



# Highlands Primary School

Our Early Years Curriculum



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## Introduction: Our Early Years Curriculum

For a large proportion of the time, children at Highlands are engaged in exploration and play-based learning which is well-resourced and well-supported.

This learning does not have immediate fixed outcomes. But practitioners are mindful of the outcomes we want children to reach, and guide children towards them.

Children have significant choice and independence as they play. This supports their developing confidence, independence, collaboration, persistence and self-regulation.

Exploration and play-based learning can be chosen entirely by the child or can be guided by the practitioners in a playful way. Children need both options.

Practitioners have a key role in supporting this learning by developing episodes of joint adult/child attention and listening to the children and developing conversations with them. Practitioners gently challenge children's thinking. They provide suggestions and resources over time which make the learning more challenging.

They use new vocabulary naturally and repeatedly, so children use and learn those words. As practitioners interact with the children minute-by-minute, they are reflecting on how their interactions can support further learning.

Everything is underpinned by support for children's confidence and emotional wellbeing.

This is all crucial for the children but it is not enough.

Children also need adult-guided learning and direct teaching to learn key skills and concepts. For example, to count to five, [a child needs to learn to:](#)



- develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- recite numbers past 5
- say one number for each item in order: 1,2,3,4,5
- know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- show 'finger numbers' up to 5
- link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

The top priority in our curriculum is communication and vocabulary. They need to learn new words which are not present in everyday speech ('tier 2 vocabulary'). Planning will always include new vocabulary, beyond the everyday words children hear and use. Practitioners introduce those new words naturally and repeat them whilst interacting with the children, so that children use the new vocabulary confidently. It is important to be conversational, rather than hammering new words.

We have an inclusive curriculum. Every child can access our curriculum, with extra help when needed. We call this help 'scaffolding' and we aim to 'scaffold up' to our inclusive curriculum rather than give children with SEND a watered-down, differentiated curriculum.

We have adopted the definition of learning as a change in long-term memory. If a child can't remember and retrieve what they have learnt, then they haven't learnt it at all. It's important that a child's learning is secure before moving onto new concepts or skills. Secure learning is more important than covering lots of things superficially.

We have adopted the definition of progress as 'knowing more and remembering more', not moving from one 'age band' to the next in a tracker.



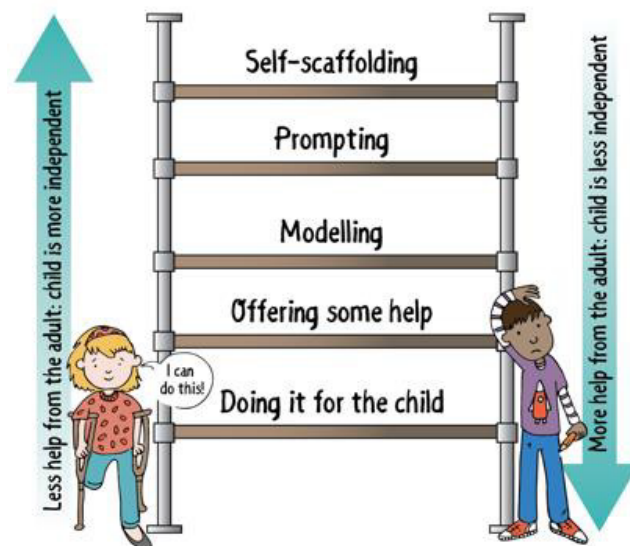
## Learning in the Early Years at Highlands

- Learning is play-based and takes place indoors and outside.
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high-quality home learning environment make a huge difference to children.

We designed our curriculum with the particular strengths and needs of the children in mind. For example, many children are multilingual: we celebrate the different languages children speak, and staff use a range of languages when interacting with children. We also put a strong focus on helping children to learn English. Many children live in overcrowded housing. We offer lots of learning outdoors to build children's confidence and physical strength and coordination and supplement this with regular visits to the park.

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. Practitioners sensitively reduce their support so that children become more independent in their learning.

# Scaffolding



Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts. For example, a child may follow different recipe cards to make different types of bread, and may help other children.

## Settling into School

In the first half term, the majority of our planning is focused on the three prime areas. These are communication, self-confidence and awareness and physical health.

Key people spend quality time getting to know their key children and their families.

This trusting relationship helps children to settle in and grow in confidence in their new environment. Our assessment starts with home visits, a staggered entry and baseline assessments.



## **Home Visits**

Every child is offered a home visit. The key purpose of the home visit is to establish a respectful partnership with the parents and a strong relationship with the child. During the home visit and settling-in period, the key person asks parents to share information about their child's interests, communication, confidence and physical health. The key person will use the information shared by parents to add to the child's baseline assessment. They will also build the child's interests into the planning of the provision.

## **Staggered Entry**

Parents are invited to come into school/nursery on their child's first day for a 'Stay and Play' session. This is an opportunity for children to explore the environment with their parents in the first instance and for practitioners to continue to build strong relationships with parents and children.

Over the next four days children then have a staggered start to school to help to prepare them to attend for their full sessions. During this time, practitioners will spend quality time interacting with each child to get to know them. They will use this knowledge along with their observations to complete a baseline assessment for them.

If we notice that a child might be having difficulties with their development, we will act quickly. It is important that we get to know and understand these 'vulnerable starters' so we will spend time observing them closely and reflecting on what we notice. We will continue to develop a strong relationship with their parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

## **Children with Special Educational Needs and Disabilities**

For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a core vocabulary board so that they can make choices and share their ideas. All children are entitled to the whole of the early years curriculum. Of course, they won't all manage to do and know everything that's mapped out: but some who appear vulnerable at first may thrive later in the year.

## Assessment and tracking overview

We are not driven by assessment and tracking. Assessment serves children's learning and our curriculum.

Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.

Overview of assessment snapshots:

- Autumn 1: Baseline assessments completed (both internal and statutory). Children needing extra help and/or family early help, identified during the settling-in period.
- Autumn 2: Complete summative assessments and use the information to inform a professional decision about children needing extra support.
- Spring 2: Complete summative assessments and use the information to inform a professional decision about children needing extra support.
- Summer 2: Complete summative assessments and use the information to complete statutory assessments in Reception and handover to the new class teacher.

The key purposes of EvidenceMe are:

- to promote the partnership with parents in support of children's learning. This involves us finding out about significant learning at home, and us sharing significant learning with families
- to support children to reflect on their own learning



We do not use EvidenceMe to create a comprehensive overview of everything a child has learnt.

We ensure that all parents are supported to access and login to EvidenceMe when their child joins the school. All of our practitioners have regular dialogue with parents about their child's learning and development, including two formal parent



consultations.

Our objectives:

- Dialogue with parents, so that we can work in a respectful partnership to support children's learning at home and in school. This dialogue is underpinned by sharing and discussing [\*What to expect in the early years foundation stage: a guide for parents\*](#)



- Dialogue with children, focused on how they learn, to promote metacognitive thinking
- Early identification of children who need temporary extra help, and children who may have special educational needs
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
- Reporting formally to parents



## Assessment

One of the most powerful forms of assessment takes place in the here-and-now, not on-screen or in learning journeys. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms – we might:

- stand back and be encouraging;
- get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not written down. It shows how we can assess what children know and can do, and help them to progress, through our minute-by-minute interactions.

The focus of our assessment is on clear and specific things that a child needs to be able to do, or needs to know. In order to do this practitioners need to understand how the different elements of the curriculum fit together to help children build their learning over time. Reflective discussions about practitioners' key children after school and during planning meetings support this understanding.

Practitioners also need to have a secure understanding of child development, as well as the features of effective pedagogy. This will help with judging when to get involved and when to encourage and knowing how to scaffold children's learning so we support them to keep trying without over-helping them.

Some children will need a lot more help and scaffolding to access that curriculum. This is a strength of the practitioners at Highlands. We will notice what children can and can't do. We are good at deciding when it will be helpful to step in and support, and when it's best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

The majority of assessment and responsive action or teaching will happen in the here-and-now. Discussions at planning often involve talking about the actions practitioners had already taken, how successful they were and what will happen next.

This responsive action is often linked to the provision planning. For example we may plan to keep a particular part of the



provision the same to allow the child more time to explore and master a skill, or we might introduce a new resource that allows the child to progress on to the next stage of learning. We might also plan for a part of the provision that is linked to a child's particular fascination. Our plans are flexible to ensure both curricular and child-initiated learning are included. Where learning is child-initiated, practitioners are mindful of the longer-term outcomes children need to achieve, and sensitively guide the learning towards them.

We spend the most time thinking about and planning for children who are at risk of not making progress. We also think about children who are in danger of being unchallenged. This focus on challenge is beneficial for all children as it creates an exciting learning climate.

Practitioners record significant observations in EvidenceMe, we call these 'Wow moments'. The aim of these records is to 'bring the child's learning to life' and engage parents in their child's learning.

Observations should show significant examples of the child's learning related to the child's interests, our cycle of learning, or core experiences.

Observations should also show how children are:

- developing conversations and using new vocabulary
- persisting with difficulties, ignoring distractions (self-regulation)
- talking about their thinking and learning (metacognition)

The teaching input will also be documented where appropriate. We will also include the child's voice.

# Metacognition and Feedback

Practitioners are skilled in modelling metacognitive thinking for children and this in turn helps children to develop a growth mindset.

Metacognitive thinking enables children to talk more specifically about thinking in different contexts. It enables children to use a plan do review approach in their learning. They become independent and more powerful learners. This in turn supports their approach to managing their own learning later in their school years.

A practical example of this is:

- Child A is trying to build a tower using the blocks. The tower is wobbly and keeps falling down.
- Practitioner comments by saying "Oh no, it has fallen down. I wonder why that happened?" This enables the child to think about why the tower has fallen rather than continuing with the same strategy.
- Child comments by saying "It is too wobbly."
- Practitioner responds by saying "I wonder why it is wobbly. Let's have a look at the shape of the blocks you have used."
- Child looks closely at the shape of the blocks whilst the practitioner talks to the child about this. The practitioner asks "What do you think you need to do differently?"
- If the child doesn't know then the practitioner could model this by building their own tower alongside the child using the blocks. Practitioner thinks aloud to model this process. Practitioner says "I need to make sure I balance these blocks one on top of the other to make my tower sturdy."
- The child manages to build a tower that is sturdy. The practitioner provides instant feedback by saying "That is amazing. You took your time to look at the way you were placing the blocks and worked out that you needed similar shapes and kept trying until you built the tower."

The majority of our assessment of children's learning is done through feedback in the here-and-now. Feedback is a powerful minute by minute assessment tool.

Feedback can be seen as giving information to the learner, about their progress towards a goal or outcome, to help them improve. The curriculum gives the scaffold for the feedback we want to give.

For an interaction to be feedback, it needs to make a difference to children's learning. It might look like this:

- A practitioner interprets what a child does or says (*What does this tell us about the child's learning needs or level of development? Assessment in the moment*)
- This information enables the practitioner to give feedback that changes the child's approach (*what do they need to do differently to make progress with their skills or understanding?*)

Sustained Shared Thinking (SST) is a form of feedback with a focus on exploring solutions to problems. In SST, a child and another person (generally an adult) 'work together in an intellectual way to find a solution for a problem, clarify a concept, extend a narrative, evaluate activities, etc. Both parties should contribute to the thinking, and it must develop and extend the understanding.' ([Siraj-Blatchford et al., 2002, p. 8](#)). SST is powerful, and only needs to happen occasionally. At Highlands all of our practitioners are very skilled in using these strategies to support children to further develop their creative and critical thinking skills.

Most children who are making sound progress do not need frequent diagnostic feedback. We can focus our attention on children who are struggling with their learning. For these children we need to be curious about why they are struggling and offer sustained support and feedback.

We can also use feedback with elements of critique. This is descriptive feedback that includes honest comments about their work. Here it is about giving kind but precise feedback that helps them to reflect on and develop their learning.

Specific praise is helpful. Supporting children to look carefully at their work and see if it can be improved, is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child.

Supporting children to give and receive feedback teaches them that effort and revision are valuable and that the things they do can be improved. This develops the mindset of continuous improvement.

## Nursery Long Term Plan 2022-23

	<b>Autumn 1</b> – 8 weeks 1.9.22 – 21.10.22	<b>Autumn 2</b> – 8 weeks 31.10.22 – 20.12.22	<b>Spring 1</b> – 6 weeks 05.01.23 – 11.02.23	<b>Spring 2</b> – 6 weeks 20.02.23 – 31.03.23	<b>Summer 1</b> – 6 weeks 17.04.23 – 26.05.23	<b>Summer 2</b> – 7 weeks 5.06.23 – 21.07.23
<b>Topic</b>	<b>All About Me</b>		<b>Minibeasts</b>		<b>Fantastic foods and changes</b>	
<b>Key texts</b>	<ul style="list-style-type: none"> <li>• Monkey Puzzle</li> <li>• I like myself</li> </ul>	<ul style="list-style-type: none"> <li>• Colour monster</li> <li>• Goldilocks and the three bears</li> <li>• Pink is for boys</li> <li>• Dear Zoo at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Hungry Caterpillar</li> <li>• Crunching munching caterpillars</li> <li>• Mad about minibeats</li> </ul>	<ul style="list-style-type: none"> <li>• Superworm</li> <li>• Betsie Buglove saves the bee</li> <li>• The very greedy bee</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato</li> <li>• Lima's red hot chilli</li> <li>• Handas surprise</li> <li>• Jack and the beanstalk</li> <li>• Jaspers beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>• Colour monster goes to school</li> <li>• The three little pigs</li> <li>• What if?</li> </ul>
<b>Key dates</b>	24.10 Diwali	5.11 Bonfire night 13.11 Remembrance day Christmas show 25.12 Christmas	22.1 Chinese New Year 14.2 Valentine's day	21.2 Pancake Day 19.3 Mother's Day 23.3 Ramadan 9.4 Easter	22.4 Eid ul Fitr 18.06 Father's Day 29.06 Eid al-Adha	Sports Day
<b>Trips/visits</b>			Minibeasts visit, park visit		Trip to shops, Farm trip	
<b>Additional opportunities</b>	Home visits, meet the teacher, settling, family picture	Christmas show	Ant farm, stick insects	Caterpillars, land snails	Snakes, food tasting	Visits to Reception classes
<b>Parent work shops</b>	Nursery curriculum	Behaviour workshop	Play workshop	Early maths	Play workshop	
<b>Contextual safeguarding</b>	<p><b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, 'catch it bin it kill it' etc.  <b>Antibullying</b> – anti-bullying week  <b>Emotional health</b> - Weekly wellbeing sessions  <b>Fire awareness</b> – delivered through firework presentation in class, practise fire drill  <b>Staying safe in school</b> – rules and routines, class charter</p> <p>Class teachers &amp; team leaders to monitor attendance and flag up concerns to learning leader / DSL</p>		<p><b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, 'catch it bin it kill it' etc.  <b>Antibullying</b> – Introduce the school values  <b>Emotional health</b> - Weekly wellbeing sessions  <b>Being a safe pedestrian, stranger danger</b> – preparation for trips  <b>NSPCC pants rule</b> – delivered in class through songs and stories</p> <p>Class teachers &amp; team leaders to monitor attendance and flag up concerns to learning leader / DSL</p>		<p><b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, 'catch it bin it kill it' etc.  <b>Antibullying</b> – delivered through recapping school values  <b>Emotional health</b> - Weekly wellbeing sessions  <b>Being a safe pedestrian, stranger danger</b> – preparation for trips  <b>Online safety</b> – delivered through presentation in class  <b>Physical health</b> – health and fitness week: sessions on dental hygiene, exercise, healthy eating, limiting screen time and daily routines</p> <p>Class teachers &amp; team leaders to monitor attendance and flag up concerns to learning leader / DSL</p>	

## Nursery - Communication & Language

	Autumn term	Spring term	Summer term	End of Nursery goal
	<ul style="list-style-type: none"> <li>• Offer children at least a daily story time.</li> <li>• Set up a listening area where children can enjoy rhymes and stories.</li> <li>• Choose stories with simple repeated refrains.</li> <li>• Share rhymes, books and stories from many cultures, sometimes using languages other than English.</li> <li>• Parents to send in children's favourite story to be shared with group.</li> <li>• Listen carefully for environmental sounds e.g. cars, aeroplane.</li> </ul>	<ul style="list-style-type: none"> <li>• Make mistakes when telling stories/singing songs so the children correct you.</li> <li>• Set up small worlds, story sequencing, role play linked to familiar stories for children to retell.</li> <li>• Invite parents and members of wider communities to story-telling opportunities.</li> <li>• Sharing books throughout the session.</li> <li>• Use children's name to support them to listen and signal a change of conversation.</li> <li>• Play games such as 'Simon Says' to encourage children to listen to cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Share a wide range of longer stories with the children. Support children to talk about the story and what is happening in the story.</li> <li>• Record children retelling their favourite story- use pictures/prompts to support retelling.</li> <li>• Provide opportunities to listen in different kinds of environments, e.g. outdoor spaces, dens, large and small rooms and buildings.</li> </ul>	<p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p>
	<ul style="list-style-type: none"> <li>• Provide children with a rich language environment by sharing books and activities with them.</li> <li>• Use high-quality picture books.</li> <li>• Add words to what children say to extend their sentences.</li> <li>• Model new language such as emotions, days of the week etc. during group time.</li> <li>• When introducing a new activity, use mime and gesture to support language development.</li> <li>• Use talk to describe what children are doing by providing a running commentary.</li> <li>• Use picture prompts to support children to follow a simple instruction.</li> <li>• Introduce a visual timetable to support children.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend children's vocabulary, explain unfamiliar words and concepts and make sure children have understood what they mean through stories and other activities.</li> <li>• Use 'Wow Word of the Week' to support the learning of new words.</li> <li>• Introduce new words in the context of play and activities.</li> <li>• Play games like 'Simon says' to support children to understand instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary when talking about the parts of a flower.</li> <li>• Help children expand on what they say, introducing and reinforcing the use of more complex sentences and vocabulary.</li> <li>• Model language a step beyond the child's language use.</li> <li>• Give children clear directions and help them to deal with those involving more than one action.</li> <li>• Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</li> <li>• Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining wet and dry sand.</li> </ul>	<p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>

	<ul style="list-style-type: none"> <li>• Sing songs and rhymes during every day routines.</li> <li>• Use actions and prompts when singing familiar songs.</li> <li>• Choose action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.</li> <li>• Christmas concert.</li> <li>• Consider which core book and rhymes you want children to become familiar with and grow to love, use these regularly for home time stories.</li> <li>• Introduce 'rhyme time' bags containing books with rhyming and singing games for group sessions.</li> <li>• Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents to record regional variations of songs and rhymes.</li> <li>• Plan regular short periods when individuals listen to others, such as singing a short song.</li> <li>• Music project.</li> <li>• Activities planned around those core books will help the children to practise the vocabulary and language from those books.</li> <li>• Share rhymes, books and stories from many cultures.</li> <li>• Provide small world toys or puppets for children to act out familiar stories in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide songs and music that are drawn from a wide range of traditions and styles.</li> <li>• Make mistakes when singing songs so the children correct you.</li> <li>• Outdoor play themed around 'We're Going on a Bear Hunt' etc. might lead to the children creating their own 'hunts' and inventing their own rhymes.</li> <li>• Make up alternative endings and encourage children to supply the last word of the second line, e.g. Hickory Dickory bee, The mouse ran down the...</li> </ul>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
	<ul style="list-style-type: none"> <li>• Model language during play.</li> <li>• Encourage movement activities to stimulate sound and verbal utterances, particularly outdoors. Stimulating the vestibular system through age appropriate swinging, spinning, sliding, swaying etc. may help reluctant speakers to use voice.</li> <li>• Colourful semantics.</li> </ul>	<ul style="list-style-type: none"> <li>• Recast what the child says using the correct grammatical terms, e.g. 'You <b>swam</b> on holiday'</li> <li>• Set up collaborative tasks, e.g. construction, food activities or story-making through role-play.</li> <li>• Pronounce the word correctly so they hear the correct model.</li> <li>• Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Provide small world toys or puppets for children to act out familiar stories in their play.</li> <li>• Show interest in the words children use to communicate and describe their experiences.</li> <li>• Phonics</li> </ul>	<p>Develop their communication ('runned' for 'ran', 'swimmed' for 'swam'.)</p> <p>Develop their pronunciation</p>
	<ul style="list-style-type: none"> <li>• Colourful semantics.</li> <li>• Wait and allow the child time to start the conversation.</li> <li>• Follow the child's lead to talk about what they are interested in.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand on children's phrases.</li> <li>• Add new ideas. For example: "I wonder if they'll get the 26 bus?"</li> <li>• Give children 'thinking time'.</li> <li>• Use a lot of statements and fewer questions.</li> <li>• Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Help children expand on what they say, introducing and reinforcing the use of more complex sentences.</li> <li>• Foster children's enjoyment of spoken language by providing interesting and stimulating play opportunities.</li> </ul>	<p>Use longer sentences of four to six words.</p>



	<ul style="list-style-type: none"> <li>Encourage children to talk about what they like to play- use picture prompts to support.</li> <li>Talk about family using family photos- using single words/simple sentences.</li> <li>Extend conversation during play- link to child's interests and fascinations.</li> <li>Encourage children to talk about what they are doing e.g. car goes brrr.</li> </ul>	<ul style="list-style-type: none"> <li>Use of thumbs for agree/disagree.</li> <li>Open-ended questions.</li> <li>Extend a narrative during play.</li> <li>Use puppets to have conversations with children and encourage extended talk.</li> <li>Help children to elaborate on how they are feeling during group time.</li> <li>Set up collaborative tasks, e.g. construction, food activities or story-making through role-play.</li> <li>Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate.</li> <li>Give time and make spaces for children to initiate discussions from shared experiences and have conversations with peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Model language that promotes thinking and challenges children.</li> <li>Open-ended questions like "I wonder what would happen if...?" encourage more thinking and longer responses.</li> <li>Sustained shared thinking during group sessions.</li> <li>Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?"</li> <li>Value children's contributions and use them to inform and shape the direction of discussions.</li> <li>Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.</li> </ul>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
<b>Key Vocabulary</b>	Morning, afternoon, listen, show, find, get, take, give, think, me	Where, live, place, our, every, turn, help building, big, small,	Change, farmer, animal, world, healthy, calm, tell, home, line, before	
<b>Additional experiences</b>	Family photos, Christmas concert, sound walks	Parents and wider community story telling sessions, Weekly play sessions with parents, Discover session, Caterpillars, Mini-beasts - <a href="https://exoticexplorers.co.uk/schools">https://exoticexplorers.co.uk/schools</a> , Walk to the park, Music project	Planting, Farm visit? Or farm in school, park visits, shop visit, play session	

## Nursery - Personal Social Emotional Development

	Autumn term	Spring term	Summer term	End of Nursery goal
	<ul style="list-style-type: none"> <li>• Provide familiar resources that allow children to explore and experiment but feel safe to do so.</li> <li>• Follow children's interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and support children's increasing independence and sense of responsibility.</li> <li>• Increase the range of resources and challenges, outdoors and inside.</li> <li>• Model inviting new activities that encourage children to come over and join in.</li> <li>• Teach children to use and care for materials, and then trust them to do so independently.</li> <li>• Make materials easily accessible at child height, to ensure everybody can make choices.</li> <li>• Talk about goals, support children to reach a set or self-chosen goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Widen the range of activities that children feel confident to take part in, outdoors and inside.</li> <li>• Vary activities so that children are introduced to different materials.</li> <li>• Encourage talk around what children want to achieve and how they are going to achieve it.</li> </ul>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>
	<ul style="list-style-type: none"> <li>• Give children simple tasks to complete, e.g. put away their mat after group time.</li> <li>• Model looking after resources, model tidying away toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Give children more complex tasks to complete, e.g. fruit monitor.</li> <li>• Involve children in agreeing codes of behaviour and taking responsibility for implementing them.</li> <li>• Introduce group books.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children in their transition, discuss how they are members of the wider school community.</li> <li>• Collect for local food bank.</li> </ul>	<p>Develop their sense of responsibility and membership of a community</p>
	<ul style="list-style-type: none"> <li>• Support children when starting nursery-key person, comfort toy etc.</li> <li>• Parents to come in and read to children.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite trusted people into the setting to talk about and show the work they do.</li> <li>• Take children out on short walks around the neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Take children on trips to interesting places like a local place of worship.</li> </ul>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>
	<ul style="list-style-type: none"> <li>• Support children who find it difficult to play. Model play following their interests. Model co-operation.</li> <li>• Social group.</li> <li>• Set up play opportunities in quiet spaces.</li> <li>• Model social language e.g. can I play?</li> <li>• Provide activities that involve turn-taking and sharing in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a special role-play area in response to children's fascinations and interests.</li> <li>• Further resource and enrich children's play, based on their interests.</li> <li>• Teach children ways of solving conflicts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Involve children in making decisions about room layout and resources.</li> <li>• Set up open ended collaborative play experiences.</li> <li>• Support and model to children to listen to someone else and agree a compromise.</li> </ul>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
	<ul style="list-style-type: none"> <li>• Model class rules to children during settling.</li> <li>• Use picture prompts to support children to follow the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with children in creating class charter.</li> <li>• Provide books with stories about characters that follow or break rules</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children have opportunities to identify and discuss boundaries.</li> </ul>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>
	<ul style="list-style-type: none"> <li>• Introduce emotions during key group time.</li> <li>• Create cosy spaces for children to engage with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a variety of emotions and encourage children to discuss why they feel this way.</li> <li>• Introduce worry box.</li> <li>• Model being a considerate and responsive partner in interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to identify a wide range of emotions and why they feel that way.</li> <li>• Pause before intervening in children's arguments to allow children time resolve issues if they can.</li> </ul>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>

	<ul style="list-style-type: none"> <li>• Model ways that you calm yourself down, such as stopping and taking a few deep breaths.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.</li> </ul>		Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
	<ul style="list-style-type: none"> <li>• Introduce kind hands.</li> <li>• Support children to show a range of emotions on their faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Help children explore situations from different points of view.</li> <li>• Bring these ideas into children's pretend play and when looking at books together e.g. how might the little red hen feel when no one helps her?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk together about how others might be feeling.</li> <li>• Encourage children to think of ways to make someone feel better when they are upset.</li> </ul>	Understand gradually how others might be feeling.
	<ul style="list-style-type: none"> <li>• Introduce handwashing-support children to wash their hands correctly.</li> <li>• Support children with potty training.</li> <li>• Support children to choose their snack.</li> <li>• Talk about healthy food.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to children about the importance brushing their teeth.</li> <li>• Consider ways to support oral health e.g. dentist visit to talk to children/families.</li> <li>• Talk to children about the importance of eating healthily.</li> <li>• Talk about the effect of healthy eating in relation to their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent challenge- children are challenged to meet their own care needs at home e.g. feeding themselves, getting dressed etc. parents to send in photos via Evidence me.</li> <li>• Grow and try healthy vegetables.</li> <li>• Sort healthy and unhealthy foods.</li> </ul>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>
<b>Key Vocabulary</b>	Happy, sad, feeling, germs, kind	Health, behaviour, responsibility, angry, excited, surprised	Unhealthy, healthy, community	
<b>Additional experiences</b>	Parents reading stories,	Class charter, Walks around local area, invite people in the community in to talk about jobs.	Interesting visits in the local community e.g. a place of worship, visit to Reception classes	

## Nursery - Physical Development

	Autumn term	Spring term	Summer term	End of Nursery goal
	<ul style="list-style-type: none"> <li>Support children to become confident in using the outdoor climbing equipment.</li> <li>Model skills and encourage children to have a go.</li> <li>Support children to use the step climber.</li> <li>Support children to gain control of different movements their body can make e.g. can you jump three times?</li> <li>Encourage children to paint, chalk or make marks with water on large vertical surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.</li> <li>Practise movement skills through games with beanbags, cones, balls and hoops.</li> <li>Take children for walks around the school to use the stairs.</li> <li>Encourage children to use alternate feet when climbing apparatus.</li> <li>Play musical statues.</li> <li>Play Simon says.</li> <li>Music project</li> <li>Provide water and brushes, chalk, paint etc. link to role plays e.g. builders.</li> </ul>	<ul style="list-style-type: none"> <li>Set up challenging assault courses for children.</li> <li>Sports day.</li> <li>Take children to reception to use their climbing equipment.</li> <li>Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.</li> <li>Challenge children to use their bodies in different ways.</li> </ul>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>
	<ul style="list-style-type: none"> <li>Lead movement-play activities e.g. throw and catch games/rolling ball games.</li> <li>Model and encourage games like hide and seek.</li> <li>Provide opportunities for children to dance and move their bodies to music.</li> <li>Support children to follow a simple repeated pattern e.g. clap, pat knees, clap, pat knees.</li> <li>Teach children home time dance.</li> <li>Songs with actions.</li> </ul>	<ul style="list-style-type: none"> <li>Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.</li> <li>Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</li> <li>Encourage children to lead familiar games like hide and seek.</li> <li>Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it.</li> <li>Model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.</li> <li>Play games like follow the leader.</li> <li>Music project.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of loose ends resources for children to work together to create games/activities.</li> <li>Provide den-making equipment.</li> <li>Provide resources for children to work cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</li> </ul>	<p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>
	<ul style="list-style-type: none"> <li>Set up balancing beams, tunnels, stepping stones etc.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to become more confident, competent, creative and adaptive movers.</li> </ul>	<ul style="list-style-type: none"> <li>Extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area.</li> </ul>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>
	<ul style="list-style-type: none"> <li>Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why safety is an important factor in handling tools and moving equipment and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge children to develop their plans by asking open-ended questions.</li> <li>Model working as a team to create an end goal.</li> </ul>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>

		<ul style="list-style-type: none"> <li>• Have clear and sensible rules for everybody to follow.</li> <li>• Teach children how to access, use and store resources safely to build independence and autonomy.</li> </ul>		<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
	<ul style="list-style-type: none"> <li>• Begin by showing children how to use onehanded tools (scissors and hammers)- guide them with hand-over-hand help.</li> <li>• Provide a range of tools and model how to use over time, e.g. rolling pin, cutters etc.</li> <li>• Provide a variety of fine motor resources and model how to use, e.g. pegs, tweezers etc.</li> <li>• Dough disco.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to use tools independently.</li> <li>• Cutting activities- lines, zig zags etc.</li> <li>• Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</li> <li>• Mark making.</li> <li>• Use grippers to support children to hold their pencils correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to engage in more controlled use if one-handed tools, e.g. cutting out from magazines, making biscuits etc.</li> <li>• Support children to hold their pencil correctly and with good control during mark making sessions.</li> </ul>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
	<ul style="list-style-type: none"> <li>• Help children by starting their zip then encouraging them to finish.</li> <li>• Encourage children to push arms in to tops, legs in to trousers etc.</li> <li>• Support children to put their shoes on by themselves.</li> <li>• Provide Velcro board.</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to put coat on.</li> <li>• Support children to do up their own zip.</li> <li>• Encourage children to dress themselves with support.</li> <li>• Provide zip board.</li> <li>• Provide dolls/Barbies with clothes for children to dress them in.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independence in putting on coats.</li> <li>• Encourage independence when dressing.</li> <li>• Role-play costumes for children to dress independently in e.g. dresses.</li> </ul>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p>
<b>Key Vocabulary</b>	Throw, catch, jump, climb, balance	Gallop, slither, crawl, follow, lead, copy	Team, challenge	
<b>Additional experiences</b>	Fine motor group	Walks around school to practise stairs.	Visit reception to use climbing equipment, park visits, sports day, farm visit	

## Nursery - Literacy

	Autumn term	Spring term	Summer term	End of Nursery goal
	<ul style="list-style-type: none"> <li>Foster a love of reading- provide regular opportunities to enjoy reading together.</li> <li>Invite parents in to read with children.</li> <li>Show children how to handle books and to turn the pages one at a time.</li> <li>Set up home library.</li> <li>Parents workshop-reading.</li> <li>Focus on meaningful print such as a child's name.</li> <li>Provide dual language books and read them with all children, to raise awareness of different scripts.</li> <li>Discuss with children the characters in books being read.</li> <li>Provide books containing photographs that children can share with adults, peers and read on their own.</li> </ul>	<ul style="list-style-type: none"> <li>Draw children's attention to a wide range of examples of print- e.g. bus stop sign, shop signs during walks.</li> <li>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number.</li> <li>Show children where the text is, and how English print is read left to right and top to bottom.</li> <li>Explain the idea of a 'word' to children using 'Wow word of the week'.</li> <li>Make class book during Mark making.</li> <li>Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.</li> <li>Provide fact and fiction books and possibly eBooks that children can access independently in all areas, e.g. construction area as well as the book area.</li> </ul>	<ul style="list-style-type: none"> <li>Show children how sentences start with capital letters and end with full stops.</li> <li>Look at words- how some words are longer than others and how there is always a space before and after a word.</li> <li>Provide some simple poetry, song, fiction and nonfiction books.</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul>
	<ul style="list-style-type: none"> <li>Sing rhyming songs.</li> <li>In group time emphasise the first letter in children's name.</li> <li>Listening walks.</li> </ul>	<ul style="list-style-type: none"> <li>Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car"</li> <li>Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> <li>Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</li> <li>Clap syllables in name ingroup time.</li> </ul>	<ul style="list-style-type: none"> <li>Use magnet letters to spell a word-ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</li> <li>Play initial sound bingo in small groups.</li> </ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>
	<ul style="list-style-type: none"> <li>Choose books which reflect diversity.</li> <li>Regular sharing of books.</li> <li>Simple picture books, including those with no text- name what they can see in the picture.</li> </ul>	<ul style="list-style-type: none"> <li>Regular discussion of children's ideas and responses.</li> <li>Introduce more complex stories will help children to learn a wider range of vocabulary.</li> <li>Model and discuss vocabulary that not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to tell their own stories in their own way, to take the lead in storytelling.</li> </ul>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>

		<ul style="list-style-type: none"> <li>Take storytelling into local communities as a way to build connections between the setting and children's homes and wider lives in the local community.</li> </ul>		
	<ul style="list-style-type: none"> <li>Encourage children to make marks- chinks outside, water and brushes, finger painting etc.</li> <li>Provide letter formation in an engaging way- cars with letter roads, coloured gems with letter formation cards etc.</li> <li>Support children to recognise their own name during self-registration.</li> </ul>	<ul style="list-style-type: none"> <li>Motivate children to write- clipboards outdoors, chinks for paving stones, boards and notepads in the home corner.</li> <li>Apps on tablets to encourage children to make marks for purpose.</li> <li>Trip to shop-shopping list.</li> <li>Support children in recognising and writing their own names.</li> <li>Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations.</li> <li>Support children in recognising and writing their own names</li> </ul>	<ul style="list-style-type: none"> <li>Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns.</li> </ul>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p>
	<ul style="list-style-type: none"> <li>Provide activities that develop large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc.</li> <li>Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making sessions.</li> <li>Introduce the language of direction ('up', 'down', 'round', 'back', etc).</li> </ul>	<ul style="list-style-type: none"> <li>Mark making sessions.</li> <li>Provide lots of opportunities for writing in the environment.</li> </ul>	<p>Write some letters accurately.</p>
<b>Key Vocabulary</b>	Pages, library, what, where	Who, why, how, cover, author, page number	Sentence, full stop, capital letter	
<b>Additional experiences</b>		Discover story session, minibeast visit	Farm visit	

## Nursery - Mathematics

	Autumn term	Spring term	Summer term	End of Nursery goal
<b>Subitising, Cardinality and counting</b>	<ul style="list-style-type: none"> <li>• Introduce Ten Town characters 1-3</li> <li>• Number rhymes</li> <li>• Read number books</li> <li>• Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.</li> <li>• Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Ten Town characters 4-5 and 0</li> <li>• Counting backwards- number rhymes</li> <li>• Counting things of different sizes.</li> <li>• Counting things that can't be seen such as claps.</li> <li>• Play games that involve counting dot cards, dominoes and dice.</li> <li>• Using fingers to show amounts.</li> <li>• Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars".</li> <li>• Ask children to get you several things and emphasise the total number in your conversation with the child.</li> <li>• Have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Ten Town characters 6-10</li> <li>• Start counting from different numbers.</li> <li>• Counting things that cannot be moved, such as pictures on a screen.</li> <li>• Playing dice games to collect a number of things.</li> <li>• Subitise.</li> </ul>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
<b>Comparison</b>	<ul style="list-style-type: none"> <li>• Provide opportunities and resources for children to sort and compare collections of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Vary the object collections, e.g. some with a larger / smaller number of objects, and some with an equal number of objects.</li> <li>• Groups of objects to compare, some with equal amounts.</li> <li>• Labelling amounts of objects with the correct numeral.</li> <li>• Support children to spot an error if a group is mislabelled.</li> <li>• Have a group of objects of different sizes.</li> <li>• Support children to state which group of objects has more.</li> <li>• Talk about and encourage children to compare two numbers and say which is larger.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to convert two unequal groups into two that have the same number e.g. I have three cakes and you have one, how can we make the bags equal for us both.</li> <li>• Talk about and explore unfair sharing of amounts.</li> <li>• Compare numbers that are far apart, near to and next to each other.</li> <li>• Talk about and encourage children to make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away.</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Provide carefully planned and high quality continuous provision resources to support understanding of composition, including shadowing for tidy up time, tens frames for self-registration, Numicon to explore</li> <li>• Number songs</li> </ul>	<ul style="list-style-type: none"> <li>• Explore number songs, e.g. five currant buns- keep checking there are still five buns, even when some have been taken away from the shop.</li> <li>• Playing games such as skittles- talk about how many have fallen down and how many are still standing. How many altogether?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide role play opportunities where children can organise amounts, e.g. ten toys arranged on three shelves.</li> <li>• Playing hidden games with a number of objects in a box, under a cloth etc., e.g. five toys go in to a box, two come out, how many are left in the box?</li> </ul>	
<b>Shape and space</b>	<ul style="list-style-type: none"> <li>• Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Support and discuss questions like: "What is the same and what is different?" when looking at shapes and arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an appropriate or inappropriate shape for what you think the child's purpose might be to investigate their thinking.</li> </ul>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using</p>



	<ul style="list-style-type: none"> <li>Use everyday opportunities to describe everyday items and contexts using informal language.</li> <li>Provide equipment with varied shapes in the sand, water, mud kitchen and role play areas.</li> <li>Provide large and small blocks and boxes for construction both indoors and outdoors.</li> <li>Organise the environment to foster shape matching, e.g. pictures of different bricks on containers to show where they are kept.</li> <li>Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.</li> <li>Provide a variety of construction materials like blocks and interlocking bricks.</li> <li>Provide den-making materials.</li> <li>Use tidy-up time to match blocks to silhouettes or fit things in containers.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'.</li> <li>Talk about shapes as you play with them: "We need a piece with a straight edge."</li> <li>Take children out to shops or the park: recall the route and the order of things seen on the way.</li> <li>Set up obstacle courses, interesting pathways and hiding places for children to play with freely.</li> <li>Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.</li> <li>Provide experiences of size changes. Suggestions: "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch dough, or elastic?"</li> <li>Model ways to measure, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly...?"</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how shapes can be partitioned in everyday contexts, e.g. cutting food in different ways.</li> <li>Show pictures that have symmetry or pattern and talk to children about them.</li> <li>Read stories about journeys- Jack and the beanstalk</li> <li>Suggest challenges, so that children build increasingly more complex constructions.</li> </ul>	<p>informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>Provide patterns from different cultures, such as fabrics.</li> <li>Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with.</li> <li>Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to continue patterns and spot mistakes.</li> <li>Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</li> <li>Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions: 'First', 'then', 'after', 'before'</li> <li>Model and provide opportunities to use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the sequence of events in stories.</li> <li>Show pictures that have symmetry or pattern and talk to children about them</li> </ul>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<b>Key Vocabulary</b>	One, two, three, days of the week, yesterday, tomorrow, today, positional words	Four, five, zero, sharp, pointy, curvy, larger, smaller, first, then, after, morning	Pattern, shape names, sharing, subitise	
<b>Additional experiences</b>	<a href="https://tentown.co.uk/">https://tentown.co.uk/</a> <a href="https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/</a>	<a href="https://tentown.co.uk/">https://tentown.co.uk/</a> <a href="https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/</a>	<a href="https://tentown.co.uk/">https://tentown.co.uk/</a> <a href="https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/</a>	

## Nursery - The world

	Autumn term	Spring term	Summer term	End of Nursery goal
<b>Science</b>	<ul style="list-style-type: none"> <li>• Provide interesting natural environments for children to explore freely outdoors.</li> <li>• Provide collections of natural materials to investigate and talk about.</li> <li>• Encourage children to talk about what they see.</li> <li>• Provide opportunities for children to look and discuss what they see e.g. go on a looking walk with made binoculars.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide equipment to support investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</li> <li>• Go on a natural walk to the park and collect collections of natural resources.</li> <li>• Model observational and investigational skills. Ask out loud: "I wonder if...?"</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary to talk about similar and/or different properties of natural materials</li> <li>• Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</li> </ul>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>
	<ul style="list-style-type: none"> <li>• Support children to care for group plant inside- water, sun etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and explain the concepts of growth, change and decay with natural materials.</li> <li>• Care for living wall and outdoor plants on rota.</li> <li>• Cress seeds.</li> <li>• Take part in first-hand scientific explorations of animal life cycles, such as caterpillars.</li> <li>• Provide magnifying glasses, bug pots, nets etc. to observe living things and plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant seeds and bulbs so children observe growth and decay over time.</li> <li>• Use scientific language e.g. stem, roots etc.</li> <li>• Help children to care for animals- dog.</li> <li>• Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</li> <li>• Encourage children to refer to books, wall displays and online resources.</li> <li>• Observe an apple core going brown and mouldy over time.</li> <li>• Caterpillars- look at life cycle.</li> <li>• Use scientific language e.g. egg, cocoon etc.</li> <li>• Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</li> </ul>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
	<ul style="list-style-type: none"> <li>• Experiments: <ul style="list-style-type: none"> <li>➢ Rolling a ball down the hill</li> <li>➢ Throwing and catching a ball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experiments: <ul style="list-style-type: none"> <li>➢ Balloon rubbed on hair</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan and introduce new vocabulary related to the exploration and encourage children to use it.</li> <li>• Experiments: <ul style="list-style-type: none"> <li>➢ how the water pushes up when they try to push a plastic boat under it</li> <li>➢ how they can stretch elastic, snap a twig, but cannot bend a metal rod</li> <li>➢ magnetic attraction and repulsion</li> </ul> </li> </ul>	<p>Explore and talk about different forces they can feel.</p>
	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks.</li> <li>• melting – leave ice cubes out in the sun, see what happens when you shake salt</li> </ul>	<ul style="list-style-type: none"> <li>• cooking – combining different ingredients, and then cooling or heating (cooking) them</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how different materials sink and float.</li> <li>• Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice</li> </ul>	<p>Talk about the differences between materials and changes they notice.</p>

	<p>onto them (children should not touch to avoid danger of frostbite)</p> <ul style="list-style-type: none"> <li>• Explore how you can shine light through some materials, but not others. Investigate shadows.</li> </ul>			
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Provide a wide variety of construction toys and model how to use them.</li> <li>• Busy boards.</li> <li>• IWB</li> </ul>	<ul style="list-style-type: none"> <li>• Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</li> <li>• Games on tablets</li> </ul>	<ul style="list-style-type: none"> <li>• Painting on IWB- children make a self portrait</li> </ul>	Explore how things work.
<b>History</b>	<ul style="list-style-type: none"> <li>• Family photos- talk about who is in the photo.</li> <li>• Celebrations-discuss what they celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations-discuss what they celebrate</li> <li>• Parents/grandparents to come in and speak with children about their life stories.</li> <li>• Make a display with the children, showing all the people who make up the community of the setting</li> </ul>	<ul style="list-style-type: none"> <li>• Baby photos- talk about the differences between themselves now and as a baby.</li> <li>• Ask parents to talk to children about when they were a baby, encourage children to retell what their parents told them about their life-story and family- children to bring in a memento e.g. baby blanket, keepsake etc.</li> <li>• Celebrations-discuss what they celebrate</li> </ul>	Begin to make sense of their own life-story and family's history.
	<ul style="list-style-type: none"> <li>• Provide a range of small worlds, role plays etc. of different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite different people to visit from a range of occupations.</li> <li>• Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what children want to be when they grow up- dress up as their chosen occupation.</li> <li>• Challenge gender stereotypes of occupations.</li> </ul>	Show interest in different occupations.
<b>RE</b>	<ul style="list-style-type: none"> <li>• Provide resources that reflect the diversity of life in modern Britain.</li> <li>• Help children to learn each other's names, modelling correct pronunciation.</li> <li>• Family display in key groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>• Celebrate cultural, religious and community events and experiences- encourage children to talk about their first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive images of all children including those with diverse physical characteristics, including disabilities.</li> </ul>	Continue developing positive attitudes about the differences between people.
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Walks around school- looking at features of school</li> </ul>	<ul style="list-style-type: none"> <li>• Create books or displays about children's families around the world, or holidays they have been on.</li> <li>• Encourage children to talk about each other's families and ask questions.</li> <li>• Walk to shop- local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</li> <li>• Look at atlas', globes, google maps etc. and talk about different countries that are familiar to children e.g. places they have visited.</li> <li>• Handas surprise- compare where Handa lives to England.</li> </ul>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



<b>Key Vocabulary</b>	Melting, shadows, family, different job names, investigate	World, words relating to celebrations, ingredients, mixing, weighing, cooking, names of minibeasts, change, cocoon	Seeds, bulbs, growth, stem, roots, life cycle, England	
<b>Additional experiences</b>	Walks around school	Ant farm, stick insects, walk to park, visit from Minibeasts, Caterpillars, Science week	Land snails, farm trip, walk to shops, church visit	Snakes, food tasting

## Nursery - Expressive Arts & Design

	Autumn term	Spring term	Summer term	End of Nursery goal
<b>Role play</b>	<ul style="list-style-type: none"> <li>Provide rice, pasta, lentils etc. with pots, pans, wooden spoons, cake tins etc. for imaginative play, for example, making cakes.</li> <li>Provide a variety of different role play opportunities that link to children's life-home corner.</li> </ul>	<ul style="list-style-type: none"> <li>Provide lots of flexible and open-ended resources for children's imaginative play e.g. mud kitchen, pine cones, acorns etc.</li> <li>Help children to negotiate roles in play and sort out conflicts.</li> <li>Notice children who are not taking part in pretend play, and help them to join in.</li> </ul>	<ul style="list-style-type: none"> <li>Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones.</li> <li>Create imaginary words to describe, for example, monsters or other strong characters in stories and poems.</li> <li>Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas.</li> </ul>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>
<b>Art and DT</b>	<ul style="list-style-type: none"> <li>Colour mixing</li> <li>Model joining materials together.</li> <li>Create a safe space for work that is in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of opportunities e.g.:               <ul style="list-style-type: none"> <li>➢ long strips of wallpaper</li> <li>➢ child size boxes</li> <li>➢ different surfaces to work on e.g., paving, floor, table top or easel</li> </ul> </li> <li>Listen and understand what children want to create before offering suggestions.</li> <li>Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</li> <li>Support children's talk by sharing terms used by artists, potters, musicians, dancers, e.g. as children show interest in exploring colour mixing, support them in using terms such as tint, shade, hue.</li> </ul>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>
	<ul style="list-style-type: none"> <li>Talk to children about the differences between colours.</li> <li>Colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Help children to develop their drawing and model making.</li> <li>Spend sustained time alongside them.</li> <li>Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</li> <li>Encourage children to draw from their imagination and observation.</li> <li>Help them to explore and refine their colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li> <li>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.</li> </ul>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>

<b>Music</b>	<ul style="list-style-type: none"> <li>Active listening activities.</li> <li>Listening walks.</li> </ul>	<ul style="list-style-type: none"> <li>Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Play sound-matching games.</li> </ul>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>
	<ul style="list-style-type: none"> <li>Teach a variety of songs to children.</li> <li>When teaching songs to children be aware of your own pitch (high/low)- use a limited pitch range.</li> <li>Encourage them to use their 'singing' voice.</li> <li>Sing slowly, so that children clearly hear the words and the melody of the song.</li> <li>Christmas show</li> </ul>	<ul style="list-style-type: none"> <li>Use songs with and without words – children may pitch-match more easily without words- use sounds such as 'ba'.</li> <li>Clap or tap to the pulse of songs or music and encourage children to do this.</li> <li>Music project.</li> </ul>	<ul style="list-style-type: none"> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</li> </ul>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>
	<ul style="list-style-type: none"> <li>Offer children a wide range of different instruments, from a range of cultures for children to bang, pluck, blow, strum.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to musical apps on tablets.</li> <li>Encourage children to experiment with different ways of playing instruments-music project.</li> </ul>	<ul style="list-style-type: none"> <li>Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</li> </ul>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
<b>Key Vocabulary</b>	Mixing, , instruments, bang, pluck, strum, singing voice	Imagination, materials, join	artists, musicians, create	
<b>Additional experiences</b>	Christmas show, cooking	Music project, cooking	Nathan visit- play instruments, cooking	

## YR Long Term Plan 2022-23

	<b>Autumn 1</b> – 8 weeks 1.9.22 – 21.10.22	<b>Autumn 2</b> – 8 weeks 31.10.22 – 20.12.22	<b>Spring 1</b> – 6 weeks 05.01.23 – 11.02.23	<b>Spring 2</b> – 6 weeks 20.02.23 – 31.03.23	<b>Summer 1</b> – 6 weeks 17.04.23 – 26.05.23	<b>Summer 2</b> – 7 weeks 5.06.23 – 21.07.23
<b>Topic</b>	<b>All About Me</b>	<b>My Community</b>	<b>Pirates and Dinosaurs</b>	<b>Out of Eggs</b>	<b>Into the Forest</b>	<b>Growing</b>
<b>Key texts</b>	<ul style="list-style-type: none"> <li>• Owl Babies</li> </ul>	<ul style="list-style-type: none"> <li>• The Elves and she Shoemaker</li> <li>• Stick Man</li> </ul>	<ul style="list-style-type: none"> <li>• Captain Flinn and the Pirate Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• The Emperors Egg</li> <li>• The Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver’s Vegetables</li> <li>• The Enormous Turnip</li> </ul>
<b>Reciprocal Text</b>	N/A	Elmer	The night pirates	Lost and found	How to catch a star	Into the Forest
<b>Other Texts</b>	RRS: <ul style="list-style-type: none"> <li>• Have You Filled a Bucket? - Kindness</li> <li>• Knuffle Bunny - Responsibility</li> <li>• Rainbow Fish – Friendship</li> <li>• Rainbow Fish 2 – Respect</li> <li>• The Rabbit Listened – Empathy</li> <li>• Zog – Perseverance</li> <li>• Don’t be a Bully Billy - Justice</li> </ul>	<ul style="list-style-type: none"> <li>• What Does Daddy Do</li> <li>• When I grow up</li> <li>• What jobs could you do</li> </ul>	<ul style="list-style-type: none"> <li>• Pirates love underpants</li> <li>• Dinosaurs love underpants</li> </ul>	<ul style="list-style-type: none"> <li>• The not so Perfect Penguin</li> <li>• Non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Rumble in the Jungle</li> <li>• The Journey Home</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver’s Fruit Salad</li> <li>• Oliver’s Milkshake</li> </ul>
<b>Key dates</b>		24.10 Diwali 5.11 Bonfire night 13.11 Remembrance day 25.12 Christmas	22.1 Chinese New Year 14.2 Valentine’s day	21.2 Pancake Day 19.3 Mother’s Day 23.3 Ramadan 9.4 Eater	22.4 Eid ul Fitr 18.06 Father’s Day 29.06 Eid al-Adha	Graduation Sports Day
<b>Trips</b>	Wanstead park Nature walk - Autumn	Pantomime	Wanstead park Nature walk - Winter	Wanstead park Nature walk - Spring	Gruffalo trail	Local shops
<b>Additional opportunities</b>	Home visits, meet the teacher, settling, family picture, Knuffle bunny making, Owl visit, park trip	Parent volunteers to talk about jobs and celebrations	Dinosaur in classroom (FX Guru app)	Hatch penguin, hatch chicks, egg animal research project	Recycling superhero day	Growing, cooking and tasting – fruit salad, cress sandwiches vegetables, milkshake
<b>Parent work shops</b>	Reception Curriculum	Phonics – stay and learn	Going for Goals	Maths – stay and learn		
<b>Contextual safeguarding</b>	<b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, ‘catch it bin it kill it’ etc. <b>Antibullying</b> – delivered through learning and recapping school values, anti-bullying week <b>Emotional health</b> - Weekly wellbeing sessions <b>Fire awareness</b> – delivered through firework presentation in class, practise fire drill <b>Being a safe pedestrian, stranger danger</b> – workshop and preparation for trips <b>Who can help us?</b> – delivered through jobs minitopic <b>Staying safe in school</b> – rules and routines, class charter  Class teachers & team leaders to monitor attendance and flag up concerns to learning leader / DSL		<b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, ‘catch it bin it kill it’ etc. <b>Antibullying</b> – delivered through recapping school values <b>Emotional health</b> - Weekly wellbeing sessions <b>Being a safe pedestrian, stranger danger</b> – preparation for trips <b>NSPCC pants rule</b> – delivered in class through songs and stories  Class teachers & team leaders to monitor attendance and flag up concerns to learning leader / DSL		<b>Keeping safe from germs</b> – Daily reminders about importance of handwashing, ‘catch it bin it kill it’ etc. <b>Antibullying</b> – delivered through recapping school values <b>Emotional health</b> - Weekly wellbeing sessions <b>Being a safe pedestrian, stranger danger</b> –preparation for trips <b>Online safety</b> – delivered through presentation in class <b>Physical health</b> – health and fitness week: sessions on dental hygiene, exercise, healthy eating, limiting screen time and daily routines  Class teachers & team leaders to monitor attendance and flag up concerns to learning leader / DSL	

## Reception - Communication & Language

	Autumn term	Spring term	Summer term	End of Reception goal	Early Learning Goals
	<ul style="list-style-type: none"> <li>Establish visual cues with children so they know what 'good listening' looks like</li> <li>Develop a Talk Charter with the class</li> <li>Encourage children to listen to others during both play-based and structured activities</li> <li>Plan dedicated time to play games which develop listening skills, such as 'Simon Says' or the 'Bean Game'</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the class Talk Charter regularly, to support children to develop a better understanding of how to listen and why it is important</li> <li>Provide intervention opportunities for children continuing to develop their listening skills – e.g. 'Early Talk Boost' or 'Story Sack' sessions</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of experiences throughout the day for children to practise their listening skills. This will include opportunities for adult-child interactions and child-child interactions during play, as well as structured small group and whole class activities</li> </ul>	Understand how to listen carefully and why listening is important	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p><b>Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
	<ul style="list-style-type: none"> <li>Explicitly teach identified 'Tier 2' vocabulary</li> <li>Plan dedicated time and space to teach this identified vocabulary, e.g. visual support and word wall</li> <li>Provide a language rich environment where adults are enabled to spend time engaged in play with children, to identify who needs more support with language development</li> <li>Choose books that will develop children's vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teach identified 'Tier 2' vocabulary</li> <li>Provide intervention opportunities for children continuing to develop their language skills – e.g. 'Colourful Semantics', 'Early Talk Boost' or 'Story Sack' sessions</li> <li>Provide play opportunities for children to apply newly learnt language, e.g. through role-play games or hands on experiences with artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teach identified 'Tier 2' vocabulary</li> <li>Regularly revisit explicitly taught vocabulary to ensure children develop a good understanding of it.</li> <li>Use a variety of carefully chosen high quality texts, with increasingly challenging vocabulary for the children to learn and use</li> </ul>	Learn new vocabulary and use it throughout the day, in different contexts	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	<ul style="list-style-type: none"> <li>Explicitly explain what a question is, and introduce question language e.g. where, how, why</li> <li>Show genuine interest in answering children's questions</li> <li>Use a variety of questions during day-to-day interactions as well as during reading sessions, including Reciprocal Reading, 1-1 reading and whole class story time</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to ask questions, e.g. during enquiry based lessons or show and tell sessions</li> <li>Provide intervention opportunities for children continuing to develop their questioning skills – 'Colourful Semantics'</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to question each other, such as during Reciprocal Reading sessions</li> </ul>	Ask questions to find out more and to check they understand what has been said to them.	
	<ul style="list-style-type: none"> <li>Consistently model complete sentences in everyday talk</li> <li>Recast what the child says using the correct grammatical terms, e.g. 'You <b>swam</b> on holiday'</li> <li>Ask open questions, give time for children to respond</li> <li>Provide opportunities for natural conversation during play; follow the</li> </ul>	<ul style="list-style-type: none"> <li>Model using sequencing words and connectives</li> <li>Expand on what children say by repeating it and adding a few more words</li> <li>Encourage children to extend their sentences by asking questions</li> <li>Provide intervention opportunities for children</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to talk about their experiences, e.g. looking through their special book and reflecting on their Reception year</li> </ul>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities,</p>	



	<p>child's lead, talk about what they are interested in</p> <ul style="list-style-type: none"> <li>Identify which children need more support with their language development – make appropriate referrals</li> </ul>	<p>continuing to develop their language skills – e.g. targeted play, 'Colourful Semantics', 'Early Talk Boost' or 'Story Sack' sessions</p>		<p>and to explain how things work and why they might happen</p>	
	<ul style="list-style-type: none"> <li>Model talk routines through the day, e.g. 'good morning, how are you', 'can I play'</li> <li>Explicitly introduce language to resolve conflict: 'stop, I don't like it', 'may I have a turn', 'I'm not finished'</li> </ul>	<ul style="list-style-type: none"> <li>Show children how to use language for negotiating in your interactions with them.</li> <li>Model language appropriate for audiences, e.g. a visitor</li> </ul>	<ul style="list-style-type: none"> <li>Remind children to use learnt social phrases throughout the day</li> </ul>	<p>Develop social phrases</p>	
	<ul style="list-style-type: none"> <li>Plan for story time at least once a day</li> <li>Create an inviting book corner for children to access</li> <li>Provide reading opportunities in other areas of provision, e.g. non-fiction books about animals with small world animal toys</li> <li>Set up a system for children to take home a phonics book and library book each week, communicate with parents how to support reading and foster a love of reading at home</li> <li>Choose books that are appropriate for the childrens' level of development</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of carefully chosen high quality texts, which are increasingly challenging, read and reread them over time so children develop a good understanding</li> <li>Provide small world and role play opportunities within the environment, linked to stories you have read</li> <li>Explicitly teach the difference between fiction and non-fiction texts, explore features of each type of book e.g beginning, middle and end in fiction, or contents and glossary in non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use a variety of carefully chosen high quality texts, which are increasingly challenging</li> <li>Revisit favourite stories to encourage deeper understanding and a love of reading</li> </ul>	<p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
	<ul style="list-style-type: none"> <li>Provide opportunities for children to join in with Nursery Rhymes</li> <li>Read rhyming stories, model noticing how some words sounds the same</li> <li>Model clapping out a rhythm as you recite rhymes</li> </ul>	<ul style="list-style-type: none"> <li>In rhymes with regular rhythm patterns, pause before the next word so children can predict what it might be</li> <li>Help children to join in with refrains and learn verses using call and response</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to create their own rhymes and poems</li> </ul>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p>	
<b>Key Vocabulary (Tier 2 language)</b>	Date, year, group, line, before, after, same, different, agree, disagree partner, friend	Learn, work, complete, problem, question, ask, why, wonder, sentence, spell, accident, purpose	Always, often, never, between, in front, behind, right, left, grow, change, interest, possible		
<b>Additional experiences</b>	Experience the Music - weekly	Experience the Music - weekly	Experience the Music - weekly		

## Reception – Personal, Social & Emotional Development

	Autumn term	Spring term	Summer term	End of Reception goal	Early Learning Goals
	<ul style="list-style-type: none"> <li>Conduct home visits and meet the teacher sessions, to get to know each child and their family</li> <li>Allow dedicated time for adults to play with children, to find out more about their interests.</li> <li>Plan provision in the classroom based on children's interests</li> </ul>	<ul style="list-style-type: none"> <li>Give opportunities for children to 'show and tell' special items from home or work they are proud of</li> <li>Plan activities for children to talk about the similarities and differences between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to talk about what they think they are good at and what they think they could improve</li> </ul>	See themselves as a valuable individual	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods.</p> <p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p>
	<ul style="list-style-type: none"> <li>Offer constructive support and recognition of children's personal achievements</li> <li>Help children to set their own goals and encourage them to carry on until completion</li> </ul>	<ul style="list-style-type: none"> <li>Model making mistakes, and explain they are an important part of learning</li> <li>Encourage children to reflect on and evaluate their work to review their own learning</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to describe problems they encounter and suggest ways they could solve them</li> </ul>	Show resilience and perseverance in the face of challenge	
	<ul style="list-style-type: none"> <li>Allow dedicated time for adults to play with children, to build positive relationships</li> <li>Develop a Class and Talk Charter to help children understand how to take turns with others</li> <li>Provide positive feedback during play to acknowledge children's kindness towards each other</li> <li>Plan dedicated time to play games which develop social skills, such as turn taking on the interactive whiteboard</li> <li>Plan dedicated time to support children to learn how to tidy up effectively</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the Class and Talk Charter regularly, to support children to develop an embedded understanding of these rules</li> <li>Have high expectations for children following instructions</li> <li>Provide intervention opportunities for children continuing to develop their social skills – P,S&amp;ED group</li> </ul>	<ul style="list-style-type: none"> <li>Plan opportunities for children to engage in team activities, such as collaborative model building or research projects</li> </ul>	<p>Build constructive and respectful relationships</p> <p>Think about the perspectives of others</p>	
	<ul style="list-style-type: none"> <li>Create a listening culture which is calm and caring so children feel able to express their emotions</li> <li>Explicitly teach the language of emotions alongside visual support e.g. happy, sad, frustrated, nervous, scared</li> <li>Encourage children to express their feelings using words, reassure them when they are feeling upset</li> <li>Model expressing your own feelings, explaining why you feel that way, e.g. 'I'm sad because a</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to explain why they are feeling a certain way</li> <li>Help children to recognise when their actions hurt others, help them to suggest ways to resolve the conflict</li> <li>Provide intervention opportunities for children continuing to develop their emotional regulation skills – P,S&amp;ED group</li> </ul>	<ul style="list-style-type: none"> <li>Actively listen to children's talk, play, body language and behaviour and think about what the child is telling you – respond to children's emotional needs as appropriate</li> </ul>	<p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings, socially and emotionally</p>	

	<p>toy was broken and now no one can play with it'</p>				<p>Form positive attachments to adults and friendships with peers.</p>
	<ul style="list-style-type: none"> <li>Find out more about children's health and wellbeing during home visit and meet the teacher sessions – support families as necessary e.g. direct them to support for toilet training or to visit a dentist</li> <li>Establish good daily hygiene routines with the children, e.g. independent toileting and hand washing – talk about the importance of this happening out of the school day too</li> <li>Talk about and provide opportunities for children to practise being a safe pedestrian e.g. local visits</li> </ul>	<ul style="list-style-type: none"> <li>Talk to children about the importance of exercise, healthy eating, minimal screen time and sleep, use stories to support their understanding</li> <li>Create opportunities for the children to talk about their daily routines</li> <li>Talk about and provide opportunities for children to practise being a safe pedestrian e.g. local visits</li> <li>Provide opportunities for children to learn about dental health and healthy foods, e.g. through stories and cooking activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to encourage good personal care</li> <li>Acknowledge and encourage children's efforts to manage their personal needs</li> </ul>	<p>Manage their own needs – personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>Regular physical activity</li> <li>Healthy eating</li> <li>Tooth brushing</li> <li>Sensible amounts of 'screen time'</li> <li>Having a good sleep routine</li> <li>Being a safe pedestrian</li> </ul>	<p>Show sensitivity to their own and others' needs.</p>
<p><b>Key Vocabulary</b></p>	<p><b>Charter</b> - friendship, kindness, respect, responsibility  <b>Feelings</b> – happy, sad, upset, excited, angry, nervous, tired, unwell  <b>Social</b> – listen, share, turn  <b>Personal</b> – germs, wash hands</p>	<p><b>Charter</b> - perseverance, empathy, justice  <b>Social</b> – stop, I don't like it  <b>Personal</b> – safe, healthy, unhealthy, exercise, teeth, brush,</p>	<p>Mistake, improve, collaboration, team</p>		
<p><b>Additional experiences</b></p>					

## Reception – Physical Development

	Autumn term	Spring term	Summer term	End of Reception goal	Early Learning Goals
	<ul style="list-style-type: none"> <li>Ensure that high quality continuous provision is available for the children to practise their gross motor skills, including large climbing equipment, open ended obstacle course equipment, large construction, sports equipment</li> <li>Plan dedicated time for adults to engage in physical activities with children, such as running games and taking risks when climbing</li> <li>Identify children who have difficulties with gross motor activities, liaise with families to make them aware and offer ideas for them to support their child's development at home</li> <li>Talk with children about why they should take care when moving freely, and about the need to match their actions to the space they are in</li> <li>Explain benefits of outdoor learning to families so that children come dressed appropriately for different weathers and seasons</li> </ul>	<ul style="list-style-type: none"> <li>Add to / adapt provision, ensure it is increasingly challenging</li> <li>Encourage and support children who are reluctant to join in with physical activities to have a go and take risks</li> <li>Challenge children's movement skills through adult-child interactions during play, e.g. 'you finished the obstacle course quickly, can you do it that fast if you are moving sideways or backwards?'</li> <li>Provide intervention opportunities for children continuing to develop their physical skills – e.g. targeted play, fine motor group</li> <li>Liaise with families that need support in understating the benefits of outdoor play</li> </ul>	<ul style="list-style-type: none"> <li>Continue to add to / adapt provision, ensure it is increasingly challenging</li> <li>Organise a 'Sports Day' for children to showcase their learnt skills, compete with their peers and identify what they could improve</li> </ul>	<p>Revise and refine the fundamental movement skills they have already acquired</p> <ul style="list-style-type: none"> <li>Rolling</li> <li>Crawling</li> <li>Walking</li> <li>Jumping</li> <li>Running</li> <li>Hopping</li> <li>Skipping</li> <li>Climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body-strength, balance, so-ordination and agility</p> <p>Combine different movements with ease and fluency</p>	<p><b>Gross Motor Skills</b></p> <p>Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Uses a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	<ul style="list-style-type: none"> <li>Provide weekly gymnastics opportunities which are increasingly challenging, for children to learn and practise new skills</li> </ul>	<ul style="list-style-type: none"> <li>Provide weekly dance opportunities which are increasingly challenging, for children to learn and practise new skills</li> </ul>	<ul style="list-style-type: none"> <li>Provide weekly sports opportunities which are increasingly challenging, for children to learn and practise new skills</li> </ul>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	
	<ul style="list-style-type: none"> <li>Ensure that high quality continuous provision is available for the children to practise their fine motor skills, including a variety of mark making equipment, playdough, messy play opportunities, tweezers, threading and scissors</li> <li>Model using cutlery effectively</li> </ul>	<ul style="list-style-type: none"> <li>Add to / adapt provision to ensure it is increasingly challenging e.g. provide activities where they need to cut with more accuracy</li> <li>Have high expectations of children to use tools effectively</li> <li>Support children to use cutlery independently</li> </ul>	<ul style="list-style-type: none"> <li>Continue to add to / adapt provision to ensure it is increasingly challenging, e.g. provide activities where they need to use writing tools with more accuracy</li> <li>Encourage children to use cutlery independently</li> </ul>	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	

	<ul style="list-style-type: none"> <li>• Provide opportunities for children to sit for short periods of time at an adult led activity throughout each day</li> <li>• Model and/or use visuals to show children what 'good sitting' looks like</li> <li>• Identify children who find it difficult to sit with good posture</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually increase the amount of time children are expected to sit for</li> <li>• Provide intervention for children who are continuing to develop good posture – targeted play opportunities to develop core strength, personalised instructions or visual support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to gradually increase the amount of time children are expected to sit for</li> <li>• Remind children to show 'good sitting' when on the carpet or at a table</li> </ul>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	
	<ul style="list-style-type: none"> <li>• Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools; have sensible rules for everybody to follow and liaise with families about increasing these opportunities at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provide intervention for children who are continuing to develop a better understanding of using equipment safely and collaboratively – targeted play</li> </ul>	<ul style="list-style-type: none"> <li>• Remind children to use tools and equipment safely and collaboratively, as and when necessary</li> </ul>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	
	<ul style="list-style-type: none"> <li>• Show children how to collaborate in throwing, receiving, fetching and rolling games</li> <li>• Model how to and encourage children to play with one another, once their ball skills are sufficient</li> <li>• Ensure continuous provision includes equipment to support the development of a range of ball skills, such as different sized balls, bats and targets</li> </ul>	<ul style="list-style-type: none"> <li>• Plan dedicated time for children to learn some early ball game skills, e.g. batting a ball between two people</li> <li>• Provide intervention for children continuing to develop their ball skills – targeted play</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of children's ball skills – continue to support those who are still developing more accuracy through encouragement and targeted play</li> </ul>	<p>Further develop and refine a range of ball skills including: throwing catching, kicking, passing, batting and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	
	<ul style="list-style-type: none"> <li>• Support children to use a variety of tools effectively to make marks and develop hand strength</li> <li>• Identify children who struggle with fine motor skills, liaise with their families to support these skills at home</li> </ul>	<ul style="list-style-type: none"> <li>• Provide intervention for children who are developing their fine motor skills – targeted play, fine motor group</li> <li>• Provide daily opportunities for children to practise their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encourage children to use an effective pencil grip when writing</li> <li>• Provide daily opportunities for children to practise their handwriting</li> </ul>	<p>Develop the foundations of a handwriting style which is fast, effective and efficient</p>	
	<ul style="list-style-type: none"> <li>• Establish and embed daily school routines, support children's understanding with a visual timetable</li> <li>• Teach children how to wait in a line, standing one behind the other</li> <li>• Teach children how to carry their own plate / lunchbox and eat independently</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encourage children to be more independent with rules and routines of the day, including tidying up after themselves and patiently waiting their turn</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations with regards to children's independence during daily routines</li> </ul>	<p>Further develop the skills they need to manage their school day successfully:</p> <ul style="list-style-type: none"> <li>• Lining up and queueing</li> <li>• Mealtimes</li> </ul>	
	<ul style="list-style-type: none"> <li>• Establish and embed daily school routines, support children's understanding with a visual timetable</li> <li>• Teach children how to wait in a line, standing one behind the other</li> <li>• Teach children how to carry their own plate / lunchbox and eat independently</li> </ul>	<ul style="list-style-type: none"> <li>• Support and encourage children to be more independent with rules and routines of the day, including tidying up after themselves and patiently waiting their turn</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations with regards to children's independence during daily routines</li> </ul>	<p>Further develop the skills they need to manage their school day successfully:</p> <ul style="list-style-type: none"> <li>• Lining up and queueing</li> <li>• Mealtimes</li> </ul>	
<b>Key Vocabulary</b>	Safe, risk, climb, move, balance, stretch, bend, throw, catch, roll, aim, cut, pinch, start, stop, wait	Forwards, backwards, sideways, kick, pass, bat, rhythm	Challenge, accurate, develop		
<b>Additional experiences</b>	Weekly PE sessions with specialist teachers	Weekly PE sessions with specialist teachers	Weekly PE sessions with specialist teachers, sports day		

## Reception – Literacy

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	End of Reception goal	Early Learning Goals
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Take time to explain new vocabulary encountered in stories - ongoing</li> <li>Ask 'where' and 'who' questions when reading stories 1:1, in small groups and to with the whole class</li> <li>Identify which children may need more support with understanding what has been read e.g. EAL learners or those who do not get regular reading opportunities at home</li> <li>Work with families to understand the importance of sharing stories at home e.g. parent workshop</li> </ul>		<ul style="list-style-type: none"> <li>Ask 'why' questions when reading stories, encourage children to predict what might happen next</li> <li>Model to and support children to build on the ideas of others, e.g. 'agree' or 'disagree' during reciprocal reading</li> <li>Ensure that children have regular opportunities to talk about stories you read together, provide more time for children who need more support to understand e.g. daily reading opportunities</li> </ul>		<ul style="list-style-type: none"> <li>Continue to provide daily intervention for children who find it difficult to answer questions about what has been read</li> <li>Provide opportunities for children to build on the ideas of others – e.g. during C&amp;L carpet or reciprocal reading session</li> </ul>		Re-read these books to build up their understanding and enjoyment	<p><b>Comprehension</b></p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p><b>Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonics knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Phase 1 &amp; 2</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Phase 2 &amp; assessments</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Phase 3</li> <li>Streamed groups</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> <li>Provide additional support for children struggling with decoding</li> </ul>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Phase 3 &amp; assessments</li> <li>Streamed groups</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> <li>Provide additional support for children struggling with decoding</li> </ul>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Phase 4</li> <li>Streamed groups</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> <li>Provide additional support for children struggling with decoding</li> </ul>	<ul style="list-style-type: none"> <li>Teach daily phonics lessons - Application practise / revision</li> <li>Streamed groups</li> <li>Provide phonics books appropriate to individual child's phonic knowledge</li> <li>Provide additional support for children struggling with decoding</li> </ul>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say the sound for them</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, and fluency</p>	

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Support children to write their name, model and encourage correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Provide daily intervention for children still learning to write their name</li> <li>Phase 2 letter formation – follow 'penpals' scheme</li> </ul>	<ul style="list-style-type: none"> <li>Provide daily intervention for children still learning to correctly form phase 2 letters</li> <li>Phase 3 letter formation – follow 'penpals' scheme</li> </ul>	<ul style="list-style-type: none"> <li>Introduce capital letter formation over time, daily practice for children</li> <li>Provide daily intervention for children still learning to correctly form letters</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting books?</li> <li>Provide daily intervention for children still learning to correctly form letters</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting books?</li> <li>Provide daily intervention for children still learning to correctly form letters</li> </ul>	Form lower-case and capital letters correctly	<p>representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>phase 1 - oral</li> </ul>	<ul style="list-style-type: none"> <li>phase 2 – CVC</li> <li>phoneme frames</li> </ul>	<ul style="list-style-type: none"> <li>phase 3 CVC</li> <li>phoneme frames</li> <li>sentence fingers, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>phase 3 CVC</li> <li>simple sentences, finger spaces, capital letters and full stops</li> <li>read it back</li> </ul>	<ul style="list-style-type: none"> <li>phase 4 CVCC / CCVC</li> <li>longer sentences, finger spaces, capital letters and full stops</li> <li>read it back</li> <li>TW spellings</li> </ul>	<ul style="list-style-type: none"> <li>phase 4 polysyllabic</li> <li>extended sentences, finger spaces, capital letters and full stops</li> <li>read it back</li> <li>TW spellings</li> </ul>	<p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>	
<b>Key Vocabulary</b>	Listen, read, grapheme, phoneme, where, who	Phoneme frame, digraph, tricky word	Trigraph, word, sentence, sentence fingers, why	Finger spaces, capital letters, full stops	Spelling, syllable	polysyllabic		
<b>Additional experiences</b>		Stay and learn session – phonics						

## Reception – Mathematics

	Autumn term		Spring term		Summer term		End of Reception goal	Early Learning Goals
<b>Subitising</b>	<ul style="list-style-type: none"> <li>Support children to perceptually subitise within 3</li> <li>Support children to identify sub groups in larger arrangements</li> <li>Provide opportunities for children to create their own patterns for numbers within 4</li> <li>Encourage children to practise using fingers to represent quantities</li> <li>Enable children to experience subitising in a range of contexts, including temporal patterns made by sounds</li> </ul>	<ul style="list-style-type: none"> <li>Plan daily activities to support children to subitise within 5, perceptually and conceptually, depending on the arrangements</li> <li>Encourage children to identify when it is appropriate to count and when groups can be subitised</li> <li>Plan activities to show children a small group and '1 more' to develop conceptual subitising skills</li> </ul>	<ul style="list-style-type: none"> <li>Support children to develop their confidence with subitising, by continuing to explore patterns within 5, including structured and random arrangements</li> <li>Enable children to explore a range of patterns made by numbers greater than 5, including structured patterns where 5 is a clear part e.g. tens frames</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to explore symmetrical patterns, in which each side is a familiar pattern, link this to 'doubles' e.g. ladybird spots or fingers for doubles rap</li> <li>Provide opportunities for children to practise increasingly familiar subitising arrangements, including those which expose '1 more', '1 less', or double arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Enable children to use subitising skills to identify when patterns show the same number but in a different arrangement</li> <li>Provide opportunities for children to subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 e.g. tallies</li> </ul>	<ul style="list-style-type: none"> <li>Provide daily opportunities for children to practise and apply their subitising skills</li> </ul>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten</p> <p>Compare numbers</p> <p>Understand the 'one more than / one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p>	<p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>Cardinality and counting</b>	<ul style="list-style-type: none"> <li>Introduce Ten Town and number block characters 1-3</li> <li>Relate the counting sequence to cardinality – seeing that the last number spoken give the entire number of a set</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Ten Town and number block characters 4, 5 &amp; 0</li> <li>Support children to continue to develop their counting skills</li> <li>Provide opportunities for children to explore the cardinality of 5,</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Ten Town and number block characters 6, 7, 8</li> <li>Provide opportunities for children to continue to develop object counting skills, use a range of strategies to develop accuracy</li> <li>Provide daily opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Ten Town and number block characters 9 &amp; 10</li> <li>Provide daily opportunities for children to consolidate their understanding of cardinality with larger numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Ten Town characters 11 – 15</li> <li>Provide opportunities for children to continue to develop verbal counting to 20 and beyond, including counting from different</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Ten Town characters 16 – 20</li> <li>Provide a range of daily opportunities for children to practise and apply their counting skills</li> <li>Provide daily intervention for children</li> </ul>		



	<ul style="list-style-type: none"> <li>• Provide a wide range of opportunities to develop children's knowledge of the counting sequence, including through rhyme and song</li> <li>• Have a wide range of opportunities for children to develop 1:1 correspondence by coordinating movement and counting</li> <li>• Provide opportunities for children to develop and understanding that anything can be counted</li> <li>• Enable children to explore a range of strategies which support accurate counting</li> </ul>	<p>such as on a dice or fingers on 1 hand</p> <ul style="list-style-type: none"> <li>• Provide daily opportunities for children to verbally count beyond 5</li> <li>• Support children to recognise numerals to 5, relating these to quantities they can subitise and count – e.g. build a class number line together and</li> <li>• provide counting opportunities within daily routines e.g. tidy up time and self-registration</li> </ul>	<p>children to verbally count beyond 10</p> <ul style="list-style-type: none"> <li>• Continue to link counting to cardinality, including using fingers to represent numbers from 5-10</li> <li>• Provide opportunities for children to order numbers, linking cardinal and ordinal representations of number (continue to build a class number line as new numbers are introduced)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to become more familiar with the verbal counting pattern beyond 20, e.g. counting how many children are in class today by referring to self-registration tens frames</li> </ul>	<p>starting numbers</p> <ul style="list-style-type: none"> <li>• Continue to provide daily opportunities for children to develop their confidence and accuracy in both verbal and object counting</li> <li>• Provide daily intervention for children continuing to develop their cardinality and counting skills</li> </ul>	<p>continuing to develop their cardinality and counting skills</p>		
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Support children to see that all numbers can be made of 1's e.g. <math>1+1+1=3</math></li> <li>• Provide opportunities for children to compose their own collections within 3, e.g. bunny ears</li> <li>• Label groups with the correct numeral within</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the concept of wholes and parts by looking at a range of objects e.g. a group of 6 children is made up of 4 children and 2 children</li> <li>• Provide opportunities for children to compose their own collections</li> </ul>	<ul style="list-style-type: none"> <li>• Explain unfair sharing, e.g. this one has 5 but this one has 3, is that fair?</li> <li>• Explore the composition of 'odd' and 'even' numbers looking at the 'shape' of those numbers</li> <li>• Explore the composition of numbers to 8, link this to familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 9 &amp; 10</li> <li>• Plan activities for children to see how larger amounts can be separated, e.g. play 'spill the beans' – use double sided counters and drop them 3 are white, 7 are</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to understand the link between even numbers, halving and doubling</li> <li>• Encourage children to think about real life composition through word problems e.g. if I have 6 apples and eat 2, how many are left?</li> </ul>	<ul style="list-style-type: none"> <li>• Give children the opportunity to recall number bonds to 10 as well as double and half facts</li> <li>• Support children to solve number sentences by using objects</li> <li>• Provide opportunities for children to</li> </ul>		

	<p>the environment, model using the right amount by comparing e.g. this label says 3 but we have 4, what do we need to do?</p>	<p>within 5, e.g. bunny ears</p> <ul style="list-style-type: none"> <li>• Practise recalling 'missing' parts of 5, e.g. hide 2 from a group of 5, for children to understand that 5 is made from 3+2</li> </ul>	<p>patterns including symmetrical</p> <ul style="list-style-type: none"> <li>• Support children to see that numbers to 8 are composed of 5 'and a bit' e.g. tens frames</li> <li>• Model drawing mathematical graphemes</li> </ul>	<p>black, or play skittles – 4 are down, 6 are up</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to share their mathematical graphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing number sentences to demonstrate the composition of numbers to 10</li> </ul>	<p>practise their learnt composition skills</p>		
<p><b>Comparison</b></p>	<ul style="list-style-type: none"> <li>• Support children to understand that sets can be compared according to a range of attributes, including their numerosity</li> <li>• Model using the language of comparison, including more and less or fewer</li> <li>• Provide opportunities and resources for children to sort and compare collections of objects</li> <li>• Vary the object collections, e.g. some with a larger / smaller number of objects, and some with an equal number of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to compare sets using a range of strategies, such as looking, subitising and matching</li> <li>• Model using the language of one more and less</li> <li>• Provide opportunities for children to predict how many there will be if there is one more or less</li> <li>• Support children to focus on the numerosity of a group by having items in a collection of different kinds and sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to compare sets using the language of comparison, and play games which involve comparing sets e.g. grab mats</li> <li>• Encourage children to compare sets, commenting when there is more, less or an equal amount.</li> <li>• Plan activities for children to make 2 unequal groups the same, e.g. 6 apples in one bag and 2 apples in another – can we make them equal?</li> </ul>	<ul style="list-style-type: none"> <li>• Enable children to compare numbers and reason about which is more, e.g. by looking at its number in the counting system</li> <li>• Provide opportunities for children to make arrangements with, e.g. tens frames, encourage them to talk about the different arrangements they can see in a whole</li> <li>• Compare numbers that are far apart, near to and next to each other</li> <li>• Provide opportunities for children to play numbered track games e.g. snakes and ladders</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to compare larger sets of numbers, including matching sets beyond 10</li> <li>• Provide opportunities for children to order sets of objects, linking this to their understanding of the ordinal number system</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of opportunities for children to practise their learnt comparison skills</li> </ul>		

<b>Pattern</b>	<ul style="list-style-type: none"> <li>Model noticing repeating patterns and continuing them, say out loud what the pattern is, e.g. colour, size, shape etc.</li> <li>Model arranging objects in spatial patterns when building, collaging or playing with loose parts</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to continue or create their own variety of patterns</li> <li>Provide opportunities for children to create their own spatial patterns e.g. by creating transient art</li> <li>When making patterns, encourage children to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide high quality continuous provision for children to practise their pattern skills, challenge these skills through questioning and problem solving encouragement</li> </ul>	Select, rotate and manipulate shapes to develop spatial reasoning skills	
<b>Shape and space</b>	<ul style="list-style-type: none"> <li>Model using the language of position and direction during play based interactions</li> <li>Model problem solving when building with construction, e.g. this piece of the track goes the wrong way, I'm going to try a different one</li> <li>Support children to complete jigsaws</li> <li>Model using particular shapes for a reason, e.g. this pointy triangle looks like a roof so I'll put it on top</li> <li>Offer inappropriate shapes to children when building, to further investigate their thinking</li> <li>Model using shape language, e.g. pointed, curved, round, slanted</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to use the language of position and direction</li> <li>Support children to solve problems when building, challenge more experienced builders to make bridges and enclosures</li> <li>Encourage children to complete jigsaws with more independence</li> <li>Encourage children to choose appropriate shapes when building</li> <li>Model using shape language for children to guess the shape e.g. play what's in the bag</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide high quality continuous provision for children to practise their shape and space skills, challenge these skills through questioning and problem solving encouragement</li> </ul>	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can  Continue, copy and create repeating patterns  Compare length, weight and capacity	
<b>Measure</b>	<ul style="list-style-type: none"> <li>Model comparing lengths and distances during play, e.g. that one is taller / further away</li> <li>Provide opportunities for children to participate in seesaw and balance scale play</li> <li>Model using language of time e.g. before, soon, after, later</li> </ul>	<ul style="list-style-type: none"> <li>Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language.</li> <li>Teach children how to use non-standard units to measure e.g. you are 10 blocks tall, but Miss is 20 blocks tall</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide high quality continuous provision for children to practise their measurement skills, challenge these skills through questioning and problem solving encouragement</li> </ul>		
<b>Key Vocabulary</b>	<b>Number</b> - Subitise, count, total, final, same, different, more, less, bigger, smaller, whole, part, match, compare <b>SSM</b> – tall, short, big, small, empty, full, heavy, light, pattern	<b>Number</b> - Structured, random, double, half, one more, one less, tens frame, odd, even, equal <b>SSM</b> – side, corner, edge, vertices, face	<b>Number</b> - Count on, count back, add, plus, takeaway, subtract, minus, total <b>SSM</b> - problem solve		
<b>Additional experiences</b>	<a href="https://www.learningtrajectories.org/math/learning-trajectories">https://www.learningtrajectories.org/math/learning-trajectories</a>  <a href="https://tentown.co.uk/">https://tentown.co.uk/</a>  <a href="https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/</a>	<a href="https://www.learningtrajectories.org/math/learning-trajectories">https://www.learningtrajectories.org/math/learning-trajectories</a>  <a href="https://tentown.co.uk/">https://tentown.co.uk/</a>  <a href="https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/</a>	<a href="https://www.learningtrajectories.org/math/learning-trajectories">https://www.learningtrajectories.org/math/learning-trajectories</a>		

## Reception – The World

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	End of Reception goal	Early Learning Goals
<b>History</b>	<ul style="list-style-type: none"> <li>Model talking about your own family, give children time to comment and ask questions</li> <li>Encourage children to share pictures and talk about their own families</li> <li>Show children there are different types of families in books</li> </ul>	<ul style="list-style-type: none"> <li>Talk about people who the children might have come across in their community, e.g. delivery / shop staff, hairdressers, doctors</li> <li>Provide opportunities for children to talk and learn about people in their community</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to talk about people in their community, e.g. when it links to shared stories, role play or small world games</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to talk about people in their community, e.g. when it links to shared stories, role play or small world games</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to talk about people in their community, e.g. when it links to shared stories, role play or small world games</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to talk about people in their community, e.g. when it links to shared stories, role play or small world games</li> </ul>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p><b>Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what had been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b></p>
	<ul style="list-style-type: none"> <li>Draw out themes from stories, such as bravery and kindness, and talk about children's experiences with these themes</li> </ul>	<ul style="list-style-type: none"> <li>Look for opportunities to observe children talking about experiences that are familiar to them, and how they may have differed in the past</li> <li>Show children pictures of school from the past,</li> </ul>	<ul style="list-style-type: none"> <li>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences</li> </ul>				<ul style="list-style-type: none"> <li>Provide opportunities for children to talk about how they have changed over time, e.g. reflective discussion about Reception</li> </ul>	
<b>Geography</b>			<ul style="list-style-type: none"> <li>Provide opportunities for children to draw simple maps – treasure hunt in classroom</li> </ul>		<ul style="list-style-type: none"> <li>Provide opportunities for children to draw maps, model including more detail – e.g. Gruffalo trail</li> </ul>		<p>Draw information from a simple map</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use images, video clips and other resources to bring the wider world into the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Compare different habitats using relevant, specific vocabulary – local area and Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>Compare different habitats using relevant, specific vocabulary – local forest and rainforest</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		

<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Weave opportunities for children to talk about different religious and cultural practises – throughout year</li> <li>• Help children to build a rich bank of vocabulary to describe their lives, and the lives of others – throughout year</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to develop an understanding that different people can have different beliefs</li> <li>• Show pictures of schools in other cultures, explain how children’s lives are different all around the world e.g. how they travel to school or how they eat</li> </ul>		<ul style="list-style-type: none"> <li>• Name and explain the purpose of places of worship, drawing on their own experience where possible</li> <li>• Take children to local places of worship, encourage them to talk about their own experiences</li> </ul>			<p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons changing and states of matter.</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to describe people who are familiar to them</li> <li>• Support children to learn about how to take care of themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Provide carefully planned and high quality continuous provision for children to explore how to change how things work, including a variety of construction materials as well as access to sand and water play</li> <li>• Plan opportunities for children to listen to and make sounds e.g. provide instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to explore a range of materials, and make objects from them</li> <li>• Explore how the wind can move objects</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe different habitats, and the animals that live within them: Antarctic</li> <li>• Observe and record how materials change: when heated and cooled, or over time and in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe different habitats, and the animals that live within them: forest</li> <li>• Explore plants and animals in natural contrasting environments</li> <li>• Support children to learn about the solar system, stars and space travel</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to explore plants in the surrounding natural environment</li> <li>• Encourage children to explore animals in surrounding natural areas</li> </ul>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise that some environments are different from the one in which they live</p>	
	<ul style="list-style-type: none"> <li>• Play and explore outside in all seasons – throughout year</li> <li>• Model using appropriate vocabulary, talk about what you notice outside</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for children to observe seasonal changes – Autumn walk</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for children to observe seasonal changes – Winter walk</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for children to observe seasonal changes – Spring walk</li> </ul>		<ul style="list-style-type: none"> <li>• Create opportunities for children to observe seasonal changes – Summer walk</li> </ul>	<p>Understand the effect of changing seasons on the natural world around them</p>	

<b>Key Vocabulary</b>	Divali, family, mum, dad, sister, brother	Divali, Chirstmas, seasons, autumn	Materials, hard, rough, smooth, heavy, light, floating, sinking, winter, map	Easter, Ramadan, spring	Eid, forest, rainforest, tropical, space, earth, planets	Summer		
<b>Additional experiences</b>	Ask families to provide photos Read 'The Family Book'	Invite parent volunteers in to talk about their jobs and celebrations Jobs role play <b>SDG</b> – good health and wellbeing	Dinosaur in the classroom – FX Guru, Dig for dinosaur bones, Compare ships, junk model ship, move ship with wind, sinking and floating experiments	Chicks, local walk to see different religious buildings/church visit? Egg animal research project Science week, 'eggsperiment'	Learn about deforestation <b>SDG</b> – no hunger	Digging and planting, trips to the park		

## Reception – Expressive Arts & Design

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	End of Reception goal	Early Learning Goals
<b>Art &amp; DT</b>	<ul style="list-style-type: none"> <li>Provide high quality continuous provision for children to explore a variety of resources, including paper, paint, scrap material, scissors, tape, glue, collage and colours</li> <li>Teach children how to access this provision to express their ideas safely</li> </ul>	<ul style="list-style-type: none"> <li>Teach children to develop their colour mixing skills to match what they see</li> <li>Teach children different techniques for joining materials</li> <li>Respect children's choices, support them through the process of reaching their end goal when creating art</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage children to work collaboratively, e.g. when building with construction during play</li> <li>Model using a variety of techniques used for different artistic activities, e.g. mask making, painting, collage and printing</li> </ul>	<ul style="list-style-type: none"> <li>Support children to develop their drawing skills by providing opportunities to create observational pictures</li> <li>Plan opportunities for children to return to previous work and develop it further</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new skills and techniques based on your observation and knowledge of children's interests and skills</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new skills and techniques based on your observation and knowledge of children's interests and skills</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>Introduce new songs gradually, repeat them regularly, Sing slowly so that children can listen to the words and melody</li> <li>Notice and encourage children to keep a steady beat while joining in or creating their own music with instruments</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to listen attentively to music, discuss patterns and changes</li> <li>Offer opportunities for children to go and see a live performance - Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>Revisit known songs, practise experimenting with them e.g. faster, slower, quieter and louder</li> <li>Encourage children to replicate choreographed dance moves, such as pop songs and traditional dances</li> </ul>	<ul style="list-style-type: none"> <li>Give children a new insight into musical worlds. Introduce them to different kinds of music from across the globe</li> <li>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt</li> </ul>	<ul style="list-style-type: none"> <li>Provide an inviting selection of music and dance opportunities through planned activities linked to Key texts, as well as within continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>Provide an inviting selection of music and dance opportunities through planned activities linked to Key texts, as well as within continuous provision</li> </ul>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

<b>Role Play</b>	<ul style="list-style-type: none"> <li>Provide a range of props for children to use during pretend play, such as open ended fabrics, familiar character costumes and</li> </ul>	<ul style="list-style-type: none"> <li>Enhance / change props provided, following children's interests.</li> <li>Ensure that role play resources available reflect the children's experiences</li> </ul>	<ul style="list-style-type: none"> <li>Help children who find it difficult to join in with pretend play, stay next to them, model joining in and comment on the play</li> </ul>	<ul style="list-style-type: none"> <li>Support children in deciding which role they want to play and to learn how to negotiate, be patient and solve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide role play opportunities that reflect the children's interests, and will enable them to practise using newly learnt vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to create their own props to use within their role play games</li> </ul>	Develop storylines in their pretend play	
<b>Key Vocabulary</b>	Scissors, paint, glue, tape, collage, junk, painting, drawing, model, mix, song		Fast, slow, quiet, loud, music, dance, move, collaborate					
<b>Additional experiences</b>	Experience the music, owl collage, self-portrait, paintings, simple home corner role play	Experience the music, home corner role play with further enhancements, pantomime	Experience the music, ship junk model, pirate ship role play	Weekly art session 'Austin's butterfly' penguin, ice palace role play	Weekly art session, forest and jungle role play	Weekly art session, school role play		