing on one leg. Moves in different ways and at different speeds i.e. run, walk, jumps</li> <li>Combining static and dynamic balance: Learns to hop.</li> </ul> <p><b>Classroom Skills Focus</b></p> <ul style="list-style-type: none"> <li>Use scissors for a purpose snipping paper, dough, etc to create texture</li> <li>Hold a pencil between two fingers and thumb</li> </ul>	<p><b>Gymnastics &amp; Football</b></p> <ul style="list-style-type: none"> <li>Balance: Able to balance/climb on different surface then jump and land safely on two feet.</li> <li>Combining static and dynamic balance: Hops with control and begins to skip.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing</li> <li>Begin to develop quicker and slower ways of travelling</li> </ul> <p><b>Classroom Skills Focus</b></p> <ul style="list-style-type: none"> <li>Use scissors to cut out shapes and curves</li> <li>Effectively hold pencil to form letters and numbers correctly on lined paper</li> </ul>		<p>In games children can effectively throw a ball to travel in a specific direction, sometimes catch a medium size ball or beanbag and choose different ways of hitting, throwing, striking or kicking the ball;</p>
<b>Summer</b>	<p><b>Athletics &amp; Multi-skills</b></p> <ul style="list-style-type: none"> <li>Balance: walking along balancing beam/walks from one to another balancing blocks (different height and different directions.)</li> <li>Strength building: Starting to use ball and racquet skills.</li> <li>Moving left to right/ Bilateral integration: Able to catch a large ball using whole body.</li> </ul>	<p><b>Athletics &amp; Multi-skills</b></p> <ul style="list-style-type: none"> <li>Combining static and dynamic balance: Able to move an object skilfully and in different directions i.e. hockey ball with stick.</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> <li>Engage in competitive and cooperative physical activities</li> <li>Move with control;</li> <li>Use basic underarm, rolling and hitting skills;</li> <li>Sometimes use overarm skills e.g. throwing a bean bag;</li> </ul>		<p>In gymnastics children can show basic control and coordination when travelling and when remaining still; remember and repeat actions accurately and consistently; find and use space safely, with an awareness of others;</p>

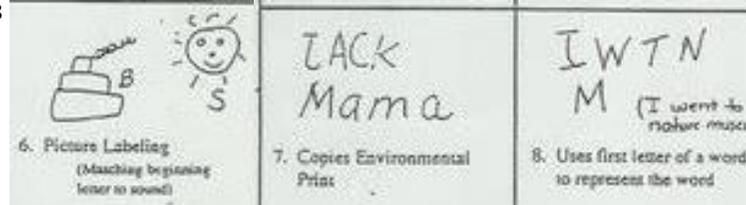
		<ul style="list-style-type: none"> <li>• Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</li> <li>• Sometimes catch a beanbag and a medium-sized ball</li> <li>• Describe what they and others are doing;</li> <li>• Describe how their body feels during games</li> </ul>		Identify and copy the basic actions of gymnasts; Use words such as rolling, travelling, balancing, climbing;
<b>Continuous opportunities:</b>	<ul style="list-style-type: none"> <li>• Strength building: Pull self up/along equipment such as a bench/ swinging from a tree branch - taking weight through arms.</li> <li>• Moving left to right/Bilateral integration: Able to stack large blocks.</li> <li>• Strength building: use various equipment that transfer weight through arms with control such as rollers, different sized paintbrushes and chalk on vertical walls.</li> <li>• Moving left to right/ Bilateral integration: Uses control to pour from jugs</li> <li>• Combining static and dynamic balance: Able to move from lying down, to sitting to standing with control.</li> </ul>	<ul style="list-style-type: none"> <li>• Moving left to right/Bilateral integration: Able to use stencils and templates.</li> <li>• Use basic underarm, rolling and hitting skills;</li> <li>• Sometimes use overarm skills e.g. throwing a bean bag;</li> <li>• Sometimes catch a beanbag and a medium-sized ball;</li> <li>• Describe what they and others are doing;</li> <li>• Describe how their body feels during games</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>		

### \*Fine Motor Skills – Mark Making to Writing

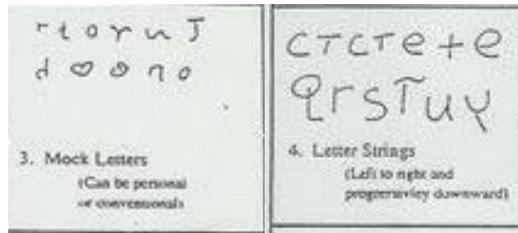
**Nursery – Autumn**  
Stage 1&2



**Reception - Autumn**  
Stage 6, 7 & 8



**Nursery – Spring**  
Stage 3&4



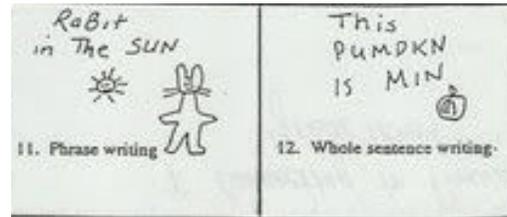
**Reception – Spring**  
Stage 9, 10 & 11



Nursery – Summer  
Stage 3, 4 & 5



Reception - Summer  
Stage 11 & 12



*1st Move: A gross and fine motor skills resources - Supporting document of development of gross and fine motor skills  
The New MOVERS assessment tool will be used to monitor the physical development learning opportunities.*

## Communication and Language: leading on to Speaking and Listening

	Nursery	Reception	EYFS Goals	Ready for KS1
<b>Autumn</b>	<p><u>Letters and Sounds: Phase 1- Aspects 1-4</u></p> <p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen to a story and shows interest when an adult reads.</li> <li>• Listen to others when the conversation interests them.</li> <li>• Answer a question with support</li> <li>• Listen to funny rhymes and stories.</li> <li>• Listen and watch a story when told with prompts and pictures</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• use vocabulary focused on people and objects important to them</li> <li>• Copy an adult's narrative in their play.</li> </ul>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Ask questions about books.</li> <li>• Make relevant comments about the stories they hear.</li> <li>• Ask and respond to how and why questions independently.</li> <li>• Remember key points from a story without props or pictures.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• explain what is happening, organising and sequencing ideas and events</li> <li>• Learn new vocabulary and its meaning and begins to use it in sentences</li> <li>• use language to engage in imaginary play.</li> </ul>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>Speaking</b></p> <p>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; - 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>Children can identify rhyming words and hear the phonemic sounds in spoken words. They have a wide vocabulary that they can demonstrate through conversation and stories, understanding the meaning of words. They can independently and consistently demonstrate good listening skills including in conversations with others. Can use correct grammar in spoken language including a greater understanding of the language used for the concept of time.</p>
<b>Spring</b>	<p><u>Letters and Sounds: Phase 1- Aspects 1-7</u></p> <p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Say some key words when pictures are used as prompts.</li> <li>• Ask simple questions, with support.</li> <li>• Follow a story with pictures or prompts</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• use more complex sentences in everyday conversation</li> <li>• Learn to build simple stories around toys and objects, drawing on own past experiences.</li> </ul>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen for longer periods without interrupting i.e. during assembly.</li> <li>• Says what they think about stories and asks questions and listens to what others think.</li> <li>• Listens to stories and suggests what might happen next.</li> <li>• Answer how and why questions about their experiences in response to stories and events.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Follow instructions following several ideas or actions.</li> <li>• Talk about key features of the story they have been listening to, including events and characters.</li> </ul>		
<b>Summer</b>	<p><u>Letters and Sounds: Phase 1- Aspects 1-7 /RWI</u></p> <p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Repeat key phrases, joining in with rhymes and stories.</li> <li>• Talk about their favourite books.</li> <li>• Recall stories.</li> <li>• Answer why and how questions, with support.</li> <li>• Follow instructions involving prepositions.</li> <li>• Remember some key points from a story when told with props</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• engage in conversations about what is happening and anticipate what might be needed next</li> <li>• recall simple narratives</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• use past, present and future forms collectively when talking about events that have happened or are to happen in the future</li> <li>• talk in complete sentences, many of which are grammatically correct, showing a range of appropriate vocabulary</li> <li>• develop their own narratives and explanations by connecting ideas or events</li> </ul>		
<b>Continuous opportunities:</b>	Through all interactions with staff and peers both in class and around the school.			

All children will be baselined against WELLCOMM tool

## Literacy: leading on to English

	Nursery	Reception	EYFS Goals	Ready for KS1		
<b>Autumn</b>	<p><b>Comprehension</b> - Remembering &amp; talking about stories</p> <p style="text-align: center;"><u>Key Texts:</u> Nursery Rhymes The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood Owl Babies The Nativity Story</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>To recognise familiar words and signs such as own name and advertising logos.</li> <li>To show interest in illustrations and print in books and print in the environment.</li> <li>To look and handle books independently (holds books the correct way up and turns pages).</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Ascribing meanings to marks they make</li> <li>Begin to draw recognisable pictures</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Recalling and retelling stories in correct sequence using vocabulary from the text. Answering simple questions about what they have heard and read.</li> <li>Identify and talk about story characters and settings.</li> </ul> <p style="text-align: center;"><u>key texts:</u> The Three Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears It was a Cold Dark Night Owl Babies The Gruffalo Whatever Next The Nativity Story</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>To use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>RWI Set 1 Sounds: blending CV, CVC, CVCC, CCVC words.</li> <li>Reading labels, captions and understand simple sentences.</li> <li>To read some common irregular words</li> <li>To continue a rhyming string.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Letter formation on a line</li> <li>Number formation</li> <li>Writing labels/captions and lists.</li> <li>RWI Set 1 Sounds segmenting CV, CVC, CVCC, CCVC words.</li> <li>To begin to break the flow of speech into words.</li> </ul> <p style="text-align: center;"><b>Focus Text</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">The Gingerbread Man (retell)</td> <td style="width: 50%;">I'm going to eat this ant (lists)</td> </tr> </table>	The Gingerbread Man (retell)	I'm going to eat this ant (lists)	<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>To read Y1 common exception words</li> <li>To accurately read texts that are consistent with their developing phonic knowledge.</li> <li>Draw on vocabulary provided by the teacher to understand books</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> <li>Identify the main character in a story or the subject of a nonfiction text</li> <li>Identify main events or key points in texts</li> <li>Answer literal retrieval questions about the text</li> <li>Make simple deductions with prompts and help from the teacher (e.g.</li> </ul>
	The Gingerbread Man (retell)	I'm going to eat this ant (lists)				
<b>Spring</b>	<p><b>Comprehension</b> - Retelling stories</p> <p style="text-align: center;"><u>Key texts:</u> Jack and the Beanstalk The Very Hungry Caterpillar The Enormous Turnip Titch Ten Seeds The Odd Egg</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>talking about and describing characters and settings.</li> <li>Anticipate - where appropriate - key events in stories</li> <li>Re-tell/re-write and adapting known stories moving to creating their own narratives</li> <li>To begin to break the flow of speech into words.</li> </ul> <p style="text-align: center;"><u>key texts:</u> Jack and Beanstalk Jasper's Beanstalk</p>	<p><b>Writing:</b> Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<ul style="list-style-type: none"> <li>Identify main events or key points in texts</li> <li>Answer literal retrieval questions about the text</li> <li>Make simple deductions with prompts and help from the teacher (e.g.</li> </ul>		

	<p><b>Spring 2 - RWI - Set 1 Sounds</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>recognise their name in print</li> <li>recognise first 6 sounds from RWI set 1</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write their own name</li> <li>Draw recognisable pictures</li> <li>Begin to represent numbers/amounts through drawings</li> <li>Use representational mark making in their imaginary play</li> </ul>	<p>Oliver's Vegetables Little Red Hen Rosie's Walk The Bad Tempered Ladybird The Easter Story</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Consolidating RWI Phonics Set 1 Sounds and beginning set 2 sounds.</li> <li>Reading sentences with tricky words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Read Write Inc 'Get Writing' Programme</li> <li>Writing simple sentences using some tricky words</li> <li>Use capital letters and full stops.</li> </ul> <p style="text-align: center;"><b>Focus Text</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Naughty Bus (recount)</td> <td style="width: 50%; text-align: center;">The Journey Home (fiction)</td> </tr> </table>	Naughty Bus (recount)	The Journey Home (fiction)	
Naughty Bus (recount)	The Journey Home (fiction)				
<b>Summer</b>	<p><b>RWI - Set 1 Sounds</b></p> <p><b>Comprehension</b> - Adapting known stories and creating narratives</p> <p style="text-align: center;"><u>Key texts:</u> The Gingerbread Man The Three Billy Goats Gruff Mister Seahorse The Rainbow Fish Commotion in the ocean Shark in the Dark</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>recognise some words that are personal to them, in print</li> <li>recognise RWI set 1 sounds</li> <li>To hear and say the initial sound in words.</li> <li>To show an awareness of rhyme and alliteration.</li> <li>To recognise rhythm in spoken words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Recording for a purpose</li> <li>Form some recognisable letters &amp; numbers</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>Begin to make inferences.</li> <li>Character descriptions.</li> <li>Reading for a purpose.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>RWI Phonics Set 2 Sounds.</li> <li>Reading HF words and tricky words in sentences with fluency.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Correct letter formation controlled in size</li> <li>Writing in full sentences using punctuation.</li> <li>Correctly spell some common exception words.</li> <li>Recording narratives and writing for a purpose.</li> </ul> <p style="text-align: center;"><b>Focus Text</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Silly Doggy! (fiction)</td> <td style="width: 50%; text-align: center;">Supertato (poster)</td> </tr> </table>	Silly Doggy! (fiction)	Supertato (poster)	
Silly Doggy! (fiction)	Supertato (poster)				
<b>Continuous opportunities:</b>	<ul style="list-style-type: none"> <li>Quality adult interaction with children through provision.</li> <li>Learn and use new vocabulary daily.</li> <li>Letters and Sounds Program: Phase 1 Aspects 1-7</li> <li>A range of high quality, rich language based books have been selected linked to Understanding the World experiences.</li> <li>Writing templates and provocations for lists, recipes, notes, messages, price tags, etc</li> <li>Handwriting patterns</li> </ul>	<ul style="list-style-type: none"> <li>Quality adult interaction with children through provision.</li> <li>Learn and use new vocabulary daily.</li> <li>Letters and Sounds Program: Phase 1 Aspects 1-7</li> <li>A range of high quality, rich language based books have been selected linked to Understanding the World experiences.</li> <li>Environment enhancements for Diary entry/sentence writing using connectives, lists, recipes, narratives, instructions, etc</li> </ul>			

what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)

- Make predictions on the basis of what has been read so far
- Predict events and endings and how characters will behave
- Distinguish between fiction and nonfiction texts

**Writing**

- Use plural noun suffixes -s and -es
- Combine words to make sentences
- Leave spaces between words
- Join words and clauses using and
- Sequence sentences to form short narratives
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Reread and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher

## Mathematics

	Nursery	Reception	EYFS Goals	Ready for KS1
<b>Autumn</b>	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>Reciting numbers to 20</li> <li>Says number names to count objects, not necessarily in the right order</li> <li>Begin to develop one to one correspondence and say one number name for each object.</li> <li>Move or touch objects to count them (1-5)</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Explore ways that numbers 0-5 can be represented i.e. 4 and 1.</li> </ul> <p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>Explore 2D shape and their attributes through play such as construction, puzzles, shape sorters.</li> <li>Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round'</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Understands and describes position 'in' 'on' 'under'</li> <li>Understands and uses direction words 'up' 'down' 'across'</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare height identifying tallest and shortest</li> <li>Begin to develop an understanding of time through lived experiences</li> <li>Introduce visual timetable</li> </ul>	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>Counts to 30, forwards and backwards.</li> <li>Counts things that cannot be seen, touched or moved.</li> <li>Can say number before or after a number, dropping back to one.</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-10</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>Explore properties of shapes through play including: curviness, numbers of sides/corners (2D) or edge, faces and vertices (3D)</li> <li>Name 2D shapes</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Understands and describes position 'in front' 'behind'</li> <li>Understands and uses direction words 'forwards' 'backwards', 'left &amp; right'</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare size, mass and capacity</li> <li>Develop understanding of time</li> </ul>	<p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Pattern</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<ul style="list-style-type: none"> <li>Place Value with 10,</li> <li>Addition and Subtraction within 10</li> <li>Geometry - shape</li> <li>Addition and Subtraction within 20</li> <li>Measurement (Length and Height, Weight and Volume)</li> <li>Geometry - Position and Direction</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 20 in numerals</li> <li>count in multiples of twos, fives and tens given a number, identify one more and one less</li> <li>use the language of: equal to, more than, less than (fewer), most, least</li> <li>identify and represent numbers using objects and pictorial representations including the number line</li> <li>read and write numbers from 1 to 20 in numerals</li> <li>represent and use number bonds and</li> </ul>
<b>Spring</b>	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>Reciting numbers to 20</li> <li>Knows that the last number reached when counting tells you how many there is in total.</li> <li>Count out specific number of objects from larger group (1-10)</li> <li>Knows number names initially to 5 then 10.</li> <li>Subitise small amounts arranged in regular pattern</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Explore ways that numbers 0-5 can be represented i.e. 4 and 1.</li> <li>More and less</li> </ul> <p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>Name 2D shapes</li> </ul>	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>Introduce zero</li> <li>Can stop and start counting in different places (forwards &amp; backwards)</li> <li>use the language of: equal to, more than, less than (fewer), most, least</li> <li>Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2.</li> <li>Represent numbers using objects and marks.</li> <li>Create marks to represent numerals (1-10)</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Combining two amounts</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Record different ways a number can be partitioned (into 2 groups or more)</li> </ul>		

# Summer

	<ul style="list-style-type: none"> <li>Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round'</li> <li>Identify 2D shapes in the environment</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Recognise and talk about an AB pattern i.e. red block, blue block, red block, blue block.</li> <li>Copy an AB pattern with range of features such as varying objects, size and orientation.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare weight identifying heavier and lighter</li> <li>Explore capacity</li> <li>Develop understanding of time through growth and reflecting on past fist hand experiences - baby photos</li> </ul>	<ul style="list-style-type: none"> <li>Introduce number bonds to 10</li> </ul> <p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>Describe 2D shapes</li> <li>recognise and names some common 3-D shapes.</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Recognise, talk about and continue an AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABB.</li> <li>Notice and correct an error in a complex repeating pattern</li> <li>describe the position of an object</li> <li>Use common shapes to create patterns and build models</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Length and height</li> <li>order two or three items by length and height</li> <li>Time (2)</li> <li>Money</li> </ul>		<p>related subtraction facts within 10</p> <ul style="list-style-type: none"> <li>add and subtract one digit and two digit numbers to 10, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>sequence events in chronological order</li> <li>compare and describe, different measures</li> <li>recognise and know the value of different denominations of coins</li> <li>tell the time to the hour</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>describe position, direction and movement,</li> </ul>
	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>Uses language 'more than' 'fewer than' in real world situations.</li> <li>Recognises amounts that have been rearranged, if nothing has been added or taken away, then the amount is the same.</li> <li>Show 'finger numbers' up to 5</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers 0-5.</li> </ul> <p><b>Properties of shapes</b></p> <ul style="list-style-type: none"> <li>Explore and begin to name 3D shape and their attributes through play such as construction, puzzles, shape sorters.</li> <li>Name 2D shapes</li> <li>Describes shapes using informal language such as 'fat' 'pointy' 'corners' 'straight' 'flat' 'round'</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Notice and correct an error in a repeating AB pattern</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare sizes identifying big, bigger, small, smaller</li> <li>Find objects that are smaller than/bigger than a given object</li> <li>Understand there is a sequence to their day</li> </ul>	<p><b>Number &amp; place Value</b></p> <ul style="list-style-type: none"> <li>use the language of: equal to, more than, less than (fewer), most, least</li> <li>Compare numbers i.e. 8 is a lot bigger than 2 but 3 is only a little bigger than 2.</li> <li>Represent numbers using objects and marks.</li> <li>Create marks to represent numerals ( 1-20)</li> <li>Build numbers beyond 10</li> <li>Count patterns beyond 10</li> <li>Count in 2s,5s and 10s</li> <li>identity even and odd numbers</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Adding more and taking away</li> <li>Record different ways a number can be partitioned (into 2 groups or more)</li> <li>Compose and decompose Doubling &amp; halving and sharing</li> <li>solve additions and subtractions involving 1 digit numbers, using concrete objects and pictorial representations to support</li> </ul> <p><b>Position, Direction &amp; Pattern</b></p> <ul style="list-style-type: none"> <li>Create AB pattern then a more complex pattern such as ABC, ABB, ABBC, AABB.</li> <li>Notice and correct an error in a complex repeating pattern</li> <li>Match, rotate, manipulate</li> <li>describe the position of an object</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare weight and identify heavy, heavier, heaviest, light, lighter, lightest</li> </ul>		

		<ul style="list-style-type: none"> <li>• Identify that size and weight do not always correspond to heaviest and lightest</li> <li>• order two items by weigh or capacity</li> <li>• Understand the difference between weight and capacity</li> <li>• Money</li> </ul>		
<b>Continuous opportunities:</b>	<p>The continuous provision provided open ended opportunities for:</p> <ul style="list-style-type: none"> <li>• Capacity - making comparisons and exploring how to adjust measures through sand &amp; water</li> <li>• Length - making comparisons and ordering through various resources</li> <li>• Sizes - ordering and comparing through various resources</li> <li>• Non-standard measures</li> <li>• Counting, ordering and representing number and quantities</li> <li>• Patterns - musical, movement, shapes, colours, routines</li> <li>• Shape - block play, construction kits, junk models, craft, crate plan, den making</li> <li>• Time - displays: birthday, visual timetable</li> <li>• Data handling displays - our favourite . . .</li> <li>• Daily counting during registration</li> <li>• Nursery daily counting through nursery rhymes and songs</li> <li>• Representing number through drawing/painting</li> <li>• Transient art representing pattern &amp; shape</li> <li>• Speed - ramps &amp; types</li> <li>• Tidy up - decoding labels and matching objects</li> </ul>			
<p>Nursery Follow <b>Numbers and Patterns</b> planning  Reception follow <b>White Rose Maths</b> Scheme of Work</p>				

## Understanding the World: leading to Geography, Science, History and Religious Education

	Nursery	Reception	EYFS Goals	Ready for KS1
<p><b>Autumn</b> AT1 - My Family, My Home AT2 - Autumn Changes  Come and SEE RE syllabus taught daily</p>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>My Family - Begins to make sense of their own life-story and family's history</li> <li>Remembrance Day - Begins to make sense of their own life-story and family's history</li> </ul> <p><b>People, cultures and communities</b></p> <ul style="list-style-type: none"> <li>Road safety week</li> <li>Black History Month - Develop positive attitudes about the difference between people.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Autumn Changes - seasonal change in the natural world - using senses to explore</li> <li>Nocturnal animals - explore how things work and respect the living world, caring for the environment and all living things</li> </ul>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>My Family - talk about members of immediate family &amp; Community</li> <li>Remembrance Day - Make sense of their own life-story and family's history &amp; comment on images of familiar situations in the past</li> </ul> <p><b>People, cultures and communities</b></p> <ul style="list-style-type: none"> <li>Road safety week</li> <li>Black History Month - Develop positive attitudes about the difference between people &amp; compare &amp; contrast characters from past and present</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Autumn Changes - explore the natural world &amp; understand the effect of the changes seasons</li> <li>Nocturnal animals - recognise some environments are different to the one they live in</li> </ul>	<p><b>Past &amp; present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>History:</b> children can order a set of events and demonstrate understanding of things that happened in the past and the present, use appropriate terminology such as: now, then, yesterday, last week, when I was younger, a long time ago. Can explore events, look at pictures and ask questions - e.g., "Which things are old and which are new?" or "What were people doing?"</p>
<p><b>Spring</b> SP1 - New Life SP2 - Growth  Come and SEE RE syllabus taught daily</p>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>Growth - Begins to make sense of their own life-story and family's history, understanding key features of lifecycles in plants and animals &amp; care for growing plants</li> <li>Women's History Month - show an interest in different occupations</li> </ul> <p><b>People, cultures and communities</b></p> <ul style="list-style-type: none"> <li>Local Area - exploring buildings - talk about what they see &amp; Begins to make sense of their own life-story and family's history</li> <li>Chinese New Year - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> <li>World Religion Day - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> <li>Neurodiversity week</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>New Life - understanding key features of lifecycles in plants and animals &amp; care for growing plants &amp; use senses to explore (frogs &amp; worms)</li> <li>Spring - seasonal change in the natural world</li> </ul>	<p><b>Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>Growth - understanding key features of lifecycles in plants and animals &amp; care for growing plants &amp; use senses to explore (ducklings, butterflies)</li> <li>Women's History Month - show an interest in different occupations</li> </ul> <p><b>People, cultures and communities</b></p> <ul style="list-style-type: none"> <li>Local Area - Draw information on a simple map &amp; understanding that some places are special to members of the community &amp; describe what they see, hear and feel whilst outside</li> <li>Chinese New Year - recognise people celebrate in different ways</li> <li>World Religion Day - recognise that people have different beliefs and special celebrations, understanding that some places are special to members of the community</li> <li>Neurodiversity week</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>New Life - understanding key features of lifecycles in plants and animals &amp; care for growing plants &amp; use senses to explore (ducklings, butterflies)</li> </ul>	<p><b>People, cultures and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>	<p><b>Geography:</b> child can demonstrate an understanding of their local area/where they live and how this can compare and contrast with similar places. Children can name other countries and begin to identify some key landmarks. They can identify seasonal changes and can use directional language such as near, far, left and right and relative vocabulary such as bigger, smaller.</p> <p><b>Science:</b> children can observe the natural and human world, identify</p>

	<ul style="list-style-type: none"> <li>International Language Day - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>Spring - explore the natural world &amp; understand the effect of the changes seasons</li> <li>International Language Day - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> </ul>	fiction texts and - when appropriate - maps.	and classify a range of things, identify and name some common plans and their basic structure. Can identify seasonal change and ask questions about the world around them, performing simple tests with support. Can notice links between cause and effect. Use simple scientific language and know they can use the internet and books to get information.
<b>Summer</b> SU1 – Water & materials SU2 – Past & present (including transition) Come and SEE RE syllabus taught daily	<b>Past &amp; Present</b> <ul style="list-style-type: none"> <li>Transition - Begins to make sense of their own life-story and family's history</li> <li>Mandela Day - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> </ul> <b>People, cultures and communities</b> <ul style="list-style-type: none"> <li>Refugee week - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> </ul> <b>The World</b> <ul style="list-style-type: none"> <li>What can water do? Explore materials and talk about the changes they see</li> <li>Floating &amp; sinking - explore and talk about the different forces they can feel</li> <li>Sea Creatures - begin to develop an awareness of differences in species</li> </ul>	<b>Past &amp; Present</b> <ul style="list-style-type: none"> <li>Transition - Begins to make sense of their own life-story and family's history</li> <li>Mandela Day - compare and contrast characters from stories including figures from the past</li> </ul> <b>People, cultures and communities</b> <ul style="list-style-type: none"> <li>Refugee week - continues to develop positive attitudes to differences between people &amp; know that there are different countries in the world</li> </ul> <b>The World</b> <ul style="list-style-type: none"> <li>What can water do? Explore materials and talk about the changes they see</li> <li>Floating &amp; sinking - explore and talk about the different forces they can feel</li> <li>Sea Creatures - begin to develop an understanding of differences in species</li> </ul>	<b>The World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Can identify seasonal change and ask questions about the world around them, performing simple tests with support. Can notice links between cause and effect. Use simple scientific language and know they can use the internet and books to get information.  <b>RE:</b> children can talk about their experiences and feelings and recognise stories and psalms. Some children will be able to retell some of the psalms and something about Jesus' childhood. Be able to recognise and use some religious words and phrases and Some children will be able to use religious words and phrases to begin to describe some actions and symbols.
<b>Continuous opportunities:</b>	The continuous provision provided open ended opportunities for: <ul style="list-style-type: none"> <li>Use all of their senses to investigate the natural and made environment</li> <li>Care for living things such as plants and mini-beasts</li> <li>Make and use collections of things which interest them</li> <li>Look closely at similarities, differences, patterns and change in the natural and made worlds</li> <li>Have time and opportunity to wonder</li> <li>Report and represent their observations using drawings, recordings or other means</li> <li>Look at the effects of personal growth and change</li> <li>Question and form their own hypotheses about why things happen and how things work, move, grow and change</li> <li>Make predictions</li> <li>Ask questions, experiment, design, make things and solve problems</li> <li>Build and construct with a wide range of materials</li> <li>Select tools and resources to cut, join, stick etc.</li> <li>Recognise hazard and risk when working with materials, tools and living things</li> <li>Experience everyday uses of technology e.g. umbrellas, scissors, bicycles, tape recorders</li> <li>Use information technology to develop their awareness of the world</li> <li>Use programmable toys, computers and tape recorders to create pictures, text and sound</li> <li>Use and understand technical language e.g. computer, screen, keyboard, mouse.</li> <li>Recall and reflect on past experiences in their personal lives and in the setting</li> <li>Find out about their own cultures, religions and family structures and those of other people</li> <li>Find out about where they live and their environment, including the Early Years setting</li> <li>Look at features in the local environment and explore what they do and do not like about it</li> <li>Communicate their observations of the environment in a variety of ways</li> </ul>			<b>Computing:</b> can complete age appropriate activities, can use a laptop and tablet to search for information and demonstrate understand of the danger that can present online and what to do if they experience anything unsafe.

## Expressive Arts and Design: leading to Art & Design, Drama, Design Technology & Music

	Nursery	Reception	EYFS Goals	Ready for KS1
<b>Autumn</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Self portraits - using colour for a purpose, drawing closed shapes to create recognisable pictures with increasing complexity in detail. Show different emotions in drawings</li> <li>Colour mixing - explore materials and textures through paint mixing</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Music - Learns to move their bodies to different songs (fast/slow) Learns a variety of songs.</li> <li>Role play familiar stories - Learns to engage in role play by copying what the adult does.</li> <li>Christmas Performance</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Craft - exploring joints and connectors</li> <li>Use natural materials to create collages - Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Self portraits - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Music Churanga Topic: Myself - Learns to link combinations of movements to different music.</li> <li>Learns to sing well known songs, as well as songs that they have created, matching pitch and following the melody</li> <li>Learns to introduce a storyline or narrative into their play, creating and collaborating with others</li> </ul>	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</p>	<p><b>Art &amp; Design:</b> Children can show pattern and texture using dots and lines; explore a range of different drawing mediums; use lines and shapes to form an observational drawing; add white to colours to make tints and black to colours to make tones; create a colour wheel and recognise primary colours; gather and sort the materials they will need.; recognise that sculpture is 3D and can be made from different media; investigate joining techniques</p> <p><b>Design Technology:</b> Begin to develop their ideas through talk and drawings. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Begin to understand that all food comes from plants or animals. Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p>
<b>Spring</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Colour mixing - explore materials and textures through paint mixing</li> <li>Form: junk modelling</li> <li>Pattern: Repeated patterns</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Music - Learns to move their bodies to different songs (fast/slow)</li> <li>Learns skills to build stories around toys.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Colour mixing - explore materials and textures through paint mixing</li> <li>Pattern: Repeated patterns through shape, body movement and music</li> <li>Large scale models with blocks &amp; junk materials to represent experiences</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Music Churanga Topic: My Stories</li> <li>Music Churanga Topic: Everyone</li> <li>Acts out narrative in their play with other children.</li> <li>Den making Learns to represent their own ideas through role play and art/design, creating props to support their play</li> </ul>	<p><b>Being Imaginative</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	
<b>Summer</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Purposeful Construction - Create collaboratively sharing ideas, resources, and skills</li> <li>Printing: Flower Pressing, rubbing.</li> <li>Pattern: Andy Goldsworthy - Large hard - patterns with natural materials.</li> <li>Colour: Mixing colours (melting ice colours together)</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Creates own movements whenever they hear music</li> </ul>	<p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Music Churanga Topic: Our World</li> <li>Music Churanga Topic: Reflect, rewind, replay</li> <li>Creating settings - Learns to represent their own ideas through role play and art/design in collaboration with others, listening to ideas and reflecting on their work</li> <li>Character hot seating</li> <li>Acts out narrative in their play with other children.</li> </ul>		

	<ul style="list-style-type: none"> <li>Learns how to use a range of resources to create props to support role play</li> <li>Develop group role-play acting out a shared narrative</li> </ul>				
	<ul style="list-style-type: none"> <li>Daily routine includes familiar and new songs</li> <li>Phase 1 Phonics embedded in the continuous provision</li> <li>engage in role play acting out first hand experiences.</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>Dough is freely available daily for exploring &amp; sculptures</li> <li>Join different materials and explore different textures.</li> <li>Explore colour and colour mixing</li> <li>Printing: Sponge printing, Rubbings/making</li> <li>Texture: Collage, Sand fossil moulds</li> <li>Colour: Mud/natural painting</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>			<p><b>Music:</b> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Listen to recorded performances. Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Walk, move or clap a steady beat with others. Use body percussion, Perform short copycat rhythm patterns accurately, led by the teacher.</p>
<b>Continuous opportunities:</b>	<ul style="list-style-type: none"> <li>Explore the colour, texture and form of natural and made things</li> <li>Develop close observation skills and at times draw from observation</li> <li>Listen and respond to sound, rhymes, songs and a variety of music</li> <li>Make sounds and music using voice, body sounds and instruments</li> <li>Move rhythmically and expressively to music</li> <li>Participate in simple dances and singing games</li> <li>Respond in a wide variety of ways to what they perceive through their senses</li> <li>Use their imagination in role play, storying, and expressive arts</li> <li>Perform to audiences of their choice</li> <li>Use role play to recreate and invent situations</li> <li>Communicate ideas through a variety of media</li> <li>Explore their feelings and those of others and communicate them through drama, movement and painting</li> <li>Manipulate a wide range of media and tools</li> <li>Develop techniques such as printing, moulding and building</li> <li>Experiment with and make sculptures using different materials and media such as boxes, clay, dough, wood and commercial construction kits</li> <li>Observe and appreciate their own work and show respect for the work of others</li> </ul>				

Commented [CG1]: