

# **Athersley North Primary School EYFS Knowledge and Skills Progression**

**Intent:** At Athersley North Primary School we want our children to be confident individuals and begin a lifelong love of learning. Our Early Years curriculum is designed to provide children with a range of rich, exciting, first-hand experiences. Our curriculum allows children to gain the basic skills, knowledge and understanding, as they start out their educational journey supporting them to progress from their individual starting points and preparing them for the next stage of their education. Through the carefully planned provision, we offer language rich opportunities to ensure children can communicate confidently, accurately and fluently. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values cultures, communities and people. We work in close partnership with parents and carers to encourage happy, independent learners who thrive in school with high aspirations to reach their full potential. We develop a strong sense of belonging within our school and local community.

## **Implementation:**

Throughout EYFS at Athersley North Primary School we follow the Early Years Statutory Framework and Development matters as children work towards achieving a Good Level of Development by the end of the Foundation Stage. The Characteristics of Effective Learning underpin our provision, curriculum design and structure of our day. There are many opportunities for children to initiate their own play based learning independently, with peers and adults. We encourage high quality adult interactions to facilitate learning opportunities within the provision both indoors and outdoors. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. Our learning environments both inside and outside are adapted regularly to meet the needs of all our children. We ensure the areas are stimulating, exciting and are accessible to all children to allow them to access the curriculum independently, confidently and with the appropriate level of challenge. We weave our language opportunities throughout our provision, which can be visible through the environment but also through the high quality adult and peer interactions within the provision. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We ensure all our children keep up and not catch up and offer specific same day interventions. We ensure parents and carers feel supported and welcomed into our setting.

## **Impact:**

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children are confident, enthusiastic and happy learners. They enjoy coming to school and have aspirations to achieve the very best they can. Children are ready for the next stage of their development and ready for the next stage of their journey in their education. Our children rise to a challenge and take pride in their achievements and success. They show great respect for each other, our school and wider community.

|                 |                          | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  | Early Learning Goals. |
|-----------------|--------------------------|---|---|--|--|---|---|-----------------------|
| <b>Literacy</b> | <b>Nursery Skills</b>    | <p>To be able to mark make and identify their marks. <b>(Au1)</b></p> <p>To recognise familiar logos and labels within the environment. <b>(Au1)</b></p> <p>Listening to and identifying sounds in the environments. <b>(Au1)</b></p>   | <p>To find and identify familiar letters, e.g. letters in their names. <b>(Au2)</b></p> <p>To talk about and retell a range of familiar stories. <b>(Au2)</b></p> <p>To begin to explore initial sounds in familiar words. <b>(Au2)</b></p>   | <p>To begin to attempt writing familiar letters, e.g letters in their name. <b>(Sp1)</b></p> <p>Adults will consistently model correct formation. <b>(Sp1)</b></p> <p>To find and identify familiar letters, e.g. letters in their names. <b>(Sp1)</b></p> <p>To talk about and retell a range of familiar stories. <b>(Sp1)</b></p> | <p>To be able to mark make and give meaning to their marks. <b>(Sp2)</b></p> <p>To identify the pictures linked to RWI sound. <b>(Sp2)</b></p> <p>To begin to form some letters correctly, e.g. letters in their name. <b>(Sp2)</b></p>  | <p>To identify the pictures linked to RWI sound. <b>(Su1)</b></p> <p>Children will begin to identify some sounds during oral blending games. <b>(Su1)</b></p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. <b>(Su1)</b></p>  | <p>Lots of Fred games focussing on oral blending. <b>(Su2)</b></p> <p>Children are able to identify initial sounds and blend familiar CVC words. <b>(Su2)</b></p> <p>Make predictions about a story using the relevant vocabulary with independence. <b>(Su2)</b></p> <p>To mark make for a purpose and be able to talk about the marks. <b>(Su2)</b></p> |                       |
|                 | <b>Nursery Knowledge</b> | <p>To know that text can be used as a form of identification. <b>(Au1)</b></p> <p>To know that text has a meaning. <b>(Au1)</b></p> <p>To know that text is read from left to right and top to bottom in English. <b>(Au1)</b></p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages <b>(Au1)</b></p> <p>To learn a range of Nursery Rhymes. <b>(Au1)</b></p> | <p>To know that letters are used to make up words. <b>(Au2)</b></p> <p>To know that each letter makes a sound – focussing on sounds in their names. <b>(Au2)</b></p> <p>To learn that stories have a sequence; beginning, middle and end. <b>(Au2)</b></p> <p>To know that text is read from left to right and top to bottom in English. <b>(Au2)</b></p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages <b>(Au2)</b></p> <p>To begin to acknowledge initial</p> | <p>To know that each letter makes a sound – focussing on sounds in their names. <b>(Sp1)</b></p> <p>To join in with repetition within stories and rhymes. <b>(Sp1)</b></p> <p>To be able to talk about different parts of the story. <b>(Sp1)</b></p> <p>To be able to clap and count syllables in a word. <b>(SP1)</b></p>          | <p>To be able to talk about their marks with confidence. <b>(Sp2)</b></p> <p>To talk about the sounds they have identified from the RWI program. <b>(Sp2)</b></p> <p>To join in with repetition within stories. <b>(Sp2)</b></p> <p>To be able to talk about different parts of the story. <b>(Sp2)</b></p> <p>To spot rhymes <b>(SP1)</b></p> | <p>To know that blending sounds makes words. <b>(Su1)</b></p> <p>To identify the pictures with corresponding. <b>(Su1)</b></p> <p>To join in with repetition within stories. <b>(Su1)</b></p> <p>To be able to talk about different parts of the story. <b>(Su1)</b></p> <p>To use some of their print knowledge in early writing (writing a shopping list, m for mummy) <b>(Su1)</b></p> | <p>To identify CVC words orally. <b>(Su2)</b></p> <p>To be able to segment sounds in CVC words. <b>(Su2)</b></p> <p>To know that letters make sounds. <b>(Su2)</b></p> <p>To join in with repetition within stories. <b>(Su2)</b></p> <p>To engage in extended conversations about stories. <b>(Su2)</b></p>  |                       |

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|  |  |   | sounds and their relevance in the environment<br><b>(Au2)</b>   |   |   |   |   |   |
|  | <b>Nursery – RWI (links to music and reading).</b> | Tuning into sounds (auditory discrimination).<br>Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmmountain) – looking at both real and cartoon images that represent initial sounds. |   | Listening to and remembering sounds.<br>Introducing two sounds a week from Set 1 – Speed sound lessons.<br>Fred talk – verbally segmenting and blending.  |   | Continue to introduce two sounds a week.<br>Introduce writing sounds.<br>Fred talk – physical cards available.<br>HA – Introduce one sound per day and introduce 1.1 green words.   |   |   |
|  | <b>Reception Skills</b>                            | Listening to and hearing initial sounds in familiar words. <b>(Au1)</b><br><br>To read individual letters by saying the sounds for them <b>(Au1)</b><br><br>Listens to familiar stories and able to recall some facts. <b>(Au1)</b>                           | Listening to and hearing sounds in CVC words. <b>(Au2)</b><br><br>To identify sounds on a sound mat and to use this when writing. <b>(Au2)</b><br><br>Listens to familiar stories and able to recall facts. <b>(Au2)</b>                          | To begin to read simple phrases and sentences made up of words with known letter-sound correspondence. <b>(Sp1)</b><br><br>To think of and write a short, simple sentence. <b>(Sp1)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp1)</b><br><br>Identifying sounds on a sound mat. <b>(Sp1)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp1)</b> | To think of and write a short, simple sentence. <b>(Sp2)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp2)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Sp2)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp2)</b><br><br>To begin to recognise familiar authors (SP2) | To think of and write a short, simple sentence. <b>(Su1)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Su1)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su1)</b><br><br>Checking written work and making any changes where necessary. <b>(Su1)</b><br><br>Listens to stories and is beginning to anticipate what may happen next. <b>(Su1)</b> | To think of and write a short, simple sentence. <b>(Su2)</b><br><br>Listening to and hearing sounds in CVC and CVCC words. <b>(Su2)</b><br><br>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su2)</b><br><br>Checking written work and making any changes where necessary. <b>(Su2)</b> | <b>Comprehension</b><br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>*Anticipate – where appropriate – key events in stories.<br><br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play<br><br><b>Word Reading.</b><br>*Say a sound for each letter in the alphabet and at least 10 digraphs.<br><br>*Read words consistent with their phonic knowledge by sound-blending.<br><br>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br><br><b>Writing.</b> |
|  | <b>Reception Knowledge</b>                         | Knowing that words can be written. <b>(Au1)</b><br><br>Knowing the sounds that the taught letters make. <b>(Au1)</b><br><br>Knowing what the taught letters looks like. <b>(Au1)</b><br><br>Knowing how to write the taught letters. <b>(Au1)</b>             | Knowing that words can be written. <b>(Au2)</b><br><br>Knowing the sounds that the taught letters make. <b>(Au2)</b><br><br>Knowing what the taught letters looks like. <b>(Au2)</b><br><br>Knowing how to write the taught letters. <b>(Au2)</b> | Knowing that words can be written. <b>(Sp1)</b><br><br>Knowing the sounds that the taught letters make. <b>(Sp1)</b><br><br>Knowing what the taught letters looks like. <b>(Sp1)</b><br><br>Knowing how to write the taught letters. <b>(Sp1)</b><br><br>Recognising taught HFW in text. <b>(Sp1)</b>   | Knowing the sounds that the taught phonemes make. <b>(Sp2)</b><br><br>Knowing what the taught phonemes look like. <b>(Sp2)</b><br><br>Knowing how to write the taught letters. Recognising taught HFW in text. <b>(Sp2)</b>   | Knowing the sounds that the taught phonemes make. <b>(Su1)</b><br><br>Knowing what the taught phonemes look like. <b>(Su1)</b><br><br>Knowing how to write the taught letters. <b>(Su1)</b><br><br>Recognising taught HFW in text. <b>(Su1)</b>   | Knowing the sounds that the taught phonemes make. <b>(Su2)</b><br><br>Knowing what the taught phonemes look like. <b>(Su2)</b><br><br>Knowing how to write the taught letters. <b>(Su2)</b><br><br>Recognising taught HFW in text.  |   |

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|       |  | Knows how to sequence familiar stories. <b>(Au1)</b>  | Recognising taught HFW in text. <b>(Au2)</b><br><br>Knows how to sequence familiar stories. <b>(Au2)</b>   | Knows how to spell some familiar words. <b>(Sp1)</b><br><br>Know how to use finger spaces <b>(Sp1)</b>   | To know that a sentence starts with a capital letter and ends with a full stop. <b>(Sp2)</b><br><br>Knows how to spell some familiar words. <b>(Sp2)</b> | To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su1)</b><br><br>Knowing that sentences can be extended by using a connective. <b>(Su1)</b><br><br>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su1)</b><br><br>Knows how to spell some familiar words. <b>(Su1)</b> | <b>(Su2)</b><br><br>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su2)</b><br><br>Knowing that sentences can be extended by using a connective. <b>(Su2)</b><br><br>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su2)</b> | Write recognisable letters, most of which are correctly formed.<br><br>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br><br>*Write simple phrases and sentences that can be read by others. |
|       | Stories by the same author   | Oliver Jeffers<br>Jill Murphy<br>Julia Donaldson<br>Eric Carle  |  |  |  |   |   |  |
| Maths | Nursery Shape of the week, Number of the week and core number rhymes | Circle<br>Square<br>Triangle<br><br>1,2,3<br>Numicon, fingers 5 frame, dice<br>Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys  | Circle<br>Square<br>Triangle<br>Rectangle<br>1,2,3,4,5<br><br>Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys. Ten green bottles   | Circle<br>Square<br>Triangle<br>Rectangle<br>Hexagon<br>1,2,3,4,5<br><br>Number rhymes –fish alive, currant buns, 5 flying men, 5 little monkeys, ten green bottles  |  |   |   |  |
|       | Nursery Areas of learning covered.                                   | <u>Autumn 1</u><br>Sorting (Same not same)<br>Matching<br>Colours<br>Same and different<br>Recite numbers to 5<br>Begin to use today/yesterday and tomorrow<br>To talk about and explore 2D shapes using relevant mathematical vocabulary such as flat, sides, round, straight, corners<br><u>Autumn2</u><br>Counting 1 and recognising recognising.<br>Move 1 object, Select 1, show me 1, give teddy 1<br>Counting recognising 2 repeat as 1<br>Counting to 3<br>SSM Compare using big little small<br>Odd one out related to size<br>Positional language | <u>Spring 1</u><br>Review 1,2,3<br>How many in a set 1,2,3<br>Give me 1,2,3<br>Subitise 1,2,3 number patterns<br>Number 4 and 5 counting reciting<br>Explore pattern and continue a pattern, explore patterns with actions<br>Making arrangements of objects<br><u>Spring 2.</u><br><br>How many in a set up to 5<br>Give me 1-5<br>Subitise up to 5<br>Realise that not only objects can be counted<br>More fewer/less<br>Number rhymes how many left up to 5<br>Capacity empty full pour tip | <u>Summer 1</u><br>Use same and different when comparing two objects e.g dice, dominoes etc<br>Begin to use full sentences when comparing sets<br>Number patterns<br>Select shapes, talk about shape, use shape in tasks<br>Select numerals 1-5 Numicon<br>Tall short – size<br>Weight and capacity<br><u>Summer 2</u><br>Remembering an order of when things happen<br>Ordering numbers to 5<br>Counting irregular arrangements up to 5<br>Count backwards from 5<br>Bigger and smaller to compare numbers<br>Heavy light |  |   |   |  |

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|  |                              | Talk about simple patters ABAB  |   |  | Separate a group of 5 objects in different ways and recognise the total is still the same   |  |  |  |
|  | Maths Concpets               | <b>Cardinal:</b> The number that identifies how many there are in a set.<br><b>Numeral:</b> The written symbol for a number 1,2,3<br><b>Subitise:</b> Instantly recognise a small quantity without having to count how many there are<br><b>More and fewer; more than and fewer than:</b> Used when talking about an amount of objects<br><b>More and less; more than and less than:</b> Used when talking about a number |   |  |   |  |  |  |
|  | Nursery Key Representati ons | Fingers, Real life objects, Number blocks, Numicon, Five frames, cubes, numeral cards, drawings/jottings, Numicon   |   |  |   |  |  |  |
|  | Nursery Skills               | <p>To use the language of same and not same when comparing objects<br/><b>(Au1)</b></p> <p>To match colours and know the colour names<br/><b>(Au1)</b></p> <p>To talk about what happened today, yesterday and tomorrow<br/><b>(Au1)</b></p> <p>To show an understanding of reciting numbers up to 5<br/><b>(Au1)</b></p>   | <p>To show an understanding of 1:1 counting up to 3<br/><b>(Au2)</b></p> <p>Knowing that the last number you count represents to total number of objects<br/><b>(Au2)</b></p> <p>To match number of objects and numeral<br/><b>(Au1)</b></p> <p>To talk about objects in relation to their size e.g. big, little, small)<br/><b>(Au2)</b></p> <p>To begin to show an awareness of positional language such as under, on top of, behind, over.<br/><b>(Au2)</b></p> <p>To recognise and make a simple pattern ABAB using actions, colours<br/><b>(Au2)</b></p> | <p>To begin to form numbers 1,2,3 and to experiment with mathematical mark making<br/><b>(Sp1)</b></p> <p>To count out a group of objects up to 5<br/><b>(Sp1)</b></p> <p>To match number of objects to numeral up to 5<br/><b>(Sp1)</b></p> <p>To continue a pattern using actions, colours, size, shape<br/><b>(Sp1)</b></p> | <p>To show an understanding of 1:1 counting up to 5<br/><b>(Sp2)</b></p> <p>To match number of objects to numeral up to 5<br/><b>(Sp2)</b></p> <p>To begin to form numbers 1,2,3,4,5 and to experiment with mathematical mark making<br/><b>(Sp2)</b></p> <p>To talk about and compare containers empty, full, half full.<br/><b>(Sp2)</b></p> <p>To identify, compare and describe groups of objects<br/><b>(Sp2)</b></p> <p>To talk about patterns using a range of objects and resources<br/><b>(Sp2)</b></p> <p>To recite numbers up to 10<br/><b>(Sp2)</b></p> | <p>To develop a fast recognition of numbers to at least 5<br/><b>(Su1)</b></p> <p>To select shapes appropriately in play, combining them to make models and enclosures<br/><b>(Su1)</b></p> <p>To begin to make sensible comparisons between objects relating to sie, length, weight and capacity<br/><b>(Su1)</b></p> <p>Problem solve with numbers up to 5<br/><b>(Su1)</b></p> <p>To compare numbers<br/><b>(Su1)</b></p> | <p>To develop a fast recognition of numbers to at least 5<br/><b>(Su2)</b></p> <p>To describe a sequence of events<br/><b>(Su2)</b></p> <p>To recall simple facts about a journey<br/><b>(Su2)</b></p> <p>To confidently count, write and match objects to at least 5<br/><b>(Su2)</b></p> <p>To confidently recite numbers to 10<br/><b>(Su2)</b></p> <p>To count, order and recognise numbers to at least 5<br/><b>(Su2)</b></p> |  |

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|  | <b>Nursery Knowledge</b>  | <p>Sing a range of number songs and rhymes<br/><b>(Au1)</b></p> <p>To say number names in order to 5<br/><b>(Au1)</b></p> <p>To know that time can be measured in using days<br/><b>(Au1)</b></p> <p>To show an awareness of shapes in the environment<br/><b>(Au1)</b></p> | <p>To know that objects can be represented by a number (1-3 possibly beyond)<br/><b>(Au1)</b></p> <p>Sing a range of number songs<br/><b>(Au2)</b></p> <p>Through play, begin to use positional language<br/><b>(Au2)</b></p> <p>To look for patterns within the environment<br/><b>(Au2)</b></p> <p>To know which is the odd one out by looking at size<br/><b>(Au2)</b></p> | <p>To subitise to 3<br/><b>(Sp1)</b></p> <p>To create and repeat simple patterns<br/><b>(Sp1)</b></p> <p>To know each object should only be counted once<br/><b>(Sp1)</b></p>  | <p>To subitise to 5<br/><b>(Sp2)</b></p> <p>To sing a range of number songs<br/><b>(Sp2)</b></p> <p>To know that objects can be represented by a number (at least 1-5)<br/><b>(Sp2)</b></p> <p>To use the language more, less to compare amounts<br/><b>(Sp2)</b></p> | <p>To use vocabulary related to length, weight and capacity<br/><b>(Su1)</b></p> <p>To know that numbers can be ordered<br/><b>(Su1)</b></p> <p>To know that some shapes are more appropriate than others when building<br/><b>(Su1)</b></p> <p>To name and describe 2D and 3D shapes<br/><b>(Su1)</b></p>   | <p>Remember the order in which things happen.<br/><b>(Su2)</b></p> <p>To remember different aspects of a journey e.g I walked over a bridge to get to school<br/><b>(Su2)</b></p> <p>To be able to say number names forwards and backwards<br/>(Su1)</p> |  |
|  | <b>Nursery Key Vocab</b>  | Notice, Match, Same, set Colour Yesterday, Today Tomorrow, shape  | Notice, Same, set Behind, On top of Under, Over Big/large, Little/Small Pattern, Match Count, number, count, recognise  | Notice, Pattern Count, Continue Next, subitise, number, numeral, represent, how many, count,   | Notice, Pattern Count, Continue Next, number, numeral, represent, how many, count, match empty, full, container   | Shape, edge, round, flat, sides, face, corner(Staff to model) Shorter, taller, heavy, light, smaller, larger, empty, full,   | Number, forwards, backwards,bigger , smaller, over, under, o top of of, behind, First, then, next  |  |
|  | <b>Reception number of the week, shape of the week, Place Value Chart, Core number rhymes</b> | <p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school.<br/>1,2,3,4,5</p> <p>Circle, square, triangle, rectangle<br/>Cube, pyramid, cuboid</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs</p>  |   | <p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school.<br/>Numbers to 10</p> <p>Circle, square, triangle, rectangle<br/>Cube, pyramid, cuboid, cylinder</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs, Ten green bottles, 10 in a bed</p> |   | <p>PV Chart daily – How many days have we been in school? Bundle every 10. Celebrate 100 days in school.<br/>Numbers to 20</p> <p>Circle, square, triangle, rectangle, hexagon<br/>Cube, pyramid, cuboid, cylinder</p> <p>5 fat sausages, 5 currant buns, Fish alive, 5 little speckled frogs, Ten green bottles, Farmer Pete song, doubling machine</p> |  |  |
|  | <b>Reception Areas of learning covered.</b>   | <p><u>Autumn 1</u><br/>Baseline assessment<br/>Numbers to 5<br/>Sorting<br/>Measure</p> <p><u>Autumn2</u><br/>Comparing groups<br/>Numbers within 5<br/>Time</p>  |   | <p><u>Spring 1</u><br/>Numbers to 5<br/>Numbers to 10</p> <p><u>Spring 2.</u><br/>Addition to 10<br/>Geometry<br/>Length<br/>Height<br/>Time</p>   |   | <p><u>Summer 1</u><br/>Geometry<br/>Addition and subtraction<br/>Number and place value</p> <p><u>Summer 2</u><br/>Multiplication and division<br/>Measurement – length and capacity<br/>Making and using maps</p>   |  |  |



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|  |                           | Positional language<br>Shape  | Capacity  |   |  |  |   |  |
|  | Reception Maths concepts  | <b>Cardinal:</b> The number that identifies how many there are in a set.<br><b>Numeral:</b> The written symbol for a number 1,2,3<br><b>Subitise:</b> Instantly recognise a small quantity without having to count how many there are<br><b>More and fewer; more than and fewer than:</b> Used when talking about an amount of objects<br><b>More and less; more than and less than:</b> Used when talking about a number |   |   |  |  |   |  |
|  | Reception Representations | Fingers, Real life objects, Number blocks, Numicon, Five frames, ten frames, cubes, numeral cards, drawings/jottings, Numicon, diennes, dominoes, double sided counters, bead strings, part whole model, number line  |   |   |  |  |   |  |
|  | Reception Skills          | <b>Autumn 1</b><br>Explore the composition of numbers within 10 (Au1)<br><br>To represent 1,2,3 in different ways (Au1)<br><br>To compare quantities (Au1)<br><br>To sort objects into different groups based on colour, shape, and size (Au1)<br><br>To begin to compare capacity, size and weight. (Au1)<br><br>Copy and create patterns with a simple rule e.g. abab (Au1)   | <b>Autumn 2</b><br>Comparing quantities of non-identical objects<br><br>To use positional language to describe shapes (Au2)<br>To find one more and one less than within numbers to 5 (Au2)<br><br>To represent numbers up to 5 (Au2)<br><br>To talk about the order of events in a day (Au2)<br><br>To describe similarities and differences between shapes with 4 sides (Au2) | <b>Spring 1</b><br><br>To begin to explore number bonds to 5<br><br>To subitise within 5<br><br>To represent 6 up to 10 in different ways<br><br>To order numbers to 10<br><br>To compare groups up to 10<br><br>To find one more and one less than numbers within 10 | <b>Spring 2</b><br>To Combine two groups to find the whole<br><br>To subitise within 10<br>To begin to explore number bonds to 10<br>To use a part whole model with numbers to 10<br><br>To use non-standard units to measure length and height, weight and capacity<br><br>To begin measuring units of time<br><br>To read simple addition and subtraction statements | <b>Summer 1</b><br>To make a simple pattern<br><br>To explore more complex patterns<br><br>To be able to count, order and recognise numbers to 20<br><br>To solve addition and subtraction problems using a number line. | <b>Summer 2</b><br>To recognise number patterns such as odd and even numbers<br><br>To solve problems involving doubling and halving<br><br>To solve problems involving length and capacity<br><br>To make, use and follow a simple map | <b>Number</b><br><br>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.<br><br>*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.<br><b>Numerical Patterns.</b><br>*Verbally count beyond 20, recognising the pattern of the counting system.<br><br>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
|  | Reception Knowledge       | To select objects to represent 1,2,3 (Au1)<br><br>To know how to form numbers 1,2,3 (Au1)   | To know the names of 2D shapes (Au2)<br><br>To use language over, under, round, through, on top of, next to (Au2)   | To know how to use a number line or manipulatives to find number bonds to 5<br><br>To use manipulatives to compose 5 in different ways  | To remember number bonds to 5 and recall with increasing speed<br><br>To select materials to compose numbers to 10 in different ways   | To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line<br><br>To know that more means to number is  | To know that equal pairs make an even set.<br><br>To identify the odd one out.<br><br>To know how to write numbers to 10 and beyond   | <br><br>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and  |

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|  |                            | <p>To know that objects can be the same or different (Au1)</p> <p>To know that the last number counted represents the number in a set (Au1)</p> <p>To use the vocabulary little, small, big, large, shorter, taller, longer, full, empty to compare objects. (Au1)</p> <p>To select objects to create a simple pattern (household objects, colours, fruit, natural objects) (Au1)</p> | <p>To know how to count 1:1 up to 5 objects (Au2)</p> <p>To know that the last number counted is the number in a set (Au2)</p> <p>To know how to use a 5 frame to represent numbers to 10 (Au2)</p> <p>To know how to count forwards and backwards within 5 (Au2)</p> <p>To know numbers can get bigger or smaller (Au2)</p> <p>To remember key events in a day using language day, night, morning, afternoon, before, today, tomorrow, after (Au2)</p> <p>To spot and build own shapes with 4 sides in the environment looking for different sizes and orientations. (Au2)</p> | <p>To recall and identify numbers to 10 speedily</p> <p>To remember the order of numbers to 10.</p> <p>To know that less means a group gets smaller and more means a group gets bigger</p> | <p>To know that addition involves combining two or more groups of objects</p> <p>To know that subtraction involves removing an object from a group</p> | <p>getting bigger and less means it is getting smaller</p> <p>To select tangrams to create different shape orientations</p> <p>To know how to match shapes using pattern blocks</p> | <p>To know and recall doubles and halves of numbers within at least 10</p> <p>To know some standard measures for length and capacity (using a ruler and ml)</p> <p>To remember directions</p> <p>To use positional language</p> <p>To know how to use space on a page</p> | <p>how quantities can be distributed equally.</p> |
|  | <b>Reception Key Vocab</b> | <p>Count, represent, number, set, same, different, little, small, big, large, longer, shorter, empty, full</p>  | <p>Over, under, round, through, on top of, under, round, set, count all, represent, bigger, smaller, day, night, morning, afternoon, evening, today, tomorrow, after, forwards, backwards</p>   | <p>Number bond, order, smaller, bigger, recall, speedily, set, numicon, number line, counters, forwards, backwards, subitise</p>   | <p>Number bonds, groups, set, object, remove, take away, smaller, recall, speedily, addition, subtraction</p>  | <p>Number line, forwards, backwards, add, subtract, shape, tangram, different, same, pattern, match, describe</p>   | <p>Equal, set, odd, even, ruler, cm, ml, jug, container, length, longer, shorter, map, under, over, around, through, on top of, next to, space</p>  |   |



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| Physical Development | Nursery Skills    | <p>To take care of toileting needs independently. <b>(Au1)</b></p> <p>To begin to show a preference for a dominant hand. <b>(Au1)</b></p> <p>To climb apparatus safely. <b>(Au1)</b></p> <p>To begin to show awareness of moving equipment safely with peers. <b>(Au1)</b></p> | <p>To take care of toileting needs independently. <b>(Au2)</b></p> <p>To independently put on their coats, with some support for the zipper and buttons. <b>(Au2)</b></p> <p>To copy dance moves and to move to different kinds of rhythms. <b>(Au2)</b></p> <p>To use mark making resources with increasing independence. <b>(Au2)</b></p> <p>To look at books independently whilst turning pages one at a time. <b>(Au2)</b></p> | <p>To take care of toileting needs independently. <b>(Sp1)</b></p> <p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. <b>(Sp1)</b></p> <p>To mark make in sensory trays and also copy different patterns. <b>(Sp1)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Sp1)</b></p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. <b>(Sp1)</b></p> <p>To hold jugs and containers confidently and pour from one container into another. <b>(Sp1)</b></p> <p>To show awareness of healthy food choices and impact on our body. <b>(Sp1)</b></p> | <p>To take care of toileting needs independently. <b>(Sp2)</b></p> <p>To hold the pencil correctly using a tripod grip. <b>(Sp2)</b></p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. <b>(Sp2)</b></p> <p>To look at books independently whilst turning pages one at a time. <b>(Sp2)</b></p> <p>Using balancing apparatus. <b>(Sp2)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Sp2)</b></p> <p>To choose the correct tool to carry out a task e.g. a big spade to dig a big hole <b>(Sp2)</b></p> | <p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. <b>(Su1)</b></p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. <b>(Su1)</b></p> <p>To run skilfully and be able to negotiate space. <b>(Su1)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Su1)</b></p> <p>To confidently use a knife and fork <b>(Su1)</b></p> | <p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. <b>(Su2)</b></p> <p>To independently write their name. <b>(Su2)</b></p> <p>To confidently use scissors and other tools safely. <b>(Su2)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Su2)</b></p> |  |
|                      | Nursery Knowledge | <p>To know about personal hygiene and the importance of being clean and tidy. <b>(Au1)</b></p> <p>To know that washing hands is important after using the toilet and before we eat.</p>  | <p>To know about personal hygiene and the importance of being clean and tidy. <b>(Au2)</b></p> <p>To show confidence in dressing up and self-care activities. <b>(Au2)</b></p>   | <p>To know about personal hygiene and the importance of being clean and tidy. <b>(Sp1)</b></p> <p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p>  | <p>To know about personal hygiene and the importance of being clean and tidy. <b>(Sp2))</b></p> <p>To know that the pencil needs to be held comfortably and with one hand to form</p>  | <p>To know the correct ways of forming letters. <b>(Su1)</b></p> <p>To know that snips should be made on the line and the pattern should be followed. <b>(Su1)</b></p> <p>To know how to feed paper/materials</p>  | <p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. <b>(Su2)</b></p> <p>To successfully take part in group games with support from an adult.</p>  |  |

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|  |                         | <p><b>(Au1)</b></p> <p>To know that books in English should be read from left to right and one page at a time. <b>(Au1)</b></p> <p>To use alternate feet when climbing apparatus. <b>(Au1)</b></p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. <b>(Au1)</b></p> | <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. <b>(Au2)</b></p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. <b>(Au2)</b></p> | <p><b>(Sp1)</b></p> <p>To know that they need to use tools with a dominant hand. <b>(Sp1)</b></p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. <b>(Sp1)</b></p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. <b>(Sp1)</b></p> <p>To know what making right food choices looks like. <b>(Sp1)</b></p> <p>To show independence in self help skills such as toileting and dressing. <b>(Sp1)</b></p> | <p>letters and numbers. <b>(Sp2)</b></p> <p>To know how to use one handed tools effectively. <b>(Sp2)</b></p> <p>To be able to follow a simple sequence of movements to music and rhythm. <b>(Sp2)</b></p> | <p>through hand when cutting around objects. <b>(Su1)</b></p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. <b>(Su1)</b></p> | <p><b>(Su2)</b></p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. <b>(Su2)</b></p>    |   |
|  | <b>Reception Skills</b> | <p>To use a dominant hand. <b>(Au1)</b></p> <p>To begin to form recognisable letters which are formed mostly correctly. <b>(Au1)</b></p> <p>To use climbing equipment safely and competently. <b>(Au1)</b></p>   | <p>To begin to use anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To use climbing equipment safely and competently. <b>(Au2)</b></p> <p>To negotiate space effectively. <b>(Au2)</b></p>  | <p>To show good practice with regard to exercise, eating, sleeping and hygiene. <b>(Sp1)</b></p> <p>To be able to balance and coordinate safely. <b>(Sp1)</b></p> <p>To negotiate space effectively. <b>(Sp1)</b></p>  | <p>To handle tools, objects, construction and malleable materials safely and with increasing control. <b>(Sp2)</b></p> <p>To throw and catch a ball successfully <b>(sp2)</b></p>                          | <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. <b>(Su1)</b></p>  | <p>To show good control and co-ordination in large and small movements. <b>(Su2)</b></p> <p>To form letters correctly and neatly <b>(Su2)</b></p> | <p><b>Gross Motor Skills.</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such</p> |

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|                          |                            | <p>To begin to negotiate space effectively. <b>(Au1)</b></p> <p>To use a knife and fork to cut food independently <b>(Au1)</b></p> <p>To sit with good posture at the table <b>(Au1)</b></p> <p>To understand how and why we brush our teeth <b>(Au1)</b></p>                             | <p>To sit with good posture at the table <b>(Au2)</b></p> <p>To take part in sporting activities outside of school e.g. gymnastics, swimming etc) <b>(Au2)</b></p>  |  |  |   |   | <p>as running, jumping, dancing, hopping, skipping and climbing.<br/><b><u>Fine Motor Skills.</u></b><br/>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> |
|                          | <b>Reception Knowledge</b> | <p>To know which hand to write with. <b>(Au1)</b></p> <p>To know how to use the trim trail safely. <b>(Au1)</b></p> <p>To know how to use scissors effectively. <b>(Au1)</b></p> <p>To know how to use a knife and fork <b>(Au1)</b></p> <p>To know about dental hygiene <b>(Au1)</b></p> | <p>To know how to make anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To know how to use the trim trail safely. <b>(Au2)</b></p> <p>To know how to use scissors effectively. <b>(Au2)</b></p> <p>To know about different sporting clubs running after school <b>(Au2)</b></p> | <p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. <b>(Sp1)</b></p> <p>To know how to use scissors effectively. <b>(Sp1)</b></p> | <p>To know why it is important to handle different apparatus safely. <b>(Sp2)</b></p> <p>To know how to use scissors effectively. <b>(Sp2)</b></p> | <p>To know how to form letters correctly. <b>(Su1)</b></p> <p>To know how to use scissors effectively. <b>(Su1)</b></p> | <p>To know how to handle a range of equipment and tools effectively. <b>(Su2)</b></p> <p>To know how to use scissors effectively. <b>(Su2)</b></p> <p>To know how to hold a pencil comfortably <b>(Su2)</b></p> | <p>*Begin to show accuracy and care when drawing.</p>  |
| <b>Communication and</b> | <b>Nursery Skills</b>      | <p>To sing rhymes and look at picture books. <b>(Au1)</b></p> <p>To talk about the different characters and what they are doing.</p>  | <p>To listen to traditional stories and retain key vocabulary. <b>(Au2)</b></p>   | <p>To sing a large repertoire of songs and rhymes <b>(Sp1)</b></p> <p>To begin to use a wide range of vocabulary in</p>  | <p>To be able to talk about the setting, characters and the structure of the story. <b>(Sp2)</b></p>   | <p>To be able to identify the different types of vehicles they see on the road. <b>(Su1)</b></p>                        | <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. <b>(Su2)</b></p>  |  |

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| Language |                   | <p><b>(Au1)</b></p> <p>To talk about themselves and their families. <b>(Au1)</b></p> <p>Develop communication that can be understood by others. <b>(Au1)</b></p>  | <p>To talk about celebrations at home. <b>(Au2)</b></p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. 'Why do we celebrate our birthday?' <b>(Au2)</b></p> <p>To listen to, and follow simple instructions e.g. Get your coat and wait at the door.' <b>(Au2)</b></p> | <p>the correct context (Talk through topic) <b>(Sp1)</b></p> <p>To talk in short sentences that others can understand. <b>(Sp1)</b></p> <p>To listen to, and follow simple instructions and respond to questions appropriately. <b>(Sp1)</b></p>                            | <p>To be able to use connectives e.g. Once upon a time and then. <b>(Sp2)</b></p> <p>To listen to, and follow simple instructions and respond to questions appropriately. <b>(Sp2)</b></p> <p>To talk in short sentences that others can understand. <b>(Sp2)</b></p> | <p>To learn and talk about modes of transportation. <b>(Su1)</b></p> <p>To be able to answer questions and share opinions using the relevant vocabulary. <b>(Su1)</b></p> <p>To be able to talk about the setting, characters and the structure of the story. <b>(Su1)</b></p> <p>To be able to use connectives e.g. Once upon a time and then. <b>(Su1)</b></p> <p>To use language to organise themselves e.g. 'Let's go on a bus. You sit there...'<br/>(Su1)</p> | <p>To be able to answer questions and share opinions using the relevant vocabulary. <b>(Su2)</b></p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. <b>(Su2)</b></p>        |  |
|          | Nursery Knowledge | <p>To know that stories have different character which could be real and pretend. <b>(Au1)</b></p> <p>To know to sing words clearly so that they are audible. <b>(Au1)</b></p> <p>To know that it is OK to talk to others about wants and needs. <b>(Au1)</b></p> | <p>To know that stories have a beginning, middle and an end. <b>(Au2)</b></p> <p>To be able to understand simple instructions. <b>(Au2)</b></p> <p>To begin to know how to answer a question <b>(Au2)</b></p>   | <p>To be able to differentiate and categorise objects based on their properties. <b>(Sp1)</b></p> <p>To remember new words I am learning when talking to others. <b>(Sp1)</b></p> <p>To be able to understand simple instructions, questions and commands. <b>(Sp1)</b></p> | <p>To know that stories have a beginning, middle and an end. <b>(Sp2)</b></p> <p>To be able to answer questions related to the story. <b>(Sp2)</b></p> <p>To be able to understand simple instructions, questions and commands. <b>(Sp1)</b></p>                      | <p>To know that stories have a beginning, middle and an end. <b>(Su1)</b></p> <p>To be able to answer questions related to the story. <b>(Su1)</b></p> <p>To be able to use vocabulary learnt to have a conversation with others. <b>(Su1)</b></p>  | <p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. <b>(Su2)</b></p> <p>To use the words they know appropriately to organise themselves and their play. <b>(Su2)</b></p> |  |
|          | Reception Skills  | <p>To talk about themselves and others. <b>(Au1)</b></p> <p>To sing songs and rhymes <b>(Au1)</b></p>   | <p>To compare different festivals. <b>(Au2)</b></p> <p>To make comments about their observations. <b>(Au2)</b></p>  | <p>To talk about the role of healthy food and exercise in staying healthy. <b>(Sp1)</b></p> <p>To understand that word can be extended using 'and' in a sentence</p>  | <p>To describe familiar texts with detail and using full sentences. Engage in non-fiction <b>(Sp2)</b></p> <p>To label and sort living things. <b>(Su1)</b></p>   | <p>To begin to research using a search engine. <b>(Su1)</b></p> <p>To say why something happens or how things work <b>(Su1)</b></p>   | <p>To be able to give facts about a specified subject. <b>(Su2)</b></p>  | <p><b><u>Listening and Understanding.</u></b></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during</p> |

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|  |                            | <p>To speak about a range of texts. <b>(Au1)</b></p> <p>To talk about how they have changed <b>(Au1)</b></p> <p>To say how they are feeling <b>(Au1)</b></p>  | <p>To talk about stories and begin to retell some familiar ones. <b>(Au2)</b></p> <p>To describe features of traditional stories. <b>(Au1)</b></p>  | <p><b>(Sp1)</b></p> <p>To be able to order a range of life cycles. <b>(Sp1)</b></p>   | <p><b>(Sp2)</b></p> <p>To describe habitats. <b>(Sp2)</b></p> <p>To begin to ask questions about familiar aspects of their environment and their learning. <b>(Sp2)</b></p>  |   |   | <p>whole class discussions and small group interaction.</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 teacher and peers.</p>   |
|  | <b>Reception Knowledge</b> | <p>To know about others. <b>(Au1)</b></p> <p>To know familiar songs. <b>(Au1)</b></p> <p>To describe different story and non-fiction texts. <b>(Au1)</b></p> <p>To be able to talk about how different people help us. <b>(Au1)</b></p> <p>To know a range of emotions <b>(Au1)</b></p> | <p>To know about different festivals. <b>(Au2)</b></p> <p>To begin to talk about why things happen using new vocabulary learnt. <b>(Au2)</b></p> <p>To listen to a range of stories and join in <b>(Au2)</b></p> <p>To know different traditional stories. <b>(Au1)</b></p> | <p>To know a range of healthy food and exercise. <b>(Sp1)</b></p> <p>Express their ideas and feelings about their experiences. <b>(Sp1)</b></p> <p>To begin to know a range of connectives <b>(Sp1)</b></p> | <p>To know different features of texts (fiction and non-fiction) <b>(Sp2)</b></p> <p>To name and sort a range of living things. <b>(Sp2)</b></p> <p>To engage in meaningful conversations with others. <b>(Sp2)</b></p> <p>To be able to talk about different habitats. <b>(Sp2)</b></p> | <p>To engage in meaningful conversations with others. <b>(Su1)</b></p> <p>To talk confidently about why things happen using new vocabulary learnt. <b>(Su1)</b></p> | <p>To know different life cycles. <b>(Su2)</b></p> <p>To know a range of facts. <b>(Su2)</b></p> <p>To engage in meaningful conversations with others. <b>(Su2)</b></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> <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> |
|  | <b>Nursery Skills</b>      | <p>To learn about daily routines and classroom rules. <b>(Au1)</b></p> <p>To separate from main carer and learn to adapt to the Nursery</p>   | <p>To learn about daily routines and classroom rules. <b>(Au2)</b></p> <p>To be aware of behavioural expectations in the Nursery. <b>(Au2)</b></p>  | <p>To learn about daily routines and classroom rules. <b>(Sp1)</b></p> <p>To learn how to share resources and play in a group. <b>(Sp1)</b></p>   | <p>To learn about daily routines and classroom rules. <b>(Sp1)</b></p> <p>To show independence in accessing and</p>  | <p>To be able to initiate play with peers and keep play going by giving ideas. <b>(Su1)</b></p> <p>To become more outgoing with unfamiliar people. <b>(Su1)</b></p> | <p>To gain enough confidence to talk to adults and peers. <b>(Su2)</b></p> <p>To begin to be assertive towards others where necessary.</p>                              |   |

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| Personal, Social and Emotional Development |                                  | <p>environment. <b>(Au1)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p> <p>To wash hands after using the toilet. <b>(Au1)</b></p> <p>To flush the toilet <b>(Au1)</b></p> | <p>To select and use activities and resources, with some support if needed. <b>(Au2)</b></p> <p>To show an awareness of the importance of oral health. <b>(Au2)</b></p>   | <p>To learn to look after resources within the class. <b>(Sp1)</b></p> <p>To listen to, and follow rules set. <b>(Sp1)</b></p> <p>To take turns whilst playing and waiting patiently to have a go. <b>(Sp1)</b></p>   | <p>exploring the environment. <b>(Sp2)</b></p> <p>To independently put on coats and use the toilet. <b>(Sp2)</b></p> <p>To listen to, and follow rules set. <b>(Sp2)</b></p> <p>To learn to look after resources within the class. <b>(Sp2)</b></p> | <p>To show more confidence in new social situations. <b>(Su1)</b></p> <p>To begin to find solutions to conflicts. <b>(Su1)</b></p> <p>To show an awareness of how others may be feeling. <b>(Su1)</b></p>  | (Su2)  |   |
|  | Nursery Knowledge                | <p>To know that they can approach adults in Nursery when needed. <b>(Au1)</b></p> <p>To know how to stay clean and tidy <b>(Au1)</b></p>  | <p>To know how to adapt behaviour to suit classroom routines. <b>(Au2)</b></p> <p>To show confidence in asking adults for support. <b>(Au2)</b></p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. <b>(Au2)</b></p> | <p>To know how to manage their emotions in different situations. <b>(Sp1)</b></p> <p>To know that there are boundaries set. <b>(Sp1)</b></p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. <b>(Sp1)</b></p> <p>To know that we must respect our resources and out them back when we have finished with them. <b>(Sp1)</b></p> <p>To know that when playing in a group they need to share and also know that they will get a turn. <b>(Sp1)</b></p> | <p>To be aware of the different areas in the Nursery and how to explore them safely. <b>(Sp2)</b></p> <p>To approach an adult if they need support. <b>(Sp2)</b></p>  | <p>To know that to play nicely it's important to share and take turns. <b>(Su1)</b></p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. <b>(Su1)</b></p> <p>To know that it is OK to engage with others, even if in a different environment. <b>Su1)</b></p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su1)</b></p> | <p>To know how to talk politely and develop an understanding of what is appropriate. <b>(Su2)</b></p> <p>To know that it is OK to challenge others, but they must remember to always be kind. <b>(Sum2)</b></p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <b>(Su2)</b></p> |   |
|  | Nursery Jigsaw and school values | Being me in my world Relationships  | Being me in my world Responsibility   | Being Healthy Change in me  | Celebrating difference Risk taking  | Dreams and Goals Resilience  | Dreams and Goals Reasoning   |   |
|  | Reception Skills                 | To learn about daily routines and classroom rules. <b>(Au1)</b>   | To learn about a range of different festivals. <b>(Au2)</b>   | To learn right from wrong. <b>(Sp1)</b>   | To understand that people need help. <b>(Sp2)</b>   | To consider the feelings of others <b>(Su1)</b>  | To learn about the different family structures. <b>(Su2)</b>   | <u>Self-Regulation.</u><br>Show an understanding of |

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|  |                            | <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p> <p>To describe a friend. <b>(Au1)</b></p> <p>To know and demonstrate friendly behaviour. <b>(Au1)</b></p> <p>To understand how to be a good friend. <b>(Au1)</b></p> <p>To learn to join in with whole group activities. <b>(Au1)</b></p> <p>To choose an activity independently. <b>(Au1)</b></p> <p>To wash hands after using the toilet. <b>(Au1)</b></p> <p>To flush the toilet <b>(Au1)</b></p> | <p>To learn about important dates in their lives. <b>(Au2)</b></p> <p>To build constructive and respectful relationships <b>(Au2)</b></p>   | <p>To understand how to make the right choices and the consequences of not making the right ones. <b>(Sp1)</b></p> <p>To identify and moderate their own feelings both emotionally and socially <b>(Sp1)</b></p>   | <p>To identify ways of being helpful to others and how this will make them feel. <b>(Sp2)</b></p> <p>To describe a range of different habitats around the world and how we can look after them <b>(Sp2)</b></p> <p>To be resilient when faced with a challenge <b>(Sp2)</b></p> | <p>To independently manage their own needs <b>(Su1)</b></p> <p>To be resilient when faced with a challenge <b>(Su1)</b></p>  | <p>To describe a range of different habitats around the world and how we can look after them <b>(Su2)</b></p>  | <p>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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self.</u></b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> |
|  | <b>Reception Knowledge</b> | <p>To know how to adapt behaviour to suit classroom routines. <b>(Au1)</b></p> <p>To describe and show friendly behaviour. <b>(Au1)</b></p> <p>To begin taking turns with their friends. <b>(Au1)</b></p> <p>To know how to stay clean and tidy <b>(Au1)</b></p>  | <p>To know how to adapt behaviour to suit classroom routines. <b>(Au2)</b></p> <p>To be able to talk about different festivals. <b>(Au2)</b></p> <p>To understand why different people celebrate different things. <b>(Au2)</b></p> | <p>To be able to talk about why a character has made a poor choice and what the consequences are. <b>(Sp1)</b></p> <p>To be able to talk about how the character could have made a better choice. <b>(Sp1)</b></p> <p>To understand how they are feeling and different emotions <b>(Sp1)</b></p> | <p>To talk about the effect my behaviour has on others. <b>(Sp2)</b></p> <p>To know the importance of looking after our surroundings <b>(Sp2)</b></p> <p>To know how to solve a problem <b>(Sp2)</b></p>  | <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. <b>(Su1)</b></p> <p>To know that people are different <b>(Su1)</b></p> <p>To know how to solve a problem <b>(Su1)</b></p> | <p>To be able to talk about the relationships they have at home with their family and friends. <b>(Su2)</b></p> <p>To know the importance of looking after our surroundings <b>(Su2)</b></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 food choices</p> <p><b><u>Building Relationships.</u></b><br/>Work and play cooperatively and</p>   |



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|                                 |                       |  |  |   |   |   |  | <p>take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p> |
| <b>School values and vision</b> |                       | <p>Relationships</p> <p>The squirrels who squabbled Rachel Bright</p> <p>The Go Away Bird Julia Donaldson</p>  | <p>Responsibility</p> <p>What is everybody did that? Ellen Javernick</p> <p>The Little Red Hen</p>   | <p>Risk taking</p> <p>The Koala who could Rachel Bright</p> <p>Jabari Jumps Gaia Cornwall</p>   | <p>Resilience</p> <p>Tilda Tried again Tom percival</p>   | <p>Reasoning</p> <p>The problem with problems Rachel Rooney</p>   | <p>Recap 5r's</p>  |  |
| <b>Reception Jigsaw</b>         |                       | Being me in my world Relationships   | Being me in my world Responsibility  | Being Healthy Change in me  | Celebrating difference Risk taking  | Dreams and Goals Resilience   | Dreams and Goals Reasoning   |  |
|                                 |                       | 12345 once I caught a fish alive<br>5 little ducks   | Ring a ring o roses<br>Wind the bobbin up  | 5 little little monkeys<br>Twinkl Twinkl<br>Baa baa<br>black sheep  | Incy wincy spider<br>Old Macdonald  | Wheels on the bus<br><br>Hickory<br>Dickory Dock  | Row row row your boat  |  |
| <b>Understanding the World</b>  | <b>Nursery Skills</b> | <p>To be able to talk about their body parts and what the function is of each part.<br/><b>(Au1)</b></p> <p>To draw silhouettes and orally label body parts.<br/><b>(Au1)</b></p> <p>To be able to identify similarities and differences between themselves and peers.<br/><b>(Au1)</b></p> <p>To make self-portraits.<br/><b>(Au1)</b></p> <p>To explore the different jobs that people in our families do. How do these people</p> | <p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.<br/><b>(Au2)</b></p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.<br/><b>(Au2)</b></p> | <p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.<br/><b>(Sp1)</b></p> <p>Talk about the life cycle of a plant and animals.<br/><b>(Sp1)</b></p> <p>Make comparisons between habitats of farm animals and wild animals.<br/><b>(Sp1)</b></p> <p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. <b>(Sp1)</b></p> <p>To name animals that come out in the</p> | <p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.<br/><b>(Sp2)</b></p> <p>To learn about Easter.<br/><b>(Sp2)</b></p> <p>To use senses to explore the world around them<br/><b>(Sp2)</b></p> <p>To begin to spot the changing seasons<br/><b>(Sp2)</b></p> <p>Make own habitats using a range of resources.</p> | <p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.<br/><b>(Su1)</b></p> <p>To use senses to explore the world around them.<br/><b>(Su1)</b></p> <p>To talk about the moon<br/><b>(Su1)</b></p> <p>To talk about where we live and look at somewhere not the same (e.g. desert, polar etc)<br/><b>(Su1)</b></p> | <p>Talk about where food comes from and bake a range of things.<br/><b>(Su2)</b></p> <p>To use the computer to complete a simple task.<br/><b>(Su2)</b></p> <p>To talk about what you might do on holiday and where you might go<br/><b>(Su2)</b></p> <p>Operate simple equipment e.g. turn on CD player or use a remote control.<br/><b>(Su2)</b></p> <p>To begin to make or follow simple maps</p> |  |

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|  |                              | <p>help us?<br/>(paramedics/nurse<br/>s/ doctors/fire<br/>fights/postman/<br/>shop assistant etc).<br/><b>(Su1)</b></p>  |  | <p>daytime and night<br/>time<br/><b>(Sp1)</b></p>  | <b>(Sp2)</b>   |  | <b>(Su2)</b>   |  |
|  | <b>Nursery<br/>Knowledge</b> | <p>To know about family structures and be able to talk about who is part of their family.<br/><b>(Au1)</b></p> <p>To know that adults do a variety of jobs and that they are not all the same. <b>(Au1)</b></p> <p>To show an awareness of the emergency services and how they can help us.<br/><b>(Au1)</b></p> | <p>To learn about the different stories related to Autumn festivals and Christmas<br/><b>(Au2)</b></p> | <p>To know the difference between farm animals and wild animals.<br/><b>(Sp1)</b></p> <p>To be able to categorise animals by their characteristics.<br/><b>(Sp1)</b></p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums.<br/><b>(Sp1)</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. <b>(Sp1)</b></p> <p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful.<br/><b>(Sp1)</b></p> <p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. <b>(Sp1)</b></p> <p>To talk about importance of people who help us (farmer, milkman, shopkeeper)<br/><b>(Sp1)</b></p> | <p>To know that every living being has a life cycle and they change in shape and size as they grow.<br/><b>(Sp2)</b></p> <p>To know that living beings follow a similar growth pattern and make comparisons.<br/><b>(Sp2)</b></p> <p>To know about who celebrates Easter and what is its significance.<br/><b>(Sp2)</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.<br/><b>(Sp2)</b></p> <p>To know about the signs of changing seasons<br/><b>(Sp2)</b></p> | <p>To know similarities and differences between modes of transportation. <b>(Su1)</b></p> <p>To know simple facts about the moon<br/><b>(Su1)</b></p> <p>To know that people live in different places<br/><b>(Su1)</b></p> | <p>To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from. <b>(Su2)</b></p> <p>To know where we can go on holiday<br/><b>(Su2)</b></p> <p>To make patterns on the computer.<br/><b>(Su1)</b></p> <p>To know what a map is<br/><b>(Su1)</b></p> |  |

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|  |                                     |   |  |  |  |  |   |   |
|  | <b>Key People in history</b>        | Grandparents?<br>Great Grandparents   | Baby Jesus   | Milkman  | Farmers  | <b>Astronauts</b>  | Punch and Judy  |   |
|  | <b>Nursery Religious Education.</b> | <b>Celebrations</b><br><b>How do people celebrate?</b><br><br><i>Hinduism - Diwali</i><br><br>To know about family structures and be able to talk about who is part of their family.<br><br><b>(Au1)</b>  | To talk about a special event in their life.<br><br><b>(Au2)</b>   | <b>Story time</b><br><br><b>What can we learn from stories?</b><br><br>Christianity Noah's Ark<br><br><br>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.<br><b>(Sp1)</b><br><br><br>To talk about how humans can help animals<br><br><b>(Sp1)</b>              | <b>Easter</b><br><br><b>What is Easter?</b><br><br><b>Why do Christians celebrate Easter?</b><br><br>Christianity<br><br>To know about who celebrates Easter and what is its significance.<br><b>(Sp2)</b><br><br>To talk about a special event in their life.<br><br><b>(Sp2)</b><br><br>To talk about Easter<br><br><b>(Sp2)</b> | <b>Special Places</b><br><br><b>Do you have a special place? What makes a place special? Where is it and why is it special for you?</b><br><br><i>Islam</i><br><br><i>Christianity</i><br><br>To know that people live in different places<br><br><b>(Su1)</b><br><br>To know that people live in different places<br><br><b>(Su1)</b> | <b>Special People</b><br><br><b>What makes people special?</b><br><br><b>What clothes do special people wear?</b><br><br><b>How am I special?</b><br><br><i>Islam</i><br><br><i>Christianity</i><br><br>To talk about differences in people e.g. clothes (emergency services, people who work locally, religious dress etc)<br><br><b>(Su2)</b>   |   |
|  | <b>Reception Skills</b>             | To talk about how they have changed since they were a baby.<br><b>(Au1)</b><br><br>To talk about the changes they observe in their environment – Seasons link. <b>(Au1)</b><br><br>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurse s/ doctors/fire fights/postman/ shop assistant etc).<br><b>(Au1)</b> | To talk about how Hindus celebrate Diwali.<br><b>(Au2)</b><br><br>To talk about and name some nocturnal animals (linked to autumn and changing seasons)<br><b>(Au2)</b><br><br>To retell the Christmas Story<br><b>(Au2)</b><br><br>To talk about a special event in their life.<br><b>(Au2)</b> | To identify and sort minibeasts<br><b>(Sp1)</b><br><br>To talk about where food comes from<br><b>(Sp1)</b><br><br>To classify nocturnal and diurnal animals<br><b>(Sp1)</b><br><br>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums.<br><b>(Sp1)</b><br><br>Talk about the life cycle of a plant and animals.<br><b>(Sp1)</b> | To identify and sort healthy/unhealthy foods.<br><b>(Sp2)</b><br><br>To identify and group a range of fruits and vegetables.<br><b>(Sp2)</b><br><br>To talk about a special event in their life.<br><b>(Sp2)</b><br><br>To talk about Easter<br><b>(Sp2)</b><br><br>To identify the seasons<br><b>(Sp2)</b>                        | To talk about the features of our local area<br><b>(Su1)</b><br><br>To talk about the moon and people who have visited it<br><b>(Su1)</b><br><br>To describe how vehicles have changed over time<br><b>(Su1)</b><br><br>To talk about how the vehicles parents have used have changed over time<br><b>(Su1)</b>                        | Exploring a range of habitats, looking at why the animal lives like that. <b>(Su2)</b><br><br>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.<br><b>(Su2)</b><br><br>Talking about the life cycle of plants and animals and what they need to survive<br><b>(Su2)</b><br><br>To talk about which animals and plants can survive in hot and cold climates<br><b>(Su2)</b> | <b>Past and Present.</b><br><i>Talk about the lives of the people around them and their roles in society.</i><br><br><i>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i><br><br><i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> |

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|  |                            |  |  | To talk about how humans can help animals<br><b>(Sp1)</b>   | To be able to look after the environment<br><b>(Sp2)</b><br><br>To sort materials for recycling<br><b>(Sp2)</b>   |   | To compare habitats by the sea to other ones we know well<br><b>(Su2)</b>   | <b><u>People, Culture and Communities.</u></b><br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.   |
|  | <b>Reception Knowledge</b> | <p>To know the names of different body parts.<br/><b>(Au1)</b></p> <p>To know that there are many countries around the world.<br/><b>(Au1)</b></p> <p>To know that people in other countries may speak different languages.<br/><b>(Au1)</b></p> <p>To know that adults do a variety of jobs.<br/><b>(Au1)</b></p> <p>To know that the emergency services exist and what they do.<br/><b>(Au1)</b></p> | <p>To know that people around the world have different religions.<br/><b>(Au2)</b></p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.<br/><b>(Au2)</b></p> <p>To know that some animals are nocturnal.<br/><b>(Au2)</b></p> <p>To know the Christmas story<br/><b>(Au2)</b></p> | <p>To know the names of minibeasts<br/><b>(Sp1)</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.<br/><b>(Sp1)</b></p> <p>To know the difference between farm animals and wild animals.<br/><b>(Sp1)</b></p> <p>To know about David Attenborough<br/><b>(Sp1)</b></p> | <p>To know that humans and other animals can grow<br/><b>(Sp2)</b></p> <p>To know that some foods are unhealthy. healthy and unhealthy foods.<br/><b>(Sp2)</b></p> <p>To know the names of common fruits and vegetables.<br/><b>(Sp2)</b></p> <p>To understand and use positional language.<br/><b>(Sp2)</b></p> <p>To know that Christians celebrate Easter.<br/><b>(Sp2)</b></p> <p>To know what happens when a season changes<br/><b>(Sp2)</b></p> <p>To know what to do to protect the environment<br/><b>(Sp2)</b></p> | <p>To select appropriate materials according to their properties.<br/><b>(Su1)</b></p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.<br/><b>(Su1)</b></p> <p>To know about the local area<br/><b>(Su1)</b></p> <p>To know about the moon and Neil Armstrong<br/><b>(Su1)</b></p> <p>To know facts about vehicles past and present<br/><b>(Su1)</b></p> | <p>To read maps and know the features of them<br/><b>(Su2)</b></p> <p>To know about hot and cold countries (mapwork)<br/><b>(Su2)</b></p> <p>To know the features of a map<br/><b>(Su2)</b></p> | <p><b>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b></p> <p><b>*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.</b></p> <p><b><u>The Natural World.</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</b></p> |

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|--|--------------------------------------|---|---|---|--|---|---|--|
|  |                                      |   |   |   |  |   |   | <p>what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
|  | <b>Key people in history</b>         | Florence Nightingale  | Postman<br>Guy Fawkes   | David Attenborough  | Eri Carle  | Neil Armstrong  | Mary Anning   |  |
|  | <b>Reception Religious Education</b> | <p><b>Celebrations</b><br/><b>How do people celebrate?</b></p> <p><i>Hinduism - Diwal</i><br/>To know about family structures and be able to talk about who is part of their family.<br/><b>(Au1)</b></p> | <p>To talk about a special event in their life.</p> <p><b>(Au2)</b></p> | <p><b>Story time</b></p> <p><b>What can we learn from stories?</b></p> <p><b>Story time</b></p> <p><b>What can we learn from stories?</b></p> <p>Christianity Noah's Ark</p> <p><b>Hindu story</b></p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.<br/><b>(Sp1)</b></p> <p>To talk about how humans can help animals<br/><b>(Sp1)</b></p> | <p><b>Easter</b></p> <p><b>What is Easter?</b></p> <p><b>Why do Christians celebrate Easter?</b></p> <p>Christianity</p> <p>To know about who celebrates Easter and what is its significance.<br/><b>(Sp2)</b></p> <p>To talk about a special event in their life.<br/><b>(Sp2)</b></p> <p>To talk about Easter<br/><b>(Sp2)</b></p> | <p><b>Special Places</b></p> <p><b>Do you have a special place? What makes a place special? Where is it and why is it special for you?</b></p> <p><i>Islam</i></p> <p><i>Christianity</i></p> <p>To know that people live in different places<br/><b>(Su1)</b></p> <p>To know that people live in different places<br/><b>(Su1)</b></p> | <p><b>Special People</b></p> <p><b>What makes people special?</b></p> <p><b>What clothes do special people wear?</b></p> <p><b>How am I special?</b></p> <p><i>Islam</i></p> <p><i>Christianity</i></p> <p>To talk about differences in people e.g. clothes (emergency services, people who work locally, religious dress etc)<br/><b>(Su2)</b></p> |  |

## Expressive Arts and Design

| Expressive Arts and Design | Nursery Skills    | <p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. <b>(Au1)</b></p> <p>To learn about art and music of Africa for Black History Month. <b>(Au1)</b></p> <p>Uses various construction materials. <b>(Au1)</b></p> | <p>Sing familiar Nursery Rhymes. <b>(Au2)</b></p> <p>To use different colours and materials to make Rangoli Patterns. <b>(Au2)</b></p> <p>To make salt dough Diva's. <b>(Au2)</b></p> <p>To make Christmas cards and decorations for friends and family using a range of media. <b>(Au2)</b></p> <p>To make Hanukah cards. <b>(Au2)</b></p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours. <b>(Au2)</b></p> <p>Joins construction pieces together to build and balance. <b>(Au2)</b></p> <p>To begin to create closed shapes and continuous lines to represent objects <b>(Au2)</b></p> | <p>To begin to use scissors effectively. <b>(Sp1)</b></p> <p>To begin to act out different scenarios using props to enhance imaginative play. <b>(Sp1)</b></p> <p>Sing familiar songs or make up own songs. <b>(Sp1)</b></p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <b>(Sp1)</b></p> <p>To play instruments with increasing control. <b>(Sp1)</b></p> <p>To begin to create closed shapes and continuous lines to represent objects <b>(Sp1)</b></p> <p>To notice details in artists work (colour, movement, line) <b>(Sp1)</b></p> | <p>To learn about different textures and talk about them. <b>(Sp2)</b></p> <p>Feely bag activities with different objects for children to feel and describe. <b>(Sp2)</b></p> <p>To engage in role play by making stick puppets of different story characters. <b>(Sp2)</b></p> <p>Sing familiar Nursery Rhymes. <b>(Sp2)</b></p> <p>Realises tools can be used for a purpose. <b>(Sp2)</b></p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. <b>(Sp2)</b></p> <p>To sing the melodic shape (melodies moving up and down, down and up) of familiar songs <b>(Sp2)</b></p> | <p>To use puppets and props to act out different traditional stories. <b>(Su1)</b></p> <p>To make masks for role play. <b>(Su1)</b></p> <p>Sing familiar songs in the correct tone and changing melody if appropriate. <b>(Su1)</b></p> <p>Uses available resources to create props to support role-play. <b>(Su1)</b></p> <p>To use available props to develop stories and make imaginative play more purposeful. <b>(Su1)</b></p> <p>To show different emotions in pictures clearly. <b>(Su1)</b></p> <p>To draw with increasing control, representing features and detail clearly. <b>(Su1)</b></p> <p>To join materials together <b>(Su1)</b></p> <p>To talk about their drawings <b>(Su1)</b></p> | <p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. <b>(Su2)</b></p> <p>To listen to music and create movements to the different beats. <b>(Su2)</b></p> <p>To construct with bricks and blocks to make an enclosure. <b>(Su2)</b></p> <p>Explore different materials freely, using them with a purpose. <b>(Su2)</b></p> <p>To create their own songs or improvise one they already know <b>(Su2)</b></p> |  |
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|                            | Nursery Knowledge | <p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about</p>   | <p>To know how different colours and materials can be used to create things. <b>(Au2)</b></p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns</p>  | <p>To know how colours can be mixed to make a new colour. <b>(Sp1)</b></p> <p>To use their imagination to create different works of art. <b>(Sp1)</b></p>   | <p>To know about the different materials and what can be created with them. <b>(Sp2)</b></p> <p>To use their knowledge of stories in acting</p>  | <p>To know how to use props appropriately for particular stories. <b>(Su1)</b></p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. <b>(Su1)</b></p>   | <p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. <b>(Su2)</b></p> <p>To know that different construction toys</p>   |  |

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|  |                         | <p>what they have heard. <b>(Au1)</b></p> <p>To know that certain art types belong to different cultures. E.g. Africa. <b>(Au1)</b></p> <p>For children to be able to construct with a purpose and safely. <b>(Au1)</b></p>  | <p>and divas are from India and Christmas is celebrated by Christians all around the world. <b>(Au2)</b></p>   | <p>For children to be able to construct with a purpose and safely. <b>(Sp1)</b></p> <p>To play instruments to express feelings and ideas. <b>(Sp1)</b></p> <p>To know about the work of an artist <b>(Sp1)</b></p>   | <p>them out with friends. <b>(Sp2)</b></p> <p>Sing songs clearly using correct words that have been learned. <b>(Sp2)</b></p> <p>To know how to create recognisable representations of objects. <b>(Sp2)</b></p> <p>Play instruments with increasing control to represent their feelings <b>(Sp2)</b></p>  | <p>For children to be able to construct with a purpose and safely. <b>(Su1)</b></p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. <b>(Su1)</b></p> <p>To know how to sue different tools to join materials together <b>(Su1)</b></p> | <p>can be used to make new things that can be used in pretend play. <b>(Su2)</b></p> <p>To show confidence in choice of media when creating a model or picture. <b>(Su2)</b></p> <p>To know how tunes carry different melodies, tempo and rhythm <b>(Su2)</b></p> |  |
|  | <b>Reception Skills</b> | <p>To remember the words to a range of songs. <b>(Au1)</b></p> <p>To give meaning to the marks that are made. <b>(Au1)</b></p> <p>To use role play to show how 'People who Help Us'. <b>(Au1)</b></p> <p>To be able to mix colours to create a desired effect <b>(Au1)</b></p> | <p>To design a Rangoli pattern. <b>(Au2)</b></p> <p>Uses simple tools and techniques competently and appropriately. <b>(Au2)</b></p> <p>To develop storylines in play <b>(Au2)</b></p> <p>To know which materials to select for a purpose <b>(Au2)</b></p> | <p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits. <b>(Sp1)</b></p> <p>To use resources to create own props. <b>(Sp1)</b></p> <p>Constructs with a purpose in mind, using a variety of resources. <b>(Sp1)</b></p> <p>To listen attentively, move and talk about music, expressing feelings and responses <b>(Sp1)</b></p> <p>To sing in a group matching pitch and melody <b>(Sp1)</b></p> <p>To talk about the work of an artist (Colour, lines, movement) <b>(Sp1)</b></p> | <p>To use a range of resources to create own props to aid role play. <b>(Sp2)</b></p> <p>To plan, carry out and evaluate and change where necessary. <b>(Sp2)</b></p> <p>Manipulates materials to achieve a planned effect. <b>(Sp2)</b></p> <p>To know that instruments make different sounds. To understand how to keep the beat and rhythm <b>(Sp2)</b></p> <p>To appraise dance and performance art <b>(Sp2)</b></p> <p>To develop storylines in play <b>(Sp2)</b></p> | <p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Su1)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(Su1)</b></p>   | <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(Su2)</b></p>  | <p><b><u>Creating with Materials.</u></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><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> |



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|  | <b>Reception Knowledge</b> | <p>To learn a range of songs from around the world.<br/><b>(Au1)</b></p> <p>To know that people from different countries may have different traditions.<br/><b>(Au1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs.<br/><b>(Au1)</b></p> <p>To know how to use primary colours to make tertiary ones<br/><b>(Au1)</b></p> | <p>To learn the names of different tools and techniques that can be used to create Art.<br/><b>(Au2)</b></p> <p>To experiment with creating different things and to be able to talk about their uses.<br/><b>(Au2)</b></p> | <p>To understand that pictures can be created by making observations or by using imagination.<br/><b>(Sp1)</b></p> <p>To use paints, pastels and other resources to create observational drawings.<br/><b>(Sp1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs.<br/><b>(Sp1)</b></p> <p>To know about different artist<br/><b>(Sp1)</b></p> | <p>To use a range of props to support and enhance role play.<br/><b>(Sp2)</b></p> <p>To identify and select resources and tools to achieve a particular outcome.<br/><b>(Sp2)</b></p> <p>To use instruments with control and keep the beat<br/><b>(Sp2)</b></p> | <p>To know the different uses and purposes of a range of media and materials.<br/><b>(Su1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs.<br/><b>(Su1)</b></p> <p>To make up own songs and melodies<br/><b>(Su1)</b></p> | <p>To describe ways of safely using and exploring a variety of materials.<br/><b>(Su2)</b></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. <b>(Su2)</b></p> | <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |
|  | <b>Reception Artists</b>   |  | Van Goughs Bridges – link to 3 Billy goats gruff, 3 pigs   | Matisse – book Snail Trail  | <p>Eric Carle artwork/illustrations</p> <p>Van Gough Sunflowers</p>   | George Seurat – Pointillism   | <p>David Hockney – landscapes</p> <p>Andy Goldsworthy – natural art</p>  |   |