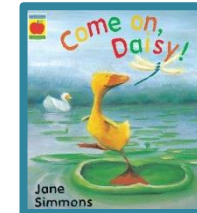
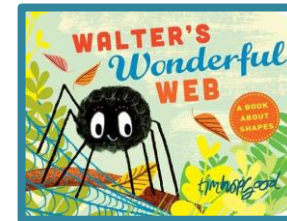
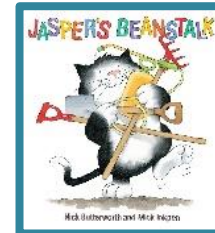
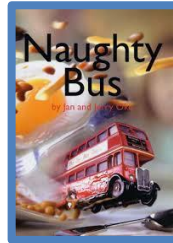
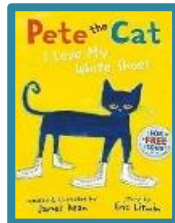
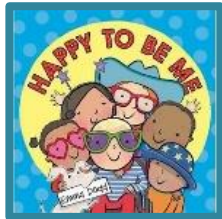




'Every child, Every chance, Every day!'



St Stephen's R C Primary Nursery Curriculum Overview



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Nursery

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	Autumn & Celebrations	Transport	Growing & Plants	Animals & Life Cycles	Water
Planning around a quality text:						
Linked texts	<ul style="list-style-type: none"> We're Going to the Doctors – Big Steps Busy Kittens – Jon Schindel 	<ul style="list-style-type: none"> Owl Babies – Martin Waddell Ready Rabbit – Fiona Robertson 	<ul style="list-style-type: none"> Naughty Bus – Jan and Jerry oke We catch the Bus – Katie Abbey 	<ul style="list-style-type: none"> Oliver's Vegetable – Vivian French Ten Seeds – Ruth Brown 	<ul style="list-style-type: none"> Dear Zoo – Rod Campbell The Odd Egg – Emily Gravett It's Mine by Emma Yarlett 	<ul style="list-style-type: none"> Barry the fish with fingers – Sue Hendra Commotion in the ocean – Giles Andreae- Sharing a shell - Julia Donaldson
Trips/Visitors Enrichments	<p>Visitors:</p> <ul style="list-style-type: none"> New baby Mums / dads Pet/s <p>Trip:</p> <ul style="list-style-type: none"> Vets 	<p>Visitors:</p> <ul style="list-style-type: none"> School site manager <p>Trip:</p> <ul style="list-style-type: none"> School grounds Forest school 	<p>Visitors:</p> <ul style="list-style-type: none"> School site manager <p>Trip:</p> <ul style="list-style-type: none"> Airport day at school 	<p>Visitors:</p> <ul style="list-style-type: none"> Gary/Martin and Mrs Artingstall <p>Trip:</p> <ul style="list-style-type: none"> School grounds Forest school 	<p>Visitors:</p> <ul style="list-style-type: none"> Chicks <p>Trip:</p> <ul style="list-style-type: none"> School grounds Farm 	<p>Visitors:</p> <ul style="list-style-type: none"> Firefighters <p>Trip:</p> <ul style="list-style-type: none"> School pond
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays 	<ul style="list-style-type: none"> Birthdays Harvest Festival Diwali / Hannukah Christmas 	<ul style="list-style-type: none"> Chinese new year 	<ul style="list-style-type: none"> Easter Mother's Day St Patrick's Day World book day Pancakes day St David's day 	<ul style="list-style-type: none"> Queens Jubilee Father's day Eid Ramadan Farm trip 	<ul style="list-style-type: none"> Birthdays Summer Sports day

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters**

Listening, Attention and Understanding

- Pay attention to one thing at a time
 - ⇒ Listen 1:1 to develop independence within daily routine
 - ⇒ Participate in short multi-sensory Key Person group time
- Enjoy listening to stories and **begin to** remember much of what happens
 - ⇒ Listen to short stories with illustrations / props / sounds
 - ⇒ Recall key events / name key characters
 - ⇒ Begin to join in text retell with some actions
- Follow an instruction with one part
 - ⇒ Linked to: □ daily routine □ Key Person group activities
 - ⇒ Special events: Autumn walk
- *Understand simple questions about 'who', 'what' and 'where'*
 - ⇒ Get to know: □ one another □ new learning space
 - ⇒ Find body / move different body parts .. *body parts / actions*
 - ⇒ Recount of autumn walk
- **Begin to** understand some 'why' questions *related to own experiences*
 - ⇒ Autumn experiences

Speaking

- **Begin to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes
- Learn new rhyme and **begin to** develop a repertoire of songs
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
 - ⇒ Nursery Rhyme a week and a focus on number songs
- **Begin to** talk about a familiar book *one-to-one*
 - ⇒ Comment on an illustration ...*picture / illustration*
 - ⇒ Favourite character / part ... *character / event*
- Develop communication, **begin to** use different tenses
 - ⇒ Link it to UW and talking about the past
- **Begin to** use longer sentences of 4/6 words
- Start a conversation with an adult / friend
 - ⇒ 1-1
 - ⇒ **Begin to** start a conversation within Key Person Group
- **Begin to use** talk to organise selves / play within provision

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
 - ⇒ Retell and act out stories using props
 - ⇒ Sequences a story beginning, middle and end
- **Begin to** shift attention from one thing to another when needed and given a prompt
 - ⇒ Targeted in provision
- **Begin to** understand and follow a two-part instruction
 - ⇒ Classroom routines and activities
 - ⇒ 2 step instructions in provision
- Understand some 'why' questions
 - ⇒ Do investigations with seeds and plants to prompt why questions
- **Begin to** show an understanding of some prepositions
 - ⇒ Join in action games using the language – above, below, under etc
- **Begin to** listen to others in a small group
 - ⇒ Circle times, show and tell

Speaking

- Use a wider range of vocabulary
 - ⇒ Linked to topic vocabulary – *plant/soil/ water/sunlight/ beans/ seeds*
 - ⇒ Look at the vocabulary in the books read with class
- **Continue to** develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and **begin to** tell a simple story
 - ⇒ Use prop in provision to **begin to** retell stories
- **Continue to** develop communication, using future and past tense (not always correctly)
 - ⇒ Linked to small group work and daily routine
- Use longer sentence of 4/6 words
 - ⇒ Link to focus texts / forest school activities
- **Begin to** join sentences with and
- Start a conversation with an adult / friend and **begin to** continue it with many turns
- Use talk to organise selves / play within continuous provision
- **Begin to** retell a simple past event in correct order
- **Begin to** express a point of view within focused activity or key person

Listening, Attention and Understanding

- Enjoy listening to longer stories (*with increased attention*) and can remember much of what happens
- Demonstrate understanding of a story by:
 - ⇒ Answering simple comprehension questions related to focused text
 - ⇒ Using prop to retell simple story
- Shift their attention from one thing to another when needed and given a prompt
- Move from one activity to another (adult-led to child-led)
- Understand and follow a two-part instruction
 - ⇒ 2 step direction given by and adult
 - ⇒ Children begin to use 2 step instruction in play
- Understand and respond confidently to simple 'why' questions
- Show an understanding of some prepositions
- Listen to others in a small group

Speaking

- Continue to use a wider range of vocabulary in a range of contexts
 - ⇒ Linked to topic vocabulary – *plant/soil/ water/sunlight/ beans/ seeds*
 - ⇒ Look at the vocabulary in the books read with class
- Sing a large repertoire of songs (including number songs and **begin to** sing some hymns)
- Sing a range of songs/rhymes as part of a group and independently
- Talk about a familiar book and retell a familiar longer story
- Develop communication, **begin to** use a wider range of tenses (with correct use of most tenses)
- How and why questions – asking what happen and what will happen - predictions
- Use sentences joined by other words such as like / because
 - ⇒ e.g. In circle time – My favourite thing is..... Because...
- Start a conversation with an adult / friend & continue it with many turns
- Talk about a past event – e.g. trip to the farm, within a group time session
- Retell a simple past event in correct order e.g. recount farm trip
- Use talk more confidently to organise selves / play
- Express a point of view & debate when they disagree with an adult /friend, using words as well as actions – within focused activity or circle time

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: Self-Regulation Managing Self Building Relationships

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

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters**

Self-Regulation

- Show 'effortful control'
 - ⇒ With support follow the daily routine
 - ⇒ Play with others, sharing resources / taking turns
- Begin to talk about feelings ... *happy / sad / because*
 - ⇒ Show / imitate different emotions and label
 - ⇒ I am happy / sad because ...
- Begin to show awareness of how others might be feeling
 - ⇒ Offer comfort to a child who is upset / laugh with others
 - ⇒ Identify feelings of main characters in texts, looking carefully at illustrations
- Begin to recognise that some actions can hurt the feelings of others
 - ⇒ Identify action that made someone else upset
- With support begin to find solutions to some conflicts
 - ⇒ Sharing resources / taking turns e.g. bike track

Managing Self

- Show interest in a range of experiences, indoors and outdoors
 - ⇒ Familiar and *some* new
- Begin to select and use continuous provision resources, with help when needed ... *resources*
 - ⇒ Make independent learning choices ... *learning / play*
 - ⇒ Put resources back in right place once used
- With support begin to follow classroom *routines* and rules
- Transition to from carpet to provision
- Begin to be independent within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time

Building Relationships

- Begin to play with one or more other children
 - ⇒ Child-initiated learning / small group activities
- Begin to see themselves as part of a community
 - ⇒ Key Person group / nursery / family... *teacher / nursery*

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and begin to use other words
 - ⇒ I am ... *happy / sad / frightened / worried / scared...* because ...
- With support begin to understand and talk about how others might be feeling and the reasons why
 - ⇒ They are sad because.....
- Begin to help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- With support begin to talk with others to resolve conflicts
 - ⇒ With modelled support from adults
 - ⇒ Within circles time discussions

Managing Self

- Begin to select and use activities and resources to achieve a set goal
 - ⇒ Find what they need in continuous provision and use appropriately
- Settle to an activity of *choice* for some time
- Increasingly follow classroom *routines* and rules (*with reduced practitioner guidance*)
 - ⇒ Begin to understand a daily visual timetables, with adult support
 - ⇒ Join in with group time teaching and small focused activities
 - ⇒ Follow dinner time routines
- Develop independence within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time... *washing hands / put on and take off coat*

Building Relationships

- Play with one or more other children
 - ⇒ Child-initiated learning / small group activities... *mine / yours / kind*
- Take part in pretend play with one or more children
 - ⇒ Adult – led / small group / Child-initiated
- See themselves as part of a community
 - ⇒ Know children and practitioner/s in Key Person group / nursery / family/ begin to see to see their link to school ...*together*
- Begin to share and take turns with others
 - ⇒ Child-initiated learning / small group activities
- Begin to extend and elaborate play ideas with others

Self-Regulation

- Talk about their feelings using a range of words
 - ⇒ In context of 'Colour Monster' I am ... *happy / sad / frightened / worried / scared / excited ...* because ...
- Begin to understand how others might be feeling.
 - ⇒ Show some empathy to others
- Help to find solutions to conflicts and rivalries.
 - ⇒ Identify an action or something that needs to change... *thinking time*
- Develop appropriate ways of being assertive.
 - ⇒ Express opinion / talk about what they need or would like
- Talk with others to solve conflicts.

Managing Self

- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
 - ⇒ Independently access provision – indoors and outdoors
 - ⇒ Ask for help when needed
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
 - ⇒ 3 school rules Rules on the trip
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs
 - ⇒ Can go to the bathroom independently get their snack independently clean up if they spill milk/water

- Make healthy choices about food, drink, activity and toothbrushing ...*Teeth / toothbrush / clean / wash/ing*

Building Relationships

- Develop sense of responsibility and membership of a community.
 - ⇒ Engage in YR transition activities school on the trip visit school mass reception... *reception*
- Become more outgoing with unfamiliar people, in the safe context of their setting.
 - ⇒ Get to know reception practitioners / Engage with visitors
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

PHYSICAL DEVELOPMENT: Gross Motor Skills Fine Motor Skills

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

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters**

Gross Motor Skills

- **Continue to** develop movement skills of walking and running
 - ⇒ Negotiating space
 - ⇒ **Begin to** adapt speed / direction to avoid obstacles
- **Continue to** develop climbing skills
 - ⇒ Use stairs using alternate feet
 - ⇒ **With support** explore climbing frame
- **Continue to** develop balancing skills ... *balance*
 - ⇒ Complete low level obstacle courses
 - ⇒ Walk up / down a ramp
 - ⇒ Stand still
 - ⇒ Stand on one leg
- **Begin to** learn to hop
- **Continue to** develop riding skills – scooter / trike / balance bike pedal/steer
 - ⇒ Use bike track: following track right direction
 - ⇒ Stop / start
- **Continue to** develop ball skills
 - ⇒ Rolling (partner / circle games)
 - ⇒ Kicking
- **Begin to** use large-muscle movements to
 - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
 - ⇒ Paint and make marks (top to bottom / anti-clockwise)

Fine Motor Skills

- *Learn to use the toilet with help, and then independently.*
- **Begin to** show a preference for a dominant hand
- **Begin to** learn to use a knife and fork
- **Begin to** get dressed independently for outdoor play
- Use **some** one-handed tools and equipment
 - ⇒ Across provision: Pouring / filling Stirring / mixing Rolling Painting / Drawing / mark making ... *pickup/pour/pinch*
- **Begin to develop** a comfortable grip when using pencils / pen
 - ⇒ Model and encourage a tripod grip *hold/ pencil grip*

Gross Motor Skills

- **Continue to** develop movement of walking and running
 - ⇒ Negotiating space Adapting speed / direction to avoid obstacles
- **Continue to** develop climbing skills - use climbing frame... *stretch high / low*
- **Continue to** develop balancing skills
 - ⇒ Use strategies to support balancing e.g. use of arms
- **Begin to** learn to skip *skip*
- **Continue to** develop riding skills
 - ⇒ **Begin to** engage in Bikeability sessions transfer skills to bike track
- **Continue to** develop ball skills
 - ⇒ **Begin to** throw and catch...*throw / catch / bounce*
- Use large muscle movements
 - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
 - ⇒ Paint and make marks (top to bottom / anti-clockwise)
- **Begin to** remember some sequences and patterns of movement related to music and rhythm e.g. *Squiggle while you Wiggle & PE...flap / twist / spin*
- **Begin to** take part in some group team activities, during focused activities
- **Begin to** match developing physical skills to tasks and activities in setting
 - ⇒ Target throwing Bike track
- Choose the right resource to carry out chosen plan
- **Begin to** collaborate with others to manage large items
 - ⇒ Help to get larger equipment out, with adult support Large construction / water play

Fine Motor Skills

- Show preference a for a dominant hand, *within focused writing activity, squiggle as you wiggle and name writing*
- **Continue to develop** a comfortable grip with good control when holding pens and pencils...*line / circle / hold*
- **Continue to** learn to use a knife and fork e.g. *snack / dinner times*
- Increase independence getting dressed and undressed
 - ⇒ In role play preparing to go outdoors
- Use a **range of** one-handed tools and equipment gardening tools scissors

Gross Motor Skills

- **Begin to** refine movement of walking and running... *follow / lead / copy*
 - ⇒ Within games in PE team games obstacle course... *behind / in front / forward / backward*
- **Begin to** refine climbing skills –
 - ⇒ On adventure playground climbing wall
- **Begin to** refine balancing skills
 - ⇒ On adventure playground obstacle course
- Learn to skip
- **Continue to** develop riding skills
 - ⇒ **Continue** Bikeability sessions Scooter skills
- **Continue to** develop ball skills
 - ⇒ Throw / catch / bounce
 - ⇒ Keep grater control of ball
- Use large muscle movements
- Remember some sequences and patterns of movement related to music and rhythm
- Take part in some group team activities

Fine Motor Skills

- Use one-handed tools and equipment. watering can water equipment... *sieve / scissors / tweezer / tongs*
- Eat independently using a knife and fork - *snack / dinner times*
- Be increasingly independent getting dressed and undressed
 - ⇒ In role play preparing to go outdoors
- Use a comfortable grip with good control when holding pens and pencils.
 - ⇒ Tripod grip write name form some recognisable letters...*dot / cross / curly / zig-zag/ tall.*

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters

Phase 1 Phonics / Reading

- **Begin to** develop phonological awareness
 - ⇒ Join in with Phase 1 activities, aspects 1 to 6
 - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion
 - Rhythm and rhyme: **begin to** develop awareness of words that sound the same
 - Alliterative activities, begin to identify words starting with the same phoneme within names
 - Explore and copy different voice sounds
- **Begin to** understand some of the five key concepts about print:
 - ⇒ Handle books carefully & correctly
 - ⇒ Name some book parts ... *front cover/ back cover / page / title*
 - ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
 - ⇒ Understand print is read left to right .
- *Enjoy sharing a book with an adult*
 - ⇒ One to one } Fiction and
 - ⇒ Small group time } non-fiction
- **Begin to** read own name with visual support

Writing

- *Add some marks to their drawings, which they give meaning to. For example: "That says mummy.*
- *Make marks on picture to represent name*
- **Begin to** attempt to write name with some recognisable letters
 - ⇒ First letter of name
- To begin to understand that own marks represent meaning
 - ⇒ Point to marks
 - ⇒ Talk about made marks
 - ⇒ Label marks

Phase 1 Phonics / Reading

- **Continue to** develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
 - Rhythm and rhyme: develop awareness of words that sound the same
 - Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
 - Explore and begin to talk about different voice sounds
 - **Begin to** participate in oral blending/segmenting activities
 - Clap syllables in own name
- **Begin to** engage in conversations about stories and **non-fiction texts**, learning new vocabulary *blurb / contents / page number / beginning / end*
- **Link with texts**
- **Continue to** develop an understand the five key concepts about print:
 - ⇒ Handle books carefully & correctly
 - ⇒ Name some book parts *title / blurb*
 - ⇒ Print has meaning – recognise some new logos
 - ⇒ **Begin to** understand what a word / letter is ... *letter / word*
 - ⇒ Follow print left to right and **begin to** use 1:1 correspondence
 - ⇒ Know where to start reading ... *first*
- Read own name without visual support

Writing

- **Begin to** use some print / letter knowledge in writing
 - ⇒ Symbols – lines / circles
 - ⇒ Recognisable letters
 - ⇒ Left to right directionality
 - ⇒ Top to bottom directionality
- **Begin to** engage in purposeful mark marking
- Attempt to write name, using name card, with some recognisable letters, some correctly formed

Phase 1 Phonics / Reading

- Develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
 - Talk about rhyming words and **begin to** create rhyming strings
 - Hear and say initial sounds in words
 - Explore and talk about different voice sounds, enunciating some phoneme correctly
 - Participate in oral blending/segmenting activities
 - Clap syllables in words
- Engage in extended conversations about stories and **non-fiction texts**, learning & using new vocabulary
- Use the five key concepts about print:
 - ⇒ Identify a word in a sentence and understand it carries meaning
 - ⇒ Identify a letter in a word ... *first / last*
 - ⇒ Name parts of book and show awareness of page number ... *page number*
 - ⇒ **Continue to** develop understanding of word / letter
 - ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- **Read** own name in a variety of fonts/context

Writing

- Use knowledge of print / letter knowledge in writing
 - ⇒ Recognisable letters
 - ⇒ Left to right / top to bottom directionality
 - ⇒ Top to bottom directionality
- **Begin to** match some letters to phonemes e.g. m for mummy
- Engage in purposeful early writing
- Write name, from memory, with correct letter formation

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters**

Numerical Pattern / Number

- **Begin** to compare quantities ... *group / lots / more / same / less*
 - ⇒ Sort, match and label groups
 - ⇒ Find the group with more / the same / less
- Notice, identify and talk about patterns around them
 - ⇒ Clothing
 - ⇒ Autumn
- **Begin** to copy and talk about a pattern – *ABAB*
 - ⇒ Patterns with objects / actions
 - ⇒ Give pattern a name
- **Begin** to recite numbers to 5 in correct order
- Explore 1:1 correspondence
 - ⇒ Heuristic play free exploration
- **Begin** to say one number for each item to 3
 - ⇒ Join in with number rhymes / songs with props & actions
 - ⇒ Use some number names in play

Shape, Space & Measure

- **Begin** to select shapes for appropriate tasks
 - ⇒ Show interest in shapes in the environment
 - ⇒ Manipulate and turn shapes
- **Begin** to talk about shapes *round / pointy / spotty / stripy*
- Make comparisons between objects using appropriate vocabulary
 - ⇒ Size ... *big / small / bigger / smaller*
- Understand positional language within daily routine ... *in / on / under*
- **Begin** to understand the language of time within the daily routine ... *next, later, after*

Numerical Pattern / Number

- Name and talk about patterns... *pattern / spots / strip / shapes*
- Continue and talk about a pattern – *ABAB*
- Recite numbers to 5
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with **increasing accuracy**
- Use some numbers names in play **with some accuracy**
- Sort and match objects accordingly e.g. *size / shape different / sort / match*
- **Begin** to compare quantities using ... *more than / fewer than*
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- **Begin** to count up to sets of 5 objects (1:1 correspondence)
- **Begin** to represent numbers with marks

Shape, Space & Measure

- Select shapes appropriately **in a range of contexts** ...*circle / square / rectangle / triangle*
- **Begin** to combine shapes to make new ones
- Talk about shapes
- Make comparisons between objects using appropriate vocabulary
 - Size ... *big / small / bigger / smaller*
- Understand positional language...*under / over / down / in front of*
- **Begin** to use **some** language of time within the daily routine *morning / afternoon night*
- **Begin** to describe a familiar route
- **Begin** to describe a sequence of events ... *first / next / then / after*

Numerical Pattern / Number

- Extend and create ABAB patterns
- Recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5 ...*more than / fewer*
- Experiment with own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Talk about and explore 2D and 3D shapes... *cuboids / sides / corners / straight / flat*
- Understand position through words ... *around / next to / between*
- Describe a familiar route
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns
- **Begin** to describe a sequence of events, real or fictional, using words such as ... *first / then / last / before*

UNDERSTANDING THE WORLD □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Past and Present

- Begin to make sense of their own life history
 - ⇒ When I was a baby *baby / new / grow*
 - ⇒ The people in my family *family / brother / sister*
 - ⇒ My birthday *birthday / party / presents*
 - ⇒ Christmas time ...
- Begin to make sense of family's history
 - ⇒ *parents / grandparents / aunty / uncle / brother / sister*
 - ⇒ Using words 'older' or 'younger' in relation to siblings

People, Culture & Communities

- **Begin to** show an interest in different occupations
 - ⇒ People who help us: . *doctor / nurse / hospital*
- Notice differences between people
 - ⇒ Babies and children (similarities / differences) ... *body parts / hair / colour*
- **Begin to** develop positive attitudes about the differences between people
 - ⇒ Awareness of different festivals / celebrations e.g. Christmas, Thanks Giving, Chanukah, Diwali,
- **Begin to** participate in visits – around school
 - ⇒ Forest School and Allotments

Natural World

- **Begin to** use **some** senses in hands on exploration of natural materials
 - ⇒ Getting to know new outdoor learning space
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Autumn collection *leaves / pine cones / conkers / twigs*
- Talk about what they see, **beginning to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment
 - ⇒ Bees / hedgehogs
- **Begin to** experience plant seeds and care for growing plants.
 - ⇒ Planting small plants / bulbs *e.g lavender, garlic, rosemary*
- **Begin to** know that there are different countries in the world
 - ⇒ In the context of festivals
- Explore how things work
 - ⇒ My favourite toy *toy / push / pull / bend*
 - ⇒ Party objects / Christmas decorations

* **Begin to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

Past and Present

- **Begin to** use some vocabulary related to chronology
 - related transport
 - ⇒ *long ago / ancient / 'in the past'*
- **Begin to** find out about figures from the past
 - ⇒ *Mae Jamison (astronaut)*

People, Culture & Communities

- **Continue to** show an interest in different occupations,
 - ⇒ Site manager
 - ⇒ Forest School Teacher ...*teacher / job*
- **Continue to** develop positive attitudes about the differences between people ...*same / different*
 - ⇒ different languages and communication
 - ⇒ different celebrations ...*Chinese New Year / Easter*
- Participate in visits
 - ⇒ School grounds (on listening walk)

Natural World

- **Begin to** use all their senses in hands on exploration of natural materials... *listen / smell / hear / see*
- **Begin to** explore collections of materials with similar and/or different properties ...*soft / stretch / snap*
 - ⇒ Exploration of ice
- Plant seeds and care for growing plants.
- Talk about what they see, **continuing to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment
 - ⇒ Plants
 - ⇒ Understand *plants need water, sun and light*
- Explore how things work
 - ⇒ Gardening tools e.g. *spade, fork, watering can, hose, wheel barrow*
- **Begin to** explore and talk about different forces they can feel
 - ⇒ Digging, watering, pushing wheel barrow etc

* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

Past and Present

- **Begin to** use some vocabulary related to chronology
 - ⇒ Life cycles ..*before / after / long time / day / night / weeks*
- Make sense of their own life history
 - ⇒ Change from baby - toddler - nursery

People, Culture & Communities

- Show interest in different occupations
 - ⇒ Farmers
 - ⇒ Fire fighters
 - ⇒ Reception teachers occupations ...*farmer / firefighter / police*
- Continue to develop positive attitudes about the differences between people
- Participate in visits... *places / far*
 - ⇒ Farm
 - ⇒ School Allotment – to observe chickens/hens, ducks, frogs

Natural World

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Understand the key features of the life cycle of
 - ⇒ chickens/hens... *life cycle / egg / grow /change*
- Understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
 - ⇒ Water wheels, pumps, hose pipes
 - ⇒ Tractor, horse box
- Explore and talk about different forces they can feel.
 - ⇒ Vehicles, boats ...*push / pull*
- Talk about the differences between materials and changes they notice
 - ⇒ Effect of water on different materials
 - ⇒ Vocabulary of textures ...*fluffy, spikey, smooth etc*

* **Develop interest in linked:** □ texts across themes, fiction and non-fiction □ sources of technological information

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters

Being Creative

- **Begin** to explore different materials and textures
 - ⇒ Free exploration – collage
 - ⇒ Introduction to glue to join ... *spread / press / glue / glue stick*
- Explore printing ... *print / down / up / still*
 - ⇒ Hands / fingers / feet
 - ⇒ Leaves
- **Begin to** explore a variety of malleable materials – playdough, salt dough
 - ⇒ **Begin to** use some techniques to shape malleable materials e.g. rolling, stretching, flattening
- Begin to explore painting ... *paint brush / painting*
 - ⇒ Fat / Chunky brushes in a pot
- **Begin to** explore colour ... colour names
 - ⇒ Free exploration
 - ⇒ Self-portraits
- Create: □ lines □ circles
 - ⇒ Range of different media
- Create enclosed shapes to represent self (range of media)
 - ⇒ Body / Face ... *key features / circle / line*

Being Imaginative

- **Begin** to take part in pretend play
 - ⇒ Imitate home experiences (home corner)
 - ⇒ Imitate life experiences linked to different seasons
 - ⇒ Celebrations: Birthday party ... *cards / presents*
- **Begin** to create own small world scenes *linked to interests*
- Begin to create simple stories using small world
 - ⇒ Imitate own experiences (my home / nursery)
 - ⇒ Autumn walk ... *people, trees, animals ...*
- Listen with increased attention to sounds
 - ⇒ Tune into body percussion sounds ... *body parts*
 - ⇒ **Begin to** move to a steady beat ... *beat / march ...*
- Sing and remember some simple rhymes and songs
- Play instruments with increasing control
 - ⇒ Free exploration of musical instruments
 - ⇒ Learn to play: □ tapping □ banging □ shaking

Being Creative

- Explore different materials freely and **begin to** develop own ideas about how to use them and what to make ...*collage / equipment / paint*
- Explore printing carved potato – *shape/s / cut / mark*
- **Begin to** use natural materials - to represent real life images *e.g. making stickman and begin to engage in transient art outdoors*
- **Continue to** explore different textures
- **Use a wider range of** malleable materials *e.g. silk clay* and consolidate techniques to shape ... *model*
- **Begin to** join different materials
 - ⇒ Junk modelling
- Continue to explore painting
 - ⇒ Using different sizes of brushes ... *fat / thin*
- **Begin to** explore colour mixing.
- **Begin to** create closed shapes to represent objects
 - ⇒ Adult – led *e.g. drawing of seeds and beanstalks*
- **Begin to** draw with increasing detail
- **Begin to** show different emotions in drawings and paintings, *e.g. happiness, sadness etc.*

Being Imaginative

- **Begin to** respond to what they have heard, expressing their thoughts and feelings.
 - ⇒ Re-enacting stories
- **Begin to** remember and sing entire songs.
 - ⇒ Easter songs and number rhymes
- **Begin to** sing the pitch of a tone sung by another person ('pitch match'). *See Charanga music lessons*
- **Begin to** sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. *See Charanga music lessons*
- Play instruments with increasing control to express their feelings and ideas.
 - ⇒ Bang tap and shake to a beat or a song ...*rhythm / tap / beat / instrument*
 - ⇒ Use the instruments to show feelings
- Take part in simple pretend play and **begin to** using an object to represent something else □ Home corner □ Small World
- **Begin to** develop complex stories using small world equipment – indoors and outdoors
- **Begin to** make imaginative and complex 'small worlds' - indoors and outdoors

Being Creative

- Develop their own ideas and decide which materials to use to express them
- Join different materials
 - ⇒ To make a suggested / chosen model
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
 - ⇒ Developing greater independence – sometimes completing in child-initiated / independent learning
- Draw with increasing complexity and detail
 - ⇒ Using a wider range of media and tools... *pencil / felt pen / paintbrush*
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 - ⇒ With adult support
- Explore colour and colour mixing ...*mix / colour mixing / light / dark*
 - ⇒ Within adult -led and child-initiated learning
- **Begin to** use additional techniques to shape malleable materials *e.g. pinching, cutting*
- **Begin to** talk about illustrations in focus texts ... *illustration*
- Look at artwork by Jackson Pollack
 - ⇒ Talk about
 - ⇒ Try similar techniques / flick painting

Being Imaginative

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs, or improvise a song around one they know
- Take part in simple pretend play using an object to represent something else even though they are not similar ...*show / costumes*
- Develop complex stories using small world equipment Make imaginative and complex 'small worlds'

Religious Education					
Autumn		Spring		Summer	
Learning Priorities: Linked to Come and See					
<p>Topic 1 Domestic Church: Family</p> <p>World Religions: Judaism – Hanukkah</p> <p>Month of The Rosary (October)</p>	<p>Topic 2 Baptism/Confirmation: <u>Welcome</u> - Baptism: a welcome to God's family</p> <p>World Religions: Hinduism – Diwali</p> <p>Topic 3 Advent/Christmas: Birthdays - Looking forward to Jesus' birthday</p> <p>Remembrance Day</p>	<p>Topic 4 Local Church: Celebrating - People celebrate in Church</p> <p>Topic 5 Reconciliation / Anointing the sick: Friends - Friends of Jesus</p>	<p>Topic 6 Lent/Easter: Growing - Looking forward to Easter</p>	<p>Topic 7 Eucharist: Gathering - Parish family gathers to celebrate Eucharist</p> <p>Topic 8 Pentecost: Good News - Passing on the Good News of Jesus</p> <p>Month of Mary (May)</p>	<p>World Religions: Islam – Prayer Mats</p> <p>Topic 9 Universal Church: Our World - God's wonderful world</p> <p>World Religions: Sikhism – recognizing Sikhs</p>