

Evelyn Street Primary Academy

Reception Curriculum



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

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers	
Playing & Exploring	<ul style="list-style-type: none"> ▪ 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. <i>For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”</i> ▪ 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	<ul style="list-style-type: none"> ▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i> ▪ Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i> ▪ Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i> ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	<ul style="list-style-type: none"> ▪ Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.</i> ▪ Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i> ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i>

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| | <ul style="list-style-type: none">▪ Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i>▪ 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. |
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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
Overarching Theme	My Environment & Me	Special Times & Special Places	Same and Different	Life Cycles	In My Garden	People in the Community
<p>Planning around a quality text: To be chosen following children's interests</p>	 <p>The Three Little Pigs (Traditional Tale)</p>  <p>Stanley's Stick (Fiction)</p>  <p>Awesome Autumn (Non-fiction)</p>	 <p>Mouse House (Fiction)</p>	 <p>The Storm Whale in Winter (Fiction)</p>  <p>Splash in the Ocean (Non-fiction)</p>	 <p>Hattie's Hen (Fiction)</p>  <p>From Egg to Chicken (Non-fiction)</p>  <p>The Little Red Hen (Traditional Tale)</p>	 <p>Christopher's Caterpillars (Fiction)</p>  <p>Bugs (Non-fiction)</p>	 <p>Nature Trail (Poetry)</p>  <p>What Do Grown-ups Do All Day? (Non-fiction)</p>  <p>The Elves and the Shoemaker (Traditional Tale)</p>

<p>Linked texts</p>	<ul style="list-style-type: none"> • .Little Goose’s Autumn by Elli Woodlard & Briony May Smith • Hedgehogs Hide and Seek by Lucy Tapper & Steve Wilson • The Roll Away Pumpkin by Junia Wonders • Explore the Woodland by Geo Kids Books • Autumn by Katy Pike • Squirrels Autumn Search by Anita Loughery • Remembrance Day by Monica Hughes 	<ul style="list-style-type: none"> • Seasons by Rebecca Wissman. • A Stroll Through the Seasons, Written by Kay Barnham, Maddie Frost. • The Gruffalo. Written by Julia Donaldson, Axel Scheffler • My Teeth By Claire Llewellyn • I Care For My Teeth by Martha E. H. Rustad • The Boy Who Hated Toothbrushes by Zahra Hicks • Funny Bones by Janet Allan Ahlberg • 	<ul style="list-style-type: none"> • Spot the Seal Around the World. • The Grotlyn by Benji Davies. • Grandad’s Island by Benji Davies • The Storm Whale Written by Benji Davies • Grandma Bird by Benji Davies • Atlas of Ocean Adventures Written by Emily Hawkins & Lucy Letherland • Tiddler by Julia Donaldson & Axel Scheffler 	<ul style="list-style-type: none"> • Chicken by Victoria Huseby • A Chicken’s Life by Nancy Dickmann • Life Cycles by Jacklyn Jaycox • Life Cycle of a Chicken by Ruth Thomas • From Tadpole to Frog by Rachael Tonkin 	<ul style="list-style-type: none"> • Christopher’s Bicycle by Charlotte Middleton • Christopher Nimble by Charlotte Middleton • Mad About Minibeasts! By Giles Andreae • Felicity Fly by Christina Gabbitas. • Oliver’s Vegetables by Vivian French • Where Food Comes From by Ronne Randall • Butterflies by Charlotte Guillian • Butterfly by Daniel Nunn • Stems by Steffi Cavell-Clarke • The Case of the Missing Caterpillar by Sam Godwin 	<ul style="list-style-type: none"> • When I Grow Up. Written by Rosie Leonetti. • Fire Fighters by Nancy Dickmann • Police Officer by Rachel Blount • Police by Honor Head • The Man on the Moon by Simon Bartram • On the Space Station by Carron Brown • Astronauts by Charlotte Guillian • Space by Annabelle Lynch • Neil Armstrong by Izzi Howell • Jobs People Do by Start Up Geography
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<p>Trips/Visitors/First Hand Experiences</p> <p>Enrichments</p>	<p>Visitors: Head Teacher, Teachers, Helen the Dental Hygienist</p> <p>First Hand Experiences: Welly walk around school forest, observing and discussing changes from Summer to Autumn.</p> <p>Field Work – Children will explore their immediate environment using maps of the outdoor area and start to create their own maps to navigate around the space.</p>	<p>Visitors: Nurses Opticians Father Christmas Local Schools/Nursery - as an audience for our performance. Mobile Library</p> <p>Trip: A visit to the Brindley Theatre to experience a Christmas Pantomime Show.</p>	<p>Visitors - <i>Chinese New Year</i> Member of Chinese community sharing Chinese New Year experiences. Asda staff to read on World Book Day</p> <p>First Hand Experiences: Forest School</p> <p>Field Work – Children will start to become familiar with the school land and take part in welly walks on the field and playground. Using a compass, they will describe the direction of different points and note these down on maps.</p>	<p>Visitors - Priest from our community.</p> <p>First Hand Experience: Caring for our hens and collecting eggs each day. Forest School</p> <p>Trip: Farm Visit</p>	<p>Visitors:</p> <p>Trip: Welly walks around school forest and school bug hotel, with magnifying glass, looking for mini beats. Observing the life cycle of caterpillars and butterflies.</p> <p>First Hand Experiences: Forest School</p> <p>Field Work - Children will explore their local community on an environment walk around Sankey Bridges. They will use a map to navigate and a compass to talk about direction of specific places (church, school, park, shops). They will then compare this with other places around the world.</p>	<p>Visitors: Conservation workshop with Zoo</p> <p>Visits from adults in the community who share a range of different occupations with children – question and answer session.</p> <p>DT specialist Art specialist</p>
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<p>Celebrations / Festivals / Special Events</p>	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ Spanish 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ Harvest Festival ○ Diwali / Hannukah ○ Christmas ○ Bonfire Night ○ Remembrance Day ○ Nativity ○ Spanish 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ New Year ○ Chinese New Year ○ Spanish 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ Eid ○ Spanish 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ Spanish 	<ul style="list-style-type: none"> ○ Birthdays ○ Star of the Week ○ 'Egg'cellent learners ○ Spanish Superstar ○ End of half term reading raffle ○ Local Community Walk ○ End of First School Year ○ Sports Day ○ Spanish
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COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking Weaved throughout the whole of the EYFS curriculum		
<p>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, storytelling 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.</p>		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand a question or instruction that has two parts <ul style="list-style-type: none"> ⇒ Linked to: □ Daily routines □ Activities – AL and CI Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> ⇒ One-to-one / small groups / whole class Learn new vocabulary <ul style="list-style-type: none"> ⇒ Linked to: □ daily routine □ themes □ key knowledge Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) Listen to stories and begin to be active participants <ul style="list-style-type: none"> ⇒ □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... <i>character, happened</i> <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary throughout the day within a range of contexts / develop use of social phrases Begin to ask questions to find out more and develop understanding Begin to articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> ⇒ Express □ Ideas to practitioners / friends □ Within book talk Begin to connect one idea or action to another using a range of connectives... <i>because, although, but...</i> Begin to describe events in some detail, showing awareness of the listener Begin to retell a simple story using some story language 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <ul style="list-style-type: none"> ⇒ Listen to others and join in conversation, turn taking Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ Engage in conversation about main characters / events ⇒ Link story events to own experiences / other texts ⇒ Discuss feelings and actions of main characters Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary <ul style="list-style-type: none"> ⇒ Books linked to key themes ⇒ Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> Begin to understand humour e.g., <i>nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence Answer and ask questions to develop understanding <ul style="list-style-type: none"> ⇒ <i>Who? What? Where? When? Why?</i> Articulate ideas & thoughts in well-formed sentences <ul style="list-style-type: none"> ⇒ Using new vocabulary and correct tenses Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i> Describe events in some detail <ul style="list-style-type: none"> ⇒ Use sequencing vocabulary – <i>first, next, after ...</i> Use talk to help work out problems, organise thinking & activities explain how things work/why things happen <ul style="list-style-type: none"> ⇒ Introduction of some problem-solving words – <i>I think ... We could ...</i> Retell a simple story using story language / own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts <ul style="list-style-type: none"> ⇒ Engage in Talk for Writing activities } fiction ⇒ Engage in Book Talk activities } non-fiction Make comments about what they have heard and ask questions to clarify their understanding <ul style="list-style-type: none"> ⇒ Use a range of question starters and use full sentences Hold conversation when engaged in back-and-forth exchanges with teacher and peers <ul style="list-style-type: none"> ⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required Understand humour more readily e.g., <i>nonsense rhymes/jokes</i> <ul style="list-style-type: none"> ⇒ Begin to discuss likes / dislikes / reasons <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary <ul style="list-style-type: none"> ⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <ul style="list-style-type: none"> ⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts Express ideas and feelings about experiences <ul style="list-style-type: none"> ⇒ Listen to others ⇒ Participate in purposeful conversation

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Personal, Social & Emotional Development

PSHE progression through EYFS with links to Physical Development & Understanding the World

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

Early Learning Goals – PSE

- Self-regulation:** ■ Show an understanding of their feelings & begin to regulate their behaviour accordingly ■ Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate ■ Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions
- Managing Self** ■ Be confident to try new activities & show independence, resilience & perseverance in the face of challenge ■ Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices
- Building Relationships** ■ Work & play cooperatively & take turns with others ■ Form positive attachments to adults & friendships with peers ■ Show sensitivity to their own & other’s needs

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- to be used daily
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe own competencies, what they can do well & are getting better at, describing themselves in positive but realistic terms Proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support More able to manage their feelings and tolerate situations in which their wishes cannot be met Know that other children do not always enjoy the same things, and is sensitive to this, accepting difference of opinion 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicate freely about own home & community Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility

Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community
		Engage in a range of physical activity. Understand that parts of their body need to be kept private. Able to explore the classroom with interest and engage in sustained learning. Develop friendships with new children. Form positive attachments to staff and children. Understand and follow the routines of the school day. Begin to follow the school behaviour expectations and routines. Develop listening skills – when others are talking.		Can talk about different food groups and which foods are good for our health and teeth. Can resolve minor conflicts in friendship groups. Can manage their own feelings and know who to go to for support. Can regulate their emotions. Understand that people have different beliefs than them and accept difference. Can follow the school behaviour expectations well in class and around school.		Can talk about how to stay safe on the road when crossing, at a train station and when near water. Knows who to go to if they become lost - knowing who is a stranger to them. Can talk in detail about the school behavioural expectations in class and around the school. Can respond well to teacher’s following the school behaviour policies. Can talk about how others may feel who are less privileged than we are – how people live in other countries. Can regulate their emotions and articulate them to their friends and teachers.

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Health and Well Being	Relationships	Living in the Wider World
<p>□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour. □ As part of our school behaviour policy, children earn EPraise points in school for displaying expected behaviours – points can be spent in the EPraise shops, parents also monitor their children’s points and have access to EPraise throughout the year. Tapestry Journal is used to celebrate learning at home, activities, special times and events in children’s lives. This is our main parents and teacher communication tool.</p>		

Physical Development (Gross Motor Skills)

PE progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

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.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.		
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding ▪ Combine different movements with ease & fluency ▪ Develop overall body strength, coordination, balance & agility 	<ul style="list-style-type: none"> ▪ Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles ▪ Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming Develop confidence, competence, precision & accuracy with activities that involve a ball Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes 	<ul style="list-style-type: none"> ▪ Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences ▪ Watch & talk about dance & performance art, expressing their feelings & responses ▪ Explore & engage in dance, performing solo or in groups 	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ▪ Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> ▪ Can manage their own personal hygiene ▪ know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy		
Learning Outcomes	Autumn 1 My Environment & Me		Autumn 2 Special Times & Special Places		Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community
	To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. Use a variety of mark making tools with control. To know how to successfully roll, crawl, hop, skip, run, jump and climb (fundamental movement skills).		Talk about the importance of exercise and sleep Hold my pencil with a dominant hand and write recognisable letters for all set one sounds. To move in a variety of ways in isolation and combination including rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping.				Explain a healthy diet and different food combinations Write with a clear tripod grip and create accurately formed letters ready for joining. Ride a balance bike effectively and with control.	

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	<p>To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly.</p> <p>Develop overall body strength, coordination, balance and agility.</p> <p>Work safely within a space, with others and with equipment and take responsibility.</p>	<p>To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems.</p> <p>Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels.</p> <p>Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely.</p> <p>Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and equipment safely and fairly.</p> <p>Always keep eye on ball when throwing and catching and do not turn back on ball.</p> <p>Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position).</p> <p>Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner.</p> <p>Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee</p> <p>Be able to interpret basic rules and accept decisions.</p> <p>Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running.</p> <p>Jump from one foot to two feet and from two feet to one foot, from a range of heights.</p> <p>Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.</p>
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Games	Dance	Self-Evaluation
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□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.

Literacy Reading (Comprehension and Word Reading)

English with links to Expressive Arts and Design / Being Imaginative & Expressive

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).

ELG: Comprehension: ■ Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

ELG: Word Reading

■ Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and Performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound & say sounds for them Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> Re-enacts and reinvents stories / poems they have heard in their play Beginning to understand humour, e.g., nonsense rhymes Uses combinations of art forms, e.g., moving and singing, making and dramatic play 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> Is able to recall & discuss stories or information that has been read to them, or they have read themselves Listens & responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how Links statements & sticks to a main theme or intention 	
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community			
	<ul style="list-style-type: none"> To be able to read all the set 1 sounds from RWInc. Can read CVC words that match their phonetic ability. Can read a range of HF words matched to phonic ability. Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. 		<ul style="list-style-type: none"> Can read some simple sentences. Can match captions to pictures. Can read an increasing range of HF words. Can find the correct page in a book by following the contents page. Can sequence a story into beginning, middle and end. 		<ul style="list-style-type: none"> Can read a range of nonsense words. Can read Set 2 of RWInc. sounds. Can read aloud simple sentences by decoding phonetically regular words and high frequency red words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. 				

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	<p>Can give their opinion on a story and make a prediction about what might happen next.</p> <p>Can use 'Talk for Write' to retell a familiar story – Stanley's Stick.</p> <p>Can talk about some of the features in Fiction and Non-fiction texts.</p>	<p>Can use 'Talk for Write' to retell familiar fiction stories – Stanley's Stick, Mouse House, The Journey Home.</p> <p>Can begin to change parts of a story and use key words to explain these.</p> <p>Can compare Fiction and Non-fiction texts and explain their features.</p>	<p>Can make statements and ask questions and understand the difference between them.</p> <p>Can explain the differences between two different stories.</p> <p>Can explain the meaning of new vocabulary in the context in which it was read.</p> <p>Can write facts about what they have learnt in familiar Non-fiction texts.</p> <p>Can confidently change parts of a story and use key words and sentences to explain these to others.</p> <p>Can use 'Talk for Write' to retell a range of familiar fiction stories.</p>
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Word Reading

Comprehension

□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily Literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.

Literacy Writing

English with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

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).

ELG: Writing:

■ Write recognisable letters, most of which are correctly formed ■ Spell words by identifying sounds in them and representing the sounds with a letter or letters ■ Write simple phrases and sentences that can be read by others.

ELG: Physical Development-Fine Motor Skills

■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Transcription (Spelling and Handwriting)			Composition (Articulating ideas and structuring them into speech, before writing)				
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Can use simple tools to effect change on materials ▪ Handle tools/objects, construction and malleable materials safely and with increasing control and intention ▪ Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology ▪ Show a preference for a dominant hand ▪ Use an effective hold/grip 	<ul style="list-style-type: none"> ▪ Form recognisable letters independently and write these in sequence, such as in own name and other familiar words ▪ Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format) 	<ul style="list-style-type: none"> ▪ Write recognisable letters- most of which are correctly formed ▪ Apply their developing phonic knowledge to write simple sentences ▪ Write captions that include the sounds heard at the beginning of familiar words ▪ Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop 	<ul style="list-style-type: none"> ▪ Break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing 	<ul style="list-style-type: none"> ▪ Form lower case and capital letters properly 	<ul style="list-style-type: none"> ▪ Spell words by identifying the sounds and then writing the sound with letter(s) 	<ul style="list-style-type: none"> ▪ Begin to write simple sentences 	<ul style="list-style-type: none"> ▪ Re-read what they have written to check that it makes sense
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden		Summer 2 People in our Community	
	<p>Can orally retell a story, draw images and write some initial sounds to represent words.</p> <p>Can write CVC words that match their phonetic ability and apply this in their play, labelling for example.</p>		<p>Can write and apply captions/speech bubbles using a few decodable/high frequency words.</p> <p>Begin to develop independent writing further to include (orally rehearsed) simple sentences.</p>		<p>Write simple sentences and phrases that can be read by others.</p> <p>Rewrite a story using simple sentences.</p> <p>Present facts via simple sentences.</p>			

	Can write a label and a list using phonic sounds.	Can form some upper-case letter.	Progress towards 2 independent writes per week. Apply capital letters, finger spaces and full stops. Introduced to using additional punctuation, question marks. Can form lowercase and capital letters.
Transcription		Composition	
□ Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.			

Number and Number Patterns

Maths progression through EYFS

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.

ELG: Number

■ Have a deep understanding of number to 10, including the composition of each number ■ Subitise (recognise quantities without counting) up to 5 ■ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

ELG: Numerical Patterns

■ Verbally count beyond 20, recognising the pattern of the counting system ■ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ■ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and Subtraction; recall, represent, use	Addition and subtraction: Calculation	Addition and subtraction: Solve problems
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Counts out up to 10 objects from a larger group 	<ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Increasingly confident at putting numerals in order 0 to 10 (ordinality) Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 	<ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 	<ul style="list-style-type: none"> Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

Teacher Directed Mathematics – Mastering Number (daily), Maths Sessions (daily), Maths guided activity.

Shape, Space and Measure
Maths progression through EYFS

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.

ELG – N/A * See Number & Numerical Pattern links

Focus	Spatial Awareness	Shape	Pattern	Measures
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints ▪ Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) ▪ May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<ul style="list-style-type: none"> ▪ Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes ▪ Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes ▪ Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	<ul style="list-style-type: none"> ▪ Spots patterns in the environment, beginning to identify the pattern "rule" ▪ Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat 	<ul style="list-style-type: none"> ▪ Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy ▪ Becomes familiar with measuring tools in everyday experiences and play ▪ Is increasingly able to order and sequence events using everyday language related to time ▪ Beginning to experience measuring time with timers and calendars

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

Teacher Directed Mathematics – Mastering Number (daily), Maths Sessions (daily), Maths guided activity.

‘First 4 Maths’ - Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cardinality & Counting</p> <p>1.1 Accurate counting of sets of objects 1-5</p> <p>NB S1 episodes 9 & 10 (1:1 correspondence, cardinality)</p> <p>1.2 Subitising 1-3</p> <p>NB S1 episodes 1-4 (Introducing 1, 2 and 3)</p> <p>1.3 Numeral Recognition to 5</p> <p>Composition</p> <p>1.1 Conceptual subitising - noticing numbers within numbers</p> <p>Comparison</p> <p>1.1 Compare sets 1-5 using vocab of more / fewer / most /fewest</p> <p>Shape/Space</p> <p>1.1 2D shapes and their properties</p> <p>Pattern</p> <p>1.1 Simple AB patterns</p>	<p>Cardinality & Counting</p> <p>2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10</p> <p>2.2 Subitising 1-5</p> <p>NB S1 episodes 6 & 7 (Introducing 4 and 5)</p> <p>Composition</p> <p>2.1 Applied conceptual subitising</p> <p>NB S1 episode 11 (Stampolines)</p> <p>2.2 Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model</p> <p>NB S1 episode 12 (Whole of me)</p> <p>Comparison</p> <p>2.1 Compare numbers using vocab of more/less</p> <p>2.2 Find 1 more using sets of objects on tens frames and on a number track</p>	<p>Cardinality & Counting</p> <p>3.1 Counting backwards 10-1 & ordering numbers 10-1</p> <p>Composition</p> <p>3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model</p> <p>NB S1 episode 14 (Holes)</p> <p>Comparison</p> <p>3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p>Measures</p> <p>3.1 Height</p> <p>Shape/Space</p> <p>3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p>Pattern</p>	<p>Composition</p> <p>4.1 Recall number bonds for numbers 1-5</p> <p>4.2 Partitioning and recombining sets of objects 6-9</p> <p>Including on part whole model and tens frame</p> <p>NB S2 episodes 1-5 (Introducing 6-10)</p> <p>Measures</p> <p>4.1 Length</p> <p>Shape/Space</p> <p>4.1 Representing spatial relationships as maps</p> <p>Spatial vocabulary (forwards, backwards, up, down, across)</p> <p>Pattern (alongside Comparison)</p> <p>4.1 Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline (Comparison)</p>	<p>Cardinality & Counting</p> <p>5.1 Counting beyond 10 noticing pattern in ones</p> <p>Composition</p> <p>5.1 Systematic approach to splitting and recombining 10 including on tens frame and part whole model</p> <p>5.2 recall some number bonds for 10</p> <p>NB S2 Episode 13 (Blast Off!)</p> <p>Measures</p> <p>5.1 Mass</p> <p>Shape/Space</p> <p>5.1 3D shapes properties of shapes</p> <p>Patterns</p> <p>5.1 Numerical patterns odds & evens</p>	<p>Cardinality & Counting</p> <p>6.1 Counting beyond 20 noticing pattern in tens</p> <p>Measures</p> <p>6.1 Capacity</p> <p>6.2 Time – sequence of events</p> <p>Shape/Space</p> <p>6.1 Relationships between shapes</p> <p>Pattern (alongside Composition & Comparison)</p> <p>6.1 Symmetry/reflections – link to doubles</p> <p>6.2 Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern)</p> <p>NB S2 episode 9 (Double Trouble)</p>

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

<p>(complete, copy, make own and spot/correct errors in patterns)</p> <p>Content here is a recap from Nursery and provides us with baseline assessment data.</p>	<p>Pattern</p> <p>2.1 identifying unit of repeat – AB & ABC patterns</p>	<p>3.1 More complex patterns – ABB, ABBC</p> <p>3.2 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p>NB S2 episodes 6 & 7 (Just add one & ten green bottles)</p>	<p>NB S2 episode 11 (Odds & Evens)</p>	<p>Possible extension</p> <p>Sharing between more than two (comparison)</p> <p>NB S2 episode 8 (Counting Sheep)</p> <p>Splitting into more than 2 parts on a part whole model (composition)</p> <p>NB S2 episode 10 (The three threes)</p>
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UW- Past and Present/ The World
History progression through EYFS

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.

ELG: UW / Past and Present

- Talk about the lives of the people around them & their roles in society
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ■ Use talk to organise, sequence and clarify thinking and events ■ Compare & contrast characters from stories, including figures from the past ■ Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> ■ Ask questions to find out more & to check understanding of what has been said ■ Understands questions such as who, why, when, where & how ■ Understands a range of complex sentence structures including tense markers ■ Engage in non-fiction books 	<ul style="list-style-type: none"> ■ Articulate ideas & thoughts in well-formed sentences ■ Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> ■ Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<p>Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night</p> <p>Understand and use vocabulary such as: how, why, because find out, I wonder what, if, when why? I know this because...</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</p>	
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community
	<p>Share their experience of holidays with friends – trips out at the weekend, holiday’s children take.</p> <p>Describe special events and special people in their own lives.</p> <p>Explain what makes their home special.</p> <p>Can look at homes from the past and compare these with their homes.</p> <p>Talk about themselves in the past and in the present.</p> <p>Talk about stories from the past - Christmas Nativity story.</p> <p>Know that some stories teach us life lessons (morals) - Traditional Tales</p> <p>Children see themselves as explorers in their immediate environment.</p>		<p>Describe what is the same and what is different about themselves and their friends.</p> <p>Talk about fictional characters and compare these with people they know in real life – Kings & Queens.</p> <p>Use a range of sources to find new information – books, internet.</p> <p>Order stages in their lives (birth to Reception).</p> <p>Talk about important places built in the past – Golden Gates in Warrington.</p> <p>Talk about places in the past – Warrington (black and white photographs) compared to the present day.</p>		<p>Know that our society is made up of lots of different people that help us.</p> <p>Talk about different occupations in the present and compare them with occupations from the past – Fire Service, Farmers and their roles.</p> <p>Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.</p> <p>Talk about how technology has changed our world.</p> <p>Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.</p> <p>Know that some Greek Myths teach us life lessons</p>	
Exploring events & celebrations		Fiction & Non-Fiction		Changes within living memory		
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events.						

UW- People/Culture and Communities

RE progression through EYFS

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.

ELG: UW / People, Culture and Communities

■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Compare & contrast characters from stories, including figures from the past Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> Know about similarities & differences between themselves & others, & among families, cultures & traditions Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> Understand that some places are special to members of their community 	<ul style="list-style-type: none"> Talk about members of their immediate family & community Enjoys joining in with family customs & routines 	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect, Mandir, worship, beauty, nature, Christian, Muslim, Hindu, Diwali, Bible, Qu’ran, messenger.

Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different (Special stories)	Spring 2 Lifecycles (Special Times)	Summer 1 In My Garden (Special Places)	Summer 2 People in our Community (Special People)
	<p>To know that there are special and significant events in their own lives and to be able to give examples of these such as a birthday or trip to the cinema.</p> <p>To know that there are special and significant events for groups of people and be able to give examples of these. To know that there are common features of a special occasions such as gathering people together in larger groups, eating together, decorations etc.</p> <p>To know that there are special places in people’s</p>	<p>To know a simple version of and be able to recall the story of Christmas.</p> <p>To know why Christmas is a special event linking to the birth of Jesus.</p> <p>Name a church and explain their own experiences.</p> <p>To read and learn about the festival of Diwali and know some ways it is celebrated by Hindu people. Read the story book ‘Binny’s Diwali’ to explore how younger Hindus might connect with the festival.</p> <p>To know that Hindus worship in a Mandir.</p>	<p>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, religion, features, language they speak.</p> <p>To read ‘All kinds of beliefs’ by Anita Ganeri and know that there are some similarities and some differences between the main religions and non-religions of the world.</p>	<p>Talk about the life cycle of humans.</p> <p>Talk about the wonders of the natural world and how people of different religions and non-religions see it as a special place.</p> <p>To know that a mosque is where Muslims worship.</p> <p>To name a third celebration of Eid and begin to understand what it means. Read the story book ‘The most exciting Eid’ to explore how younger Muslims might connect with the festival and what it means to them and those around them.</p> <p>Talk about Easter as a special time.</p>	<p>Talk about their own special places and why they are special to them. Talk about how they look after their special places and why.</p> <p>Children can name some ways people look after the natural world e.g., recycling.</p> <p>To read and retell the story of ‘The baby birds’ - a Muslim story where the prophet Muhammad (pbuh) reminded his friends to care for all living things.</p> <p>To read and retell a simple version of the story of Christian creation to explain Christian beliefs about the natural world.</p>	<p>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, and explorers.</p> <p>Name religious texts – the Qu’ran and the Bible - and explain why these are important to people. To know that religious texts tell stories that people of different religions share and tell often.</p> <p>Discuss why some stories are special and what we can learn from stories.</p> <p>To share, role play and simply retell the story of Rama and Sita (version by</p>

CORE VALUES:

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PIONEERING

	<p>lives and be able to talk about special spaces they have travelled to with members of the family.</p> <p>To know that there are special stories and be able to share features of stories that they like and explain why.</p>	<p>To talk about and recall features of the festivals of Diwali and the Christmas through play, art and model making.</p>			<p>To know that most Christians believe that God created the world so they feel it is important to look after it.</p>	<p>Malachy Doyle) and to make connections between the story and their prior learning about the festival of Diwali. To know why this story is special to people in the Hindu community.</p>
Christianity				Hindu- Dharma	Islam	
<p>☐ Children to be exposed to key vocabulary daily in provision. ☐ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. ☐ Take part in Collective Worship each week.</p>						

UW- The Natural World

Geography progression through EYFS

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.

ELG: UW/ The Natural World

■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical Skills and Fieldwork	Vocabulary- to be used daily
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs 	<ul style="list-style-type: none"> All Language listed in Nursery AND Use appropriate Geographical language - e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'church', 'mandir', 'aerial', 'map', 'key', 'country', 'locate', 'direction', 'compass', 'north', 'east', 'south', 'west', 'field work', 'seasons', 'weather', 'symbol', 'similar', 'different'. Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"

Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community
	<p>Field Work – Can identify features of their immediate environment – Welly Walk. Identify the human and physical features.</p> <p>Know own address.</p> <p>Know the name of their school.</p> <p>Describe their own home.</p> <p>Describe the environment and what we see in photographs.</p> <p>Name different buildings in their local area – e.g., shops, schools, churches.</p>		<p>Field Work - Describe the school grounds including, playground, field, and forest and describe their similarities and differences.</p> <p>Know that Warrington is in England.</p> <p>Use a BeeBot to plan a route and explain directions.</p> <p>Draw simple maps of the school grounds – identifying geographical features.</p> <p>Plan a route from home to school.</p> <p>Talk about significant places in Warrington.</p> <p>Construct and label an aerial view model of Warrington.</p> <p>Identify the human and physical features of the school grounds.</p>		<p>Field Work - Community Walk – Use a map to locate significant places in our local community and identify the human and physical features.</p> <p>Know that England is a part of the UK.</p> <p>Talk about the impact of human activity – recycling - the impact on animals and the environment.</p> <p>Describe similarities and differences between different countries. e.g., England, Spain and Brazil.</p> <p>Know that Brazil is a country in the world.</p> <p>Know that countries can have similarities and differences.</p>	

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	Know school is in Warrington. Use a variety of materials to construct an aerial view of Evelyn Street Academy.	Compare seasonal changes - understand that weather can be hot, cold, dry and wet.	Collect and record data on our local community – How many cars do we see?
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Location	Place	Human & Physical
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□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Experience of school foot print through journeys - to Owl Wood (Forest School) and Daily Mile.

UTW- The Natural World

Science progression through EYFS

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.

[ELG - Understanding the World- The Natural World](#)

■ Explore the natural world around them, making observations and drawing pictures of animals and plants ■ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Seasonal changes	Everyday materials	Plants	Animals including Humans	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Describe what they see, hear & feel whilst outside ▪ Observational drawings of the natural world ▪ Discuss how to care for the living things & their habitats ▪ Examine change over time ▪ Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution ▪ Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> ▪ Explore collections of materials with similar and/ or different properties. ▪ Talk about the differences between materials and changes that they notice ▪ Characteristics of liquids & solids e.g., cooking eggs, melting chocolate ▪ Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water 	<ul style="list-style-type: none"> ▪ Extend vocabulary: blossom, buds, bulb, evergreen, deciduous ▪ Describe what they see, hear & feel whilst outside ▪ Name & describe some plants ▪ Draw pictures of plants 	<ul style="list-style-type: none"> ▪ Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health ▪ Describe what they see, hear & feel ▪ Identify different parts of their body & animals Be able to show care and concern for living things ▪ Know the effects exercise has on their bodies ▪ Have some understanding of growth and change ▪ Talk about things they have observed including animals ▪ Observational drawings of animals 	Test, fair, why, senses, world, plants, leaf, stem, root, flower, animals, humans, materials, water, waterproof, natural, change, growth, hot, cold, environment, heavy, light, float, sink, stretch, snap, magnetic, life cycle, baby, toddler, child, teenager, adult, egg, chick, embryo, hatchling, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf, rough, smooth, shiny, dull, deciduous, oaks, maples, beeches, seasonal, changes, similarities, difference,

Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
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CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	<p>Explore the changes to animals and plants in Autumn – leaves, trees, insects, animals, nocturnal animals.</p> <p>Talk about weather changes in the seasons.</p> <p>Talk about hedgehogs, birds, tortoise, fish and frogs and their habitats in Autumn and Winter – hibernation. (Hedgehogs, tortoise) fish and frogs move down to the bottom of lakes and ponds and some even burrow into the mud.</p> <p>Name the properties of some materials such as – hard and soft, rough and smooth and shiny and dull.</p> <p>Describe the most suitable materials for building and give explanations as to why.</p> <p>Manipulate some materials such as Play-Dough and describe how they change – squash, stretch, bend, twist.</p> <p>Look at a range of materials in the environment and describe how they feel.</p> <p>Understand how to reduce the spread of germs – hand washing, cleaning.</p> <p>Understand how to look after ourselves – tooth brushing, healthy eating such as fruit and vegetables.</p> <p>Name some of a human's body parts – legs, arms, head, knees, elbow.</p> <p>Identify some parts of the body and locate them on a map of themselves.</p> <p>Talk about some animal's habitats in our immediate environment – where do the insects, chickens, foxes and hedgehogs live?</p> <p>Understand that familiar places can be habitats - Sankey Brook, the outdoor area, bug hotels.</p> <p>Explore our forest school and understand that it is a habitat for living things e.g. bats and badgers</p>	<p>Explore the effects weather has on living things in Winter and Spring – leaves, trees, plants, insects, animals.</p> <p>Compare some similarities and differences between the seasons.</p> <p>Compare the effects heating and cooling has on ingredients such as melting and freezing.</p> <p>Talk about animals in their habitats in Spring - comparing this to Autumn and Winter.</p> <p>Understand that plants need space, water, light and air to grow.</p> <p>Use correct terms when observing the life cycle of butterflies and ladybirds</p> <p>Observe and talk about the life cycle of a chicken using the correct terminology</p> <p>Use language related to the life cycle of a chicken to explain the process – brooding, incubation, clutch of eggs.</p> <p>Explore the life cycle of humans and begin to compare this with the life cycle of a chicken.</p> <p>Talk about routines in the morning and the evening and use language related to day and night.</p> <p>Begin to talk about an animal's offspring – hen and chick, sealion and a pup, whale and a calf.</p> <p>Use language relating to planting and plant sunflowers and bulbs in the outdoor area – seeds, plants, bulbs.'</p>	<p>Explore the effects weather has on living things in Summer – leaves, trees, grass, plants, insects, animals.</p> <p>Talk about similarities and differences between each season.</p> <p>Classify a set of objects by their materials - wood, plastic, fabric, sand and glass – Recycling.</p> <p>Know the foods different animals might eat and how they find their food – whales hunt for krill.</p> <p>Compare similarities and differences between animals' habitats – insects.</p> <p>Talk about and compare how habitats change for animals during the Summer.</p> <p>Understand and explain the life cycle of a plant.</p> <p>Talk about some trees that are deciduous – oaks, maples, and beeches.</p> <p>Observe and talk about the life cycle of butterflies and compare this with the life cycle of chicken's and humans.</p>
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Seasonal Changes	Everyday Materials	Plants & Animals Including Humans
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□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. Forest School sessions will further enhance this experience □Visits from the farm will be used to enhance children experiences of animals and first hand experiences of watching our own caterpillars/butterflies life cycles (net).

EAD: Creating with Materials & Being Imaginative and Expressive

Design and Technology - progression through EYFS

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.

ELG: EAD / Creating with Materials and Being Imaginative

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills 	<ul style="list-style-type: none"> Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> Express & communicates working theories, feelings & understandings Responds imaginatively to art works & objects Return to & build on previous learning, refining ideas & developing their ability to represent them Discuss problems & how they might be solved 	<ul style="list-style-type: none"> Use different techniques for joining materials Use tools independently, with care & precision 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns & change Know & talk about the different factors that support their overall health & well-being 	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, cooking, warming, melting, cooling, baking, ingredients, British fruits, kebab, homes, construct, construction, puppets, create, Brazilian foods, aerial, fabric, health.
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	<p>Brush own teeth and talk about the importance of good oral health.</p> <p>Begin to talk about the effect of exercise and food on their health.</p> <p>Use a range of tools to prepare and make a fruit kebab using British fruit e.g., strawberries, apples and pears.</p>	<p>Use construction materials to build structure of my home.</p> <p>Use fabric to create houses for the Three Little Pigs.</p> <p>Use a variety of construction materials to build an aerial view of Evelyn Street.</p>	<p>Toast bread and analyse the effects of heat.</p> <p>Use a of range construction materials to build structure of Evelyn Street and compare the different mediums.</p>	<p>Use eggs produced from our chickens to prepare and bake a cupcake - explain the process.</p> <p>Use a variety of construction materials to build an aerial view of Warrington.</p>	<p>Make a chatterbox puppet with a box and a hinge.</p> <p>‘From food to fork’. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating.</p> <p>Use heat to melt chocolate and cook Brazilian bananas. Look at the effects of cooking and melting.</p>	<p>Make a person with moving parts using split pins for joints.</p> <p>Verbally evaluate their work and explain what is good and one thing that could make it better</p> <p>Construct a building from our community and label their model – place of work, school, hospital</p>
	Food		Mechanisms		Structures	Textiles

□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Expressive Arts and Design - **Creating with Materials**

Art progression through EYFS

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.

ELG – EAD: Creating with Materials

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Focus	Drawing		Painting		Texture and collage		Explore		Vocabulary			
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Use a range of tools competently & safely ▪ Explore different textures. Encourage accurate drawings of people ▪ Create representations of both imaginary & real-life ideas, events, people & objects ▪ Explore, use & refine colour mixing techniques ▪ Use colour for purpose, including creating moods 		<ul style="list-style-type: none"> ▪ Experiment to create different textures ▪ Use tools to create different textures ▪ Use a range of materials to create different textures ▪ Manipulate materials to have a planned effect 		<ul style="list-style-type: none"> ▪ Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 		<ul style="list-style-type: none"> ▪ Respond imaginatively to artworks & objects ▪ Explore, use & refine a variety of artistic effects to express their ideas & feelings ▪ Express & communicate working theories, feelings & understandings in the form of artwork & objects 		Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling, Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques, Mehndi.			
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different		Spring 2 Lifecycles		Summer 1 In My Garden		Summer 2 People in the Community			
	Explore what happens when you mix primary colours together. Express themselves through colours – which colours make children feel happy, hot and cold, light and dark Draw representations of myself and others. Can use drawings to tell a story. Create observational drawings of their friends and animals and compare their features. Use natural resources to build pictures - beginning to describe different textures such as soft, hard, smooth and rough.		Use a range of primary, secondary and tertiary colours. Use a range of photographs as a stimulus to inspire independent drawings and creative pictures. Plan, draw and label their own construction models which are inspired by architects. Construct light houses and houses as architects. Create observation drawing of plants at different stages in their lifecycle. Create own stamps and produce repeating patterns, discuss similarities and differences between patterns. Use a range of mediums to create different representations of lighthouses and compare the process – 3D sculptures.		Use Mehndi patterns to create repeating patterns using paints. Notice the background in a landscape. Capture their own images on the class iPad of their environment to create observational drawings. Use line and shape to create observational drawings - focusing on the work of Vincent Van’Gogh’s. Use a range of tools to draw a range of different lines – thick, thin, dark, lines. Create their 'special person from our community' using clay and modelling tools to add detailed features. Complete a simple weave using paper, card or fabric. Select their own tools and resources and give reasons for their choices – brushes (thick, thin), sponges, paint.		Painting		Drawing		Texture and Collage	

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

□ Children to be exposed to key vocabulary and quality visual stimulus. □ There will be a range of texts used to support learning. □ Children will have Continuous Provision opportunities to a wide range of materials, enhanced where appropriate.

Creating with Materials and Being Imaginative

MUSIC progression through EYFS

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.

ELG: EAD / Creating with Materials and Being Imaginative

■ Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Respond imaginatively to music e.g., this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant, high/low, Repeat, Rhythm, Sound, Beat, follow, fast, slow, tempo.	
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	<p>Sing along to a familiar song as a class group. Makaton – learn and sing new songs, adding actions to learn new ways of communicating.</p>	<p>Sing along to new songs (nativity) as a group. Sing songs in small groups and perform them to their peers. Use musical instruments in the outdoor provision to explore sounds and understand that different instruments make different sounds. Follow signals for ‘stop and go’ ‘louder and quieter’.</p>	<p>Move in time to music and move with the tempo of the music (dance). Create movement to match different sounds in stories.</p>	<p>Follow the beat with a range of instruments. Follow a simple musical pattern.</p>	<p>Use a range of natural resources to create sounds – stones, sticks, leaves. Make own musical instrument and explain the sounds that it makes. Use musical instruments in the outdoor area (stage area) to follow a beat to a familiar song.</p>	<p>Play a musical instrument in time to the beat of a song. Create their own repeating song, rhyme and perform to peers.</p>
Singing & Performing		Listen		Composing		

□ Presto music session input weekly. □ A range of high-quality instruments are made available to enhance children’s continuous provision.

Understanding the World

COMPUTING progression through EYFS

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.

ELG - NO ELG’s are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Completes a simple program on electronic devices 	<ul style="list-style-type: none"> Begin to list different IT in their home 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online Use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> Create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> Develop digital literacy skills by being able to access, understand and interact with a range of technologies 	Click, Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme, iPad, Twitter, Tapestry, share, Google.

Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	<p>Explain how to stay safe when using the internet.</p> <p>Know that teachers' communication with them and grown-ups via Tapestry.</p> <p>Turn on the Touch Table, open a programme and follow instructions.</p>	<p>Follow teachers' instructions when using an online interactive programme such as paint or draw. Attempt to draw a place that is special to you.</p> <p>Use the Touch Table to create images using a range of colours and tools to edit and refine.</p> <p>Know that my work belongs to me.</p> <p>Use the tools to label my work – name.</p>	<p>Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.</p>	<p>Use the iPad to take their own images of our natural environment – e.g. life cycles of plants and caterpillars.</p> <p>Understand how to find previously taken images.</p>	<p>Use 'Google' to find out more information about plants and use the images to support their own representations – with supervision of an adult.</p> <p>Use iPad to take their own images of their natural environment – their outdoor area.</p>	<p>Online community – how people in our community connect online.</p> <p>Know who to speak to if someone upsets you online.</p> <p>Share images with people in our community – Tapestry and Twitter with an adult.</p> <p>Send a group class email to a person in our local community and wait for a response.</p>

Online Safety	Programing	Creating Media
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□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, keyboards, interactive whiteboards, iPad’s, CD player, Turn Tables. These should be modelled by adults. □ Explicit teaching will be needed within this area when using iPad for researching. This should take place in small, guided groups lead by the adult.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING