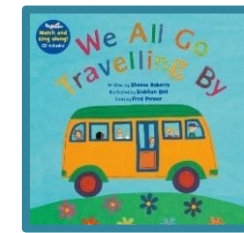
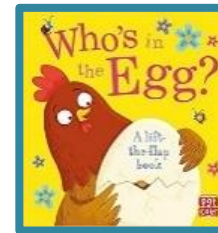
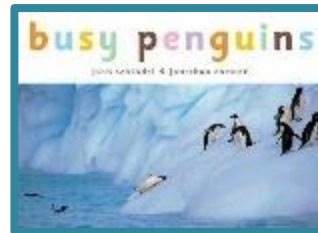
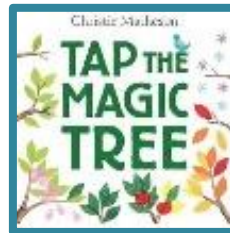
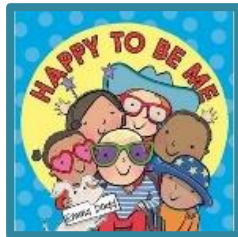


Nursery 2 Curriculum


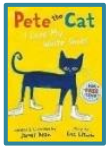





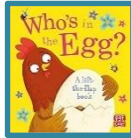



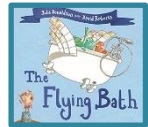
New EYFS Framework 2021



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

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

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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Me and My Family	Let's Explore Outside	Wonderful Water	Life Cycles	Amazing Animals	Journeys / Transport
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
Linked texts Fiction Non-fiction – <i>John Schnidel</i> 'Busy' series Traditional tales Diversity	<p>Linked to Happy to Be Me</p> <ul style="list-style-type: none"> Who are you? □ My Hair – Hannah Lee □ Baby Goes to Market □ A Handful of Buttons – Carmen Parets □ We All Belong – Nathalie Goss □ Amazing Me Sing – Carol Thompson □ The Gingerbread Man □ Wash Your Hands <p>Linked to Pete the Cat</p> <ul style="list-style-type: none"> Colours – Percy the Park Keeper □ My First Body □ Busy Kittens □ The Babies and Doggies □ The Babies and Kitties <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Wind – Carol Thompson □ Kipper's Birthday 	<p>Linked to Wow Said the Owl / Tap the Magic Tree</p> <ul style="list-style-type: none"> Amazing Me Music – Carol Thompson □ What can you see in Autumn □ Autumn – Allie Busby □ Wind – Carol Thompson □ Owl Babies <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Wind – Carol Thompson □ Nativity 	<p>Linked to I Can Fly / Busy Penguins</p> <ul style="list-style-type: none"> Winter – Allie Busby □ Polar Bear, Polar Bear – What do you Hear? □ Say Hello to the Snowy Animals □ Amazing Me Dance – Carol Thompson □ Curious about snow □ Snow – Carol Thompson □ What's the weather? □ Why Should I Brush My Teeth <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Baby's First Chinese New Year □ Busy Chinese New Year 	<p>Linked to Come On Daisy / Who's in the Egg</p> <ul style="list-style-type: none"> Other Daisy Books □ The Ugly Duckling □ Duck – Teressa Bellon □ Busy Chickens □ I Went Walking □ Busy Barnyard <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Lulu Loves Flowers – Anna McQuinn 	<p>Linked to Where's My Teddy / Introducing Teddy</p> <ul style="list-style-type: none"> Busy Monkeys □ Goldilocks and the Three Bears □ Brown Bear, Brown Bear □ Busy Bear Cubs □ Introducing Teddy □ Dear Zoo □ Loved to Bits <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Summer – Allie Busby 	<p>Linked to We All Go Travelling By</p> <ul style="list-style-type: none"> The Train Ride □ Transport flip and flap book □ Duck in a Truck <p>Linked to / The Flying Bath</p> <ul style="list-style-type: none"> My mum is a Supermum □ My Mummy is a Firefighter □ Ten little superheroes □ Amazing Me Dress Up – Carol Thompson □ People who help us – Police □ People who help us – Fireman □ People who help us – Ambulance drivers □ Little Red Riding Hood
Linked rhymes / songs	<p>Linked to Happy to Be Me</p> <ul style="list-style-type: none"> If You Are Happy and You Know It □ Head, Shoulders, Knees and Toes □ Two Little Eyes to Look Around □ Doctor Foster □ Ms Polly Had a Dolly <p>Linked to Pete the Cat</p> <ul style="list-style-type: none"> I have a Pet – Super Simple □ When Cats Get up in the Morning – Super Simple <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Happy Birthday 	<p>Linked to Wow Said the Owl</p> <ul style="list-style-type: none"> One Little Owl □ I Can Sing a Rainbow <p>Linked to Tap the Magic Tree</p> <ul style="list-style-type: none"> Five Little Leaves □ Autumn Leaves are Falling Down <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Rain, Rain, go Away □ I Hear Thunder □ What's the weather? □ Christmas songs 	<p>Linked to I Can Fly / Busy Penguins</p> <ul style="list-style-type: none"> Five Little Penguins □ Row, Row, Row Your Boat □ Rub-a-Dub-Dub □ Five Little Fishes □ One, Two, Three Once I Caught a Fish Alive □ I Had a Little Turtle □ Jack and Jill <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Five little snowmen □ I'm a little snowman □ Snowflake, Snowflake 	<p>Linked to Come On Daisy / Who's in the Egg?</p> <ul style="list-style-type: none"> Five Little Ducks □ I'm a Real Spring Chicken □ Chick, Chick, Chicken □ Five Little Birds □ Old McDonald Had a Farm <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Spring is Here 	<p>Linked to Monkey & Me</p> <ul style="list-style-type: none"> Five Little Monkeys □ Daddy's Taking us to the Zoo □ <p>Linked to Where's My Teddy</p> <ul style="list-style-type: none"> Five Little Teddies □ Teddy Bear, Teddy Turn Around □ When Goldilocks Went to the House of the Bears <p>Linked to Seasons / Celebrations</p> <ul style="list-style-type: none"> Mr Sun 	<p>Linked to We All Went Travelling By</p> <ul style="list-style-type: none"> The Wheels on the Bus □ Five Little Flying Saucers □ John Brown Had Little Motor Car <p>Linked to The Flying Bath</p> <ul style="list-style-type: none"> A Sailor Went to See □ Ten Little Firefighters □ Five Police Officers

Key Person Group Bear – Home visits / trips

Occupations	<ul style="list-style-type: none"> ▪ Doctors and Nurses ▪ Vets 	<ul style="list-style-type: none"> ▪ School Site Manager 	<ul style="list-style-type: none"> ▪ Vets 	<ul style="list-style-type: none"> ▪ Farmer 	<ul style="list-style-type: none"> ▪ Zoo Keeper 	<ul style="list-style-type: none"> ▪ Policeman/Fireman
Trips/Visitors Enrichments	<p>Visitors / Videos</p> <ul style="list-style-type: none"> ○ New baby ○ School nurse ○ Mums / dads ○ Pets 	<p>Trip:</p> <ul style="list-style-type: none"> ○ Autumn walk around school grounds 	<p>Videos</p> <ul style="list-style-type: none"> ○ Penguins ○ Sea life <p>Trip:</p> <ul style="list-style-type: none"> ○ Winter walk 	<p>Visitors / Videos</p> <ul style="list-style-type: none"> ○ Ducks <p>Trip:</p> <ul style="list-style-type: none"> ○ Spring walk 	<p>Visitors / Videos</p> <ul style="list-style-type: none"> ○ Wild animals 	<p>Visitors / Videos</p> <ul style="list-style-type: none"> ○ Caterpillars ○ Ducks <p>Trip:</p> <ul style="list-style-type: none"> ○ Summer walk
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> ○ Birthdays ○ Grandparents Day (3rd October) 	<ul style="list-style-type: none"> ○ Harvest Festival ○ Nursery Rhyme week – 15th November ○ Bonfire Night ○ National Tree Week (29th Nov – 3rd Dec) ○ Christmas 	<ul style="list-style-type: none"> ○ National story telling week 31st January ○ Chinese New Year– 1st Feb ○ Holi – March 	<ul style="list-style-type: none"> ○ Mother's Day – 27th March ○ British Science Week – 14th March ○ Easter 	<ul style="list-style-type: none"> ○ Mental Health Awareness Week ○ Father's Day – 19th June 	<ul style="list-style-type: none"> ○ World Ocean Day – 8th June ○ Father's Day – 19th June ○ Wimbledon ○ Tour De France

Characteristics of Effective Learning *to be embedded through all areas of learning ... creating powerful learners and thinkers*

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult.

**Thinking and Creating
Critically**

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

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

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

Autumn

Spring

Summer

Learning Priorities: **Linked to Development Matters 2021**

Listening, Attention and Understanding

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

Speaking

- Begin to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Learn new rhyme and **begin to** develop a repertoire of songs
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
- Begin to** talk about a familiar book **one-to-one**
 - ⇒ Comment on an illustration ... *picture / illustration*
 - ⇒ Favourite character / part ... *character / event*
- Develop communication, **begin to** use different tenses
- Begin to** use longer sentences of 4/6 words
- Start a conversation with an adult / friend
- Begin to** use talk to organise selves / play

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
 - ⇒ Participate in small story group times
 - ⇒ Through questioning recall key story events
 - ⇒ Join in with simple text retelling using actions / words
- Begin to** shift attention from one thing to another when needed and given a prompt
- Begin to** understand and follow a two-part instruction
 - ⇒ Linked to: □ daily routine □ child-initiated learning
- Understand some 'why' questions
 - ⇒ Within child-initiated learning
 - ⇒ Song / story time
- Begin to** show an understanding of some prepositions
 - ⇒ Follow some simple instructions – *up / down / next to*
 - ⇒ **Begin to** use language of prepositions – *on / in*
- Begin to** listen to others in a small group with support

Speaking

- Use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Continue to** develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and **begin to** tell a simple story
 - ⇒ Using illustrations / props □ name main characters □ sequence main events
- Continue to** develop communication: □ use future and past tense (not always correctly) □ use longer sentence of 4/6 words □ **begin to** join sentences with 'and' □ start a conversation with an adult / friend and **begin to** continue it with many turns □ use talk to organise selves / play
- Begin to** retell a simple past event in correct order
- Begin to** express a point of view: ■ likes ■ dislikes

Listening, Attention and Understanding

- Enjoy listening to longer stories (**with increased attention**) and can remember much of what happens
 - ⇒ Can answer a range of questions (who, what, where and why) with relevant comments. **With support begin to** use full sentences when giving responses.
- Shift attention from one thing to another with prompt
- Understand and follow a two-part instruction
 - ⇒ Across the daily routine with confidence and independence
- Understand and respond confidently to simple 'why' questions
 - ⇒ Within a range of contexts across the daily routine
 - ⇒ **With support begin to** answer using some full sentences
- Show an understanding of some prepositions
 - ⇒ Within instructions – *behind / in front of*
 - ⇒ Use language of prepositions – *up / down / next to*
- Listen to others in a small group, turn taking with use of prop e.g. talking when holding the teddy bear

Speaking

- Use a wider range of vocabulary in a range of contexts
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Sing a large repertoire of songs
 - ⇒ As part of a group / independently
- Talk about a familiar book and tell a longer story
 - ⇒ Talk about characters / main events / likes / dislikes
- Develop communication: □ **begin to** use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with 'and' / 'like' / 'because' □ start a conversation and continue it, turn taking – be a good listener
- Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a view point – likes / dislikes □ Debate

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

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Self-Regulation

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

Managing Self

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

Building Relationships

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

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and **begin to** use other words
 - ⇒ I am *angry / worried / scared*
- **With support begin to** understand and talk about how others might be feeling and the reasons why
 - ⇒ Friends - is happy / sad because ...
 - ⇒ Main characters in stories - is happy / sad because ...
- **With support begin to** talk with others to resolve conflicts
 - ⇒ Turn taking ... *your turn / my turn*
- **Begin to** help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas*
 - ⇒ Turn taking ... *your turn / my turn*
 - ⇒ Sharing ... *one for you / one for me*

Managing Self

- **Begin to** select and use activities and resources to achieve a set goal
 - ⇒ Initiate own activities / adapting as required (with support)
 - ⇒ Demonstrate interests
- Settle to an activity **of choice** for some time
- Increasingly follow classroom **routines** and rules (**with reduced practitioner guidance**)
- **Develop independence** within self-care routines

Building Relationships

- Play with one or more other children
 - ⇒ Activity of choice / small guided group activities
- Take part in pretend play with one or more children
- See themselves as part of a community
 - ⇒ Talk about: ■ own family ■ nursery class
- **Begin to** share and take turns with others
- **Begin to** extend and elaborate play ideas with others

Self-Regulation

- Talk about feelings using a range of words
 - ⇒ I am *proud / worried / careful / brave*
- **Begin to** understand how others might be feeling
 - ⇒ Links to R.E curriculum (friendship / special times)
- Help to find solutions to conflicts and rivalries
 - ⇒ Use words to talk to others about wants / needs
- Develop appropriate ways of being assertive
 - ⇒ Turn taking / sharing resources within provision
 - ⇒ Through stories e.g. *Rainbow Fish*

Managing Self

- Select and use activities and resources, with help when needed, to achieve own set goal / given goal
 - ⇒ Introduction of one Weekly Challenge
- Settle to an activity for some time
 - ⇒ Adult-led and child-initiated
- Increasingly follow rules, understanding why they are important
 - ⇒ Following visuals
 - ⇒ **Begin to** talk about reasons for some rules
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing

Building Relationships

- Develop sense of responsibility and membership of a community
 - ⇒ **Begin to** talk about ■ school ■ moving to Reception
- Become more outgoing with unfamiliar people, in the safe context of their setting
 - ⇒ Transition visits in to Reception
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas: adult-led and child-initiated

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Gross Motor Skills

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

Fine Motor Skills

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

Gross Motor Skills

- **Continue to** develop movement of walking and running
- **Continue to** develop climbing skills
 - ⇒ Different heights using alternate feet
- **Continue to** develop balancing skills
- Learn to hop
- **Begin to** learn to skip
- **Continue to** develop riding skills
 - ⇒ Regulate speed e.g. *slowing down when needed*
- **Continue to** develop ball skills (using balloons / large balls)
 - ⇒ Throwing / catching
- Use large muscle movements
 - ⇒ Circular movements / cross the mid-line activities
- **Begin to** remember some sequences and patterns of movement related to music and rhythm
 - ⇒ Marching / walking on tip toes to the beat of the music
- **Begin to** take part in some group team activities
- **Begin to** match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- **Begin to** collaborate with others to manage large items
 - ⇒ Work in partnership with adult / peer to move a larger object

Fine Motor Skills

- Show preference a for a dominant hand
- **Continue to** learn to use a knife and fork
- Increase independence getting dressed and undressed
 - ⇒ Getting ready for outdoor play
- Use a **range of** one-handed tools and equipment
 - ⇒ Across provision e.g.: □ Malleable resources □ Mark making resources □ Range of construction resources □ Collage resources □ Transient art materials
- **Continue to develop** a comfortable grip with good control when holding pens and pencils.

Gross Motor Skills

- **Begin to** refine movement of walking and running
 - ⇒ Adapt speed / direction to avoid obstacles
- Refine climbing and balancing skills
 - ⇒ Using a range of equipment e.g. *ramps / tyres / crates*
- Develop skill of skipping in an open space
- **Continue to** develop riding skills – regulating speed / stopping and starting
- **Continue to** develop ball skills
 - ⇒ Throwing and catching using a range of ball sizes
- Use large muscle movements
 - ⇒ Crossing the mid line
- Remember some sequences and patterns of movement related to music and rhythm
 - ⇒ Simple repeated patterns e.g. *hop / stop; jump / stop*
- Take part in some group team activities
 - ⇒ Sport's Day
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
 - ⇒ Create dens / obstacle courses
- Collaborate with others to manage large items
 - ⇒ Moving large equipment with peers e.g. *tyre / mat*

Fine Motor Skills

- Use one-handed tools and equipment
 - ⇒ Including snipping with scissors
 - ⇒ Range of modelling tools
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils

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

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

** See EY2P Literacy Long Term Plans*

Phase 1 Phonics / Reading

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

Writing

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

Phase 1 Phonics / Reading

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

Writing

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

Phase 1 Phonics / Reading

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

Writing

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

MATHEMATICS: □ Numerical Pattern □ Number

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

* See *EY2P Maths Long Term Plans*

Numerical Pattern / Number

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

Shape, Space & Measure

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

Numerical Pattern / Number

- Sort and match objects accordingly e.g. *size / shape*
- Name and talk about patterns
- Continue and talk about a pattern – *ABAB*
 - ⇒ Name objects in pattern / what comes next
 - ⇒ Begin to spot a mistake in a pattern
- Recite numbers to 5 *continued string*
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with *increasing accuracy*
 - ⇒ Number rhymes
 - ⇒ Count objects of interest / within play
- **Begin to** compare quantities using ... *more than / fewer than*
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- **Begin to** count up to sets of 5 objects (1:1 correspondence)
- Use some numbers names in play *with some accuracy*
 - ⇒ Use skill of counting - one-to-one correspondence
- **Begin to** represent numbers with marks
 - ⇒ When asked, give marks numerical meaning

Shape, Space & Measure

- Select shapes appropriately *in a range of contexts*
 - ⇒ **Begin to** select specific shapes with purpose
- **Begin to** combine shapes to make new ones
- Talk about shapes
 - ⇒ *Big / small / circle / square*
- Make comparisons between objects using appropriate vocabulary
 - ⇒ *Bigger / smaller / taller*
- Understand positional language ... *up / down / next to*
- **Begin to** use *some* language of time within the daily routine
 - ⇒ *Morning / afternoon / night time*
- **Begin to** describe a familiar route (key landmarks)
- **Begin to** describe a sequence of events ... *first, next*

Numerical Pattern / Number

- Extend and create ABAB patterns
 - ⇒ **Begin to** spot and correct a mistake
- Recite numbers past 5
 - ⇒ **Begin to** start counting from a different number
- Count backwards from 5
- Show 'finger numbers' up to 5.
- Join in a range of number rhymes to 5 using props and fingers
- Fast recognition of up to 3 objects – subitising
 - ⇒ Recognise when a number is 'not three'
- Say one number for each item in order: 1,2,3,4,5
 - ⇒ Secure 1:1 correspondence
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
 - ⇒ Within in a range of contexts
- Link numerals and amounts up to 5
 - ⇒ Within in a range of contexts
- Experiment with own symbols and marks as well as numerals
 - ⇒ Talk about made marks and ascribe meaning
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Talk about 2D shapes using some correct vocabulary
- Explore 3D shapes and begin to talk about some of their properties
- Understand and use positional language
 - ⇒ Following instructions / describe a simple route ... *behind / on top of / after / underneath*
- Make comparisons between objects relating to size, length, weight and capacity ... *heavy / light / heavier / lighter*
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc
 - ⇒ 2D through collage / 3D through construction
- Combine shapes to make new ones
 - ⇒ **Begin to** talk about properties ... *flat, pointy*

UNDERSTANDING THE WORLD □ Past and Present (KS1: History)

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Chronology

The Big Picture of Events Across Time:

- ⇒ Understand and follow the daily routine with the use of a visual timetable
- ⇒ **Begin to** develop an understanding of special events that don't happen every day - *Grandparents Day / special day*
- ⇒ **Begin to** develop an awareness of the different seasons – *Autumn / falling leaves / wind / rain*

Sequence:

- ⇒ **Begin to** predict what might happen next within the daily routine, including the sequence of *morning and afternoon*
- ⇒ Understand and engage in key events to complete an activity e.g. *washing hands before snack time*

Duration:

- ⇒ **Begin to** understand that activities are different in lengths of time e.g. *short / long* story

Sense of period:

- ⇒ Understand that they were once a baby / toddler ... when I was a *baby / toddler ...*
- ⇒ **Begin to** understand that their siblings / parents were once babies / toddlers and their parents, were once a baby / a toddler e.g. when I was a *baby / toddler ...* (Own life story and family history)

Own / Family History

- **Begin to** make sense of their own life history
 - ⇒ When I was a baby *baby / new / grow*
 - ⇒ The people in my family *family / brother / sister*
 - ⇒ My birthday *birthday / party / presents / special time*
 - ⇒ Christmas time ... *celebration / nativity story*

Figures / Characters, Settings and Events from the Past

- ⇒ **Begin to** develop an awareness of different characters through traditional nursery rhymes and stories – *Doctor Foster / Ms Polly had a Dolly*
- ⇒ **Begin to** develop a sense of a 'long time ago'

Chronology

The Big Picture of Events Across Time:

- ⇒ Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days - *birthday / special day*
- ⇒ **Continue to** develop an awareness of the different seasons and identify some key features – *Winter / snow / ice / frost / Spring / growing*

Sequence:

- ⇒ **Begin to** understand and begin to use the vocabulary of time within the context of the daily routine – *later / next / after ...*
- ⇒ Be aware of beginning and end of a story, and **begin to** be aware of middle of a story – *beginning / end*
- ⇒ **Begin to** use sequencing vocabulary e.g. *before / next / after*

Duration:

- ⇒ Understand that activities are different in lengths of time e.g. *short / long* story
- ⇒ **Begin to** develop an awareness of past significant nursery events e.g. *recall autumn walk when going on a winter walk*

Sense of period:

- ⇒ Understand that they, and their parents, were once a baby / a toddler e.g. *when I was a baby / toddler ...* (Own life story and family history)

Own / Family History

- **Continue to** make sense of their own life history
 - ⇒ When I started nursery
 - ⇒ My / family birthday (s) *birthday / party / presents*
 - ⇒ Special nursery times / events ... *Easter / Holi / Chinese New Year ... celebration / special time*

Figures / Characters, Settings and Events from the Past

- ⇒ **Continue to** develop an awareness of different characters through traditional nursery rhymes and stories – *Jack and Jill / Rub-A-Dub/Dub*
- ⇒ **Begin to** develop an awareness of events through traditional nursery rhymes and stories
- ⇒ **Continue to** develop an awareness of different characters, settings and events through stories

Chronology

The Big Picture of Events Across Time:

- ⇒ **Continue to** develop an awareness of the different seasons – *Summer / sun / warm*

Sequence:

- ⇒ Understand and **begin to** use the vocabulary of time within the context of the daily routine – *later / next / after ...*
- ⇒ Know and talk about beginning, middle and end of a story / event - *beginning / middle / end*

Duration:

- ⇒ **Begin to** recite the days of the week – *days of the week names*
- ⇒ Know that some days are different e.g. *school days, weekends at home, music day ...*

Sense of period:

- ⇒ Develop an awareness of past significant nursery events – recall events using floor books / photographs as a stimulus and using past tense
- ⇒ **Begin to** compare past events / experiences ... *before*

Own Family History

- **Continue to** make sense of their own life history
 - ⇒ When I started nursery
 - ⇒ My / family birthday (s) *birthday / party / presents*
 - ⇒ Share family trips / visits ... *journey / place*
 - ⇒ Share family celebrations ... *special time / celebration*
 - ⇒ Visit to Reception (transition)

Figures / Characters, Settings and Events from the Past

- ⇒ Develop an awareness characters and events through traditional nursery rhymes and stories – *Goldilocks and the Three Bears*
- ⇒ Develop an awareness of different settings through traditional nursery rhymes and stories – *Goldilocks and the Three Bears*
- ⇒ **Begin to** develop a sense of a 'long time ago'

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E)

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Continue to develop an awareness of self <ul style="list-style-type: none"> ⇒ Talk about some of the things that make them unique ⇒ Identify own likes and dislikes ▪ Begin to make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ Talk about their own family ⇒ Listen to others as they talk about their family ⇒ Begin to develop an awareness of different types of families ⇒ Enjoy joining in with family customs and routines ⇒ Remember and share some family events / special times with others ⇒ Imitate everyday actions / events from family life (domestic role play) ▪ Develop friendships <ul style="list-style-type: none"> ⇒ Name friend /s ⇒ Play collaboratively with a friend / s ⇒ Show an awareness of likes / dislikes of friends ▪ Continue to develop positive attitudes about the differences between people <ul style="list-style-type: none"> ⇒ Demonstrate awareness and appreciate of their own physical features ▪ Begin to develop an awareness of special times / events / celebrations through: <ul style="list-style-type: none"> ⇒ First hand experiences from home ⇒ First hand experiences within nursery to reflect their own culture and that of others | <ul style="list-style-type: none"> ▪ Continue to develop an awareness of self <ul style="list-style-type: none"> ⇒ Talk about things that make them unique ⇒ Talk about own likes and dislikes ⇒ Begin to compare likes / dislikes with those of others ▪ Begin to make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ Develop an awareness of different types of families ⇒ Remember and share family events / special times with others ⇒ Imitate special events from family life (domestic role play) ▪ Develop friendships <ul style="list-style-type: none"> ⇒ Play collaboratively with a friend / s ⇒ Show an awareness of likes / dislikes of friends ▪ Continue to develop positive attitudes about the differences between people <ul style="list-style-type: none"> ⇒ Show appreciation of own physical features and others ⇒ Begin to talk about similarities and differences between themselves and others within nursery / family ▪ Continue to develop an awareness of special times / events / celebrations through: <ul style="list-style-type: none"> ⇒ First hand experiences from home ⇒ First hand experiences within nursery to reflect their own culture and that of others ▪ Begin to develop an awareness of special places for: □ their own family □ friends | <ul style="list-style-type: none"> ▪ Develop an awareness of self <ul style="list-style-type: none"> ⇒ Compare likes / dislikes with those of others ▪ Make connections between the features of their family and other families <ul style="list-style-type: none"> ⇒ Develop an awareness of different types of families ⇒ Remember and share family events / special times with others ⇒ Imitate everyday actions / events from family life (domestic role play) ▪ Develop friendships <ul style="list-style-type: none"> ⇒ Begin to appreciate likes / dislikes of friends ▪ Continue to develop positive attitudes about the differences between people <ul style="list-style-type: none"> ⇒ Demonstrate awareness and appreciate of their own physical features and those of others ⇒ Talk about similarities and differences between themselves and others within nursery / family ▪ Develop an awareness of special times / events / celebrations through: <ul style="list-style-type: none"> ⇒ First hand experiences from home ⇒ First hand experiences within nursery to reflect their own culture and that of others ▪ Develop an awareness of special places for: □ their own family □ friends |
|---|--|---|

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography) □ Natural World (KS1: Physical Geography)

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Different Occupations

- **Begin to** show interest in/ name some different occupations through:
 - ⇒ Personal visits
 - ⇒ Visitors into school ... *school nurse / photographer*
 - ⇒ Texts and role play opportunities ... *doctor / dentist / hairdresser / vets*

Local Environment

- Become familiar with the indoor and outdoor learning environment, including those used for self-care routines
 - ⇒ Name and know the purposes of different spaces
- Become familiar with some key school spaces
 - ⇒ Name and know the purposes of some different spaces – *office / hall / playground*
- Talk about where they live
 - ⇒ Describe some key features – *house / door / windows / garden / bedroom ...*
 - ⇒ **Begin to** understand that friends / people live in different types of houses / homes
- Participate in autumn walk around the school grounds
 - ⇒ Point out and name some familiar places – *nursery*
 - ⇒ Learn the names of some new places and buildings – *reception / forest school*
 - ⇒ Talk about observations using photographs

Natural World

- **Begin to** use **some** senses in hands on exploration of natural materials when getting to know new outdoor learning space
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Autumn collection *leaves, pine cones, conkers, twigs ...*
- Talk about what they see, **beginning to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment – *nursery outdoor learning space ... care / carefully*
- Experience and **being to** talk about different weather

Different Occupations

- **Continue to** show interest in/ name some different occupations through:
 - ⇒ Personal visits
 - ⇒ Videos... *Vet / zoo keeper looking after penguins; farmer*
 - ⇒ Texts and role play opportunities ... *Vet / zoo keeper / farmer*

Local Environment

- Participate in winter and spring walks around the school grounds
 - ⇒ Point out and name some familiar places
 - ⇒ Learn the names of some new places and buildings
 - ⇒ Talk about observations using photographs

Natural World

- **Begin to** use all their senses in hands on exploration of natural materials within learning space / local environment
 - ⇒ Develop curiosity and involvement when exploring different materials
 - ⇒ **Begin to** talk about likes / dislikes of different materials
- **Begin to** explore collections of materials with similar and/or different properties.
 - ⇒ Explore grouping / sorting different objects by material and properties
- Talk about what they see, **continuing to** use a wider vocabulary
 - ⇒ **Begin to** observe and talk about natural processes – *water freezing / snow falling / ice and snow melting – water / ice / snow / frozen / melting*
- **Begin to** understand the need to respect and care for the natural environment
 - ⇒ Look after the birds
- **Begin to** know that there are different places in the world
 - ⇒ Watch a video of penguins in natural environment
 - ⇒ Talk about the environment where penguins live in their natural habitat – *snow / ice / cold / sea*
- Experience and talk about different weather
 - ⇒ **Begin to** talk about likes and dislikes

Different Occupations

- **Continue to** show interest in/ name some different occupations through:
 - ⇒ Personal visits
 - ⇒ Videos... *Vet / zoo keeper*
 - ⇒ Visits *emergency services / shop keepers*
 - ⇒ Texts and role play opportunities ... *Vet / zoo keeper / emergency services / shop keepers*

Local Environment

- Participate in summer walk around the school grounds and to the local shops / area
 - ⇒ **Begin to** understand that different places and buildings in the local community have different purposes
 - ⇒ Name some different buildings within the local community
 - ⇒ Explore key events that happen in some familiar buildings
 - ⇒ Point out and name some familiar places
 - ⇒ Learn the names of some new places and buildings – *different shops / services*

- Observe and name different types of local transport

Natural World

- Use all their senses in hands on exploration of natural materials
- Explore collections of natural materials with similar and/or different properties
 - ⇒ Talk about likes / dislikes
 - ⇒ Use language to compare ... *same / different / rough / smooth ...*
- Talk about what they see, using a wide vocabulary.
- **Begin to** understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
 - ⇒ Share family holidays to different places / countries
- Talk about the differences between materials and changes they notice
- Experience and talk about different weather
 - ⇒ Talk about likes and dislikes and **begin to** give reasons

UNDERSTANDING THE WORLD □ Natural World (KS1: Science)

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

Autumn

- Talk about what they see, hear and feel **beginning to** use a wider vocabulary
 - ⇒ Begin to talk about some likes / dislikes

Living Things – Animals (including humans) and plants

- Identify and name some key body parts
- Explore and understand the use of some body parts
- **Begin to** understand that trees / plants and flowers are living things and need to be cared for
- **Begin to** explore different animal habitats linked to autumn and winter time
- **Begin to** learn how to care for the birds during Winter
- Name and talk about different pets

Different Environments

- Explore and develop knowledge of the outdoor learning space: ■ find and name key natural features e.g. *trees / grass ...* ■ begin to talk about some observed changes e.g. *the leaves falling off the trees*
- **Begin to** learn to touch natural objects carefully
- Learn to collect only fallen natural objects

Materials

- **Begin to** use **some** senses in hands on exploration of natural materials, developing curiosity: ■ Materials within indoor provision: (i) continuous provision (ii) provision enhancements ■ Materials within outdoor provision: (i) natural habitat (ii) provision enhancements
- **Begin to** explore collections of materials with similar and/or different properties: ■ Experiment with grouping / sorting different objects by theme / property e.g. Autumn collection *leaves, pine cones, conkers, twigs ...*

Natural Phenomena

- Show interest in experiencing different weather
- Develop curiosity and involvement when exploring different weather
- **Begin to** talk about likes / dislikes of different weather
- **Begin to** use language to compare different weather

How Things Work

- Explore how familiar things work: ■ toy ■ decoration
- Begin to explore different forces felt: ■ push and pull toys

Spring

Natural World

Living Things – Animals (including humans) and plants

-

Materials

- **Begin to** use all their senses in hands on exploration of natural materials, developing curiosity
 - ⇒ Develop curiosity and involvement when exploring different materials
 - ⇒ Begin to talk about likes / dislikes of different materials
- Explore collections of materials with similar and/or different properties.
 - ⇒ **Begin to** experiment with grouping / sorting different objects by property or material e.g. *things that float / sink*;
 - ⇒ **Begin to** notice and talk about how properties of materials have changes e.g. *things that melt when left in the sun (ice); mixing flour with water*

- Talk about what they see, **continuing to** use a wider vocabulary
 - ⇒ Begin to observe and talk about natural processes – *water freezing / snow falling / ice and snow melting – water / ice / snow / frozen / melting*
- Begin to understand the need to respect and care for the natural environment
 - ⇒ Look after the birds
- **Begin to** know that there are different countries in the world
 - ⇒ Watch a video of penguins in natural environment
- Explore how things work
 - ⇒ Begin to explore mechanical toys
- **Begin to** explore and talk about different forces they can feel

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

Summer

Natural World

Living Things – Animals (including humans) and plants

-

Materials

- Use all their senses in hands on exploration of natural materials, extending curiosity
- Explore collections of materials with similar and/or different properties
- Talk about differences between materials and the changes they notice
 - ⇒ **Begin to** talk about some natural processes
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice

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

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (KS1 Art & Design / DT)

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Being Creative

- **Begin** to explore different materials and textures
 - ⇒ Free exploration – collage
 - ⇒ Introduction to glue to join ... *spread / press*
- **Create:** □ lines □ circles
 - ⇒ Range of different media
- **Explore printing ...** *printing / down / up / still*
 - ⇒ Hands / fingers / feet
 - ⇒ Leaves
- **Create enclosed shapes to represent self (range of media)**
 - ⇒ Body / Face ... *key features / circle / line*
- **Begin** to explore colour
 - ⇒ Free exploration
 - ⇒ Self-portraits
 - ⇒ Autumn / Christmas

Being Creative

- Explore different materials freely and **begin to** develop own ideas about how to use them and what to make
- **Continue to** explore different textures
 - ⇒ Use a range of different white / blue media
- **Begin to** join different materials
 - ⇒ Make a home for bird / penguin
- **Begin to** create closed shapes to represent objects
 - ⇒ Self-portrait on winter walk
- **Begin to** draw with increasing detail
 - ⇒ Observation drawing of penguin (photographs / small world resources)
- Use drawing to represent ideas like movement
 - ⇒ Penguin journeys (left to right)
- **Begin to** show different emotions in drawings and paintings, like happiness, sadness, fear etc.
- **Begin to** explore colour mixing
 - ⇒ Different shades of blue

Being Creative

- Develop their own ideas and decide which materials to use to express them
- Explore different textures
- Join different materials
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (KS1 Music / Performing Arts)

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

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Being Imaginative

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

Being Imaginative

- **Begin to** respond to what they have heard, expressing their thoughts and feelings.
- **Begin to** remember and sing entire songs
 - ⇒ Winter / themed songs
- **Begin to** sing the pitch of a tone sung by another person ('pitch match').
- **Begin to** sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas
 - ⇒ Happy Feet Penguin Band / Dance
- Take part in simple pretend play and **begin to** using an object to represent something else
 - ⇒ Role Play – vets / penguin hospital
- **Begin to** develop complex stories using small world equipment
- **Begin to** make imaginative and complex 'small worlds'

Being Imaginative

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

Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:

EVALUATION:

<p>AUTUMN TERM:</p>
<p>SPRING TERM:</p>
<p>SUMMER TERM:</p>