















## EYFS Long Term Plan 2024-2025

Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
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**General themes** - Themes may be adapted at various points to allow for children's interests to flow through the provision.

<b>Myself and Families</b> 	<b>Autumn Leaves Falling</b> 	<b>To infinity and Beyond!</b> 	<b>It's Beginning to look a lot like Christmas</b> 	<b>Let it Snow</b> 	<b>Bears Grow!</b> 	<b>Plant a Little Seed...</b> 	<b>Once Upon a Time...</b> 	<b>Around the world!</b> 	<b>Let's Go on a Journey...</b> 
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### Characteristics of Effective Learning

**Playing and exploring** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

**Creating and thinking critically** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### Overarching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

**Positive Relationships:** Children flourish with warm, strong, and positive partnerships between all staff, parents, and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*In the EYFS, we primarily plan with the children from their current interests. Although we may have an overarching theme, the planning is ongoing and may include spontaneous experiences and include other themes or ideas as they arise. We mind map with the children at the beginning of each new experience to provide a creative and engaging curriculum which is documented within our floor books. We know that children thrive when they are absorbed and interested in their learning and that Early Years education should be as hands on as possible. In EYFS, play is essential for children's development across all areas and we aim to provide a supportive environment where the adults act as facilitators, offering continuous guidance and opportunities for children to take ownership of their learning.*

Key vocabulary									
Family Parents Siblings Mummy Daddy Grandparents Brother Sister Baby Toddler Child Adult Old Young Community Home Emotions Feelings Growing Growth	Autumn Four Seasons Change Trees Leaves Weather Rain Snow Wind Ice Flowers Trees Cold Hot Sun Evergreen Harvest Hibernation Weather Nocturnal Day time Habitat Waterproof Sight Touch Smell Hear Taste	Planets Stars Galaxy Moon Milky way Gravity Astronaut Spaceship Day Night Light Dark Shadow Torch Push Pull On/off Switch Battery	Nativity Birth Winter Celebrations Decorations Post office Christmas Christmas tree Christmas dinner Snow Carols Giving Advent Traditions Mary Joseph Jesus Stable Bethlehem Shepherds Sheep Wise Men Camels Donkey Christmas Born Star Saviour	Wintertime Snow Ice Freeze Melt Cold Wet Float Sink Animals Mammals Polar regions Oceans Habitats Rough Bumpy Smooth Lumpy Big Small North South Polar Bear Frozen Iceberg Penguin Waddle Travel Swim	Bears Paws Claws Ears Nose Black Bear Brown Bear Teddy Mammals Animals Enormous Habitat Carnivore Magic Pond Fishing Secret Nature Wildlife Minibeasts Insect Arachnid Mollusc Describe Senses Habitat	Parts of a plant Seed Bud Flowers Petals Root Fruit Vegetable Harvest Compost/soil Grow Sunlight Water and rain Change Life cycle Trees Egg Caterpillar Chrysalis Butterfly	Fiction Non-fiction Genre Beginning Middle End Characters Setting Fairy tales Heroes Villains Magic Castle Palace Cottage Tower Long ago Far away Once upon a time Curse Forest Fairy Godmother Wizard Witch Dragon Kiss Happy ever after	Colour mixing Colour wheel Primary colours Secondary colours Gallery Artists Africa Continents Fruit Culture Animals Similar Different Planting Seeds Growing Digging Compost/soil Flowers Vegetables Community	Transport Holiday Destination Walk Car Bike Train Aeroplane Adventure Country Feelings Happy Sad Nervous Lonely Excited Worried Frightened Talking Listening
Educational trips, visitors, and themed days									
School tour Heroes/Villains dress up day Aspirations	Autumn trail Diwali Celebrations	Step into Space Zone/Area Solar System Creations	Father Christmas visit Sponsored Santa dash Christmas Jumper Day EYFS Nativity	Signs of Winter walk Frozen- Elsa visit	Chinese New Year Celebrations We're Going on a Bear Hunt- walk around school	Signs of Spring walk Spring Songs Performance World Book Day Easter Bunny visit/Easter Hunt	Dress up day Read with me event Bedtime stories	Messy art day with artist focus Art exhibition	Beach day (set up in outdoor area)
Role play area theme									
Home Corner	Farmer's Market	Space Station	Christmas Post Office/Santa's Workshop	Ice Castle	Bears Cave Chinese Restaurant	Garden Centre	Grandma's House	Coffee Shop	Airport/Train Station
Prime Areas of Learning									

**Communication and 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.

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, RWI sessions, EYFS productions, assemblies, Tapestry Talk Time sessions and interventions.

**Communication and Language – Listening, Attention and Understanding**

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•to develop a love for listening to a variety of stories and engage with books throughout the day.</li> <li>•to express their knowledge, thoughts and feelings through both words and actions.</li> <li>•to build a repertoire of songs and rhymes, which will become favourites they cherish.</li> </ul> <p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•to understand and know the importance of sitting, listening, and responding appropriately during carpet time for age-appropriate periods.</li> <li>•how to gain an understanding of the significance of listening attentively and the reasons behind it.</li> <li>•to develop an appreciation for high-quality picture books, which will support their learning and knowledge acquisition.</li> <li>•to engage with non-fiction stories, expanding their vocabulary, knowledge and understanding of the world around them.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•how to acquire the ability to <i>discuss familiar books</i>, demonstrating comprehension knowledge by recounting key details and expressing an understanding of the story's progression.</li> <li>•to expand their language knowledge and skills by <i>forming longer sentences</i> (four to six words), using phrases to extend their thoughts and ideas in conversation.</li> <li>•how to <i>enhance their knowledge and understanding of language</i> by responding to a variety of questions and instructions, building their receptive and expressive language abilities.</li> </ul> <p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•the knowledge and ability of how to <i>remain focused and engaged during carpet times</i>, understanding and following social expectations regarding listening and responding.</li> <li>•relevant vocabulary and <i>demonstrate comprehension</i> by knowing, remembering and discussing details from longer stories, engaging in conversation with peers and teachers to deepen their knowledge and understanding.</li> <li>•and follow <i>multi-step instructions</i> that involve two actions, enhancing their ability to process and respond to more complex directives.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•to <i>develop conversational knowledge and skills</i>, initiating and sustaining dialogue with both adults and peers, demonstrating an understanding of turn-taking and conversation flow.</li> <li>•how to <i>organise their play and interactions</i> by using language to structure their activities and elaborate on their thoughts, fostering cooperative play and deeper engagement.</li> <li>•how to <i>expand their vocabulary knowledge</i> by being immersed in a language-rich environment, including exposure to books and varied conversational contexts, enhancing their verbal expression and comprehension.</li> </ul> <p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•and <i>explain cause-and-effect relationships</i> by offering reasons for events or actions, integrating newly acquired vocabulary to articulate their thoughts clearly.</li> <li>•and <i>use complete sentences</i> with appropriate tenses (past, present, future), demonstrating knowledge and understanding of grammatical structures in everyday speech and conversation.</li> <li>•and <i>actively listen and engage</i> in various contexts, responding appropriately with relevant questions, comments, or actions that reflect their knowledge and understanding of the situation.</li> </ul>
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**Communication and Language – Speaking**

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•ways to <i>expand their vocabulary knowledge</i> by engaging with a variety of language-rich activities such as stories, rhymes, and poems, thereby increasing their word bank and language comprehension.</li> <li>•how to <i>participate in daily songs and rhymes</i> during Family Group time, reinforcing their language knowledge, skills and rhythm, and enhancing their ability to know, remember and recite phrases.</li> <li>•how to <i>integrate new vocabulary</i> into their own play by using newly learned words and phrases throughout the day, deepening their knowledge of language used in different contexts.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•to <i>develop conversational knowledge and skills</i> by initiating and sustaining dialogue with adults and peers, demonstrating a knowledge of conversation flow through multiple exchanges.</li> <li>•to <i>participate in small group discussions</i>, using new vocabulary to express themselves and engage with others, contributing to collaborative conversations.</li> <li>•how to <i>increase their confidence</i> in using tenses correctly, applying knowledge of past, present, and future tenses in appropriate contexts during conversations and storytelling.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•and <i>develop the knowledge of how to express themselves clearly</i> by articulating their ideas and thoughts in well-formed sentences, enhancing their communication knowledge and skills.</li> <li>•how to <i>use talk as a tool for problem-solving</i> and organising their knowledge and thoughts, explaining processes and reasoning behind events to build upon their cognitive and language development.</li> <li>•to <i>demonstrate comprehension knowledge and narrative skills</i> by retelling stories with a deep knowledge of the text, either through exact repetition or using their own words to convey the story's meaning.</li> </ul>
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<ul style="list-style-type: none"> <li>•how to <i>build their comprehension skills</i> and vocabulary knowledge by answering questions about stories, demonstrating an understanding of narrative structure and expanding their expressive language knowledge.</li> <li>•to <i>develop knowledge of memory and language recall</i> by singing a wide variety of songs and nursery rhymes during daily 'Rhyme Time' sessions, strengthening both vocabulary and recall ability.</li> </ul> <p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•<i>understand the importance of active listening</i> and practice focused listening, recognising how it contributes to communication and understanding.</li> <li>•<i>a love of reading</i> by engaging with stories during story time, enhancing their knowledge of comprehension, enjoyment, and connection to literature.</li> <li>•how they <i>express their knowledge and thoughts clearly</i> using complete sentences, demonstrating the ability to organise and articulate ideas in a structured manner.</li> </ul>	<ul style="list-style-type: none"> <li>•to <i>develop their comprehension of cause and effect</i> by knowing how to respond to "why" questions (e.g., "Why do you think the caterpillar got so fat?") and will begin to ask their own "why" questions to explore ideas and expand their knowledge and understanding.</li> </ul> <p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•how to <i>use complete sentences</i> to articulate their thoughts, expressing ideas with clarity and coherence in both spoken and written forms.</li> <li>•how to <i>connect ideas logically</i> by using a variety of conjunctions (e.g., "and," "but," "because"), enhancing the flow and structure of their speech and writing.</li> <li>•ways to <i>retell stories in detail</i>, demonstrating a knowledge of narrative structure, using different voices for characters, and expressing enjoyment through engaging delivery.</li> </ul>	<p><b>Reception will know:</b></p> <ul style="list-style-type: none"> <li>•and <i>ask a range of questions</i> to deepen their knowledge and curiosity, demonstrating the ability to gather information and clarify meaning.</li> <li>•how to <i>apply new vocabulary knowledge correctly</i> in appropriate contexts throughout the day, showcasing their growing language skills in conversation and activities.</li> <li>•how to <i>engage with non-fiction texts</i>, making connections to their themes and gaining knowledge from factual content, developing an understanding of the world around them.</li> </ul>
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**Personal, Social and Emotional Development** - Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to know their own feelings and understand those of others.

*“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.”*

Education Endowment Foundation

**Personal, Social and Emotional Development**

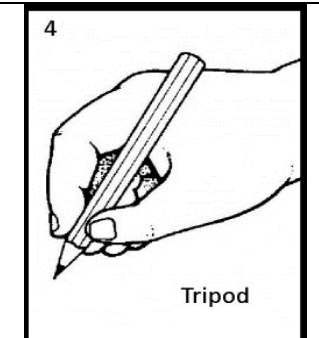
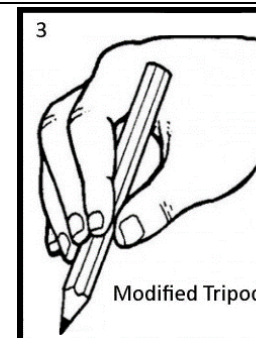
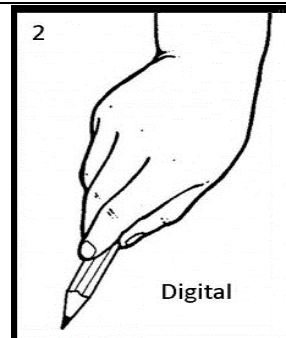
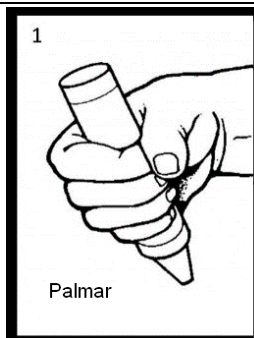
<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>increase their own knowledge of positive attachments to adults</i> and form friendships with peers, fostering social and emotional connections that contribute to their well-being.</li> <li>•how to <i>become familiar with their new environment</i>, gaining a sense of belonging and security, which helps them adapt and engage in daily routines.</li> <li>•<i>articulate their emotions</i>, knowing how to discuss feelings of happiness, sadness, anger, fear, and love, contributing to emotional awareness and self-expression.</li> <li>•how they <i>learn to express their own feelings</i> while beginning to understand and consider the emotions of others, promoting empathy and emotional intelligence.</li> <li>•ways to <i>manage their own needs</i>, demonstrating emerging independence of knowledge of personal care and decision-making.</li> <li>•how to <i>understand and have the knowledge to follow routines and rules</i>, participating in daily activities with guidance, and gradually gaining confidence in managing expectations.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>articulate their emotions</i> and reflect on their feelings, demonstrating knowledge and understanding of their emotional state and considering the perspectives of others.</li> <li>•<i>develop their knowledge of a positive self-image</i>, recognising themselves as valuable individuals and expressing themselves with confidence and positivity.</li> <li>•<i>talk about their strengths</i> and identify areas they would like to improve, fostering self-awareness and a growth mindset.</li> <li>•<i>identify and regulate their emotions</i>, managing their feelings in social and emotional contexts and developing emotional intelligence.</li> <li>•<i>follow rules and routines</i> with minimal reminders, demonstrating increasing knowledge of independence strategies and understanding of expectations.</li> <li>•<i>engage in cooperative play</i>, working together in small groups and learning to resolve conflicts constructively, promoting social skills and teamwork.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>use language to resolve conflicts</i>, developing communication skills that help them navigate disagreements and find solutions.</li> <li>•<i>identify and express their emotions</i> by using words such as "happy," "sad," "angry," and "worried," improving their emotional vocabulary and knowledge of self-expression.</li> <li>•show how to <i>develop empathy</i> by recognising how other children might be feeling, demonstrating a growing knowledge and awareness of others' emotions.</li> <li>•ways to <i>increase their independence</i> in meeting their own care needs, such as dressing, feeding, and personal hygiene, promoting their knowledge of self-sufficiency.</li> <li>•<i>make healthy choices</i> by understanding the importance of nutritious food, regular physical activity and proper hygiene habits knowledge like tooth brushing.</li> <li>•Children will be taught to <i>show resilience</i> when faced with challenges during play, demonstrating persistence and the ability to apply their knowledge to overcome obstacles.</li> </ul>
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<p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>listen actively to one another</i>, sharing interests, likes, and dislikes, enhancing their communication and social skills.</li> <li>•<i>develop friendship groups</i> and practice their knowledge of prosocial behaviours such as sharing, kindness, and supporting others, building strong interpersonal relationships.</li> <li>•<i>discuss and express emotions</i> such as happiness, sadness, anger, fear, and love, deepening their emotional literacy and understanding of self and others.</li> <li>•<i>express their feelings</i> in appropriate ways while considering the feelings of others, fostering empathy and emotional regulation.</li> </ul>	<ul style="list-style-type: none"> <li>•ways to <i>develop confidence in interacting with familiar adults</i>, feeling secure and comfortable when approaching and speaking to them.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>express and elaborate on their emotions</i>, demonstrating an increasing knowledge and understanding of their feelings and emotions.</li> <li>•<i>recognise themselves as valuable individuals</i>, discussing their strengths and areas they wish to improve, building knowledge of self-esteem and self-awareness.</li> <li>•<i>follow school expectations</i> with minimal support, demonstrating their knowledge and understanding of rules and routines in different contexts.</li> <li>•<i>play cooperatively</i> with peers, using conflict resolution skills to manage disagreements and build positive relationships. Linked to Restorative Practice.</li> <li>•<i>approach and engage with familiar adults</i> confidently, demonstrating their knowledge of effective communication and social interaction skills.</li> </ul>	<p><b>Reception will know to:</b></p> <ol style="list-style-type: none"> <li>1. <i>develop impulse control</i>, learning to wait for what they want and practicing patience in various situations.</li> <li>2. <i>pay focused attention to others</i> in conversations, demonstrating active listening and appropriate responses to engage meaningfully with others.</li> <li>3. <i>follow multi-step instructions</i>, demonstrating the knowledge and ability to comprehend and execute tasks involving several ideas or actions.</li> <li>4. <i>work cooperatively</i> with peers, practicing social skills such as turn-taking, sharing, and playing together in a respectful manner.</li> <li>5. <i>show sensitivity</i> to their own needs and the needs of others, demonstrating empathy, care, and consideration in interactions.</li> <li>6. <i>demonstrate independence and resilience</i> when participating in new activities, applying their knowledge to taking the initiative and persevering even in unfamiliar situations.</li> </ol>
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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.

**Physical Development**

**Pencil Grip Progression**



<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>show self-care knowledge and skills</i> by practicing dressing and undressing, such as putting on their own coats, to foster independence in personal care.</li> <li>•<i>enhance their gross motor skills</i> through revisiting activities like skipping, hopping, balancing, and riding scooters, trikes, and bikes, strengthening coordination and physical abilities.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•apply their knowledge of <i>use a variety of tools with increasing control</i> during play, such as paintbrushes, wooden spoons, tweezers, and child-friendly knives, developing fine motor skills and hand-eye coordination.</li> <li>•<i>engage in physical activities</i> like dough disco and squiggle sessions, which support the development of fine motor control and hand strength through fun, purposeful movement.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>•<i>select appropriate resources</i> for different activities, such as choosing a spoon, spade, or jug, to effectively support their play and problem-solving skills.</li> <li>•<i>gain confidence using one-handed tools</i>, such as scissors, developing fine motor skills, hand-eye coordination, and independence in completing tasks.</li> </ul>
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<ul style="list-style-type: none"> <li>remember <i>the language of direction</i>, understanding and using terms such as ‘up,’ ‘down,’ ‘round,’ and ‘back’ to guide their movement and spatial awareness.</li> <li>develop <i>coordination</i> by learning to walk upstairs with alternating feet, building confidence in their physical skills.</li> <li>improve <i>their fine motor skills</i> by using a variety of mark-making tools, supporting their hand-eye coordination and dexterity in preparation for early writing and drawing.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>revisit and consolidate <i>foundational physical knowledge and skills</i>, such as rolling, crawling, walking, jumping, and running, to reinforce coordination and motor development.</li> <li>physical <i>strength, balance, and coordination</i> through structured physical education lessons, promoting overall physical fitness and motor control.</li> <li>practise and refine <i>fine motor skills</i> and knowledge of application through daily writing activities, enhancing hand control, precision, and dexterity in early writing and drawing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>follow <i>directional vocabulary</i> to carry out physical movements, using terms such as "slither," "gallop," and "slide," helping to enhance their understanding of body movement and spatial awareness.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>develop <i>core strength</i>, improving posture and stability, which is essential for maintaining proper seating posture during learning activities.</li> <li>enhance <i>their body strength, balance, coordination, and agility</i>, participating in activities that strengthen their overall physical fitness and coordination.</li> <li>practice and improve <i>their throwing and catching skills</i>, demonstrating increasing confidence and competence in these physical activities, supporting hand-eye coordination and motor planning.</li> </ul>	<ul style="list-style-type: none"> <li>become <i>independent in dressing and undressing</i>, learning to manage tasks like putting on their own coats and wet suits, fostering self-sufficiency and responsibility.</li> </ul> <p><b>Reception will know to:</b></p> <ol style="list-style-type: none"> <li>consolidate <i>their knowledge of ball skills</i>, improving their coordination and teamwork abilities as they participate in various games and activities, laying the foundation for group play.</li> <li>demonstrate <i>their developing letter formation</i> through structured sessions like RWI (Read Write Inc.), strengthening their fine motor skills and handwriting abilities.</li> <li>draw <i>freely and in a variety of ways</i>, building creative expression and gradually becoming more efficient writers, enhancing their visual and fine motor skills over time.</li> </ol>
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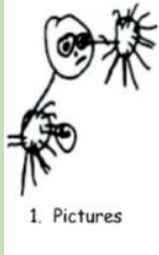

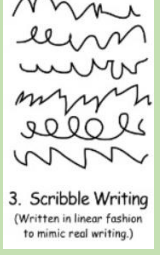
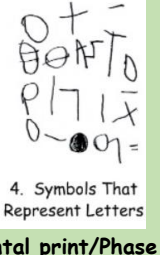
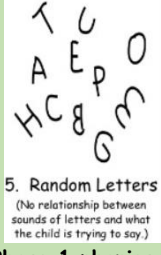
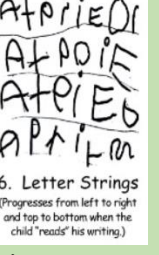
**PE Themes**


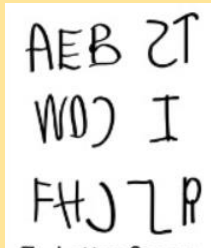
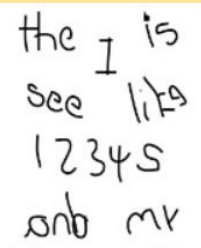


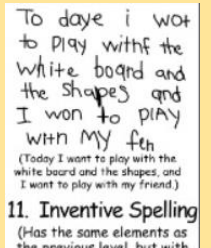
Fundamental movement skills - Balance and hand eye coordination	Send and receive partner games	Team games	Send and receive hand eye coordination	Outdoor athletics
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**Specific Areas of Learning**

**Literacy** - 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).

**Literacy**

		Autumn		Spring		Summer	
Literacy -Comprehension -Word reading -Writing  NC Subject - English	Nursery	WRITING PROGRESSION  1. Pictures Environmental print/Phase 1 phonics. Pre-phonics skills	WRITING PROGRESSION  2. Random Scribbling Environmental print/Phase 1 phonics. Pre-phonics skills	WRITING PROGRESSION  3. Scribble Writing (Written in linear fashion to mimic real writing.) Environmental print/Phase 1 phonics. Pre-phonics skills	WRITING PROGRESSION  4. Symbols That Represent Letters Environmental print/Phase 1 phonics. Introduction to RWI pictures In provision.	WRITING PROGRESSION  5. Random Letters (No relationship between sounds of letters and what the child is trying to say.) Early reading/Phase 1 phonics Introduction to RWI sounds for some children.	WRITING PROGRESSION  6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.) Early Reading/Phonics Introduction to RWI sounds for some children.
		Autumn By the end of Autumn 2- Labelling, beginning to write captions		Spring By the end of Spring 2- beginning to write sentences		Summer	

						By end of Summer 2 ELG- spell words by identifying sounds in them, write sentences that can be read by others	
	Reception	<p><b>WRITING PROGRESSION</b></p>  <p><b>6. Letter Strings</b> (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p><b>7. Letter Groups</b> (The groups have spaces in between to resemble words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p><b>8. Environmental Print</b> (Child copies print found in the room, often without knowing what the words are.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p><b>9. Beginning Sounds</b> (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p><b>10. Early Inventive Spelling</b> (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p><b>11. Inventive Spelling</b> (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>a love of books</i>, fostering their knowledge and understanding of the five key concepts about print, such as how to handle books, the direction of reading, and the connection between spoken and written words.</li> <li>• <i>build a repertoire of familiar songs and rhymes</i>, developing knowledge of memory, rhythm, and language skills while enjoying engaging and repetitive language patterns.</li> <li>• <i>listen to a variety of stories</i>, broadening their vocabulary and comprehension skills, beginning to use their new knowledge of words in their own speech and play.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>participate in RWI sessions</i> (Read Write Inc.), learning to know and read letters by identifying and saying their individual sounds, forming the foundation for reading.</li> <li>• <i>develop knowledge of segmentation and blending skills</i>, enabling them to read and write simple words by breaking them into sounds and blending them together.</li> <li>• <i>recognise, know and read common exception words</i> (red words), which do not follow regular phonetic patterns, building sight word recognition.</li> <li>• <i>listen and know to a variety of stories</i>, continuing to nurture a love of books and reading, and improving their listening and comprehension skills.</li> <li>• <i>how to write captions</i>, forming simple written expressions to match pictures or ideas, developing early writing skills.</li> <li>• <i>how to write labels</i>, applying their knowledge of letters and sounds to label objects or pictures, strengthening writing and phonetic skills.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge to:</b></p> <p><b>For Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>develop knowledge of syllables</i> by counting or clapping the syllables in words, using fun games and activities to strengthen phonological awareness.</li> <li>• <i>use their language knowledge and skills</i> to identify key features of a book, including the title, front cover, blurb, author and illustrations, building early print awareness and book familiarity.</li> <li>• <i>understand the difference between illustrations and print</i>, recognising that illustrations represent images and print conveys written language, supporting comprehension and reading skills.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>use their phonic knowledge</i> to spell words by identifying each sound in a word and writing the corresponding letter(s), developing early spelling and writing skills.</li> <li>• <i>access a variety of books</i> to build their fluency knowledge, enhance understanding and foster a love of reading, gaining confidence in both reading and listening comprehension.</li> <li>• <i>write a variety of words</i> and begin to use this knowledge to construct simple sentences, demonstrating their developing ability to use phonics and writing skills in their communication.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge to:</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>recognise, remember and hear initial sounds</i> in words, using their knowledge to link sounds to letters and form some recognisable letters, supporting early phonics and writing skills.</li> <li>• <i>build upon their knowledge of how to answer a range of questions</i> about a familiar story they have heard, demonstrating their comprehension and ability to recall details.</li> <li>• <i>be motivated to write</i> in a variety of ways, such as using chalks outside, clipboards, or notepads for shopping lists, fostering a love of writing in different contexts and applying this knowledge.</li> <li>• <i>how to write recognisable letters</i> from their name, developing early writing skills and increasing familiarity with letter formation.</li> </ul> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>use their knowledge to write short sentences</i> using words with known sound-letter correspondences, showing knowledge of how to use a capital letter and full stop, demonstrating an understanding of sentence structure and punctuation.</li> <li>• <i>how to re-read what they have written</i> to check that it makes sense, developing self-monitoring skills and improving writing clarity.</li> <li>• <i>how to form lower-case and capital letters correctly</i>, mastering their knowledge of proper letter formation and the difference between upper and lower case.</li> <li>• <i>how to spell words by identifying sounds</i> and writing the corresponding letters, applying their phonics knowledge to improve spelling and writing.</li> <li>• <i>become increasingly fluent</i> in reading, developing confidence and skill in decoding words, building comprehension, and enjoying reading more independently.</li> </ul>
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**Phase 1 and RWI Phonics**

Autumn	Spring	Summer
<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p>In Nursery, children will know how to develop their speaking and listening skills to become attuned to the sounds around them</p> <p><b>Children in Reception will know:</b></p> <p>In Reception, children will be taught Set 1 sounds including special</p>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p>In Nursery, pre phonics skills will be taught through rhyme, alliteration and oral blending and segmenting</p> <p><b>Children in Reception will know:</b></p> <p>In Reception, Set 1 sounds will be reviewed and children will be blending</p>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p>In Nursery, set 1 picture cards will be taught focusing on the picture for the single sounds only</p> <p><b>Children in Reception will know:</b></p> <p>In Reception, set 1 and set 2 (ay, ee, igh, ow, oo, oo) sounds will be reviewed. Set 2 or, air, ir, ou, oy will be taught. Story book lessons will be introduced over</p>



friends (sh, ch, qu, ng, nk) through daily RWInc sessions. They will also write a simple phrase or sentence (hold a sentence)	sounds into words using Fred Talk. Children will use their acquired skills to read alien/nonsense words. Set 2 sounds ay, ee, igh, ow, oo, oo will be introduced	three days with children practising reading Green and Red words and answering questions about the story.
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**Greg Bottrill's Pathway to Writing**

<b>Nursery: Introduction to Happy Talk</b>  <b>Reception: Introduction to Message Centre</b>	<b>Nursery: Happy Talk</b>  <b>Reception Message Centre</b>	<b>Nursery: Happy Talk</b>  <b>Reception: Message Centre</b>	<b>Nursery: Story Dough &amp; Happy Talk</b>  <b>Reception: Drawing Club &amp; Story Dough</b>	<b>Nursery: Scribble Club</b>  <b>Reception: The Curious Quest &amp; Drawing Club</b>	<b>Nursery: Message Centre</b>  <b>Reception: The Curious Quest</b>
<b>Nursery: Autumn 1</b> 	<b>Nursery: Autumn 2</b> 	<b>Nursery: Spring 1</b> 	<b>Nursery: Spring 2</b> 	<b>Nursery: Summer 1</b> 	<b>Nursery: Summer 2</b> 
<b>Reception: Autumn 1</b> 	<b>Reception Autumn 2</b> 	<b>Reception Spring 1</b> 	<b>Reception Spring 2</b> 	<b>Reception Summer 1</b> 	<b>Reception Summer 2</b> 

**Whole Class Shared Read Texts**

<b>Myself and Families</b> <ul style="list-style-type: none"> <li>What Makes me a Me? by Ben Faulks &amp; David Tazzyman</li> <li>All Are Welcome by Alexandra Penfold</li> <li>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</li> <li>Starting School by Janet and Allan Ahlberg</li> </ul>	<b>To Infinity and Beyond!</b> <ul style="list-style-type: none"> <li>The Way Back Home by Oliver Jeffers</li> <li>How to Catch a Star by Oliver Jeffers</li> <li>Toys in Space by Mini Grey</li> <li>Here Come the Aliens by Colin McNaughton</li> <li>Man on the Moon by Simon Bartram</li> </ul>	<b>Let it Snow!</b> <ul style="list-style-type: none"> <li>Here Comes Jack Frost by Kazuno Kohara</li> <li>Frozen</li> <li>How Big Is A Million? by Anna Milbourne</li> <li>Lost and Found by Oliver Jeffers</li> <li>Be Brave Little Penguin by Giles Andreae and Guy Parker-Rees</li> </ul>	<b>Plant a Little Seed...</b> <ul style="list-style-type: none"> <li>The Tiny Seed by Eric Carle</li> <li>Ten Seeds by Ruth Brown</li> <li>A Seed is Sleepy by Dianna Aston</li> <li>Up and Down by Kate Messner</li> <li>Jaspers Beanstalk by Nick Butterworth</li> </ul>	<b>Once Upon a Time...</b> <ul style="list-style-type: none"> <li>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</li> <li>The Three Little Pigs and the Big Bad Book by Lucy Rowland</li> <li>The Wolf's Story – What Really Happened to Little Red Riding Hood by Toby Forward</li> <li>Honestly, Red Riding Hood was Rotten! by Trisha Speed Shaskan</li> </ul>	<b>Let's Go on a Journey...</b> <ul style="list-style-type: none"> <li>Thankyou Heroes by Patricia Hegarty</li> <li>Superhero Hotel by Abie Longstaff</li> <li>The Colour Monster by Anna Llenas</li> <li>Superhero ABC by Bob McLeod</li> <li>Superkid by Claire Freedman</li> <li>Super Daisy by Kes Gray</li> <li>Max by Bob Grahman</li> <li>Traction Man is Here by Mini Grey</li> </ul>
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<ul style="list-style-type: none"> <li>• I Have to Start at School Today by Simon Philip</li> <li>• When a Dragon Goes to School by Caryl Hart</li> <li>• I am too Absolutely Small for School by Lauren Child</li> <li>• How to Hide a Lion at School by Helen Stephens</li> <li>• The Colours of Us by Karen Katz</li> <li>• It's Okay to be Different by Todd Parr</li> <li>• Super Duper You by Sophy Henn</li> <li>• What I Like About Me! by Allia Zobel-Nolan</li> <li>• My Head-to-Toe Body Book by Thames and Hudson</li> <li>• Funny Bones by Janet and Allan Alhberg</li> <li>• The Bad-Tempered Ladybird by Eric Carle</li> <li>• Paper Dolls by Julia Donaldson</li> <li>• Silly Billy by Anthony Browne</li> <li>• My Monster and Me by Nadiya Hussain</li> <li>• The Worrysaurus by Rachel Bright</li> <li>• The Colour Monster by Anna Llenas</li> <li>• In Every House, on Every Street by Jess Hitchman</li> <li>• Home by Carson Ellis</li> <li>• A Place Called Home by Lonely Planet Kids</li> <li>• The Great Big Book of Families by Mary Hoffman</li> <li>• My Mum by Anthony Browne</li> <li>• My Dad by Anthony Browne</li> <li>• My Mum and my Dad Make me Laugh by Nick Sharratt</li> <li>• Avocado Baby by John Burningham</li> <li>• Baby Goes to Market by Angela Brooksbank</li> <li>• You Choose by Nick Sharratt</li> <li>• Would You Rather... by John Burningham</li> </ul> <p><b>Autumn Leaves are Falling</b></p> <ul style="list-style-type: none"> <li>• Leaf Man by Lois Ehlert</li> <li>• We're Going on a Leaf Hunt by Steve Metzger</li> <li>• We're going on a Bear Hunt by Michael Rosen</li> <li>• The Leaf Thief by Alice Hemming</li> <li>• Little Goose's Autumn by Elli Woollard</li> <li>• Pumpkin Soup by Helen Cooper</li> </ul>	<ul style="list-style-type: none"> <li>• Aliens Love Underpants by Claire Freedman</li> <li>• The Boy from Mars by Simon James</li> <li>• Whatever Next by Jill Murphy</li> <li>• You Choose – In Space by Nick Sharratt</li> <li>• If You're a Monster and you Know it by Rebecca Emberley</li> <li>• The Monster Machine by Nichola L Robinson</li> <li>• Little Kids First Big Book of Space by National Geographical Kids</li> <li>• Here we are by Oliver Jeffers</li> <li>• It's Your World Now! by Barry Falls</li> <li>• Go Away Big Green Monster! by Ed Emberley</li> </ul> <p><b>It's Beginning to Look a Lot Like Christmas</b></p> <ul style="list-style-type: none"> <li>• The Jolly Christmas Postman by Janet and Allan Ahlberg</li> <li>• Dear Father Christmas by Alan Durant</li> <li>• Father Christmas by Raymond Briggs</li> <li>• Harvey Slumfenburger's Christmas Present by John Burningham</li> <li>• Mogs Christmas by Judith Kerr</li> <li>• The Night Before Christmas by Clement C Moore</li> <li>• The Night After Christmas by Kes Gray</li> <li>• Christmas in Exeter Street by Diana Hendry</li> <li>• The Christmas Eve Tree by Delia Huddy</li> <li>• Father Christmas Needs a Wee by Nicholas Allan</li> <li>• The Empty Stocking by Richard Curtis</li> <li>• Last Stop on the Reindeer Express by Maudie Powell-Tuck</li> <li>• Pick a Pine Tree by Patricia Toht</li> <li>• Snow by Walter de la Mare</li> <li>• The Most Loved Bear by Sam McBatney</li> </ul>	<ul style="list-style-type: none"> <li>• Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr.</li> <li>• The Snowflake Mistake by Lou Treleven</li> <li>• One Snowy Night by Nick Butterworth</li> <li>• Winter Sleep by Sean Taylor</li> <li>• Over and Under the Snow by Kate Messner</li> <li>• The Polar Bear by Jenni Desmond</li> <li>• Poles Apart by Jeanne Willis</li> <li>• When Penguins Cross the Ice by Sharaon Katz Cooper</li> <li>• 365 Penguins by Jean-Luc Fromental</li> <li>• The World of Whales by Darcy Dobell</li> <li>• Big Blue Whale by Nicola Davies</li> <li>• The Storm Whale in Winter by Benji Davies</li> <li>• The Snail and the Whale by Julia Donaldson</li> <li>• The Owl Who Was Afraid of the Dark by Jill Tomlinson</li> <li>• Secrets of Winter by Carron Brown</li> <li>• The Story of Snow by Mark Cassiopp</li> <li>• What Can You See in Winter? by Raintree books</li> <li>• The Picture Atlas by Jill Calder</li> <li>• All About Animals in Winter by Martha E.H Rustad</li> <li>• Winter Stories by Enid Blyton</li> </ul> <p><b>Bears Growl!</b></p> <ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt by Michael Rosen</li> <li>• Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr</li> <li>• Don't Wake the Bear, Hare! by Steve Smallman</li> <li>• Goldilocks and the Three Bears</li> <li>• The Bumble Bear by Nadia Shireen</li> <li>• Can't You Sleep, Little Bear? by Martin Waddell</li> <li>• Peace At Last by Jill Murphy</li> <li>• Whatever Next by Jill Murphy</li> <li>• Paddington by Michael Bond</li> <li>• Hands Off My Honey by Jane Chapman</li> <li>• Where's My Teddy? by Jez Alborough</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver's Vegetables by Vivian French</li> <li>• Oliver's Fruit Salad by Vivian French</li> <li>• Bloom by Anne Booth</li> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• Caterpillars and Butterflies by Stephanie Turnball</li> <li>• Tadpoles promise by Jeanne Willis</li> <li>• Growing Frogs by Vivian French</li> <li>• Caterpillar Butterfly by Vivian French</li> <li>• The Easter Story</li> <li>• That's not a Daffodil by Elizabeth Honey</li> <li>• The Odd Egg by Emily Gravett</li> <li>• The Ugly Duckling by Hans Christian Anderson</li> <li>• The Egg Drop by Mini Grey</li> <li>• Everything Spring by Jill Esbaum</li> <li>• Poppy and the Blooms by Fiona Woodcock</li> <li>• Secret Sky Garden by Linda Sarah</li> <li>• Katie and the Sunflowers by James Mayhew</li> <li>• We're going on an Egg Hunt by Laura Hughes</li> <li>• Once Upon a Raindrop by James Carter</li> <li>• What's Inside a Flower by Rachel Ignatofsky</li> <li>• The Bad Seed by Jory John</li> <li>• Tad by Benji Davies</li> <li>• Bee by Britta Teckentrup</li> <li>• A Butterfly is Patient by Dianna Hutts Aston</li> <li>• From Caterpillar to Butterfly</li> <li>• From Tadpole to Frog</li> <li>• From Seed to Sunflower</li> <li>• Titch by Pat Hutchins</li> <li>• Up in the Garden and Down in the Dirt by Kate Messner</li> </ul>	<ul style="list-style-type: none"> <li>• Lon Po Po: A Red Riding Hood Story from China by Ed Young</li> <li>• Mr Wolf's Pancakes by Jan Fearnley</li> <li>• The Last Wolf by Mini Grey</li> <li>• Good Little Wolf by Nadia Shireen</li> <li>• Goldilocks and just the One Bear by Leigh Hodgkinson</li> <li>• Goldilocks – A Hashtag Cautionary Tale by Jeanne Willis</li> <li>• Goldy Luck and the Three Pandas by Natasha Yin</li> <li>• Jim and the Beanstalk by Raymond Briggs</li> <li>• The Princess and the Pea by Rachel Isadora</li> <li>• Rapunzel by Rachel Isadora</li> <li>• The Gingerbread Man 2 – What Happened Later by Stephen Dixon</li> <li>• The Great Fairy Tale Disaster by David Conway</li> <li>• Mixed up Fairy Tales by Hillary Robinson</li> </ul> <p><b>Around the World</b></p> <ul style="list-style-type: none"> <li>• Mouse Paint by Ellen Stoll Walsh</li> <li>• Mixed – A World of Colour by Arree Chung</li> <li>• Snail Trail by Jo Saxton</li> <li>• Matisse's Garden by Samantha Friedman</li> <li>• Henri's Scissors by Jeanette Winter</li> <li>• When Pigasso Met Mootise by Nina Laden</li> <li>• Picasso's Trousers by Nicholas Allan</li> <li>• 100 Pablo Picassos by Durpress Labs</li> <li>• Picasso and the Girl with a Ponytail by Laurence Anholt</li> <li>• My Name is Georgia by Jeanette Winter</li> <li>• Georgia O'Keeffe – Little People Big Dreams by Maria Isabel Sanchez Vegara</li> <li>• Uncle Andy by James Warhola</li> <li>• Uncle Andy's Cats by James Warhola</li> <li>• Andy Warhol – Little People Big Dreams by Maria Isabel Sanchez Vegara</li> <li>• Frida Kahlo and her Animalitos by Monica Brown</li> <li>• Frida Kahlo and the Bravest Girl in the World by Laurence Anholt</li> <li>• Frida Kahlo – Big People, Little Dreams by Maria Isabel Sanchez Vegara</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato by Sue Hendra</li> <li>• <b>George Saves the World</b> by Lunchtime by Jo Readman</li> <li>• My Mum is a Supermum by Angela McAlister</li> <li>• Eliot the Might night Superhero by Anne Cottringer</li> </ul>
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<ul style="list-style-type: none"> <li>• The Very Helpful Hedgehog by Rosie Wellesley</li> <li>• The Gigantic Turnip by Aleksei Tolstoy</li> <li>• Oliver's Vegetables by Vivian French</li> <li>• Oliver's Fruit Salad by Vivian French</li> <li>• Stanley's Stick by John Hegley</li> <li>• The Gruffalo by Julia Donaldson</li> <li>• Stick Man by Julia Donaldson</li> <li>• The Scarecrows Wedding by Julia Donaldson</li> <li>• Stick Man by Julia Donaldson</li> </ul>				<ul style="list-style-type: none"> <li>• Katie and the Starry Night by James Mayhew</li> <li>• The Noisy Paint Box by Barb Rosenstock</li> <li>• Action Jackson by Jan Greenberg</li> <li>• I am an Artist by Marta Altes</li> <li>• The Dot by Peter H Reynolds</li> <li>• The Day the Crayons Quit by Drew Daywalt</li> <li>• The Pencil by Allan Ahlberg</li> <li>• Brown Bear, Brown Bear What Do You See? by Eric Carle</li> <li>• Luna Loves Art by Joseph Coelho</li> </ul>	
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**Mathematics** - 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.

**Mathematics- Teaching for Mastery and White Rose Maths**

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>develop a deep understanding of composition and cardinality of numbers 0-3</i>, recognising and knowing how numbers are made up and understanding that each number represents a specific quantity.</li> <li>• <i>understand the cardinal principle of counting</i>, knowing that the last number they reach when counting represents the total quantity of objects.</li> <li>• <i>subitise up to 3 objects</i>, instantly recognising the number of objects in a group without needing to count them individually, strengthening their number sense.</li> </ul> <p><b>Linked to White Rose Maths- Nursery</b>                  Consolidate 1-3                  Finger counting to 5                  Symbols and marks                  Problem solving up to 5                  Position Location/routes                  Pattern</p>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>recognise and write numerals 1-3</i>, developing their ability to identify and represent numbers through writing.</li> <li>• <i>explore and create repeating patterns</i>, understanding and knowing the concept of repetition and using this knowledge to build and describe patterns.</li> <li>• <i>begin to use mathematical language</i>, such as "more than" and "fewer than" to compare and describe numbers in different contexts.</li> <li>• <i>explore 2D and 3D shapes</i>, using mathematical language like "sides" and "corners" to describe and understand their properties.</li> </ul> <p><b>Linked to White Rose Maths- Nursery</b>                  Counting                  Ordering                  Finger counting to 5                  Symbols and marks                  Problem solving up to 5</p>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>develop a deep knowledge and understanding of the composition and cardinality of numbers 3-5</i>, recognising how these numbers are formed and understanding that each number represents a specific quantity.</li> <li>• <i>understand the cardinal principle of counting</i>, knowing that the last number they reach when counting represents the total quantity of objects.</li> <li>• <i>subitise up to 5 objects</i>, instantly recognising the number of objects in a group without needing to count them individually, enhancing their number sense.</li> <li>• <i>recognise and write numerals 3-5</i>, developing their ability to identify and represent numbers through writing, reinforcing numerical literacy.</li> </ul> <p><b>Linked to White Rose Maths- Nursery</b>                  Pattern</p>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>explore and create repeating patterns</i>, understanding the concept of repetition and using this knowledge to build and describe patterns in various contexts.</li> <li>• <i>confidently use comparative language</i> such as "more than" and "fewer than" when talking about numbers, strengthening their ability to compare quantities and make numerical comparisons.</li> <li>• <i>explore 2D and 3D shapes</i>, using mathematical language e.g. "sides" and "corners" to know, describe and understand the properties of different shapes.</li> <li>• <i>compare weight, length, and height</i>, developing their knowledge of measurement and the ability to compare physical attributes of objects.</li> <li>• <i>begin to solve real-world problems</i> involving numbers up to 5, applying their mathematical knowledge and skills to practical situations.</li> <li>• <i>show finger numbers up to 5</i>, using their fingers to represent numbers, reinforcing number recognition, knowledge and early counting skills.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>develop a deep knowledge and understanding of the composition and cardinality of numbers 0-5</i>, recognising how these numbers are made up and understanding that each number represents a specific quantity.</li> <li>• <i>understand the cardinal principle of counting</i>, knowing that the last number they reach when counting represents the total quantity of objects, reinforcing the concept of one-to-one correspondence.</li> <li>• <i>subitise up to 5 objects</i>, instantly recognising the number of objects in a group without needing to count them individually, strengthening their number sense.</li> <li>• <i>know, recognise and write numerals 0-5</i>, developing their ability to identify and represent numbers through writing, reinforcing numerical literacy.</li> <li>• <i>correct errors in repeating patterns</i>, developing the ability</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Nursery will know to:</b></p> <ul style="list-style-type: none"> <li>• <i>explore knowledge of 2D and 3D shapes</i>, using mathematical language such as "sides" and "corners" to describe and understand their properties.</li> <li>• <i>compare weight, length, and height</i>, developing knowledge and understanding of measurement and the ability to compare and describe physical attributes of objects.</li> <li>• <i>solve real-world problems with numbers up to 5</i>, applying their mathematical knowledge and skills to everyday situations and reinforcing their number sense.</li> <li>• <i>show finger numbers up to 5</i>, using their fingers to represent numbers, helping to reinforce number recognition and early counting skills.</li> <li>• <i>mark-make to represent their own mathematical symbols</i>, recording their mathematical thinking and developing early numeracy skills.</li> <li>• <i>use language related to time</i>, such as "first" and "next," to describe sequences of events and develop an understanding of order and chronology.</li> </ul> <p><b>Linked to White Rose Maths- Nursery</b>                  Counting                  Position                  Routes/locations</p>

<p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•develop a deep knowledge and understanding of numbers 0-5, including their composition, counting, subitising, and the ability to apply addition and subtraction.</li> <li>•understand 1:1 correspondence, recognising the relationship between numbers and objects, and will begin to explore size, weight, and capacity through practical activities.</li> <li>•explore concepts of doubling, halving, and sharing, applying these principles to simple mathematical problems and real-life situations.</li> <li>•compare quantities using terms such as "less than" and "more than," improving their ability to make numerical comparisons and engage in mathematical reasoning.</li> <li>•identify and describe 2D and 3D shapes, understanding their properties and exploring the world of geometry through shapes.</li> <li>•use money in practical situations, developing their understanding and knowledge of its value and applying basic concepts of currency.</li> <li>•explore time concepts, learning to use words like "morning," "afternoon," and "night," and recognising key events in their daily routine.</li> <li>•develop an understanding of measurement, including concepts of length, height, weight, and capacity, through hands-on activities.</li> <li>•explore position and distance, using terms such as "near," "far," "above," "below," and "next to" to describe the location of objects.</li> </ul> <p><b>White Rose Maths- Reception Only</b></p>	<p>2 and 3D shapes Comparing with measures</p> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>• explore, know and create repeating patterns, understanding the concept of repetition and using this knowledge to build and describe patterns in various contexts.</li> <li>• know spatial reasoning through shapes, selecting, manipulating, and rotating shapes to understand their properties and relationships.</li> <li>• decompose shapes, recognising that shapes can be made up of smaller shapes, much like how numbers can be broken down into parts.</li> <li>• verbally count to 10, knowing the pattern of the counting system and developing a sense of number sequence.</li> <li>• recognise and write numerals 0-5, developing their ability to identify and represent numbers through writing, reinforcing early numeracy skills.</li> </ul> <p><b>White Rose Maths- Reception Only</b></p> <p><b>It's me 1,2,3:</b> Representing, comparing &amp; composition of 1,2,3 Circles and Triangles Positional language Subitising</p> <p><b>Light and dark:</b> Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p>Counting Finger numbers to 5 Symbols and marks Comparing quantities 2 and 3D shapes Sequencing</p> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•Composition of Numbers 6-10: break down numbers 6-10 into smaller parts (e.g., 8 is 5 + 3 or 6 + 2) and can recombine them in different ways, showing flexibility in understanding of numbers.</li> <li>•Counting: count forwards and backwards within the range of 6-10, understanding the number sequence and how numbers relate to one another in order.</li> <li>•Subitising: instantly recognise the quantity of up to 10 objects without counting them individually, matching them to the corresponding number.</li> <li>•Addition and Subtraction: solve simple addition and subtraction problems within the range of 6-10, using strategies like counting on or back, and understand how the relationship between numbers changes.</li> <li>•1:1 Correspondence: know each object to a corresponding number in counting activities, ensuring each object is counted once and only once.</li> <li>•Size, Weight, and Capacity: know how to compare objects based on their size, weight, and capacity, recognising which is larger, heavier, or holds more, using numbers 6-10 to make comparisons.</li> <li>•Doubling and Halving: double numbers within the</li> </ul>	<p><b>Linked to White Rose Maths-Nursery</b> Subitising Ordering Sorting and matching Finger numbers to 5 Symbols and marks Comparing quantities</p> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•Automatically Recall Some Number Bonds to 5: instantly recall some number bonds to 5, such as knowing that 2 + 3 = 5 or 4 + 1 = 5, without needing to count or use objects.</li> <li>•Verbally Count to 20, Recognising the Pattern of the Counting System: count aloud from 1 to 20, recognising the repeating pattern in the sequence, understanding that each number is one more than the previous, and that the sequence continues in a predictable way.</li> <li>•Explore and Represent Patterns Within Numbers, Including Evens and Odds: explore and recognise patterns in numbers, know and understand how numbers alternate between even and odd, and can represent these patterns using objects, drawings, or numbers (e.g., 2, 4, 6, 8 for evens and 1, 3, 5, 7 for odds).</li> <li>•Recognise and Write Numerals 6-10: recognise and write the numerals for numbers 6 to 10 correctly, understanding their shape and form in both written and visual contexts.</li> </ul> <p><b>White Rose Maths- Reception Only</b></p> <p><b>Building 9 &amp; 10:</b> 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p> <p><b>Consolidation:</b> Subitising</p>	<p>to identify mistakes in patterns and understand the structure of repeated sequences.</p> <ul style="list-style-type: none"> <li>• confidently use comparative language such as "more than" and "fewer than" when talking about numbers, improving their ability to compare quantities and engage in mathematical conversations.</li> </ul> <p><b>Linked to White Rose Maths-Nursery</b> Solving problems up to 5 Subitising Compare measures Symbols and marks Comparing quantities Counting Sequencing</p> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•A Deep Understanding of Numbers 0-10: know that numbers 0-10 can be made up of smaller parts (e.g., 7 as 3 + 4 or 5 + 2), and I can break numbers down and combine them in different ways to show flexibility with numbers.</li> <li>•Counting: count forwards and backwards from any number within the range of 0-10, understanding the number sequence and the relationship between successive numbers.</li> <li>•Subitising: know instantly the number of objects in a group of up to 10 without counting them individually and match the quantity to the correct numeral.</li> <li>•Addition and Subtraction: solve simple addition and subtraction problems within the range of 0-10, using strategies such as counting on or counting back, and understand how numbers relate to each other in different operations.</li> <li>•1:1 Correspondence: know to match each object to a</li> </ul>	<p>Sequencing Solving problems beyond 5 Pattern Comparing measure</p> <p><b>Reception will know to:</b></p> <ul style="list-style-type: none"> <li>•Automatically recall double facts: demonstrate the ability to recall double facts with ease, showing fluency in identifying pairs of numbers that add up to the same value (e.g., 2+2, 3+3) without hesitation.</li> <li>•Compare quantities up to 10 and identify more or less: compare quantities up to 10, confidently determining which group has more or fewer items, and can use appropriate language to describe the comparison (e.g., more, less, equal).</li> <li>•Verbally count to 20 and beyond, recognising the pattern of the counting system: count verbally to 20 and beyond, showing an understanding of the number sequence and recognising patterns in the counting system, such as understanding the order of numbers and the relationship between tens and ones.</li> <li>•Explore and represent patterns within numbers, including events and odds: how to actively explores number patterns and can represent them visually or conceptually. This includes understanding and identifying basic number patterns, such as even and odd numbers, and applying this knowledge in a variety of contexts.</li> </ul> <p><b>White Rose Maths- Reception Only</b></p> <p><b>Find my pattern:</b> Double Sharing and grouping Even and odd</p>
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<p><b>Getting to know you:</b> Baseline</p> <p><b>Just like me:</b> Match and sort Compare amounts Compare size mass and capacity Exploring patterns Consolidate 1-3</p>		<p>range of 6-10 (e.g., 6 doubled is 12) and halve numbers in this range (e.g., halving 8 results in 4).</p> <ul style="list-style-type: none"> <li>•<b>Sharing:</b> will know to divide a quantity within the range of 6-10 into equal parts, demonstrating an understanding of equal sharing (e.g., sharing 10 cookies equally between 2 people means 5 cookies each).</li> <li>•<b>Less Than and More Than:</b> identify numbers that are less than or greater than others within the range of 6-10, such as knowing that 6 is less than 7, and 10 is greater than 8.</li> <li>•<b>2D Shapes:</b> recognise, name, and describe 2D shapes such as circles, squares, rectangles, triangles, and hexagons, and understand their properties like the number of sides or corners.</li> <li>•<b>Patterns:</b> identify, create, and extend simple patterns using numbers, shapes, and colours, understanding the concept of repeating and growing patterns within the context of 6-10.</li> <li>•<b>Money:</b> understand the basic concepts of money, identifying coins and notes within the range of 6-10 units, and making simple transactions or giving change for amounts up to 10.</li> <li>•<b>3D Shapes:</b> recognise and name 3D shapes such as cubes, spheres, cones, and cylinders, and understand their properties, such as the number of faces, edges, and vertices.</li> <li>•<b>Time:</b> understand the concept of time using clocks with numbers up to 10, and I can identify basic times of the</li> </ul>	<p>Counting Composition</p>	<p>corresponding number in counting activities, ensuring each object is counted once and only once.</p> <ul style="list-style-type: none"> <li>•<b>Size, Weight, and Capacity:</b> compare objects based on size, weight, and capacity, understanding which is bigger, heavier, or holds more, and use numbers 0-10 to help make comparisons.</li> <li>•<b>Doubling and Halving:</b> double numbers within the range of 0-10 (e.g., doubling 5 gives me 10), and halve numbers (e.g., halving 8 gives me 4).</li> <li>•<b>Sharing:</b> divide a set of objects within the range of 0-10 into equal parts, showing an understanding of equal sharing (e.g., sharing 10 cookies between 2 people means each person gets 5 cookies).</li> <li>•<b>Less Than and More Than:</b> identify which number is less than or greater than another in the range of 0-10, know the relationships between numbers such as 3 is less than 4, and 8 is more than 6.</li> <li>•<b>2D Shapes:</b> know, name, and describe 2D shapes such as circles, squares, rectangles, triangles, and hexagons, and understand their properties such as the number of sides or corners.</li> <li>•<b>Patterns:</b> identify, create, and extend simple patterns using numbers, shapes, and colours, recognising repeating and growing patterns within the context of 0-10.</li> <li>•<b>Money:</b> know basic money concepts, identifying coins and notes within the range of 0-10 units, and making simple transactions or giving change for amounts up to 10.</li> <li>•<b>3D Shapes:</b> know and name 3D shapes such as cubes,</li> </ul>	<p>Counting system</p> <p><b>On the move:</b> Deepening understanding of the counting system Doubling Patterns &amp; relationships</p>
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		<p>day, such as morning, afternoon, or evening.</p> <ul style="list-style-type: none"> <li>•<i>Measurement</i>: how to use measurement tools to measure length, weight, and capacity using units related to numbers 6-10, comparing objects based on their size, weight, or volume.</li> <li>•<i>Position</i>: know and describe the position of objects using positional language such as "above," "below," "next to," and "behind," and I can use numbers to organise objects.</li> <li>•<i>Distance</i>: measurements and compare distances between objects, using numbers 6-10 to quantify how far apart two points are, whether through steps, blocks, or other informal methods.</li> </ul> <p><b>White Rose Maths-Reception Only</b></p> <p><b>Alive in 5:</b>          Introducing zero          Comparing numbers to 5          Composition of 4 &amp; 5          Compare mass and capacity          Balancing numicon</p> <p><b>Growing 6,7,8:</b>          6, 7 &amp; 8          Making pairs          Combining 2 groups          Length &amp; height/time          Ten frames</p>		<p>spheres, cones, and cylinders, and understand their properties, such as the number of faces, edges, and vertices.</p> <ul style="list-style-type: none"> <li>•<i>Time</i>: understand the concept of time, using clocks with numbers up to 10, and can identify basic times of day, such as morning, afternoon, or evening.</li> <li>•<i>Measurement</i>: know to use measurement tools to measure length, weight, and capacity using units related to numbers 0-10, comparing objects based on their size, weight, or volume.</li> <li>•<i>Position</i>: describe the position of objects using positional language such as "above," "below," "next to," and "behind," and I can use numbers to organise objects.</li> <li>•<i>Distance</i>: know to measure and compare distances between objects, using numbers 0-10 to quantify how far apart two points are, whether through steps, blocks, or other informal measurement methods.</li> <li>•<i>Automatically Recall Number Bonds to 5 and Some Number Bonds to 10</i>: quickly recall number bonds to 5 (e.g., <math>2 + 3 = 5</math>) and some number bonds to 10 (e.g., <math>4 + 6 = 10</math>), helping me know how numbers are composed.</li> <li>•<i>Recognise and Write Numerals 0-10</i>: know and write the numerals from 0 to 10 correctly, understanding the shape and form of each number.</li> </ul> <p><b>White Rose Maths- Reception Only</b></p> <p><b>To 20 and beyond:</b>          Building numbers beyond 10          Counting patterns beyond 10</p>	
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				Number bonds 10-20 Match, rotate, manipulate  <b>First, then and now:</b> Adding more Taking away Compose and decompose	
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**Understanding the World** - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**Understanding the World**

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•how to use their hands to explore natural materials, beginning to talk about the properties of these materials, such as whether they are big, small, rough, smooth, hard, or soft.</li> <li>•about what they see, using vocabulary they are familiar with to describe objects, people, and events.</li> <li>•how to make sense of their own immediate family and family history, talking about the people in their family and events from the past.</li> <li>•how things work, showing curiosity and asking questions about how objects function or move.</li> <li>•to show positive attitudes about the differences between people, recognising and appreciating diversity in others.</li> </ul> <p><b>Children in Reception will know:</b></p> <ul style="list-style-type: none"> <li>•about members of their immediate family and community, explaining who they are and their roles in their lives.</li> <li>•images, events, stories, and people from the past, showing an understanding of how things were different in earlier times.</li> <li>•some places are special to members of their community and why these places hold significance.</li> <li>•people have different beliefs and celebrate special times in different ways, showing respect for diverse customs and traditions.</li> <li>•similarities and differences between life in this country and life in other countries, developing an understanding of global diversity.</li> <li>•what they see, hear, and feel whilst outside, and talk about the effect of changing seasons on the natural world around them, noticing how nature changes over time.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•how to use their hands to explore natural materials, beginning to describe their properties using words like round, square, bumpy, sticky, wet, dry, light, heavy, warm, cold, colourful, bright, and dull.</li> <li>•how to describe what they see, using a wide range of vocabulary to explain objects, people, and their environment.</li> <li>•how things work by investigating how objects move or change, showing curiosity and asking questions.</li> <li>•to show positive attitudes about the differences between people, showing respect and appreciation for diversity in others.</li> <li>•the importance of planting seeds and understand the conditions required for growing plants, including the importance of light, soil, and water for healthy growth.</li> </ul> <p><b>Children in Reception will know:</b></p> <ul style="list-style-type: none"> <li>•information from a simple map, identifying key features like roads, landmarks, and the relationship between places.</li> <li>•about members of their immediate family and community, explaining who they are and their roles in their lives.</li> <li>•images, events, stories, and people from the past, understanding that history is made up of past events and people, and can be represented through pictures or stories.</li> <li>•some places are special to members of their community, recognising why certain places hold significance, like places of worship or historical landmarks.</li> <li>•that people have different beliefs and celebrate special times in different ways, showing respect and curiosity about the customs of others.</li> <li>•what they see, hear, and feel whilst outside, and talk about the effects of changing seasons on the natural world around them, noticing how weather and nature change throughout the year.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•how to talk about what they can see, using a wide range of known vocabulary to describe the world around them.</li> <li>•through understanding the key features of the life cycle of a plant and an animal, will enable them to recognise stages like growth, change, and reproduction.</li> <li>•the need to respect and care for the natural environment and all living things, showing care for plants, animals, and the surroundings.</li> <li>•that there are different countries in the world and talk about differences they have experienced or seen in photos, such as different landscapes, cultures, or people.</li> <li>•through showing interest in different occupations, asking questions and expressing curiosity about the work people do will help them understand roles.</li> <li>•how to show positive attitudes about the differences between people, recognising and valuing diversity in others.</li> </ul> <p><b>Children in Reception will know:</b></p> <ul style="list-style-type: none"> <li>•about the lives of the people around them and their roles in society, recognising the jobs and responsibilities of people in their community.</li> <li>•similarities and differences between things in the past and now, recognising how certain aspects of life have changed over time.</li> <li>•how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps, making connections between what they see and what they have learnt.</li> <li>•some similarities and differences between religious and cultural communities in this country, developing an understanding of the diversity in beliefs and traditions.</li> <li>•some similarities and differences between life in this country and life in other countries, recognising how lifestyles, culture, and environments can differ across the world.</li> <li>•through exploration of the natural world around them, how to make observations and drawing pictures of animals and plants, understanding the features of living things.</li> </ul>
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		<ul style="list-style-type: none"> <li>•some similarities and differences between the natural world around them and contrasting environments, identifying features of different habitats.</li> <li>•important processes and changes in the natural world around them, including the seasons and changing states of matter, observing how the world changes through time and weather.</li> </ul>
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**Religious Education-**

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
<b>Creation and Covenant</b>	<b>Prophecy and Promise</b>	<b>From Galilee to Jerusalem</b>	<b>From Desert to Garden</b>	<b>To the End of the Earth</b>	<b>Dialogue and Encounter</b>
<b>The children will learn</b> the words and actions of the sign of the cross and give thanks to god for our wonderful world	<b>The children will celebrate</b> Advent and know it is a time to get ready for Christmas. They will know that God sent Jesus to love us all.	<b>The children will learn</b> that the wise men visited Jesus and that Jesus was born for everyone.	<b>The children will learn</b> that lent is a time to care for others. They will explore the Easter story and will know how Jesus was given new life by God his father.	<b>The children will learn</b> that Jesus went back to his father and that he sent a special friend, the Holy Spirit, to look after us all.	<b>The children will learn</b> about the life of ST Peter and St Paul who were friends of Jesus.

**Expressive Arts and Design** - 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.

**Expressive Arts and Design**

<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•through taking part in simple pretend play how to create stories which enhance their play, using their imagination to act out different roles and scenarios.</li> <li>•a range of materials and their function to enable them to express their ideas and creativity, experimenting with different textures and tools to create art.</li> <li>•how to create closed shapes with continuous lines and begin to use these shapes to represent objects, such as drawing circles for faces or squares for windows.</li> <li>•how to use drawing to represent ideas like movement or loud noises, showing an understanding of how to visually express actions or sounds.</li> <li>•how to explore colour and colour-mixing, discovering how different colours can be combined to make new ones.</li> <li>• using listening skills with increased attention to sounds will allow them to respond to what they have heard, expressing their thoughts and feelings about sounds or music.</li> <li>•remember and sing entire songs, including pitch and melody, demonstrating an ability to recall and perform simple tunes.</li> </ul> <p><b>Children in Reception will know:</b></p> <ul style="list-style-type: none"> <li>•how to refine a variety of artistic effects to express their ideas and feelings, experimenting with different techniques, materials, and tools to create and communicate visually.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•how to take part in simple pretend play and create stories to enhance their play, using imagination to act out different roles and situations.</li> <li>•to use a range of materials to express their ideas and creativity, exploring textures, colours, and tools to make different forms of art.</li> <li>•how to draw with increasing complexity and detail, such as representing a face with a circle and including details like eyes, nose, and mouth.</li> <li>•how to draw to represent ideas like movement or loud noises, expressing dynamic actions or sounds through marks or shapes.</li> <li>•how to show different emotions in their drawings and paintings, such as happiness, sadness, or fear, using colours and shapes to convey feelings.</li> </ul> <p><b>Children in Reception will know:</b></p> <ul style="list-style-type: none"> <li>•Exploration, use, and refinement of a variety of artistic effects to express their ideas and feelings, developing skills to choose appropriate materials and techniques that communicate their thoughts creatively.</li> <li>•the importance of returning to and build on their previous learning, refining ideas and developing their ability to represent them in more complex ways, showing growth in their ability to express themselves through art.</li> </ul>	<p><b>Children in Nursery &amp; Reception will be taught the knowledge</b></p> <p><b>Children in Nursery will know:</b></p> <ul style="list-style-type: none"> <li>•through experiences in pretend play how to create stories to enhance their play, using their imagination to act out various roles, characters, and scenarios to enrich their play experiences.</li> <li>•how to apply a range of materials to express their ideas and creativity, discussing their choices and explaining why they have selected certain materials, showing an understanding of how different materials can be used for different effects.</li> <li>•how to draw with increasing complexity and detail, such as representing a face with a circle and adding details like eyes, mouth, and nose to create more recognisable and detailed drawings.</li> <li>•how to draw to represent ideas like movement or loud noises, understanding how to depict action or sound through lines, shapes, and patterns.</li> <li>•different emotions within their drawings and paintings, such as happiness, sadness, or fear, using colour, shapes, and forms to express and communicate feelings visually.</li> <li>•how to create their own songs or improvise a song around one they know, demonstrating creativity and musical expression by altering tunes or making up new lyrics.</li> <li>•how to play instruments with increasing control to express their feelings and ideas, using rhythm, pitch, and volume to convey emotions and concepts through sound.</li> </ul> <p><b>Children in Reception will know:</b></p>
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<ul style="list-style-type: none"> <li>•the importance of returning to and build on their previous learning, refining ideas and developing their ability to represent them, showing progress in their artistic and creative expression over time.</li> <li>•how to create collaboratively, sharing knowledge, ideas, resources, and skills, working together to plan, create, and share their artwork or projects with peers.</li> <li>•listening attentively, moving to, and talking about music, expressing their feelings and responses, noticing rhythm, melody, and changes in music, and describing how it makes them feel.</li> <li>•watch and talk about dance and performance art, expressing their feelings and responses, identifying movements and styles, and discussing how these performances make them feel.</li> <li>•singing in a group or on their own, increasingly matching the pitch and following the melody, demonstrating growing musical skills and confidence in vocal expression.</li> <li>•how to develop storylines in their pretend play, using imagination to create characters, settings, and plots, and enhancing their play with thoughtful ideas and narratives.</li> <li>•how to explore and engage in music making and dance, performing solo or in groups, experimenting with rhythms, melodies, and movements in both individual and collaborative performances.</li> </ul>	<ul style="list-style-type: none"> <li>•how to create collaboratively, sharing ideas, resources, and skills, and learning to value and integrate the contributions of others in joint projects, enhancing teamwork and communication.</li> <li>•how to listen attentively, move to, and talk about music, expressing their feelings and responses, recognising patterns in rhythm and melody and describing how the music makes them feel or what it makes them imagine.</li> <li>•watching and talking about dance and performance art, will enable them to express their feelings and responses to movements, actions, and the emotions conveyed through performances, showing an increasing understanding of how performance communicates meaning.</li> <li>•singing in a group or on their own, increasingly matching the pitch and following the melody, developing vocal skills and confidence in both individual and group performances.</li> <li>•how to develop storylines in their pretend play, creating more complex and imaginative narratives, enhancing their role-playing with detailed characters, settings, and plots.</li> <li>•how to explore and engage in music making and dance, performing solo or in groups, refining their ability to use rhythm, melody, and movement to express themselves in creative ways, and showing confidence in both individual and collaborative performances.</li> </ul>	<ul style="list-style-type: none"> <li>•how to safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function, developing their understanding of how different materials and methods can be used to create different effects.</li> <li>•ways to share their creations, explaining the process they have used, describing the steps, choices, and tools involved in their creative work.</li> <li>•to make use of props and materials when role-playing characters in narratives and stories, using objects to enhance and bring their imaginative play to life.</li> <li>•ways to invent, adapt, and recount narratives and stories with peers and their teacher, demonstrating creativity in developing plots and characters, and using language to tell stories with increasing detail and imagination.</li> <li>•how to sing a range of well-known nursery rhymes and songs, showing growing confidence in remembering and performing lyrics, and beginning to follow rhythm, pitch, and melody.</li> </ul>
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**Early Learning Goals for the end of the year** – At St. Andrew the Apostle Catholic Primary School, we use a holistic and best fit judgement. The best fit model requires practitioners to consider the whole of each Early Learning Goal description and make a decision on where the child 'best fit' into this description when making judgements, and to assess the child's relative strengths and weaknesses against the descriptions.

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Listening, Attention and Understanding</b></p> <p>Children at the expected standard will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p style="text-align: center;"><b>Self-Regulation</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>Managing Self</b></p>	<p style="text-align: center;"><b>Gross Motor Skills</b></p> <p>Children at the expected level of development will:</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 style="text-align: center;"><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> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> </ul>	<p style="text-align: center;"><b>Number</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>Numerical Patterns</b></p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs.</li> </ul>

<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><b>People Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them,</li> </ul>	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>
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