



St Michael's EYFS Curriculum Document

Characteristics of Effective Learning

<p>We will ensure that all children learn and develop well and are always kept healthy and safe.</p> <p>Children develop at different rates and with different levels of support – we must be aware of those children who require additional support to meet their full potential.</p>	<p><u>Playing and exploring</u>: - 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.</p> <p><u>Active learning</u>: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements, take ownership of their own learning and accept challenges, learning to persevere. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn perseverance.</p> <p><u>Creating and thinking critically</u>: - 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.</p>	
	<p>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> <p>As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child- Initiated activities based on the EYFS Framework & our children’s interests.</p>	
<p>Playing and exploring</p> <ul style="list-style-type: none"> - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials. - I can plan and think ahead about how I will explore or play with objects. 	<p>Active learning</p> <ul style="list-style-type: none"> - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour. 	<p>Creating and thinking critically</p> <ul style="list-style-type: none"> - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective.

<ul style="list-style-type: none"> - I can guide my own thinking and actions by talking to myself as I play. - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention. 	<ul style="list-style-type: none"> - I can keep on trying when things are difficult. - I can begin to correct my mistakes. 	<ul style="list-style-type: none"> - I feel confident coming up with my own ideas. - I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control.
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Nursery Curriculum Document

Contents

- ❖ Key themes
- ❖ RE
- ❖ Communication and language
- ❖ Personal, social and emotional development
- ❖ Physical development
- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Theme	Myself	Illuminations	On our doorstep	Growing and changing	Amazing Animals	Wherever next						
Seasonal changes (to be covered throughout the year)	Autumn	Autumn/ winter	Winter	Spring	Spring/ summer	Summer						
Experiences	Pictures of families from home	Autumn walk Nativity	Chinese New Year celebrations	Planting	Trip to Hall Hill Farm							
RE												
RE topics	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Myself Explore – Investigate the importance of my name. NF1 – God knows and loves me. Gods knows my name. NF2 – God loves me. Respond – Remembering, celebrating and responding to the importance of names, and to God who knows each one by name and loves them	Belonging Explore – Celebration of welcome into school. NF1 – How we welcome people into a family. NF2 – Welcome into God's family through Baptism. Respond – Remembering, celebrating and responding to what it is to welcome and be welcomed. Baptism: a welcome into God's family.	Judaism – Hanukkah Look – There are special days Discover – Hanukkah, the story of oil lamp in the Temple. Respect – God cares for his people.	Loving Explore – Discover what a birthday is and how it may be celebrated. NF1 – Advent, when people get ready for the birthday of Jesus at Christmas. NF2 – Christmas, the birthday of Jesus. Respond – Remembering, celebrating and responding to what a	Celebrating Explore – Discover what a celebration is and how people celebrate. NF1 – God knows and loves me. God knows my name. NF2 – How parish family celebrates – the story of the Presentation. Respond – Remembering, celebrating and responding to what a celebration is and how the parish family celebrate.	Gathering Explore – Discover what activities children and families like to do together. NF1 – The parish family gathering for Sunday Mass. NF2 – The Parish Family Gathering to Listen to God's Word. Respond – Remembering, celebrating and responding to how and why people gather together and the joy of gathering together to celebrate at Mass.	Growing Explore – Recognise growth in nature. NF1 – learn about Lent; a time for growing in love. NF2 – Good Friday and looking forward to Easter. Respond – Remembering, celebrating and responding the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter	Islam – Prayer mats Look – Special objects. Discover – Special objects for Muslims Respect – Muslims' special objects	Good News Explore – That everyone has good news to share. NF1 – Jesus sends a new friend, the Holy Spirit NF2 – Pentecost: The joy and happiness the Good News of Jesus brings. Respond – Remembering, celebrating and responding to the understanding that everyone has Good News and that Pentecost is the celebration of	God's wonderful world Explore – What we love about our world. NF1 – God created the world and said, "Indeed it is very good". NF2 – Taking care of God's world. Respond – Remembering, celebrating and responding to what we love and wonder about our world; God gave us this wonderful world.	Friends Explore – Being a friend. NF1 – We can be friends of Jesus. NF2 – What Jesus tells us about being friends. Respond – Remembering, celebrating and responding to how we can make good	

				birthday is; waiting for a birthday Advent: looking forward to Christmas, the birthday of Jesus.					the Good News of Jesus.		friends, that Jesus had good friends and what Jesus tells us about friendship.
Key Vocabulary	Name, God, love, unique, important, prayer	Celebration, welcome, family, Baptism	Judaism Special Hanukkah	Celebration, birthday, advent, Jesus, Christmas, Nativity	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Islam, Muslim, Qur'an, prayer mat, special	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	world, wonder, wonderful, care, love, share, work/play together	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change

Communication and Language
Listening, Attention and Understanding Speaking

C+L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We listen with interest to adults when they read stories.</p> <p>We can identify action words by following simple instructions.</p> <p>We can use language to share our feelings, experiences and thoughts.</p>	<p>We recognise and respond to many familiar sounds that we hear.</p> <p>We are beginning to understand more complex sentences.</p> <p>We are beginning to hold a conversation, jumping from topic to topic.</p> <p>Daily story, rhyme and song opportunities.</p>	<p>We show interest in exploring and playing with sounds, songs and rhymes.</p> <p>We understand simple questions -who, what, where</p> <p>We can ask a variety of questions-what, where, who</p>	<p>We are developing single channelled attention; we can shift to a different task if our attention is fully obtained. When we hear our name, it helps us to focus.</p> <p>We are developing understanding of simple concepts.</p>

			<p>We are learning new words and are able to use them.</p> <p>Daily story, rhyme and song opportunities.</p>		<p>Daily story, rhyme and song opportunities.</p>	<p>We are able to use longer sentences.</p> <p>We are beginning to use word endings (e.g. <i>going, cats</i>)</p> <p>Daily story, rhyme and song opportunities.</p>
Nursery 2						
C+L	<p>We are learning to develop our listening and attention skills during circle time, through stories and games.</p> <p>We are beginning to know how to sit and look at the person who is speaking.</p> <p>We are able to respond to others – saying hello, good morning and goodbye.</p> <p>We can use our words to communicate our needs.</p> <p>We can join in with repetitive parts of familiar stories and rhyme.</p> <p>We can talk about things that of particular importance to us such as family and pets.</p> <p>We are beginning to use our friends and teachers names to get their attention.</p>	<p>We can listen to others in small groups and when the topic of conversation is of interest.</p> <p>We are developing an interest in particular books, stories, and rhymes.</p> <p>We are building our vocabulary by exploring unfamiliar words and concepts to gain an understanding of what they mean.</p> <p>We are developing confidence to talk about what is happening and to talk about our own ideas.</p> <p>We are building our vocabulary by repeating unfamiliar words and asking questions.</p> <p>We can take part in our Christmas Nativity and join in with songs.</p>	<p>We can listen to longer stories and pay more attention to what is happening in the stories.</p> <p>We are beginning to use new vocabulary from stories, books and rhymes.</p> <p>We can listen and begin to respond appropriately to what an adult is saying.</p> <p>We are beginning to join in with 1:1 conversation when it interests us for a few turns.</p> <p>We can use a wider range of vocabulary that is influenced by stories and themes.</p> <p>We can retell simple past events which have happened recently.</p>	<p>We sometimes repeat back modelled pronunciations correctly.</p> <p>We are beginning to understand and follow a two-step instruction.</p> <p>To begin to understand simple directional language – in front, behind, forwards and backwards.</p> <p>We can begin to use props to retell a familiar story through play.</p> <p>We are beginning to join in with 1:1 conversation, staying on topic for a few turns.</p> <p>We can repeat back some phrases correctly after modelling – irregular tenses and plurals (swimmed for swam)</p>	<p>We enjoy listening to longer stories and can remember key characters.</p> <p>We can anticipate key events in familiar stories.</p> <p>We can focus for longer periods</p> <p>We can listen and respond to continue a conversation with an adult.</p> <p>We are able to join in with 1:1 conversations, staying on topic for a few turns.</p> <p>We are beginning to talk with a partner before sharing with the group.</p> <p>We can sing some songs and rhymes independently.</p> <p>We can use props to retell a familiar story through play.</p>	<p>We can listen and understand why listening is important.</p> <p>-We listen for enjoyment (stories)</p> <p>-We listen so we know what we are doing (instructions)</p> <p>We can begin to answer questions about their own experiences.</p> <p>We can understand who, what and where questions.</p> <p>We can listen and begin to respond appropriately to what other children are saying.</p> <p>Answer simple how are you questions.</p> <p>We can use talk to organise ourselves during play.</p>

						<p>We can talk about our past experiences.</p> <p>We are able to answer who, what and where questions.</p> <p>We can sing a large number of songs – nursery rhymes and number songs.</p>
Personal, Social and Emotional Development						
Self-regulation Managing self Building relationships						
PSED	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We are able to seek comfort from familiar adults or distract ourselves with a comfort object when upset.</p> <p>We know some things that we like and dislike as well as our interests.</p> <p>We are gradually learning that actions have consequences.</p> <p>We are developing relationships with special people.</p> <p>We are starting to separate from our families and explore new situations with support and encouragement from another familiar adult.</p>	<p>We are beginning to expresses a wide range of feelings and emotions</p> <p>We are developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>We are learning that other people also have viewpoints and ideas that can be different to ours. We show concern for people who are special to us.</p>	<p>We are beginning to think about our feelings and make links with managing our emotions.</p> <p>We respond to the feelings of others, showing concern and offering comfort.</p> <p>We enjoy sharing our ideas and preferences and making choices and decisions.</p> <p>We are beginning to be able to cooperate in favourable situations with familiar people.</p>	<p>We are beginning to recognise that some actions can hurt or harm others and try to stop ourselves from doing something we should not do.</p> <p>We can cooperate with routines.</p> <p>We explore our own and other people's views through play.</p> <p>We enjoy seeking out others to share experiences with, particularly those who may have a similar interest.</p>

Nursery 2						
PSED	Express different emotions – identifying happy, sad.	We begin to seek support when sad/ angry.	We are beginning to turn take during play with support from an adult.	We can begin to tolerate delay such as waiting for our snack.	We can show more perseverance and resilience when facing a challenge.	We can begin to have more control over our emotions – using a range of strategies to find comfort.
	<p>We are learning to turn take with support from an adult.</p> <p>We are learning to follow simple school rules such as walking indoors.</p> <p>We can respond to and say our own name.</p> <p>We are becoming familiar with the toilet facilities in the classroom.</p> <p>We can explore the classroom with adult support.</p> <p>We are learning about hand hygiene and can wash our own hands effectively.</p> <p>We can separate from my parent/ caregiver with adult support.</p> <p>We are learning the names of teachers and friends.</p> <p>We can accept differences within our class with adult support.</p>	<p>We can increasingly follow rules and begin to understand why they are important.</p> <p>We can use the toilet independently, seeking appropriate help when necessary.</p> <p>We are becoming more confident in exploring the classroom independently.</p> <p>We are learning to use a fork and spoon for eating.</p> <p>We are beginning to play alongside others.</p> <p>We are building relationships with key members of staff and can ask for their help when needed.</p> <p>We are beginning to have friendly interactions with others.</p>	<p>We can seek comfort from an adult when experiencing overwhelming emotions such as embarrassment or frustration.</p> <p>We are learning to recognise that some actions can hurt or harm others.</p> <p>We can talk about our preferences and interests.</p> <p>We are more confident to try new activities with adult support.</p> <p>We can come into the classroom with minimal support from adults. We can share holiday experiences with a key adult.</p> <p>We can play alongside others and engage in simple conversation of a similar interest.</p>	<p>We can offer ideas in response to a question during group time with more confidence.</p> <p>We can remember some rules without an adult needing to remind us.</p> <p>We can stop ourselves from hurting or harming others through our own actions.</p> <p>We can begin to explore the similarities and differences between ourselves and others.</p> <p>We are beginning to use a knife and fork for eating.</p> <p>We are beginning to enjoy playing with others.</p> <p>We can confidently enter the classroom independently.</p> <p>We know how to behave towards others who are upset.</p>	<p>We can begin to take a role in tidying up resources.</p> <p>We can begin to understand how others might be feeling.</p> <p>We are aware of our own unique abilities.</p> <p>We are developing a sense of joy when completing tasks around the classroom.</p> <p>We can compromise and negotiate with adult support.</p> <p>We can seek adult support to help resolve a conflict.</p> <p>We can begin to share resources with others when prompted by an adult.</p>	<p>We are beginning to understand how some scenarios can lead to different emotions and responses.</p> <p>We can begin to understand that we can work together and help each other.</p> <p>We can talk about our achievements in a positive way.</p> <p>We are becoming more confident in looking after ourselves such as knowing when to put a coat on.</p> <p>We can use a knife and fork for eating.</p> <p>We are beginning to seek companionship with peers.</p> <p>We begin to ask new adults questions.</p>

						We can share resources with others more confidently.
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Physical Development

Gross Motor Fine Motor

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
			<p>We are able to sit up and stand up from different starting positions.</p> <p>We can sit comfortably on a chair with both feet on the ground.</p> <p>We can walk, run and climb safely on different levels and surfaces.</p> <p>We are beginning to understand and choose different ways of moving.</p> <p>We are able to climb up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We enjoy moving in response to music, or rhythms played on percussion instruments.</p> <p>We can jump with both feet leaving the floor and can jump forward a small distance.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We can kick a stationary ball with either foot, throw a ball with increasing force and accuracy.</p> <p>We are beginning to catch a large ball by using two hands and our chest to trap it.</p> <p>We use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>We are beginning to show preference for a dominant hand and/or leg/foot.</p> <p>We mostly move our elbow when mark making and our shoulder is now stabilised.</p>	<p>We can turn pages in a book, sometimes several at once.</p> <p>We show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>We are starting to use mark making tools with fingers held opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <p>We are beginning to move from the wrist when mark making with pencils/pens, with the hand and fingers moving as a whole unit.</p>

Nursery 2

<p>We can balance ourselves using our hands and body to stabilise</p> <p>We are exploring with large muscle movements – shoulders and arms.</p> <p>We can walk up stairs using alternate feet</p> <p>We are strengthening our pre-writing muscles using streamers, large scale painting and mark making outside and inside.</p>	<p>We can stop on a signal</p> <p>We are able to put on own wellington boots</p> <p>We are beginning to skip, hop and stand on one leg</p> <p>We can create circles using our large body movements</p> <p>We are developing our smaller muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing and stretching</p>	<p>We are exploring body movements – walking, jogging, sprinting, jumping, hopping, skipping and crawling</p> <p>We can use across the body movements to negotiate space</p> <p>We can make marks with a range of tools creating, lines and zig zags</p> <p>We can pull up our own coat zip when the fastening has been done for us</p>	<p>We are negotiating space and moving around safely</p> <p>We are learning to walk on a balance bike</p> <p>We are beginning to put on wetsuit overalls with adult support</p> <p>We can balance on one foot with more stability</p> <p>We are negotiating space and moving around safely</p> <p>We are learning to walk on a balance bike</p> <p>We can balance on one foot with more stability</p> <p>We are beginning to put on wetsuit overalls with adult support</p> <p>We are beginning to use one handed tools – pencils, looped scissors.</p> <p>We are beginning to use the same hand, in a comfortable grip with good control when holding pens and pencils.</p>	<p>We are exploring the outdoor equipment – trikes, balance bikes, scooters, climbing wall</p> <p>We are learning to scoot on a balance bike</p> <p>We can work with others to move large or heavier items</p> <p>We can run with some awareness of our surroundings and begin to negotiate speed and space</p> <p>We can make marks with a range of tools creating circles, loops and across the body lines</p>	<p>We can use a balance bike with more accuracy – up and down small ramps</p> <p>We are able to put on wetsuit overalls with less support from adults</p> <p>We are able to run with awareness of speed, obstacles and space and adjust when needed</p> <p>We are beginning to hold and release a large ball or bean bag and beginning to throw and catch</p> <p>We can hold a pencil correctly and begin to make marks with more control</p> <p>We are having a go at doing our own fastenings on coats and jackets</p>
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Literacy						
Comprehension Word Reading Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
Nursery 1 children are not required to take part in literary canon input			<ul style="list-style-type: none"> -Children will begin to join in with an adult with actions and sounds in familiar song and book sharing experiences. -Children will begin to identify their favourite stories, rhymes, songs and poems. -Children will begin to fill in missing words or phrases in known rhymes or stories. -Children will begin to understand the cause and effect of their actions in mark making. -Children will begin to understand that the marks they make are of value. -Children will enjoy the sensory experience of making marks. 			
Nursery 2 Literary Canon						
Key Texts	<ul style="list-style-type: none"> -My Mum and Dad Make Me Laugh by Nick Sharatt -I Like Me by Nancy Carlson -Sometimes by Emma Dodd -Eyes, nose, fingers and toes by Judy Hindley 	<ul style="list-style-type: none"> -We're Going on a Leaf Hunt by Steve Metzger -Leaf Man by Lois Ehlert -Leave by David Ezra Stein -Hibernation Station by Michelle -Meadows Hedge Howdedo by Lynley Dodds -The Busy Little Squirrel by Nancy Tafuri 	<ul style="list-style-type: none"> -Goodnight Moon by Margaret Wise Brown -The Gruffalo by Julia Donaldson -Hairy Maclary by Lynley Dodd -The Tiger Who Came to Tea by Judith Kerr -Elmer by David McKee -Peace at Last by Jill Murphy 	<ul style="list-style-type: none"> -Once There Were Giants by Martin Waddell -Jasper's Beanstalk by Nick Butterworth -The Tiny Seed by Eric Carle -Oliver's Vegetables by Vivian French -Tad by Benji Davies -The Very Hungry Caterpillar by Eric Carle 	<ul style="list-style-type: none"> -The Very Busy Spider by Eric Carle -What the Ladybird Heard by Julia Donaldson -Mia Makes a Meadow by Rachel Lawston -Polar bear, Polar bear, What Do you Hear? By Eric Carle -Puffin Peter by Petr Horacek -Jelly Boy by Nicole Goodwin 	<ul style="list-style-type: none"> -We're Going on a Bear Hunt by Michael Rosen -Mr Gumpy's Outing by John Burningham -The Train Ride by June Crebbin -Blown Away by Rob Biddulph -We All Went on Safari by Laurie Krebs Whatever

	<p>-From Head to Toe by Eric Carle</p> <p>-I Hear a Pickle by Rachel Isadora</p> <p><i>When exploring the "All About Me" or "Ourselves" topic in nursery, children can delve into books that celebrate individuality, emotions, and diversity. These engaging stories help young learners understand themselves and others, fostering a positive learning environment where everyone is accepted and valued.</i></p>	<p><i>When exploring the "Autumn" topic in nursery, children can enjoy a delightful selection of autumn-themed storybooks. These engaging books help young learners connect with the changing seasons and spark their curiosity about nature and the world around them.</i></p>	<p><i>This half term is centred around "Favourite Stories". These delightful titles include classics and well-loved authors fostering a love for reading and ensuring all children have shared these stories.</i></p>	<p><i>This half term is centred around the topic of "Growth" Captivating picture books have been chosen that explore seed dispersal, life cycles of both plants and animals.</i></p>	<p><i>This half term is centred around the topic of "The Natural World," select captivating picture books that explore weather, seasons, plants, animals, and the wonders of nature. These engaging titles foster curiosity, environmental awareness, and a love for the world around us.</i></p>	<p>Next by Jill Murphy</p> <p><i>This half term is centred around the topic of "Journeys," select captivating picture books that explore various modes of transportation, destinations, and adventures.</i></p>
<p>Reading</p>	<p>The key themes are family, similarities and differences.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Join in with familiar rhymes and stories · Listen to and say new vocabulary from stories · Share favourite stories with an 	<p>The key themes are seasonal change and the environment.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that when reading we turn one page at a time in books · Understand that print carries meaning · Talk about the illustrations in books 	<p>The key themes are preference and characterisation.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories · Anticipate key events in rhymes and stories · Join in with repeated refrains in new stories 	<p>The key themes are growth and changes.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that we read from left to right and top to bottom · Name the parts of a book (front cover, title, author) · Identify signs and symbols in the environment and recall what they mean 	<p>The key themes are nature and its beauty.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories and remember and talk about what happens · Talk through a story, turning one page at a time · Answer simple questions about a story 	<p>The themes are journey and exploration.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Engage in extended conversations about stories · Confidently talk about the events and principal characters of a story and suggest

	<p>adult and talk about book choices</p> <ul style="list-style-type: none"> · Begin to recognise some environmental print 	<ul style="list-style-type: none"> · Recognise and say rhyming words at the end of rhymes · Use role-play opportunities to retell stories orally 	<ul style="list-style-type: none"> · Begin to copy how an adult models intonation when reading aloud 	<ul style="list-style-type: none"> · Begin to suggest new rhyming words 	<ul style="list-style-type: none"> · Begin to predict what might happen next in a story 	<p>how a story might end.</p> <ul style="list-style-type: none"> · Retell a longer story · Share books and discuss vocabulary that has been learned
Writing	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Confidently make marks manipulating a range of tools and equipment · Draw vertical, horizontal and circular marks in large scale crossing the midline · Understand that text shown to them carries meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Draw vertical, horizontal and circular marks in small scale crossing the midline · Start to give meaning to the marks that they make · Give meaning to symbols and words in the environment · Recognise own name in print 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form initial letter of name correctly · Attempt to write name · Write symbols and shapes that look like writing · Assign meaning to the marks that they make 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form first name correctly · Write some letters but without connecting letters and sounds · Talk about their writing and give meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write name from memory · Use letter strings which move from left to write and top to bottom. · Attempt to 'read' their own writing 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write letters with spaces between them to resemble the idea of words · Copy words that they see in the environment around them
Grammar	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to themselves in the first-person singular 'I' 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to others as he and she replacing nouns 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Action words within a sentence 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · The correct form of the verb in the past tense 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns and verbs correctly within a sentence 	<p>The children will learn to:</p> <ul style="list-style-type: none"> · Extend sentences beyond subject and verb maintaining grammatical accuracy
Oracy	<p>Whole class discussion around family life</p>	<p>Discuss illustrations within the text.</p> <p>The children will learn to: · Understand simple who, what and where questions when looking at the illustration</p>	<p>Share their favourite story with a small group.</p> <p>The children will learn to: · Use language to share</p>	<p>Retell a story or an experience</p> <p>The children will learn to: · Sequence pictures to help order a story or an experience</p>	<p>Inspired by curiosity, children will discuss what they wonder about the world.</p> <p>The children will learn to: · Use question words in a sentence</p>	<p>Retell a longer story including the key events The children will learn to:</p>

	<p>The children will learn to:</p> <ul style="list-style-type: none"> · Respond to adult prompts · Use pronoun in response to adult 	<ul style="list-style-type: none"> · Use simple sentences (with he or she) to share thoughts about what is happening in the illustration 	<p>feeling and thoughts about a text</p> <ul style="list-style-type: none"> · Use the pronoun 'I' to talk about their own thoughts and opinions 	<ul style="list-style-type: none"> · Listen to an adult modelling grammatical accuracy · Give a simple sentence for each of the pictures maintaining grammatical accuracy 	<ul style="list-style-type: none"> · Listen to and copy an adult intonation when asking a question 	<ul style="list-style-type: none"> · Use picture prompts or the text to help retell a story · Maintain grammatical accuracy
Key Vocabulary	<p>big, tall, grumpy, perfect, jumpy, Brave, smart, strong, kind, happy, loving, beautiful and powerful, Sometimes, sad, good, scared, behave, body, curly, straight, shoulder, elbow, wrist, turn, stomp, wiggle, bend, arch, Hear, smell, touch, see, taste.</p>	<p>Wonderful, over, under, dark, through, past, above, drifting, following, rustle, peeping, sniff, gently, gathered, silent, light, bright, dark, tiny, scared.</p>	<p>Quiet, whisper, kittens, mittens, everywhere, terrible, favourite, stroll, astounding, feast, wonder, swallowed, stripey, furry, supper, except, normal, surprised, decorate, celebrate, covered, skinny, low, suddenly, toughest, Pretending, snuffle, uncomfortable, rubbed, snoring</p>	<p>Crawled, annoyed, chased, upset, scolded, found, waited, planted, dug, picked, tiny, blows, gently, taller, grows, proudly, hiding, crinkly, tangle, delicious, true, wiggle, nasty, stretching, fewer, lay, hungry, started, still, full.</p>	<p>Crept, splosh, handsome, planning, cheered, early, busy, roll, chase, nap, scruffy, promised, suggest, scattered, glorious, noisy, far, large, overjoyed, drifted.</p>	<p>Narrow, oozy, stumble, tremble, wailed, may, squabble, tease, join, own, journey, perfectly, staring, strutting, welcoming, spies, gang, swoop, gust, solid, before, through, under, over, around, smart, roared, millions, boring, state.</p>
Rhymes	<ul style="list-style-type: none"> · Humpty dumpty · Baa, baa black sheep · Twinkle, twinkle, little star · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet · Star light star bright · Jack and Jill · Polly put the kettle on 		<ul style="list-style-type: none"> · Brush your teeth · Head, shoulders, knees and toes · If you're happy and you know it · Sleeping bunnies · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den The grand old Duke of York · This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb 	<ul style="list-style-type: none"> · 5 little speckled frogs · 5 little ducks · 5 little men in a flying saucer · 1,2,3,4,5 once I caught fish alive · Two little dickie birds · Three blind mice · Five current buns · 5 little monkeys jumping on the bed · One finger, one thumb 		
Traditional tales	Little Red Hen	Three little pigs	Goldilocks	Jack and the Beanstalk	Three Billy Goats Gruff	Gingerbread man

Mathematics

Number Number Pattern

Nursery 1

Nursery 1 children are not required to take part in WR input

- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram
- Beginning to understand that things might happen now or at another time, in routines
-

White Rose	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Block 1 – Comparison 1</p> <p>More than, fewer than, the same</p> <ul style="list-style-type: none"> -Children will collect objects to compare amounts. -Children will make simple comparisons of amounts. -Children will look for collections of large and small amounts. -Children will compare and talk about large and small amounts. -Children will make large and small collections. 	<p>Block 5 – Counting 2</p> <p>Begin to order number names</p> <ul style="list-style-type: none"> -Model saying 1,2,3 in play -Children copy the sequence of 1,2,3 in play -Children will copy fingers to represent 1,2,3 -Children will begin to count actions -Children will say number names in order. -Children will begin to recognise anything that can be counted. 	<p>Block 9 – Subitising 2</p> <p>Show me 1,2,3</p> <ul style="list-style-type: none"> -copy fingers to show 1 -Copy fingers to show 2 -Copy fingers to show 3 -Show 1 finger when seeing 1 thing in stories -Show two or three fingers when seeing two or three things in stories -show 1,2 and 3 on fingers when asked. - 	<p>Block 13 – Counting 4</p> <p>Take and give 1,2,3</p> <ul style="list-style-type: none"> -Choose a group to count -Take out two from a group -Take out three from a group -Give others 2 items -Give others 3 items -Count 3 objects with 1:1 correspondence 	<p>Block 17 – Pattern 4</p> <p>Lead on own repeats</p> <ul style="list-style-type: none"> -Join in fully with sequences and songs -Sing rhymes independently -Lead sequences and songs -Read on in familiar repeating stories -Copy art-based simple patterns -Explore own line and repeating patterns in art 	<p>Block 21 – Counting 5</p> <p>Show me 5</p> <ul style="list-style-type: none"> -Sing rhymes to 5 and join in with movements -Move props to 5 -Move probs back from 5 -Show fingers to 5 -Begin to count 5 objects with 1:1 correspondence -Match numerals to quantities when acting out songs

	-Children will make collections the same.					
	<p>Block 2 – Shape, space and measure 1</p> <p>Explore and build with shapes and objects.</p> <p>-Children will explore and play with shapes.</p> <p>-Children will show interest in simple differences between shapes.</p> <p>-Children will put shapes and blocks into position.</p> <p>-Children will select shapes for reason.</p> <p>-Children will begin to explore and describe natural shapes and objects.</p> <p>-Children will find and collect objects for purpose.</p>	<p>Block 6 – subitising 1</p> <p>I see 1,2,3</p> <p>-Children will notice images in books</p> <p>-Children respond to “I see 1,2,3,” by taking interest in noticing 1, 2 or 3 in books.</p> <p>-Children will recognise “I see 1,2,3”</p> <p>-Children will copy “I see 1,2,3” after an adult or another child.</p> <p>-Children will point to 1, 2, 3 in books, images and the world around them.</p> <p>-Children will recognise 1, 2, 3 in well-known tales.</p>	<p>Block 10 – counting 3</p> <p>Move and label 1,2,3</p> <p>-Make actions when saying counting words</p> <p>-Move fingers when saying counting words</p> <p>-Count up to 3 objects from rhymes</p> <p>-Notice number symbols as labels</p> <p>-Label amounts as 1 and not 1</p> <p>-Label amounts as 1,2 or 3</p>	<p>Block 14- Shape, space and measure 4</p> <p>Match, talk, push and pull</p> <p>-Match simple shapes</p> <p>-push some shapes and blocks together</p> <p>-Make simple arrangements</p> <p>-Talk about arrangements</p> <p>-Follow simple routes outside</p> <p>-Follow toys around a simple route</p>	<p>Block 18 – Shape, space and measure 5</p> <p>Starting to puzzle</p> <p>-Complete shape match puzzles</p> <p>-Complete simple jigsaws</p> <p>-Match objects to pictures</p> <p>-Match objects to shadows</p> <p>-Explore objects and small world from different positions</p> <p>-Make simple routes in small world with lines and curves.</p>	<p>Block 22 – Pattern 6</p> <p>My own pattern</p> <p>-continue AB patterns</p> <p>-Create their own AB patterns</p> <p>-Notice an error in a pattern</p> <p>-Build constructions with simple enclosures</p> <p>-Copy simple repeated constructions</p> <p>-Begin to sequence some events</p>
	<p>Block 3 – Pattern 1</p> <p>Explore repeats</p> <p>-Children will listen to repeats in songs and stories.</p>	<p>Block 7 – Pattern 2</p> <p>Join in with repeats</p> <p>-Children will join in with repeated actions in songs.</p>	<p>Block 11- Space, shape and measure 3</p> <p>Explore position and routes</p> <p>-Explore shape resources</p>	<p>Block 15 – Subitising 3</p> <p>Talk about dots</p> <p>-Become familiar with dot patterns</p> <p>-Say when there is one dot</p>	<p>Block 19 – Pattern 5</p> <p>Making patterns together</p> <p>-Sing their own songs independently</p>	<p>Block 23 – Counting 6</p> <p>Stop at 1,2,3,4,5</p> <p>-Count up to 5 objects from a larger group</p>

	<ul style="list-style-type: none"> -Children will start to join in songs with repeats. -Children will start to join in with repeats from stories. -Children will clap along to songs. -Children will make line patterns with own sequences. -Children will choose blocks to build roads and towers. 	<ul style="list-style-type: none"> -Children will join in with repeats in songs and stories. -Children will sing some refrains independently. -Children will have a sense of daily routines -Children will say what happens next. -Children build on previous learning of making line patterns and will make arrangements in art. 	<ul style="list-style-type: none"> -Explore more complex inset jigsaws -Talk about simple positions -Move into simple positions -Move through positions -Follow simple small-world routes. 	<ul style="list-style-type: none"> -Say when there are two dots -Recognise one and two in different arrangements -Say when there are 3 dots -Recognise one, two and three in different arrangements. 	<ul style="list-style-type: none"> -Clap in time to a beat -Make and talk about movement patterns -Talk about objects in patterns and arrangements -Copy AB patterns with support -Continue AB patterns with support. 	<ul style="list-style-type: none"> -Explore counting to 5 in different ways -Verbally count to a given number -Label objects with numerals -Independently show fingers to 5 -Begin to make marks to represent quantities.
	<p>Block 4 - Counting 1</p> <p>Hear and say numbers</p> <ul style="list-style-type: none"> -Children will hear some number names. -Children join in saying number names. -Model saying number names in order -Children will practise saying number names in order. -Children will join in stable order counting forwards. (1,2,3,4,5) 	<p>Block 8 – Shape, space and measure 2</p> <p>Explore position and space</p> <ul style="list-style-type: none"> -Children will respond to simple language of position. -Children will arrange blocks in a chosen position. -Children will select shapes for a space. -Children will recognise when 2 objects are the same shape. -Children will explore and describe shapes and objects. 	<p>Block 12 – Pattern 3</p> <p>Explore own first patterns</p> <ul style="list-style-type: none"> -Explain simple pattern arrangements -Make roads and bridges with intent -Choose blocks to copy simple creations -Make simple line patterns with objects -Make simple pattern arrangements 	<p>Block 16 – Comparison 2</p> <p>Compare and sort collections</p> <ul style="list-style-type: none"> -Notice when two collections are the same -Make collections of small objects the same -Make collections of large objects the same -Recognise two collections are the same using small and large objects -Make collections the same using small and large objects 	<p>Block 20 – subitising 4</p> <p>Make games and actions</p> <ul style="list-style-type: none"> -Match dot patterns -Be introduced to subitising games -Play subitising games -Copy sets of sounds -Listen to and represent sounds with fingers -Listen to and represent sounds with resources 	<p>Block 24 -Comparison 3</p> <p>Match, sort, compare</p> <ul style="list-style-type: none"> -Compare up to five different objects -Compare by matching -Match by type -Recognise attributes of objects -Begin to sort some objects to a type.

	-Children will join in stable order counting backwards. (1,2,3,4,5)	-Children will sort shapes and objects into simple categories.	-Show an interest in patterns and shapes.	-Sort and talk about their own collections		
Key Vocabulary	Collections, more, fewer, the same, large, small., shape, different, sequence, repeat, number names	One, two, three, action, the same	Pattern, shape,	The same, large, small	Beat,	
Understanding the World						
Past and Present People, Culture and Communities The Natural World						
Themes	Autum 1 - Myself	Autumn 2 - Illuminations	Spring 1 – The world around us	Spring 2 – Growing and changing	Summer 1 – Amazing animals	Summer 2 – Wherever next?
	Nursery 1					
			<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to listen to days of the week songs.</p>	<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to join in with days of the week songs.</p>	<p>We are able to imitate everyday actions and events from own family and cultural background through our pretend play.</p> <p>We enjoy playing with small world reconstructions to build on first-hand experiences.</p> <p>We can recognise relevant photographs of things that have happened in our lives.</p>	<p>We are able to identify peers as friends.</p> <p>We can talk about some of the things we have observed such as plants, animals and natural objects.</p> <p>We can spot ourselves in photographs of things that have happened in the past.</p>

Nursery 2

<ul style="list-style-type: none"> - Respond to their own name - Be able to name the members of their family/special people in their lives - Be able to talk about their likes and dislikes - Able to explore their likes and dislikes through play in the classroom and exploring a range of materials and resources. - Begin to talk about the lives of people familiar to them (Mum/Dad's job etc) - Begin to talk about some of the things which make them unique - To know the place where 	<ul style="list-style-type: none"> - We celebrate special times. - We can talk about family celebrations using photos and memories. - We know that Diwali is a celebration. - We know that Advent is the time when we prepare for Christmas. - We know that Jesus was born on Christmas Day - We can use photographs of our Christmas to share our memories. - we know that during the day, the sky is light, and we can see the sun. We know that at night the sky is dark. - We can see the moon and stars. We are developing an understanding of changes over time 	<ul style="list-style-type: none"> - Our country is England - To know the names some hot countries. - To know the names of some cold countries. - To talk - To explore maps and globes - Land on a globe is green. - Sea on a globe is blue - Engage in stories set in different places around the world. - What is in our immediate area, houses, fields, trees, park, grass. 	<ul style="list-style-type: none"> - To be able to talk about how they have grown and changed since being a baby - To explore how they might change as they get older – grow taller - To talk about the changes in the weather - To know that in Spring things start to grow - To be able to talk about the changes they observe in the environment – noticing growth - To know baby animals are being born – names of some baby animals – lamb, calf, foal, chick, duckling - To know that the weather starts to feel warmer – don't always have to wear coats - Observing how plants and 	<ul style="list-style-type: none"> - To be able to name some dinosaurs - To use vocabulary Carnivore and Herbivore. - To use magnifying glasses to identify minibeast and their habitats. - To talk about animals which live in the zoo - To talk about which animals live on a farm. - To talk about animals we keep as pets - -How we care for pets. - 	<ul style="list-style-type: none"> - To be able to talk about where they live - To be able to talk about how they get to school - We live in Durham. Our school is called St Michael's - Near our school is a church and a pub - To look at a map of school and be curious about what we see. - To talk about different types of transport and our experience of using them - To explore our understanding of places far away from us – that we might use aeroplanes or boats to get to faraway places. - To talk about how we might get to a range of different
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	<ul style="list-style-type: none"> they live is called home - Be able to use our 5 senses to explore the world around us. - Able to explore a range of materials using the 5 senses Be able to name some of the parts of their body, using the Head, Shoulders, Knees and Toes song 	<ul style="list-style-type: none"> - We can talk about bonfire night and how to be safe. - Use dressing up, probs, food to explore how Christmas is celebrated in other countries. 		<ul style="list-style-type: none"> vegetables grow in our class garden and ask questions about what they observe - Observing animal life cycles changing and developing <ul style="list-style-type: none"> - tadpoles/caterpillars 		<ul style="list-style-type: none"> places eg. The seaside, the park, France, Space
Key texts	<ul style="list-style-type: none"> My Mum and Dad make me laugh The colour monster 					
Seasons	Autumn/ Winter		Winter/ Spring		Spring/ Summer	
	<ul style="list-style-type: none"> - Seasonal changes to be covered throughout the year. 					
Expressive Arts and Design						
Creating with materials Being imaginative and expressive						
	Nursery 1					
		Creating with Materials We are beginning to join in singing familiar songs .	Creating with Materials We show curiosity in the way sound makers and	Creating with Materials We enjoy experimenting with ways to enclose a	Creating with Materials We enjoy using 3D and 2D structures to explore	

			<p>We can create sounds by rubbing, shaking, tapping, striking or blowing instruments.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to use everyday materials to explore, understand and represent the world around us. We enjoy following our creative ideas, interests and fascinations.</p>	<p>instruments sound , and can experiment with ways of playing them.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to ‘make believe’ by pretending with sounds, movements, words and objects</p>	<p>space, create shapes and represent actions, sounds and objects.</p> <p>Being Imaginative and Expressive</p> <p>We are starting to describe sounds and music imaginatively- happy, funny, scary</p>	<p>materials and to express ideas.</p> <p>Being imaginative and expressive</p> <p>We create rhythmic sounds and movements.</p>
Nursery 2						
	<p>Creating with Materials</p> <p>We can explore different materials using all of their senses to investigate them. We can manipulate different materials- blocks, clay, fabric/paper with different textures. We will use these materials to express their ideas and feelings. We can create representations of our family. We can manipulate materials o build models of our home.</p>	<p>Creating with Materials</p> <p>We explore colour mixing and talk about the differences between colours we see. We explore paint use different paint techniques – pour, drip, mix, splat We can create interesting effects with bright and dark colours - Jackson Pollock We can stack blocks to create our own rockets.</p> <p>Being Imaginative and Expressive</p>	<p>Creating with Materials</p> <p>We will explore different materials freely. We will begin to plan to build with a purpose in mind. We are exploring how to join junk modelling materials together to make transport, puppets. We can use lines and shapes</p> <p>Being Imaginative and Expressive</p> <p>We can join in and copy body percussion patterns and sequences. We can use percussion</p>	<p>Creating with Materials</p> <p>Children will learn to develop their drawing and model-making skills. We begin to add details to our self-portrait pictures by noting key features on our face.</p> <p>Being Imaginative and Expressive</p> <p>We learn a variety of action songs and can move to music/songs. We are developing our ‘singing voice’ using a range of pitches. We can</p>	<p>Creating with Materials</p> <p>We begin to give meanings to our drawings and models. We will share our ideas and talk together about these. We use tools for a purpose.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to create our own songs and music. We can engage in roleplay taking on the roles of people who help us- police, teachers, doctors, nurses, fire fighters, dentist We are</p>	<p>Creating with Materials</p> <p>We explore a range of different emotions and show different emotions within our drawings and paintings. We can use collage materials to create our own representations of minibeasts-The Snail by Henri Matisse</p> <p>Being Imaginative and Expressive</p> <p>We can sing and perform a collection of songs about minibeasts. We can use instruments that</p>

	<p>Being Imaginative and Expressive</p> <p>We use open-ended resources to enhance our imaginative play. We engage in daily singing and rhyme time. We listen to music and songs to develop our listening skills</p>	<p>We will remember entire songs and perform these during our Christmas nativity performance. We will be able to explore and use a variety of percussion instruments.</p>	<p>instruments as part of our Chinese New Year celebrations. We can move to traditional Chinese music to take part in a dragon dance.</p>	<p>sing the pitch of a tone sung by another person.</p>	<p>beginning to develop stories using small world.</p>	<p>can imitate the sounds of minibeasts.</p>
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Reception Curriculum Document

Contents

- ❖ Key themes
- ❖ RE
- ❖ Communication and language
- ❖ Personal, social and emotional development
- ❖ Physical development
- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Theme	Me and my family	Celebrations	The big wide world	Life cycles	Animals around the world	The seaside						
Seasonal changes (to be covered throughout the year)	Autumn	Autumn/ winter	Winter	Spring	Spring/ summer	Summer						
Experiences	Pictures of families from home	Autumn walk Nativity	Chinese New Year celebrations	Planting	Trip to Hall Hill Farm	Trip to St Mary's Lighthouse/ aquarium.						
English texts												
Topic texts												
RE												
RE topics	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<p>Myself Explore – Develop an understanding of first and family names. RF1 – God knows and loves each one. God knows each person's name. RF2 – God knows and loves each person. Respond – Remembering, celebrating and responding to the</p>	<p>Belonging Explore – Celebration of welcome into school, class or other setting. RF1 – How we welcome people into a family. RF2 – Welcome into God's family through Baptism. Respond – Remembering, celebrating and responding</p>	<p>Judaism – Hannukah Look – There are special days Discover – Hanukkah, the story of oil lamp in the Temple. Respect – God cares for his people.</p>	<p>Loving Explore – Appreciate how birthdays are waited for and celebrated. RF1 – Advent, when people look forward to the birthday of Jesus at Christmas. RF2 – The first Christmas and how people celebrate Jesus' birthday each year.</p>	<p>Celebrating Explore – Discover what a celebration is, the elements of celebration and how people celebrate. RF1 – What the parish family celebrates RF2 – The Presentation story. Respond – Remembering, celebrating and responding to what a celebration is and how the parish family celebrate.</p>	<p>Gathering Explore – Discover what activities children and families like to do together. play a game where children realise, they need the support and encouragement of others. RF1 – The parish family gathers together for Sunday Mass. RF2 – The joy of gathering to listen to God's Word. Respond – Remembering, celebrating and responding to</p>	<p>Growing Explore – Recognise growth in nature and discover the ways in which things grow. RF1 – Learn about Lent: a time to grow more like Jesus. RF2 – Good Friday and celebrating Easter. Respond – Remembering, celebrating and responding the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter</p>	<p>Islam – Prayer mats Look – Special objects. Discover – Special objects for Muslims. Respect – Muslims' special objects</p>	<p>Good News Explore – That everyone has good news to tell. RF1 – The coming of the Holy Spirit RF2 – Pentecost: The celebration of the Good News of Jesus. Respond – Remembering, celebrating and responding to the</p>	<p>God's wonderful world Explore – What we love and wonder about our world. RF1 – Everyone shares in God's world. RF2 – Praising God for our Wonderful World. Respond – Remembering, celebrating and responding</p>	<p>Friends Explore – Making friends and being a friend. RF1 – Jesus had friends, we can be friends of Jesus. RF2 – Jesus' rule for friends. Respond – Remembering, celebrating and responding to how we can make good friends, that Jesus had</p>	

	importance of names, and to God who knows each one by name and loves them	to what it is to welcome and be welcomed. Baptism: a welcome into God's family.		Respond Remembering, celebrating and responding to what a birthday is; waiting for a birthday Advent: looking forward to Christmas, the birthday of Jesus		how and why people gather together and the joy of gathering together to celebrate at Mass.			understanding that everyone has Good News and that Pentecost is the celebration of the Good News of Jesus.	to what we love and wonder about our world; God gave us this wonderful world.	good friends and what Jesus tells us about friendship.
Key Vocabulary	Name, God, love, unique, important, prayer	Celebration, welcome, family, Baptism	Judaism Special Hanukkah	Celebration, birthday, advent, Jesus, Christmas, Nativity	Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Islam, Muslim, Qur'an, prayer mat, special	good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	world, wonder, wonderful, care, love, share, work/play together	friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change
Communication and Language											
Listening, Attention and Understanding Speaking											
C+L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	Reception										
	Understand how to listen and why listening is important. We listen for enjoyment (stories) We listen so we know what we are doing (instructions)										

	<p>We listen to learn new things</p> <p>We listen so that we can respond appropriately. (conversation)</p> <p>Promote and model active listening - good sitting, good looking.</p> <p>Show listening behaviours during Celebration of the Word.</p> <p>We need to look at each other when we talk so we can concentrate on what is being said.</p> <p>Speaking with others about their needs and wants.</p> <p>Join in with social phrases-responding to adults saying hello.</p> <p>Answering simple 'how are you' questions.</p> <p>Begin to join in with familiar one-to-one and small group conversations.</p> <p>Begin to extend ideas using 'and/because'</p> <p>Children can talk about themselves, their likes and dislikes and their families (familiar topics) in a one-to-one and small group</p> <p>Discuss family routines and experiences.</p>					
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Personal, Social and Emotional Development						
Self-regulation Managing self Building relationships						
PSED	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
		<p>We are able to seek comfort from familiar adults or distract ourselves with a comfort object when upset.</p> <p>We know some things that we like and dislike as well as our interests.</p> <p>We are gradually learning that actions have consequences.</p> <p>We are developing relationships with special people.</p> <p>We are starting to separate from our families and explore new situations with support and encouragement from another familiar adult.</p>	<p>We are beginning to expresses a wide range of feelings and emotions</p> <p>We are developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>We are learning that other people also have viewpoints and ideas that can be different to ours.</p> <p>We show concern for people who are special to us.</p>	<p>We are beginning to think about our feelings and make links with managing our emotions.</p> <p>We respond to the feelings of others, showing concern and offering comfort.</p> <p>We enjoy sharing our ideas and preferences and making choices and decisions.</p> <p>We are beginning to be able to cooperate in favourable situations with familiar people.</p>	<p>We are beginning to recognise that some actions can hurt or harm others and try to stop ourselves from doing something we should not do.</p> <p>We can cooperate with routines.</p> <p>We explore our own and other people's views through play.</p> <p>We enjoy seeking out others to share experiences with, particularly those who may have a similar interest.</p>	
Nursery 2						
PSED	<p>Express different emotions – identifying happy, sad.</p> <p>We are learning to turn take with support from an adult.</p>	<p>We begin to seek support when sad/angry.</p> <p>We can increasingly follow rules and begin to understand why they are important.</p>	<p>We are beginning to turn take during play with support from an adult.</p> <p>We can seek comfort from an adult when experiencing overwhelming emotions such as embarrassment or frustration.</p>	<p>We can begin to tolerate delay such as waiting for our snack.</p> <p>We can offer ideas in response to a question during group time with more confidence.</p>	<p>We can show more perseverance and resilience when facing a challenge.</p> <p>We can begin to take a role in tidying up resources.</p>	<p>We can begin to have more control over our emotions – using a range of strategies to find comfort.</p> <p>We are beginning to understand how some</p>

	<p>We are learning to follow simple school rules such as walking indoors.</p> <p>We can respond to and say our own name.</p> <p>We are becoming familiar with the toilet facilities in the classroom.</p> <p>We can explore the classroom with adult support.</p> <p>We are learning about hand hygiene and can wash our own hands effectively.</p> <p>We can separate from my parent/ caregiver with adult support.</p> <p>We are learning the names of teachers and friends.</p> <p>We can accept differences within our class with adult support.</p>	<p>We can use the toilet independently, seeking appropriate help when necessary.</p> <p>We are becoming more confident in exploring the classroom independently.</p> <p>We are learning to use a fork and spoon for eating.</p> <p>We are beginning to play alongside others.</p> <p>We are building relationships with key members of staff and can ask for their help when needed.</p> <p>We are beginning to have friendly interactions with others.</p>	<p>We are learning to recognise that some actions can hurt or harm others.</p> <p>We can talk about our preferences and interests.</p> <p>We are more confident to try new activities with adult support.</p> <p>We can come into the classroom with minimal support from adults.</p> <p>We can share holiday experiences with a key adult.</p> <p>We can play alongside others and engage in simple conversation of a similar interest.</p>	<p>We can remember some rules without an adult needing to remind us.</p> <p>We can stop ourselves from hurting or harming others through our own actions.</p> <p>We can begin to explore the similarities and differences between ourselves and others.</p> <p>We are beginning to use a knife and fork for eating.</p> <p>We are beginning to enjoy playing with others.</p> <p>We can confidently enter the classroom independently.</p> <p>We know how to behave towards others who are upset.</p>	<p>We can begin to understand how others might be feeling.</p> <p>We are aware of our own unique abilities.</p> <p>We are developing a sense of joy when completing tasks around the classroom.</p> <p>We can compromise and negotiate with adult support.</p> <p>We can seek adult support to help resolve a conflict.</p> <p>We can begin to share resources with others when prompted by an adult.</p>	<p>scenarios can lead to different emotions and responses.</p> <p>We can begin to understand that we can work together and help each other.</p> <p>We can talk about our achievements in a positive way.</p> <p>We are becoming more confident in looking after ourselves such as knowing when to put a coat on.</p> <p>We can use a knife and fork for eating.</p> <p>We are beginning to seek companionship with peers.</p> <p>We begin to ask new adults questions.</p> <p>We can share resources with others more confidently.</p>
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Physical Development

Gross Motor Fine Motor

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
			<p>We are able to sit up and stand up from different starting positions.</p> <p>We can sit comfortably on a chair with both feet on the ground.</p> <p>We can walk, run and climb safely on different levels and surfaces.</p> <p>We are beginning to understand and choose different ways of moving.</p> <p>We are able to climb up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We enjoy moving in response to music, or rhythms played on percussion instruments.</p> <p>We can jump with both feet leaving the floor and can jump forward a small distance.</p> <p>We hold mark making tools with our thumb and all fingers, but our wrist is turned so that our palm is facing down.</p>	<p>We can kick a stationary ball with either foot, throw a ball with increasing force and accuracy.</p> <p>We are beginning to catch a large ball by using two hands and our chest to trap it.</p> <p>We use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>We are beginning to show preference for a dominant hand and/or leg/foot.</p> <p>We mostly move our elbow when mark making and our shoulder is now stabilised.</p>	<p>We can turn pages in a book, sometimes several at once.</p> <p>We show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>We are starting to use mark making tools with fingers held opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <p>We are beginning to move from the wrist when mark making with pencils/pens, with the hand and fingers moving as a whole unit.</p>
Nursery 2						
	<p>We can balance ourselves using our hands and body to stabilise</p> <p>We are exploring with large muscle movements – shoulders and arms.</p>	<p>We can stop on a signal</p> <p>We are able to put on our own wellington boots</p>	<p>We are exploring body movements – walking, jogging, sprinting, jumping, hopping, skipping and crawling</p> <p>We can use across the body movements to negotiate space</p>	<p>We are negotiating space and moving around safely</p> <p>We are learning to walk on a balance bike</p>	<p>We are exploring the outdoor equipment – trikes, balance bikes, scooters, climbing wall</p> <p>We are learning to scoot on a balance bike</p>	<p>We can use a balance bike with more accuracy – up and down small ramps</p> <p>We are able to put on wetsuit overalls with less support from adults</p>

	<p>We can walk up stairs using alternate feet</p> <p>We are strengthening our pre-writing muscles using streamers, large scale painting and mark making outside and inside.</p>	<p>We are beginning to skip, hop and stand on one leg</p> <p>We can create circles using our large body movements</p> <p>We are developing our smaller muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing and stretching</p>	<p>We can make marks with a range of tools creating, lines and zig zags</p> <p>We can pull up our own coat zip when the fastening has been done for us</p>	<p>We are beginning to put on wetsuit overalls with adult support</p> <p>We can balance on one foot with more stability</p> <p>We are negotiating space and moving around safely</p> <p>We are learning to walk on a balance bike</p> <p>We can balance on one foot with more stability</p> <p>We are beginning to put on wetsuit overalls with adult support</p> <p>We are beginning to use one handed tools – pencils, looped scissors.</p> <p>We are beginning to use the same hand, in a comfortable grip with good control when holding pens and pencils.</p>	<p>We can work with others to move large or heavier items</p> <p>We can run with some awareness of our surroundings and begin to negotiate speed and space</p> <p>We can make marks with a range of tools creating circles, loops and across the body lines</p>	<p>We are able to run with awareness of speed, obstacles and space and adjust when needed</p> <p>We are beginning to hold and release a large ball or bean bag and beginning to throw and catch</p> <p>We can hold a pencil correctly and begin to make marks with more control</p> <p>We are having a go at doing our own fastenings on coats and jackets</p>
	Literacy					
Comprehension Word Reading Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Nursery 1

Nursery 1 children are not required to take part in literary canon input

-Children will begin to join in with an adult with actions and sounds in familiar song and book sharing experiences.

-Children will begin to identify their favourite stories, rhymes, songs and poems.

-Children will begin to fill in missing words or phrases in known rhymes or stories.

-Children will begin to understand the cause and effect of their actions in mark making.

-Children will begin to understand that the marks they make are of value.

-Children will enjoy the sensory experience of making marks.

Nursery 2 Literary Canon

Key Texts	-My Mum and Dad Make Me Laugh by Nick Sharatt	-We're Going on a Leaf Hunt by Steve Metzger	-Goodnight Moon by Margaret Wise Brown	-Once There Were Giants by Martin Waddell	-The Very Busy Spider by Eric Carle	-We're Going on a Bear Hunt by Michael Rosen
	-I Like Me by Nancy Carlson	-Leaf Man by Lois Ehlert	-The Gruffalo by Julia Donaldson	-Jasper's Beanstalk by Nick Butterworth	-What the Ladybird Heard by Julia Donaldson	-Mr Gumpy's Outing by John Burningham
	-Sometimes by Emma Dodd	-Leave by David Ezra Stein	-Hairy Maclary by Lynley Dodd	-The Tiny Seed by Eric Carle	-Mia Makes a Meadow by Rachel Lawston	-The Train Ride by June Crebbin
	-Eyes, nose, fingers and toes by Judy Hindley	-Hibernation Station by Michelle	-The Tiger Who Came to Tea by Judith Kerr	-Oliver's Vegetables by Vivian French	-Polar bear, Polar bear, What Do you Hear? By Eric Carle	-Blown Away by Rob Biddulph
	-From Head to Toe by Eric Carle	-Meadows Hedge Howdedo by Lynley Dodds	-Elmer by David McKee	-Tad by Benji Davies	-Puffin Peter by Petr Horacek	-We All Went on Safari by Laurie Krebs Whatever Next by Jill Murphy
	-I Hear a Pickle by Rachel Isadora	-The Busy Little Squirrel by Nancy Tafuri	-Peace at Last by Jill Murphy	-The Very Hungry Caterpillar by Eric Carle	-Jelly Boy by Nicole Goodwin	<i>This half term is centred around the topic of "Journeys," select captivating picture books that</i>
	<i>When exploring the "All About Me" or</i>	<i>When exploring the "Autumn" topic in nursery, children can enjoy a delightful selection of autumn-themed storybooks. These engaging books help young learners connect with the changing seasons and spark their curiosity about nature and the world around them.</i>	<i>This half term is centred around "Favourite Stories". These delightful titles include classics and well-loved authors fostering a love for reading and</i>	<i>This half term is centred around the topic of "Growth" Captivating picture books have been chosen that explore seed</i>	<i>This half term is centred around the topic of "The Natural World," select captivating picture books that explore weather, seasons, plants, animals, and the wonders of nature. These engaging titles foster curiosity, environmental awareness, and a love for the world around us.</i>	

	<p><i>"Ourselves" topic in nursery, children can delve into books that celebrate individuality, emotions, and diversity. These engaging stories help young learners understand themselves and others, fostering a positive learning environment where everyone is accepted and valued.</i></p>		<p><i>ensuring all children have shared these stories.</i></p>	<p><i>dispersal, life cycles of both plants and animals.</i></p>		<p><i>explore various modes of transportation, destinations, and adventures.</i></p>
<p>Reading</p>	<p>The key themes are family, similarities and differences.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Join in with familiar rhymes and stories · Listen to and say new vocabulary from stories · Share favourite stories with an adult and talk about book choices · Begin to recognise some environmental print 	<p>The key themes are seasonal change and the environment.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that when reading we turn one page at a time in books · Understand that print carries meaning · Talk about the illustrations in books · Recognise and say rhyming words at the end of rhymes · Use role-play opportunities to retell stories orally 	<p>The key themes are preference and characterisation.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories · Anticipate key events in rhymes and stories · Join in with repeated refrains in new stories · Begin to copy how an adult models intonation when reading aloud 	<p>The key themes are growth and changes.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand that we read from left to right and top to bottom · Name the parts of a book (front cover, title, author) · Identify signs and symbols in the environment and recall what they mean · Begin to suggest new rhyming words 	<p>The key themes are nature and its beauty.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Listen to longer stories and remember and talk about what happens · Talk through a story, turning one page at a time · Answer simple questions about a story · Begin to predict what might happen next in a story 	<p>The themes are journey and exploration.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Engage in extended conversations about stories · Confidently talk about the events and principal characters of a story and suggest how a story might end. · Retell a longer story · Share books and discuss vocabulary that has been learned

Writing	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Confidently make marks manipulating a range of tools and equipment · Draw vertical, horizontal and circular marks in large scale crossing the midline · Understand that text shown to them carries meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Draw vertical, horizontal and circular marks in small scale crossing the midline · Start to give meaning to the marks that they make · Give meaning to symbols and words in the environment · Recognise own name in print 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form initial letter of name correctly · Attempt to write name · Write symbols and shapes that look like writing · Assign meaning to the marks that they make 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Form first name correctly · Write some letters but without connecting letters and sounds · Talk about their writing and give meaning 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write name from memory · Use letter strings which move from left to write and top to bottom. · Attempt to 'read' their own writing 	<p>Through a range of mark making opportunities the children will learn to:</p> <ul style="list-style-type: none"> · Write letters with spaces between them to resemble the idea of words · Copy words that they see in the environment around them
Grammar	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to themselves in the first-person singular 'I' 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns to refer to others as he and she replacing nouns 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Action words within a sentence 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · The correct form of the verb in the past tense 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> · Pronouns and verbs correctly within a sentence 	<p>The children will learn to:</p> <ul style="list-style-type: none"> · Extend sentences beyond subject and verb maintaining grammatical accuracy
Oracy	<p>Whole class discussion around family life</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Respond to adult prompts · Use pronoun in response to adult 	<p>Discuss illustrations within the text.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Understand simple who, what and where questions when looking at the illustration · Use simple sentences (with he or she) to share thoughts about what is happening in the illustration 	<p>Share their favourite story with a small group.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Use language to share feeling and thoughts about a text · Use the pronoun 'I' to talk about their own thoughts and opinions 	<p>Retell a story or an experience</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Sequence pictures to help order a story or an experience · Listen to an adult modelling grammatical accuracy · Give a simple sentence for each of the pictures 	<p>Inspired by curiosity, children will discuss what they wonder about the world.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> · Use question words in a sentence · Listen to and copy an adult intonation when asking a question 	<p>Retell a longer story including the key events The children will learn to:</p> <ul style="list-style-type: none"> · Use picture prompts or the text to help retell a story · Maintain grammatical accuracy

				maintaining grammatical accuracy		
Key Vocabulary	big, tall, grumpy, perfect, jumpy, Brave, smart, strong, kind, happy, loving, beautiful and powerful, Sometimes, sad, good, scared, behave, body, curly, straight, shoulder, elbow, wrist, turn, stomp, wiggle, bend, arch, Hear, smell, touch, see, taste.	Wonderful, over, under, dark, through, past, above, drifting, following, rustle, peeping, sniff, gently, gathered, silent, light, bright, dark, tiny, scared.	Quiet, whisper, kittens, mittens, everywhere, terrible, favourite, stroll, astounding, feast, wonder, swallowed, stripey, furry, supper, except, normal, surprised, decorate, celebrate, covered, skinny, low, suddenly, toughest, Pretending, snuffle, uncomfortable, rubbed, snoring	Crawled, annoyed, chased, upset, scolded, found, waited, planted, dug, picked, tiny, blows, gently, taller, grows, proudly, hiding, crinkly, tangle, delicious, true, wiggle, nasty, stretching, fewer, lay, hungry, started, still, full.	Crept, splosh, handsome, planning, cheered, early, busy, roll, chase, nap, scruffy, promised, suggest, scattered, glorious, noisy, far, large, overjoyed, drifted.	Narrow, oozy, stumble, tremble, wailed, may, squabble, tease, join, own, journey, perfectly, staring, strutting, welcoming, spies, gang, swoop, gust, solid, before, through, under, over, around, smart, roared, millions, boring, state.
Rhymes	<ul style="list-style-type: none"> · Humpty dumpty · Baa, baa black sheep · Twinkle, twinkle, little star · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet · Star light star bright · Jack and Jill · Polly put the kettle on 		<ul style="list-style-type: none"> · Brush your teeth · Head, shoulders, knees and toes · If you're happy and you know it · Sleeping bunnies · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den The grand old Duke of York · This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb 		<ul style="list-style-type: none"> 5 little speckled frogs · 5 little ducks · 5 little men in a flying saucer · 1,2,3,4,5 once I caught fish alive · Two little dickie birds · Three blind mice · Five current buns · 5 little monkeys jumping on the bed · One finger, one thumb 	
Traditional tales	Little Red Hen	Three little pigs	Goldilocks	Jack and the Beanstalk	Three Billy Goats Gruff	Gingerbread man
Mathematics						
Number Number Pattern						
Nursery 1						

Nursery 1 children are not required to take part in WR input		<ul style="list-style-type: none"> - Shows an interest in size and weight -Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram -Beginning to understand that things might happen now or at another time, in routines - 				
		White Rose	Autumn 1	Autumn 2	Spring 1	Spring 2
	<p>Block 1 – Comparison 1</p> <p>More than, fewer than, the same</p> <ul style="list-style-type: none"> -Children will collect objects to compare amounts. -Children will make simple comparisons of amounts. -Children will look for collections of large and small amounts. -Children will compare and talk about large and small amounts. -Children will make large and small collections. -Children will make collections the same. 	<p>Block 5 – Counting 2</p> <p>Begin to order number names</p> <ul style="list-style-type: none"> -Model saying 1,2,3 in play -Children copy the sequence of 1,2,3 in play -Children will copy fingers to represent 1,2,3 -Children will begin to count actions -Children will say number names in order. -Children will begin to recognise anything that can be counted. 	<p>Block 9 – Subitising 2</p> <p>Show me 1,2,3</p> <ul style="list-style-type: none"> -copy fingers to show 1 -Copy fingers to show 2 -Copy fingers to show 3 -Show 1 finger when seeing 1 thing in stories -Show two or three fingers when seeing two or three things in stories -show 1,2 and 3 on fingers when asked. - 	<p>Block 13 – Counting 4</p> <p>Take and give 1,2,3</p> <ul style="list-style-type: none"> -Choose a group to count -Take out two from a group -Take out three from a group -Give others 2 items -Give others 3 items -Count 3 objects with 1:1 correspondence 	<p>Block 17 – Pattern 4</p> <p>Lead on own repeats</p> <ul style="list-style-type: none"> -Join in fully with sequences and songs -Sing rhymes independently -Lead sequences and songs -Read on in familiar repeating stories -Copy art-based simple patterns -Explore own line and repeating patterns in art 	<p>Block 21 – Counting 5</p> <p>Show me 5</p> <ul style="list-style-type: none"> -Sing rhymes to 5 and join in with movements -Move props to 5 -Move probs back from 5 -Show fingers to 5 -Begin to count 5 objects with 1:1 correspondence -Match numerals to quantities when acting out songs
	<p>Block 2 – Shape, space and measure 1</p>	<p>Block 6 – subitising 1</p> <p>I see 1,2,3</p>	<p>Block 10 – counting 3</p> <p>Move and label 1,2,3</p>	<p>Block 14- Shape, space and measure 4</p>	<p>Block 18 – Shape, space and measure 5</p> <p>Starting to puzzle</p>	<p>Block 22 – Pattern 6</p> <p>My own pattern</p>

	<p>Explore and build with shapes and objects.</p> <ul style="list-style-type: none"> -Children will explore and play with shapes. -Children will show interest in simple differences between shapes. -Children will put shapes and blocks into position. -Children will select shapes for reason. -Children will begin to explore and describe natural shapes and objects. -Children will find and collect objects for purpose. 	<ul style="list-style-type: none"> -Children will notice images in books -Children respond to “I see 1,2,3,” by taking interest in noticing 1, 2 or 3 in books. -Children will recognise “I see 1,2,3” -Children will copy “I see 1,2,3” after an adult or another child. -Children will point to 1, 2, 3 in books, images and the world around them. -Children will recognise 1, 2, 3 in well-known tales. 	<ul style="list-style-type: none"> -Make actions when saying counting words -Move fingers when saying counting words -Count up to 3 objects from rhymes -Notice number symbols as labels -Label amounts as 1 and not 1 -Label amounts as 1,2 or 3 	<p>Match, talk, push and pull</p> <ul style="list-style-type: none"> -Match simple shapes -push some shapes and blocks together -Make simple arrangements -Talk about arrangements -Follow simple routes outside -Follow toys around a simple route 	<ul style="list-style-type: none"> -Complete shape match puzzles -Complete simple jigsaws -Match objects to pictures -Match objects to shadows -Explore objects and small world from different positions -Make simple routes in small world with lines and curves. 	<ul style="list-style-type: none"> -continue AB patterns -Create their own AB patterns -Notice an error in a pattern -Build constructions with simple enclosures -Copy simple repeated constructions -Begin to sequence some events
	<p>Block 3 – Pattern 1</p> <p>Explore repeats</p> <ul style="list-style-type: none"> -Children will listen to repeats in songs and stories. -Children will start to join in songs with repeats. -Children will starts to join in with repeats from stories. -Children will clap along to songs. 	<p>Block 7 – Pattern 2</p> <p>Join in with repeats</p> <ul style="list-style-type: none"> -Children will join in with repeated actions in songs. -Children will join in with repeats in songs and stories. -Children will sing some refrains independently. -Children will have a sense of daily routines 	<p>Block 11- Space, shape and measure 3</p> <p>Explore position and routes</p> <ul style="list-style-type: none"> -Explore shape resources -Explore more complex inset jigsaws -Talk about simple positions -Move into simple positions -Move through positions 	<p>Block 15 – Subitising 3</p> <p>Talk about dots</p> <ul style="list-style-type: none"> -Become familiar with dot patterns -Say when there is one dot -Say when there are two dots -Recognise one and two in different arrangements -Say when there are 3 dots 	<p>Block 19 – Pattern 5</p> <p>Making patterns together</p> <ul style="list-style-type: none"> -Sing their own songs independently -Clap in time to a beat -Make and talk about movement patterns -Talk about objects in patterns and arrangements 	<p>Block 23 – Counting 6</p> <p>Stop at 1,2,3,4,5</p> <ul style="list-style-type: none"> -Count up to 5 objects from a larger group -Explore counting to 5 in different ways -Verbally count to a given number -Label objects with numerals -Independently show fingers to 5

	-Children will make line patterns with own sequences. -Children will choose blocks to build roads and towers.	-Children will say what happens next. -Children build on previous learning of making line patterns and will make arrangements in art.	-Follow simple small-world routes.	-Recognise one, two and three in different arrangements.	-Copy AB patterns with support -Continue AB patterns with support.	-Begin to make marks to represent quantities.
	Block 4 - Counting 1 Hear and say numbers -Children will hear some number names. -Children join in saying number names. -Model saying number names in order -Children will practise saying number names in order. -Children will join in stable order counting forwards. (1,2,3,4,5) -Children will join in stable order counting backwards. (1,2,3,4,5)	Block 8 – Shape, space and measure 2 Explore position and space -Children will respond to simple language of position. -Children will arrange blocks in a chosen position. -Children will select shapes for a space. -Children will recognise when 2 objects are the same shape. -Children will explore and describe shapes and objects. -Children will sort shapes and objects into simple categories.	Block 12 – Pattern 3 Explore own first patterns -Explain simple pattern arrangements -Make roads and bridges with intent -Choose blocks to copy simple creations -Make simple line patterns with objects -Make simple pattern arrangements -Show an interest in patterns and shapes.	Block 16 – Comparison 2 Compare and sort collections -Notice when two collections are the same -Make collections of small objects the same -Make collections of large objects the same -Recognise two collections are the same using small and large objects -Make collections the same using small and large objects -Sort and talk about their own collections	Block 20 – subitising 4 Make games and actions -Match dot patterns -Be introduced to subitising games -Play subitising games -Copy sets of sounds -Listen to and represent sounds with fingers -Listen to and represent sounds with resources	Block 24 -Comparison 3 Match, sort, compare -Compare up to five different objects -Compare by matching -Match by type -Recognise attributes of objects -Begin to sort some objects to a type.
Key Vocabulary	Collections, more, fewer, the same, large, small., shape, different, sequence, repeat, number names	One, two, three, action, the same	Pattern, shape,	The same, large, small	Beat,	
Understanding the World						

Past and Present People, Culture and Communities The Natural World						
Themes	Autum 1 - Myself	Autumn 2 - Illuminations	Spring 1 – The world around us	Spring 2 – Growing and changing	Summer 1 – Amazing animals	Summer 2 – Wherever next?
Nursery 1						
			<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to listen to days of the week songs.</p>	<p>We are beginning to know that we have similarities and differences that connect us to and distinguish us from others.</p> <p>We are becoming more observant and notice more detailed features of our environment.</p> <p>We are able to join in with days of the week songs.</p>	<p>We are able to imitate everyday actions and events from own family and cultural background through our pretend play.</p> <p>We enjoy playing with small world reconstructions to build on first-hand experiences.</p> <p>We can recognise relevant photographs of things that have happened in our lives.</p>	<p>We are able to identify peers as friends.</p> <p>We can talk about some of the things we have observed such as plants, animals and natural objects.</p> <p>We can spot ourselves in photographs of things that have happened in the past.</p>
Nursery 2						
	<ul style="list-style-type: none"> - Respond to their own name - Be able to name the members of their 	<ul style="list-style-type: none"> - We celebrate special times. - We can talk about family celebrations 	<ul style="list-style-type: none"> - Our country is England - To know the names some hot countries. 	<ul style="list-style-type: none"> - To be able to talk about how they have grown and changed since being a baby 	<ul style="list-style-type: none"> - To be able to name some dinosaurs - To use vocabulary 	<ul style="list-style-type: none"> - To be able to talk about where they live - To be able to talk about how

	<p>family/special people in their lives</p> <ul style="list-style-type: none"> - Be able to talk about their likes and dislikes - Able to explore their likes and dislikes through play in the classroom and exploring a range of materials and resources. - Begin to talk about the lives of people familiar to them (Mum/Dad's job etc) - Begin to talk about some of the things which make them unique - To know the place where they live is called home - Be able to use our 5 senses to explore the world around us. - Able to explore a range of materials using 	<p>using photos and memories.</p> <ul style="list-style-type: none"> - We know that Diwali is a celebration. - We know that Advent is the time when we prepare for Christmas. - We know that Jesus was born on Christmas Day - We can use photographs of our Christmas to share our memories. - we know that during the day, the sky is light, and we can see the sun. We know that at night the sky is dark. - We can see the moon and stars. We are developing an understanding of changes over time - We can talk about bonfire night and how to be safe. - Use dressing up, probs, food 	<ul style="list-style-type: none"> - To know the names of some cold countries. - To talk - To explore maps and globes - Land on a globe is green. - Sea on a globe is blue - Engage in stories set in different places around the world. - What is in our immediate area, houses, fields, trees, park, grass. 	<ul style="list-style-type: none"> - To explore how they might change as they get older – grow taller - To talk about the changes in the weather - To know that in Spring things start to grow - To be able to talk about the changes they observe in the environment – noticing growth - To know baby animals are being born – names of some baby animals – lamb, calf, foal, chick, duckling - To know that the weather starts to feel warmer – don't always have to wear coats - Observing how plants and vegetables grow in our class garden and ask questions about what they observe 	<p>Carnivore and Herbivore.</p> <ul style="list-style-type: none"> - To use magnifying glasses to identify minibeast and their habitats. - To talk about animals which live in the zoo - To talk about which animals live on a farm. - To talk about animals we keep as pets - -How we care for pets. - 	<p>they get to school</p> <ul style="list-style-type: none"> - We live in Durham. Our school is called St Michael's - Near our school is a church and a pub - To look at a map of school and be curious about what we see. - To talk about different types of transport and our experience of using them - To explore our understanding of places far away from us – that we might use aeroplanes or boats to get to faraway places. - To talk about how we might get to a range of different places eg. The seaside, the park, France, Space
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	the 5 senses Be able to name some of the parts of their body, using the Head, Shoulders, Knees and Toes song	to explore how Christmas is celebrated in other countries.		- Observing animal life cycles changing and developing - tadpoles/caterpillars		
Key texts				-		-
Seasons	Autumn/ Winter		Winter/ Spring		Spring/ Summer	
Expressive Arts and Design						
Creating with materials Being imaginative and expressive						
Nursery 1						
		<p>Creating with Materials</p> <p>We are beginning to join in singing familiar songs . We can create sounds by rubbing, shaking, tapping, striking or blowing instruments.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to use everyday materials to explore, understand and represent the world around us. We enjoy following our creative ideas, interests and fascinations.</p>	<p>Creating with Materials</p> <p>We show curiosity in the way sound makers and instruments sound , and can experiment with ways of playing them.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to 'make believe' by pretending with sounds, movements, words and objects</p>	<p>Creating with Materials</p> <p>We enjoy experimenting with ways to enclose a space, create shapes and represent actions, sounds and objects.</p> <p>Being Imaginative and Expressive</p> <p>We are starting to describe sounds and music imaginatively- happy, funny, scary</p>	<p>Creating with Materials</p> <p>We enjoy using 3D and 2D structures to explore materials and to express ideas.</p> <p>Being imaginative and expressive</p> <p>We create rhythmic sounds and movements.</p>	

Nursery 2					
<p>Creating with Materials</p> <p>We can explore different materials using all of their senses to investigate them. We can manipulate different materials- blocks, clay, fabric/paper with different textures. We will use these materials to express their ideas and feelings. We can create representations of our family. We can manipulate materials o build models of our home.</p> <p>Being Imaginative and Expressive</p> <p>We use open-ended resources to enhance our imaginative play. We engage in daily singing and rhyme time. We listen to music and songs to develop our listening skills</p>	<p>Creating with Materials</p> <p>We explore colour mixing and talk about the differences between colours we see. We explore paint use different paint techniques – pour, drip, mix, splat We can create interesting effects with bright and dark colours -Jackson Pollock We can stack blocks to create our own rockets.</p> <p>Being Imaginative and Expressive</p> <p>We will remember entire songs and perform these during our Christmas nativity performance. We will be able to explore and use a variety of percussion instruments.</p>	<p>Creating with Materials</p> <p>We will explore different materials freely. We will begin to plan to build with a purpose in mind. We are exploring how to join junk modelling materials together to make transport, puppets. We can use lines and shapes</p> <p>Being Imaginative and Expressive</p> <p>We can join in and copy body percussion patterns and sequences. We can use percussion instruments as part of our Chinese New Year celebrations. We can move to traditional Chinese music to take part in a dragon dance.</p>	<p>Creating with Materials</p> <p>Children will learn to develop their drawing and model-making skills. We begin to add details to our self-portrait pictures by noting key features on our face.</p> <p>Being Imaginative and Expressive</p> <p>We learn a variety of action songs and can move to music/songs. We are developing our ‘singing voice’ using a range of pitches. We can sing the pitch of a tone sung by another person.</p>	<p>Creating with Materials</p> <p>We begin to give meanings to our drawings and models. We will share our ideas and talk together about these. We use tools for a purpose.</p> <p>Being Imaginative and Expressive</p> <p>We are beginning to create our own songs and music. We can engage in roleplay taking on the roles of people who help us- police, teachers, doctors, nurses, fire fighters, dentist We are beginning to develop stories using small world.</p>	<p>Creating with Materials</p> <p>We explore a range of different emotions and show different emotions within our drawings and paintings. We can use collage materials to create our own representations of minibeasts-The Snail by Henri Matisse</p> <p>Being Imaginative and Expressive</p> <p>We can sing and perform a collection of songs about minibeasts. We can use instruments that can imitate the sounds of minibeasts.</p>