

NURSERY



The EYFS curriculum here at Benjamin Adlard Primary School, is based on the Statutory framework for the EYFS but adapted so that we can meet the needs of all children and continue to 'Make a Difference.'

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

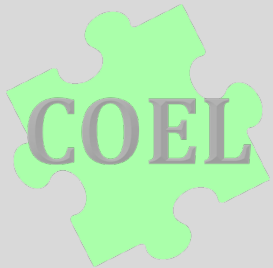
Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between other children, all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. All children should be supported and challenged to make progress from their starting points regardless of SEND, EAL etc.



OVER
ARCHING
PRINCIPLES





EYFS INTENT, IMPLEMENTATION AND IMPACT STATEMENT

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

At Benjamin Adlard school, our school values are Aspiration, Independence and Resilience. These values shape what happens every day so that every child has a rich and rewarding experience that helps them grow into successful, lifelong learners.

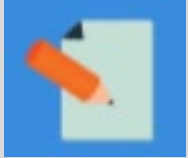
Our intent is to work in partnership with parents and carers to encourage and support confident and independent learners with a 'can do' attitude.

We want our children to thrive from their various starting points in a safe, welcoming environment. We recognise that all children are unique, celebrating and welcoming differences within our communities. Therefore, our curriculum is developed and adapted to meet and follow the interests and needs of our children. The curriculum is coherently planned, progressive and sequenced from the start of the nursery provision through to the Early Learning Goals. This ensures that children are well prepared for a smooth transition into year one and beyond. We believe our curriculum is ambitious and provides no limits or barriers to all children's achievements and is based on our school mission statement 'To make a difference.'

The EYFS setting is an enabling environment with clearly defined areas within the indoor and outdoor classrooms provision including our forest school classroom. These are resourced and organised to maximise engagement and independent access for all children. We ensure that our environment and curriculum is language rich and puts children speech, language and communication development at the heart teaching and learning.

We work collaboratively with the whole school community and therefore use the three school curriculum drivers to support the teaching and learning in the Early Years Foundation Stage.

Language and Vocabulary - We recognise that language development is a critical element of our curriculum, and it is essential for our children to have the opportunities to broaden and strengthen their language skills.



Social Mobility - We recognise the needs of our community and therefore ensure that our curriculum sets high standards, which support and embeds cultural capital across all areas of learning. This supports the gap between children from different socio-economic backgrounds.

Mental health and Wellbeing – We recognise that personal wellbeing is at the core of everything we do for our children, staff and community. We believe that every child is able to learn and reach their full potential when they have strong self esteem, high aspirations, resilience and emotional intelligence.

Implementation

Our EYFS curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage and uses the Development Matters 2022. These alongside Curriculum Maestro ensures we deliver an ambitious, broad and balanced curriculum through the delivery of termly projects across the year that engage and motivate children’s learning. Effective interactions between staff, children and regular home/school communications ensures our curriculum has the flexibility to adapt to meet the needs of all our learners. We use online learning journeys (Tapestry) to celebrate and share achievements as well as children’s next steps in their learning.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of learning. These are:

- Personal, Social and emotional development.
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design.

We recognise that activities should support the Characteristics of Effective Learning. These are:

- Playing and exploring – Children investigate and experience things. They ‘have a go’.
- Active Learning – Children focus on ‘Keep on trying’. And enjoy their environments.

- Creating and thinking critically – Children develop their own ideas, make links between ideas and develop strategies for doing things.

The EYFS team carefully plan a progressive curriculum that is ambitious and inspiring. Planned learning is through play opportunities and direct practical experiences, with a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision. Ensuring opportunities to develop children's learning through discovery, exploration, curiosity and challenge. Adults scaffold learning through skilful interactions, shared attention and clear and considered responses to further support communication and language skills.

Our learning environments are high quality, vibrant, stimulating and exciting and relevant to meet the needs of our children. Indoor and outdoor learning is accessible all year round and designed to support independence and choice.

At Benjamin Adlard School, we follow the Little Wandle Letters and Sounds programme to teach phonics, children start this programme when they join school in Nursery. We ensure that daily, high quality, systematic, discrete phonics teaching is delivered consistently across our School. Although your child will be taught to read at school, you have a huge impact on their reading journey by continuing their practice at home.

The EYFS classes use floor books to provide a wonderful record of the learning that has taken place across each term. The books support pupils recall and retrieve previous learning through group activities with a high emphasis on communication and language.

We provided effective and focused interventions for those children who are finding some learning a challenge and may not be on track to meet national expectations by the end of the year. This is provided through inclusive and flexible approach depending on the needs of individual children. Support from home and outside agencies is also enlisted from the early stages to ensure that every child in our setting can and will achieve.

A range of formative and summative assessments are used to identify what the children know and understand and to precisely target their individual next steps in learning. The EYFS team collect evidence of children's learning through work completed in workbooks, learning journeys, informal observations, photos and videos, which are shared with parents via Tapestry. The termly judgments are moderated within school, with the EYFS Lead teacher and the senior leadership team. We work collaboratively with other trust school to evaluate judgements made to ensure the school outcomes are secure and consistent with government guidelines.



The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which supports them in developing their own personalities in their journey to being life long learners.

Impact

All children make 'good progress' across all areas of the EYFS curriculum. Progress is evident in learning journals, books, Tapestry and data.

We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. This is tracked using 'Bromcom' (school's data system) to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Reception Ready' and 'Key Stage 1 Ready'.

At the end of EYFS our children;

- have improved communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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GENERAL THEMES

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BENJAMIN ADLARD VALUES AND CURRICULUM DRIVERS

At Benjamin Adlard school, our school values are Aspiration, Independence, and Resilience. These values shape what happens every day so that every child has a rich and rewarding experience that helps them grow into successful, lifelong learners. These three core values underpin all we do and are taught and celebrated throughout all of our learning projects and within the environment.

We work collaboratively with the whole school community and therefore use the three school curriculum drivers to support the teaching and learning in the Early Years Foundation Stage. These form the foundations of our curriculum and permeate all aspects of school:

Language and Vocabulary - We recognise that, nationally, there is evidence of a “vocabulary gap” between children on-entry to our school. To close this gap and to promote a love of reading and writing, language development is a critical element of our curriculum. We provide a word-rich environment, with a focus on key words in all subjects, so that children can develop their use of language and increase their vocabulary. Within our curriculum we have highlighted the language for learning that we aim to explicitly teach and for our children to begin to use. We also provide vocabulary which we will model within provision and immerse our children in a language rich environment.

Social Mobility - We recognise the needs of our community and therefore ensure that our curriculum sets high standards, which support and embeds cultural capital across all areas of learning. This supports the gap between children from different socio-economic backgrounds. We provide numerous opportunities for recall and revisit learning regularly to support children at all different stages of their early years journey here at Benjamin Adlard.

Mental health and Wellbeing – We recognise that personal wellbeing is at the core of everything we do for our children, staff and community. We believe that every child is able to learn and reach their full potential when they have strong self esteem, high aspirations, resilience and emotional intelligence. In the early years, we provide a safe environment for all children to

explore their emotions and offer support to those who need help to manage themselves. We are always modelling ways that we can be resilient, offering opportunities for challenge and problem solving.

	AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
							
Description	This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are	This project explores the differences in the world at night compared to the day. It teaches children about the importance of a good night's sleep and helps them discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.	This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.	This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.	This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.	This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.

		unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.					
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Communication and Language

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 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily story time, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Little Wandle Foundations EYFS productions, assemblies and weekly interventions.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -listen to simple stories and understand what is happening, with the help of the pictures. -enjoy listening to longer stories. -begin to use a wider range of vocabulary. -begin to sing a large repertoire of songs. <p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> -continue to develop their communication perhaps using irregular tenses and plurals. -develop pronunciation perhaps having difficulties with: r,j,th,ch,sh 	<p>To be able to:</p> <ul style="list-style-type: none"> -listen to simple stories and understand what is happening, with the help of the pictures. -begin to use a wider range of vocabulary. -begin to understand an instruction that has two parts. -know many rhymes. 	<p>To be able to:</p> <ul style="list-style-type: none"> -sing a large repertoire of songs -begin to understand a question or an instruction that has two parts. -be able to talk about familiar books. -Begin to use talk to organise themselves and their play. -start a conversation with an adult or friend. 	<p>To be able to:</p> <ul style="list-style-type: none"> -enjoy listening to longer stories. -use a wider range of vocabulary. -understand a question or an instruction that has two parts. -begin to use longer sentences of four to six words. -start a conversation with an adult or friend. -say some multisyllabic words- dinosaur, pterodactyl -Begin to use talk to organise themselves and their play. 	<p>To be able to:</p> <ul style="list-style-type: none"> -enjoy listening to longer stories and remember some of what happens. -use a wider range of vocabulary about the world. -begin to understand why questions. -begin to use longer sentences of four to six words. -use talk to organise themselves and their play. -can start a conversation with an adult or friend and continue it for many turns. - express a point of view 	<p>To be able to:</p> <ul style="list-style-type: none"> -enjoy listening to longer stories and remember much of what happens. -use a wider range of vocabulary about plants and growth. -use longer sentences of four to six words. -Encourage chn to pay attention to more than one thing at a time. -understand why questions. -be able to tell a long story. -say some multisyllabic words. -start a conversation with an adult or friend and continue it for many turns. - express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. 	<p>To be able to:</p> <ul style="list-style-type: none"> -enjoy listening to longer stories and remember much of what happens. -use a wider range of vocabulary. -use longer sentences of four to six words. -Encourage chn to pay attention to more than one thing at a time. -understand why questions. -be able to tell a long story. - express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.

<p>COMMUNICATION AND LANGUAGE</p> <p>KEY KNOWLEDGE BY END OF EACH TERM</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to use pictures in stories to help them understand what is happening. -more words from stories building a wider vocabulary. -some songs. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -more words, building a wider vocabulary. -a large repertoire of songs. - instruction words. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to follow instructions. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -more words linked to stories/themed books. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -more words linked to stories/themed books. -how to use words to express their opinion. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -more words linked to stories/themed books. -that we answer why questions using the conjunction because. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT) 	<p>Chn will know:</p> <ul style="list-style-type: none"> -more words linked to stories/themed books. -that we answer why questions using the conjunction because. -how to tune into sounds and make them using their mouth and throat. (Little Wandle Foundations/SALT)
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Personal, Social and Emotional Development

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, 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 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
<p>MANAGING SELF - SELF-REGULATION BUILDING RELATIONSHIPS</p> <p>(WE PROVIDE ONGOING OPPORTUNITIES FOR CHILDREN TO DEVELOP THEIR PERSONAL, SOCIAL AND EMOTIONAL SKILLS THROUGHOUT THE YEAR THROUGH CIRCLE TIMES, SOCIAL STORIES, DIVERSITY STORIES, FLOOR BOOKS AND SULP- SOCIAL UNDERSTANDING OF</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -become more outgoing with unfamiliar people, in the safe context of their setting. -show more confidence in new social situations. 	<p>To be able to:</p> <ul style="list-style-type: none"> -develop their sense of responsibility and membership of a community. -remember rules without needing an adult to remind them. -increasingly follow rules. 	<p>To be able to:</p> <ul style="list-style-type: none"> -remember rules without needing an adult to remind them. -increasingly follow rules, understanding why they are important. -play with one or more other children, elaborating on each other's ideas. -begin to make healthy choices about toothbrushing. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Talk about their feelings using words like happy, sad, angry or worried. -Develop appropriate ways of being assertive. -Find solutions to conflicts and rivalries. -talk with others to resolve conflicts. -Be increasingly independent in meeting their own care needs. -Select and use activities and resources with help when needed. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Understand gradually how others might be feeling. -Develop appropriate ways of being assertive. -Find solutions to conflicts and rivalries. -talk with others to resolve conflicts. -Be increasingly independent in meeting their own care needs. -Select and use activities and resources with help when needed to achieve a goal that has been suggested to them. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Understand gradually how others might be feeling. -Find solutions to conflicts and rivalries. -talk with others to resolve conflicts. -Make healthy choices about food and drink. -Select and use activities and resources with help when needed to achieve a goal they have chosen or one that has been suggested to them. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Understand gradually how others might be feeling. -Find solutions to conflicts and rivalries. -talk with others to resolve conflicts. -Make healthy choices about food, drink, activity and toothbrushing. -Select and use activities and resources with help when needed to achieve a goal they have chosen or one that has been suggested to them.

LANGUAGE PROGRAM- SESSIONS.)							
SUB THEMES	Families and relationships		Citizenship and Safety	Health	Understanding differences	Feelings	Wellbeing
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT KEY KNOWLEDGE BY END OF EACH TERM	<p>Chn will know:</p> <ul style="list-style-type: none"> -who is their family and close family. -special people in the community. <p>Key vocabulary</p> <p>Family, Friend, Mum, Dad, Brother, Sister, Love, Care, Share, Kind, Help, Together, Home, Hug, Special</p>		<p>Chn will know:</p> <ul style="list-style-type: none"> -the rules, expectations, and routines of the school day. -following rules is important. <p>Key vocabulary</p> <p>Safe, Danger, Stop, Careful, Help, Firefighter, Police, Doctor, Nurse, Rules, Fair, Right, Wrong</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -what healthy means. -that toothbrushing is a healthy choice -some food and drinks are healthy and good for their bodies. -to use words such as happy, sad when talking about how they feel. -some ways to be assertive. -which resources to use for a purpose. <p>Key vocabulary</p> <p>Healthy, Food, Drink, Wash, Clean, Brush Teeth, Strong, Run, Jump, Rest, Sleep, Tired, Grow</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -that different people like different things. -All people are different in their own way. <p>Key vocabulary</p> <p>Same, Different, Friend, Special, Skin, Hair, Festival, Celebrate, Share, Nice, Kind, Listen</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -that others may feel differently to them. -strategies to solve conflicts and rivalries. -to use words such as happy, sad when talking about how they feel. <p>Key vocabulary</p> <p>Happy, Sad, Angry, Tired, Scared, Smile, Cry, Hug, Talk, Calm, Love, Excited, Safe, Worried</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> - the names of basic things that can help our health and wellbeing (teeth, food, activities) <p>Key vocabulary</p> <p>Relax, Calm, Happy, Rest, Strong, Body, Healthy, Grow, Safe, Quiet, Play, Confident</p>

Physical Development

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 practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

	AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
PHYSICAL DEVELOPMENT FINE MOTOR DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. -use one-handed tools and equipment. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils. -use one-handed tools and equipment. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils. -use one-handed tools and equipment. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils. -use one-handed tools and equipment. -be increasingly independent as they zip up coats. 	<p>To be able to:</p> <ul style="list-style-type: none"> -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils. -use one-handed tools and equipment. -be increasingly independent as they zip up coats.
PHYSICAL DEVELOPMENT FINE MOTOR KEY KNOWLEDGE	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to put their own coat on. -how to safely use scissors to snip -how to hold scissors 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to put their own coat on. -how to safely use scissors to snip -how to hold scissors 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to hold a pencil using a tripod grip. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to safely use scissors - threading is putting one materials through another -how to hold a pencil using a tripod grip. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to safely use scissors -how to hold a pencil using a tripod grip. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to safely use scissors -how to hold a pencil using a tripod grip. -how to fasten a zip. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to safely use scissors -how to hold a pencil using a tripod grip. -how to fasten a zip.

<p>GROSS MOTOR (PE)</p>	<p>Introduction to PE</p> <p>To be able to:</p> <ul style="list-style-type: none"> -demonstrate balance -negotiate space safely -explore movement skills 	<p>Fundamentals 1</p> <p>Balance: explore balancing techniques while stationary and on the move.</p> <p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet and landing with control.</p> <p>Travelling: explore different ways to travel around a space.</p>	<p>Dance:</p> <p>Actions: explore how my body moves.</p> <p>Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others</p>	<p>Games:</p> <p>Sending & receiving: explore sending and receiving with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p>	<p>Gymnastics</p> <p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Jumping: explore jumping safely.</p>	<p>Ball skills 1</p> <p>Rolling: explore how to transfer balls by rolling.</p> <p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>
<p>GROSS MOTOR KEY KNOWLEDGE</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to change direction to avoid others. -how to stop in a balanced position on your feet. -how to move safely around environments. <p>Key vocabulary Run, hop, jump, balance, space, stop</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -holding their arms out helps them balance. -running using big steps; stopping uses small steps and bent knees. -moving into space away from others to keep them safe. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -actions are simple movements like clapping, stomping or waving. -movement can show how they feel or what they are thinking. -how to move around safely and be ware of their own space. <p>Key vocabulary</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to throw, roll, or kick different objects. -how to catch and stop the ball. -how to control a ball with their hands and feet. -how to move and play safely in space. <p>Key vocabulary</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -they can make different shapes with their bodies. -different body parts can help them balance. -how to jump by pushing off the ground with their feet. <p>Key vocabulary</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to use their hands or feet to send an object, like a ball. -how to react and catch a moving object. -how to follow a moving ball with their eyes to stop it. <p>Key vocabulary</p>

		<p>-bending their knees helps them land safely when jumping.</p> <p>-hopping means jumping on one foot.</p> <p>Key vocabulary Balance, bend, crawl, jump, hop, land, run, slide, space, stop, travel</p>	<p>Move, space, shape, travel, start, fast, slow</p>	<p>Throw, stop, kick, catch, run, space, safely, rules</p>	<p>Balance, bend, shape, still, jump, land, travel, around, over</p>	<p>Ball, roll, throw, catch, kick, stop</p>
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Literacy

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 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
<p>LITERACY</p> <p>COMPREHENSION</p> <p>- DEVELOPING A PASSION FOR READING</p> <p><u>WORD</u></p> <p><u>READING</u></p>	<p>To be able to:</p> <p>-Engage in conversations about stories.</p>	<p>To be able to:</p> <p>-Engage in conversations about stories.</p> <p><u>Core Text:</u></p>	<p>To be able to:</p> <p>-Engage in conversations about stories, learning new vocabulary.</p> <p>-Understand the five key concepts about print.</p> <p><u>Core Text:</u></p> <p>-We're going on a Bear Hunt.</p> <p>-Dear Santa</p> <p>(See separate planning Document)</p>	<p>To be able to:</p> <p>-Engage in conversations about stories, learning new vocabulary.</p> <p>-Develop their phonological awareness so that they can count or clap syllables in words.</p> <p>-understand that print can have different purposes.</p> <p><u>Core Text:</u></p> <p>- Jasper's Beanstalk</p> <p>-The Very Hungry Caterpillar</p> <p>(See separate planning Document)</p>	<p>To be able to:</p> <p>-Engage in conversations about stories, learning new vocabulary.</p> <p>-Understand the five key concepts about print.</p> <p>-Develop their phonological awareness so that they can spot and suggest rhymes.</p> <p><u>Core Text:</u></p> <p>-Each Peach Pear Plum</p> <p>-The Train Ride</p>	<p>To be able to:</p> <p>-Engage in conversations about stories, learning new vocabulary.</p> <p>-Develop their phonological awareness so that they can recognise words with the same initial sound.</p> <p><u>Core Text:</u></p> <p>-Errol's Garden</p> <p>-Freddie and the Fairy</p>	<p>To be able to:</p> <p>-Understand the five key concepts about print.</p> <p>-Develop their phonological awareness so that they can recognise words with the same initial sound.</p> <p><u>Core Text:</u></p> <p>-You Choose</p> <p>-Come on Daisy</p>

<p>LITERACY</p> <p><u>WORD</u></p> <p><u>READING</u></p> <p><u>KEY</u></p> <p><u>KNOWLEDGE</u></p>			<p>Chn will know:</p> <ul style="list-style-type: none"> -the meaning of some new vocabulary from stories. -that print/words have meaning. -text can have different purposes. -that we read from left to right and from top to bottom. -the names front cover, title, blurb. -that pages are in a sequence. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -the meaning of some new vocabulary from stories. -text can have different purposes and examples of what they might be. -how to clap syllables in words. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -the meaning of some new vocabulary from stories. -that print/words have meaning. -text can have different purposes. -that we read from left to right and from top to bottom. -the names front cover, title, blurb. -that pages are in a sequence. -the rhyming rules 	<p>Chn will know:</p> <ul style="list-style-type: none"> -the meaning of some new vocabulary from stories. -how to identify the first sound in a word. 	<p>Chn will know:</p> <ul style="list-style-type: none"> -that print/words have meaning. -text can have different purposes. -that we read from left to right and from top to bottom. -the names front cover, title, blurb. -that pages are in a sequence. --some words that start with the same initial sound. -how to identify the first sound in a word.
<p><u>WRITING</u></p>	<p>Getting ready to write- Gross and fine motor development will take priority to strengthen muscles needed to hold pencils and write.</p> <p>Mark making tools in environment/provision to support early writing opportunities.</p>			<p>To be able to:</p> <ul style="list-style-type: none"> -use some of their print and letter knowledge in their early writing. -begin to write some letters accurately. -begin to write some or all of their name. 	<p>To be able to:</p> <ul style="list-style-type: none"> -use some of their print and letter knowledge in their early writing. -Write some letters accurately. -begin to write some or all of their name. 	<p>To be able to:</p> <ul style="list-style-type: none"> -use some of their print and letter knowledge in their early writing. -Write some letters accurately. -begin to write some or all of their name. 	

(See FM- ensure correct pencil grip)

WRITING

KEY

KNOWLEDGE

Chn will know:

-how to write some letters accurately using little Wandle straplines.

-how to write some letters from their name.

Chn will know:

-how to write some letters accurately using little Wandle straplines.

-how to write some letters from their name using the correct formation.

Chn will know:

-how to write some letters accurately using little Wandle straplines.

-how to write the letters from their name using the correct formation.

Understanding the World

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 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
UNDERSTANDING THE WORLD (HISTORY)	To be able to:	To be able to: -begin to make sense of their own life story and family's history -talk about what they see using a wide vocabulary (from photographs of families etc)	To be able to: - talk about past and present events (Remembrance Day)	To be able to: -talk about what they see using a wide -talk about past and present events -develop their own narratives and explanations by connecting ideas or events	To be able to:	To be able to:	To be able to:
	Chn will know:	Chn will know: -how they have changed since being a baby. -things happened a long time ago. -some of my family lived a long time ago. Key vocabulary: Family, child, baby, mum,	Chn will know: -some people are very important and will always be remembered. -know that the poppy helps us to remember. Key vocabulary: Remembrance Day, poppy, soldier, army, remember,	Chn will know: -dinosaurs lived a long time ago. -dinosaurs are no longer alive. -dinosaurs were around before they were born. -life in the past was very different from today. -dinosaurs lived in different parts of the world.	Chn will know:	Chn will know:	Chn will know:
KEY KNOWLEDGE							

HISTORICAL SKILLS

dad, sister, brother, grandma, nanna, grandad, photograph, young

important, war, peace, help, brave

Key vocabulary
 Dinosaur, alive, long ago, dig, earth, bones, foot prints, teeth, food, big, small, tail, claws, wings, stomp, roar

-I can remember and talk about significant events in their own experiences.
 -I can sequence photographs from different parts of my life.
 -I can match objects to people of different ages.
 -I can talk about some of the things I have observed.
 -I can recognise the difference between past and present in their own lives.

-I can talk about some of the things I have observed.
 - I begin to develop an understanding of why things happened in the past.
 - I know some key information about the past through settings, characters and events encountered in books.

-I can talk about some of the things I have observed.
 - I begin to develop an understanding of why things happened in the past.
 - I know some key information about the past through settings, characters and events encountered in books.

UNDERSTANDING
THE WORLD
(GEOGRAPHY)

- I can identify and describe similarities and differences between myself and others.

-I can describe an event or family member from my past that is important to remember.

To be able to:

To be able to:

To be able to:

To be able to:

-talk about the features of their own immediate environment and how environments might vary from one another.

-develop their own narratives and explanations by connecting ideas or events

To be able to:

-continue developing positive attitudes about the differences between people

-say that there are different countries in the world and talk about the differences they have experienced or seen in photos

-talk about what they see using a wide vocabulary

To be able to:

To be able to:

-continue developing positive attitudes about the differences between people and places.

-talk about what they see using a wide vocabulary

KEY KNOWLEDGE

Chn will know:

Chn will know:

Chn will know:

Chn will know:

-that we live on a planet called Earth.

-that dinosaurs lived in jungles and deserts.

Key vocabulary

Jungle, Desert, River, Forest, Earth

Chn will know:

-that there are different countries around the world.

-the world is made of land and ocean.

- some countries are hot and some are cold

-people live on land.

-some animals live in water.

-how we could travel to different countries through talk and looking at photographs.

Key vocabulary

World, Country, Map, Globe, Earth, Land, Ocean, Weather, Travel, Different, Same

Chn will know:

Chn will know:

-the beach is always next to where the sea is.

-there are lots of beaches around the world.

Key vocabulary

Beach, Sand, Sea, Waves, Ocean, Shell, Rock, Sun, Boat, Fish

GEOGRAPHY SKILLS AND FIELDWORK

				<ul style="list-style-type: none"> -Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. -Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. -Use a range of sources such as photographs. 	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. -Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. -Use a range of sources such as photographs. 		<ul style="list-style-type: none"> -Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. -Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. -Use a range of sources such as photographs.
<ul style="list-style-type: none"> To be able to: -name basic body parts: head, shoulders, knees, toes and facial features (songs) -name animals found on a farm -use their senses in hands on exploration of natural materials. 	<ul style="list-style-type: none"> To be able to: -show interests in different occupations. 	<ul style="list-style-type: none"> To be able to: -talk about what they can see using a range of vocabulary. -use their senses in hands on exploration of natural materials. -begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> To be able to: -show curiosity about objects, events and people. -use senses to explore the world around them. 	<ul style="list-style-type: none"> To be able to: -explore and talk about different forces they can feel -explore collections of natural materials with and/ or different properties. - Use all their senses in hands-on exploration of natural materials. -Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> To be able to: -talk about what they see using a wide range of vocabulary. -plant seeds and care for growing plants. -begin to understand the need to respect and care for the natural environment and all living things: -understand the key features of the life cycle of a plant. 	<ul style="list-style-type: none"> To be able to: -use all their senses in hands on exploration of natural materials. -explore collections of materials with similar and/or different properties. 	

UNDERSTANDING THE WORLD (SCIENCE)

KEY KNOWLEDGE

					-Understand 'why' question		
<p>Chn will know:</p> <ul style="list-style-type: none"> -songs associated with body parts: head, shoulders, knees, toes and facial features -the name of common animals found on a farm. -that objects make different sounds. -hitting an object harder will make a louder sound. -hitting an object gently will make a quiet sound. <p>Key vocabulary</p> <p>Head, shoulders, knees, toes, eyes, ears, mouth, nose, cow, pig, dog, cat, rabbit, horse, duck, sheep, chicken, hen, bang, tinkle, clap, tap, buzz, ring, whistle, loud, quiet, sound, soft, noisy, silent, fast, slow, music, high, low</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -know that some people have jobs that help us <p>Key vocabulary</p> <p>Doctor, nurse, police officer, teacher, fire fighter</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to look after their environment. -that it is light at day because the sun is in the sky. -that it is dark at night because the sun isn't in the sky. -some animals only come out at night. <p>Key vocabulary</p> <p>Clean, tidy, water, sun, sky, day, bright, shine, warm, dark, night, moon, stars, sleep, quiet, light, see through, window, glass, shiny, brighter, brightest, glow</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> - that dinosaurs were once living. -know that there were different types of dinosaurs. -that dinosaurs need to live in jungles and deserts <p>Key vocabulary</p> <p>Dinosaur, alive, extinct, long ago, bones, Tyrannosaurus Rex, Triceratops, Stegosaurus, Brachiosaurus, big, small, meat-eater, plant-eater, fossils, foot prints, teeth, food, forest, desert, water, mountains, die</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -some materials feel different. -the name of some natural materials. -when an ingredient has changed. <p>Key vocabulary</p> <p>Soft, hard, smooth, rough, cold, warm, bumpy, wood, plastic, sand, mud, clay, grass, dry, wet, water, glass, bendy, stiff, wobbly,</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -how to care for a plant. -a seed and bulbs are planted to grow into a plant. -some plants die over time -that changes happen within a plant's life cycle. <p>Key vocabulary</p> <p>Plant, sunflower, soil, grow, roots, leaves, seed, bulb, changing, flower, sunlight, change, die, branch, hole, dig, shoot, dead</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -what floating and sinking means. -that some items float and sink. -words to describe what is happening e.g. top, bottom, down, sink, float <p>Key vocabulary</p> <p>Float, sink, water, under, above, light, heavy, up, down, top, bottom, slowly, quickly</p>	
<ul style="list-style-type: none"> -make comparisons between objects. -with support, sort and group object. -with support, talk about what they have observe 		<ul style="list-style-type: none"> -with support, talk about what they have observe -with support, demonstrate and talk about what 	<ul style="list-style-type: none"> -with support, talk about what they have observe 	<ul style="list-style-type: none"> - With support, think of ideas for answering their question -With support, explore the natural 	<ul style="list-style-type: none"> - With support, think of ideas for answering their questions - With support, use magnifying glasses 	<ul style="list-style-type: none"> -While playing and exploring, demonstrate their curiosity. -While playing and exploring, begin to 	

WORKING SCIENTIFICALLY

<p>-with support, use sorting rings and boxes.</p> <p>-with support, demonstrate and talk about what they have done and notice</p> <p>-While playing and exploring, demonstrate their curiosity through play.</p> <p>-With support, explore the natural and made world using their sense</p>		<p>they have done and notice.</p> <p>-with support, use sorting rings and boxes.</p> <p>-While playing and exploring, begin to ask 'I wonder ...' questions.</p>	<p>-with support, use sorting rings and boxes.</p> <p>-With support, use magnifying glasses or tablets with magnifiers to make observation.</p> <p>While playing and exploring, demonstrate their curiosity through play.</p> <p>While playing and exploring, begin to ask 'I wonder ...' questions.</p> <p>-While playing and exploring, the children demonstrate their curiosity.</p>	<p>and made world using their sense</p> <p>-make comparisons between objects. - while playing and exploring, the children select and use resources for a particular task.</p> <p>-With support, sort and group objects.</p> <p>-With support, talk about what they have observed.</p> <p>- Sometimes draw and make marks to record their observations.</p> <p>-With support, they use sorting rings and boxes.</p> <p>With support, the children demonstrate and talk about what they have done and notice.</p>	<p>or tablets with magnifiers to make observations</p> <p>- talk about what they have observed.</p> <p>-They sometimes draw and make marks to record their observations.</p> <p>-With support, demonstrate and talk about what they have done and noticed.</p>	<p>ask 'I wonder ...' questions.</p> <p>With support, think of ideas for answering their questions</p> <p>-With support, explore the natural and made world using their senses.</p> <p>-explore using beakers/scoops etc.</p> <p>-Make comparisons between objects</p> <p>-While playing and exploring, the children select and use resources for a particular task.</p> <p>-With support, sort and group objects.</p> <p>-With support, they use sorting rings and boxes.</p> <p>-With support, demonstrate and talk about what they have done and noticed.</p> <p>-With support, notice how they made a difference to an outcome. .</p> <p>-With support, the children make comparisons between objects.</p>
<p>Myself</p> <p>To be able to:</p>	<p>Special Places</p> <p>To be able to:</p>	<p>Special Times</p> <p>To be able to:</p>	<p>My friends</p> <p>To be able to:</p>	<p>Special Things</p> <p>To be able to:</p>		

UNDERSTANDING THE WORLD (RE)

KEY KNOWLEDGE

<p>-show an interest in other families.</p> <p>-learn new words about different communities and celebrations.</p> <p>-talk about people in my community.</p> <p>Christmas</p> <p>To be able to:</p> <p>-to gain a basic understanding of what it is to believe.</p> <p>-talk about special events across the world.</p>	<p>-talk about people and places who are special to me.</p> <p>-talk about places in my community.</p>	<p>-to be able to talk about family times that are special to them.</p> <p>-To gain an understanding of how these times makes them feel</p> <p>-To be able to talk about how Easter is a special time for some people</p>	<p>-Talk about friendship</p> <p>-to gain a basic understanding of what makes a good friend.</p>	<p>-talk about things that are special to them (e.g. toy, book, people)</p> <p>-talk about things that are special to other people.</p> <p>-gain an understanding that some things are special to people that aren't special to them</p>
<p>Chn will know:</p> <p>-who is their family and extended family.</p> <p>-people are special in the community.</p> <p>-special events and celebrations in my family and community.</p> <p>-we are all different</p> <p>-that Christmas is a celebration</p> <p>-how some people celebrate Christmas</p> <p>-what the word special means</p> <p>Key vocabulary</p> <p>Family, Friend, Mum, Dad, Brother, Sister, Love, Care, Share, Kind, Help, Together, Hug, Special, Birthday, Christmas, Presents</p>	<p>Chn will know:</p> <p>-places that are special in a local area.</p> <p>Key vocabulary</p> <p>Home, Nursery, School, Park, Church, Shop</p>	<p>Chn will know:</p> <p>-that some people celebrate Easter.</p> <p>-some ways people celebrate Easter (Easter egg hunts, give Easter eggs)</p> <p>-families celebrate Easter in different ways.</p> <p>-know that spending time with family can be special.</p> <p>Key vocabulary</p> <p>Easter, Celebrate, Special, Family, Eggs, Chocolate, Egg hunt</p>	<p>Chn will know:</p> <p>-what makes a good friend (link to Golden rule – treat others how you want to be treated).</p> <p>-How friendship makes them feel.</p> <p>-The importance of saying sorry.</p> <p>Key vocabulary</p> <p>Friend, Kind, Share, Sorry, Help, Sad, Gentle, Love</p>	<p>Chn will know:</p> <p>-some things are special to different people.</p> <p>Key Vocabulary</p> <p>Special, Family, Friends, Home, Care, Toy, Book</p>

<p>UNDERSTANDING THE WORLD (COMPUTING)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -Explore how things work -Use technology through role play -Recognise technology in our lives -Talk about the way we use technology at home -Tell an adult if they see something on a digital device they don't like. 	<p>To be able to –</p> <ul style="list-style-type: none"> - Use a digital device to take a photograph and video -Use a digital device to play a simple online child friendly game. -Describe what they have done when using an ipad or interactive whiteboard 			
<p>KEY KNOWLEDGE</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> -equipment help us to do a job e.g. scissors help us to cut, pencils help us to write. -how to follow an instruction to play a group game. -some simple directional language to direct myself and others -how to follow an oral algorithm. -a range of different digital devices (ipad, phone, laptop, TV, computer) -how some digital devices work. - spot simple patterns. -the names of some digital devices at home and school. - that care is needed when using technology <p>Key vocabulary</p> <p>Click, Safety, Device, App, Care, Phone, TV, Computer, Pull, Turn, Follow, Pattern, Internet</p>	<p>Chn will know:</p> <ul style="list-style-type: none"> - that devices have controls which make them work -how to use an interactive whiteboard for simple interactive games and paint programme. -touch a screen, selecting intended options. -how to turn on Ipad. -how to find the camera app on an Ipad. - how to take a simple video or photograph. -how to hold a device carefully. -how to take turns using an ipad with your partner. <p>Key vocabulary</p> <p>Photograph, Video, Camera, Interactive Whiteboard, Paint, Picture</p>			

Expressive Arts and Design

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Stories and Rhymes	Me and my community	Starry Night	Dangerous Dinosaurs	Big Wide World	Sunshine and Sunflowers	On the beach
Expressive Arts and Design (Music)	To be able to: -Listen with increased attention to sounds. -Join in with nursery rhymes and songs using words and actions. -Use their voice to make sounds.	To be able to: -Listen with increased attention to sounds. -Join in with nursery rhymes and songs using words and actions. -Use their voice to make sounds.	To be able to: -Listen with increased attention to sounds, including instruments. Say what they like or don't like about a piece of music.	To be able to: -Move, sing or play in time with fast and slow music.	To be able to: -Remember and sing entire songs. -Sing the melodic shape of familiar songs (up/down). -Sing the pitch of a tone sung by another person (pitch match).	To be able to: -Play instruments with increasing control to express feelings and ideas. -Keep a steady beat. -Hear and follow a rhythm in songs and rhymes.	To be able to: -Create their own songs or improvise around songs they know. -Perform music for others.
Key Knowledge							
Expressive Arts and Design	Chn will know: -Music is made of sounds. -Nursery rhymes have words and actions. -Instruments make sounds when we play them.	Chn will know: -Music is made of sounds. -Nursery rhymes have words and actions. -Instruments make sounds when we play them.	Chn will know: -Different instruments make different sounds. -They can talk about music they hear. Key vocabulary instrument, music, sound	Chn will know: -Music can be fast or slow. -Music can make them feel different things. Key vocabulary fast, slow, sound, music, instrument	Chn will know: -Songs can go high and low. -They learn a song by remembering the words. Key vocabulary song, sing, high, low, voice	Chn will know: -Sounds can be loud or quiet. -Sounds can be long or short. -Instruments make lots of different sounds. Key vocabulary loud, quiet, long, short, music, instrument	Chn will know: -They can change words in a song. Key vocabulary compose, perform, song, voice, instrument

	<p>Key vocabulary sound, music, nursery rhyme, voice, sing</p>	<p>Key vocabulary sound, music, nursery rhyme, voice, sing</p>					
	<p>To be able to:</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>To be able to:</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>To be able to:</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>To be able to:</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>To be able to:</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>To be able to:</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>To be able to:</p> <p>develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>

EXPRESSIVE ARTS
AND DESIGN
(ART AND
DESIGN)

To be able to:

- explore different materials freely.
- explore different materials freely, to develop their ideas.
- develop their own ideas.
- create closed shapes with continuous lines and begin to use these shapes to represent objects.

To be able to:

- explore different materials freely, to develop their ideas.
- explore colour and colour mixing.
- develop their own ideas and then decide which materials to use to express them.
- create closed shapes with continuous lines and begin to use these shapes to represent objects.

To be able to:

- draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Join different materials
- show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- use drawing to represent ideas like movement or loud noises.

To be able to:

- explore different materials freely, to develop their ideas about how to use them and what to make.
- develop their own ideas and then decide which materials to use to express them.
- join different materials and explore different textures

KEY KNOWLEDGE

<p>Drawing</p> <ul style="list-style-type: none"> -know how to mark make using: chalk, paint rollers (water and paint) -know mark making tools can be used to create closed shapes with continuous lines. -know marks can be made to represent objects. <p>Key vocabulary</p> <p>Thick, Thin, Marks, crayon, Pencil, long, chalk</p>	<p>Paint</p> <ul style="list-style-type: none"> -know how to explore paint using hands and chunky paintbrushes - know the names of primary colours. -know how to explore what happens when the paint colours mix -know different resources can be used to paint. -know how to make a range of marks using paint. <p>Key vocabulary</p> <p>Cut, rip, sticky, mix</p>	<p>Drawing:</p> <ul style="list-style-type: none"> -know how to use drawing tools such as chunky pencils to express ideas and feelings -know that certain tools can be used to add detail/colour such as pencil crayons, felt tips <p>Key vocabulary</p> <p>Art, artist, Thick, Thin, Marks, crayon, Pencil, long</p>	<p>Craft and design and Sculpture and 3D</p> <ul style="list-style-type: none"> -know and explore differences when cutting a variety of materials. -know and explore scissors to snip and cut straight lines -know ways to join materials: PVA, glue sticks and masking tape -know how to join materials using the right tools/media. -know that different materials can be used to make a model (junk modelling) --know how to use play dough, clay and natural objects to express their ideas and feelings. - Know how to use a rolling pin to alter the appearance of malleable materials. <p>Key vocabulary</p> <p>Chop, Roll, Squash, Snip, Glue, Pull, Tape</p>
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<p>EXPRESSIVE ARTS AND DESIGN (DESIGN AND TECHNOLOGY)</p>	<ul style="list-style-type: none"> -Understands how to keep safe when using materials and equipment. - Can use a range of materials (paper, card, cardboard, plastic and fabric) -Explore threading and wrapping string or wool. -Talk about existing products and share some opinions. 	<p>Food and nutrition</p> <ul style="list-style-type: none"> - Understands how to keep safe when using utensils. - Can mix ingredients together. - Can articulate what they intend to make. - Can articulate if they like the taste of what they have made or not. 	<p>Mechanism</p> <ul style="list-style-type: none"> - EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Talk about what they will make and how they will make it. -Begin to talk about which parts move. -Discuss what they have made. -Begin to use simple terms to discuss moving mechanisms (round and round, up and down) 	<p>Junk modelling</p> <ul style="list-style-type: none"> -Understands how to keep safe when using materials and equipment. - Can use a range of materials (paper, card, cardboard and plastic). - With the help of an adult makes choices about the best construction materials to use for a specific purpose. -Discuss what they want to make. -Explore how to join objects together. -Explore folding paper and card. - Explores how to decorate and colour their model. -Discuss what they have made and what they like about it.
<p>KEY KNOWLEDGE</p>	<p>Chn will know</p> <ul style="list-style-type: none"> - the name of different tools, knows their purpose and understands they need to be used safely, e.g. scissors for cutting, card for making and Sellotape/masking tapes/ glue for sticking. - how to hold scissors and uses them to make snips in paper. -materials can be put together when making. - that different objects can be used to build and stack, e.g. Duplo and building blocks. 	<p>Food and Nutrition</p> <p>Chn will know:</p> <ul style="list-style-type: none"> - about dry and wet ingredients. - that ingredients can be stirred, mixed and poured -we can try foods and talk about what we like. 	<p>Mechanism</p> <p>Chn will know:.</p> <ul style="list-style-type: none"> - that objects can have moving parts. -we can try ideas to make things move. <p>Key vocabulary</p> <p>Wheel, Car, Bus, Train, Motorcycle, Round, Turn, Push, Pull, Move, Turn, Track, Spin, Round, Up, Down</p>	<p>Junk modelling</p> <p>Chn will know:</p> <ul style="list-style-type: none"> -the name of different tools, knows their purpose and understands they need to be used safely, e.g. scissors for cutting, card for making and Sellotape/ masking tapes/ glue for sticking. - how to attach two pieces of materials together with the support of an adult. -that they could draw first what they want to build.

	<p>-their creations can fall, break or bend.</p> <p>- we can join materials in different ways.</p> <p>Key vocabulary</p> <p>Safety, Scissors, Cut, Card, Making, Snip, Build, Stack</p>	<p>Key vocabulary</p> <p>Smell, Touch, Taste, Dry, Wet, Stirred, Mix, Pour</p>		<p>-how to articulate if they like what they have made or not and attempts to give a reason</p> <p>-that products need to be strong.</p> <p>- we can build in different ways.</p> <p>Key vocabulary</p> <p>Build, Balance, Join, Tower, Building, Bricks, Blocks, Stack</p>
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