



Our Favourite 5

These are books that we will read over and over throughout the year to support children to develop a love for reading and a real familiarity with these books.



Communication and Language	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary.	Start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door?".	Understand 'why' questions like: "Why do you think the caterpillar got so fat?". Pay attention to more than one thing at a time, which can be difficult.	Use talk to organise ourselves and our play: "Let's go on a bus...you sit there...I'll be the driver." Use longer sentences of four to six words.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Be able to express a point of view and to debate when we disagree with an adult or a friend, using words as well as actions.
	Reception	Listen carefully to a story. Ask 'what' questions. Know and use vocabulary from the core texts. Talk in full sentences	Join in with repeated refrains in a story. Ask 'why' questions. Know and use vocabulary from the core texts. Share our ideas in class discussions.	Talk about key events in a story. Ask 'who' questions. Know and use vocabulary from the core texts. Explain why we think things happen.	Identify the main characters in stories and talk about their feelings. Ask 'when' questions Know and use vocabulary from the core texts. Use recently introduced vocabulary throughout the day..	Link events in a story to our own experiences. Ask 'where' questions. Know and use vocabulary from the core texts. Participate in small group discussions.	'Hot seat' characters from stories. Ask a range of what, who, when, where and why questions. Know and use vocabulary from the core texts. Express our views using past and present tense.
Early Learning Goal		ELG: Listening, Attention and Understanding 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction with modelling and support from their teacher.					



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Nursery	Self-Regulation					
		Select activities and resources with help.	Develop a sense of responsibility and community.	Talk about and express simple feelings.	Understand boundaries and routines.	Resolve conflicts.	Maintain attention for a short while at a chosen activity.
		Managing Self					
		Express preferences.	Make healthy choices about food, drink, activity and toothbrushing.	Understand simple emotions.	Give comfort to others.	Become more confident around others.	Speak with confidence. Be increasingly independent in meeting our own needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly.
		Building Relationships					
		Be interested in others play.	Initiate play.	Take turns with adult guidance.	Take part in pretend play.	Understand how other might be feeling.	Keep play going by responding to what other are saying or doing.
	Reception	Self Regulation					
		Seek comfort from a trusted adult at school. Follow simple instructions.	Name feelings. Give focussed attention to adults during adult led tasks.	Express our own feelings verbally. Follow two-part instructions.	Wait for what we want and begin to control immediate impulses.	Give focused attention to the teacher when engaged in another activity. Set and work towards simple goals.	Follow instructions including several ideas or actions.
		Managing Self					
		Understand the rules and expectations at school. Manage our own personal hygiene needs with some support (toileting, hand washing).	Follow school and class rules and expectations effectively. Develop independence when dressing for P.E and Wild Tribe.	Develop positive vocabulary to talk about challenge. Understand the importance of toothbrushing and physical activity.	Persevere when faced with a challenge. Understand the importance of healthy eating and sleep routine.	Recognise and be proud of personal achievements. Manage personal hygiene needs independently.	Understand right from wrong and manage behaviour effectively in a range of situations. Know how to be a safe pedestrian and model this on school visits.
		Building Relationships					
		Build positive relationships with new adults within school.	Build positive friendships with a range of children across the school.	Understand the importance of turn taking and play turn taking games.	Understand that other children may have different perspectives.	Show consideration and sensitivity to the needs of others.	Play cooperatively with others during 'busy learning' time.
		Respecting Myself All about me What makes me special? My feelings (1) My feelings (2) Growth Mindset Bouncing back when things go wrong Yes I can!	Tolerance & Respect I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Healthy Living Healthy eating My Healthy Mind Move your body A good night's sleep The Environment Seasons Life stages – plants, animals, humans	Keeping Myself and Others Safe What's safe to go onto my body What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online	The People Around Me Me and my special people Looking after my special people Being helpful at home and caring for out classroom Who can help me? Economics Looking after money (1) Looking after money (2)	Growing Life stages: Human life stage – who will I be? Getting bigger Me and my body – girls and boys Babies Where do babies come from?



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



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Nursery	3 and 4 Year Olds					
		Continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up and down stairs, or climb up apparatus using alternate feet. Show a preference for a dominant hand.	Use large muscle movements to wave flags and streamers, paint and make marks. Match our developing physical skills to tasks and activities in the setting. For example, we decide whether to crawl, walk or run across a plank depending on its length and width.	Be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Choose the right resources to carry out our own plan. For example, choosing a spade to enlarge a small hole we dug with a trowel. Start taking part in some group activities which we make up for ourselves, or in teams.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one handed tools and equipment, for example, making snips in paper with scissors.	Be increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils.
		Squiggle Whilst You Wiggle					
		Move 1 - Up and Down Move 2 – The Wiggle	Move 3 – The Circles	Move 4 – The Hump (& under the hump)	Move 5 – The Hook	Move 6 – Precursive Move 7- A Gentle Wave	Move 8 – laid down 8, the stand it up straight Move 9 – straight line
	Reception	Fine Motor Skills					
		Draw freely using a range of materials. Attempt to use scissors.	Draw freely with increasing detail and control.	Draw in structured activities guided by an adult with increasing control. Begin to use scissors more accurately.	Form most letters correctly.	Form all letters correctly. Use scissors effectively.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
		Gross Motor Skills					
		Develop upper arm and shoulder strength by using the bars and climbing equipment and crawling.	Revise and refine the fundamental movement skills already acquired including rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	Move around spaces with awareness for obstacles and other children.	Move through obstacle courses using a range of movements including crawling, climbing, jumping and running.	Use core muscle strength to achieve a good posture when sitting at a table or on the floor. Move with developing control and grace.	Confidently use a range of large and small apparatus. Display confidence, competence, precision and accuracy when engaging in activities that involve a ball.
		P.E					
		Attack v defence	Ball skills	Dance	Gymnastics	Health and well being	Locomotion
	Early Learning Goal	ELG: Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: 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.					



Pencil Grip Progression

Pencil Grip Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress.

Whole hand/palmer grasp	Overhand grasp	Four finger grasp	Tripod grip/quad grasp	Dynamic tripod grip
				

Scissor Skill Progression

Open/Close Scissors (2 to 2.5 Years Old) The children learn how to open and close scissors. They are not ready to use them with paper. They may explore with dough.	Snips Paper (2 to 2.5 Years Old) Once the children have mastered opening and closing the scissors, they can move on to make small snips on the paper. They are not moving forward on the paper with scissors, just making snips.	Snips Paper Moving Forwards (3 Years Old) Children are able to make snips in the paper while moving the scissors forward across the paper (paper size should be no bigger than 6 inches).	Uses helping Hand (3 to 3.5 Years Old) Children begin to use their 'helper hand' to hold the paper whilst cutting with their dominant hand. Adults encourage a 'thumbs up' position while holding both the scissors and paper.	Cuts a Straight Line (3 to 3.5 Years Old) Children can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within ½ inch of the cutting line.
Cut a Straight Line (4 Years Old) Children are now able to cut a 6 inch straight line within a ¼ inch of the cutting line.	Cut a Curved Line (4 Years Old) Children are able to cut on a curved line that is ¼ inch wide, staying within a ¼ inch of the cutting line.	Cut a Circle Shape (4 Years Old) Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around ½ an inch from the cutting line and improve to ¼ inch from the cutting line as they continue to practise. Right handers anti clockwise, left handers clockwise.	Cuts a Square Shape (4.5-5 Years Old) The child can cut out a square shape within ¼ inch from the cutting line.	Cuts Complex Shapes (5 to 6 Years Old) The child is now able to cut complex shapes such as figures.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	3 and 4 Year Olds					
		Know that print has meaning.	Know that print can have different purposes.	Engage in extended conversations about stories, learning new vocabulary.	Know that we read English from text from left to right and from top to bottom.	Use some of our print and letter knowledge in our early writing. For example, writing a pretend shopping list.	Know the names of the different parts of a book. Understand page sequencing.
		Phonological Awareness					
		General sound discrimination – environmental sounds. General sound discrimination – instrumental sounds.	General sound discrimination – body percussion Rhythm and Rhyme	Alliteration	Voice sounds	Oral Blending and Segmenting	RWI Phonics
	Reception	Comprehension					
		Identify our favourite books and talk about why we like them. Begin to retell simple stories,	Answer simple questions about a familiar story	Predict what may happen next in a story. Retell stories with increasing detail.	Use the vocabulary fiction and non-fiction and begin to understand meaning. Use Grandma Fantastic vocabulary when talking about stories.	Use vocabulary introduced from stories throughout the school day. Create and retell our own stories.	Be able to identify whether a book is fiction or non-fiction. Use Grandma Fantastic vocabulary in a range of contexts.
		Word Reading					
		Read individual letters by saying the sounds for them.	Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Recognise and say a sound for each letter of the alphabet as well as 10 'special friends' (digraphs).
		Writing					
		Form some lower-case letters correctly.	Form most lower-case letters correctly. Begin to write simple CVC words using the sounds taught. Write our names.	Spell words by identifying the sounds and then writing the sound with letter/s.	Form all lower-case letters correctly. Begin to write short captions using finger spaces.	Begin to form capital letters correctly. Understand when we use capital letters (at the beginning of a sentence and for names). Consistently write our names with correct letter formation.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what we have written to check that it makes sense.



Early Learning Goal

ELG: Comprehension

Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will: 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.



Pre Writing Skills Progression

Not all children will progress at the same rate but these are the elements they need to develop to be able to write successfully.

Gross Motor Skills

Children learn how to develop their bodies from the centre outwards and from the top downwards. Arm and finger control follows the same pattern. Children need to manipulate the arm from the shoulder joint and they gradually understand how to control their hands and then make finger movements.

Bilateral Integration - Crossing the Mid Line

In order to write children need to be coordinate both sides of their bodies together with one hand holding the paper, while the other manipulates the pen.

Building Fine Motor Control

As well as building gross motor skills, children need to develop strength in their wrists and hands as well as a high level of finger control. Some of the key actions required are grip strength (make a fist to feel the action), pinch strength (hold an invisible pencil tight to feel this action) and eye to hand coordination (also known as visual motor integration).

Developing Dexterity

Children need a high level of dexterity for writing. Children can develop this by doing up buttons and zips, threading beads, using tweezers and chopsticks, cutting or tearing paper.

Holding a Writing Tool

At first children grasp a pencil using a fist grip and the ultimate aim is for them to learn how to use a dynamic pencil grip (see physical development section for this). Singing finger rhymes and being able to move individual fingers supports children to achieve this.

Proper Posture

Children need a substantial amount of core strength to support their bodies to write. The correct posture for writing is a 90-90-90 position (a 90 degree angle at the feet/ankles, at the knees and at the elbows). "Feet flat and bottoms back"/

Writing Progression

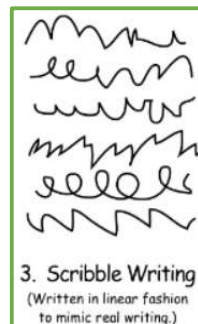
Writing Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception).



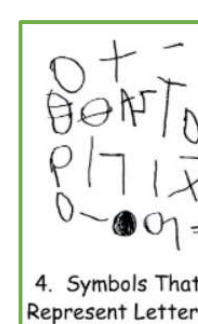
1. Pictures



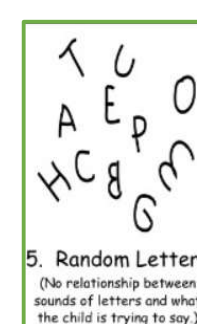
2. Random Scribbling



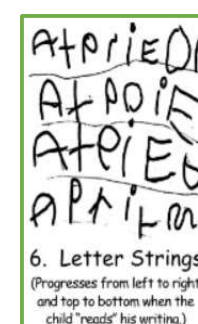
3. Scribble Writing
(Written in linear fashion to mimic real writing.)



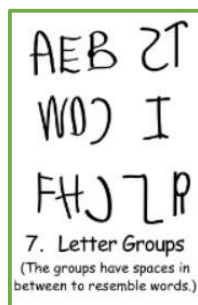
4. Symbols That Represent Letters



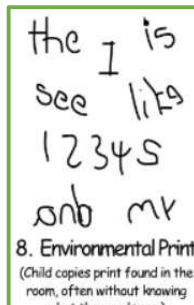
5. Random Letters
(No relationship between sounds of letters and what the child is trying to say.)



6. Letter Strings
(Progresses from left to right and top to bottom when the child "reads" his writing.)



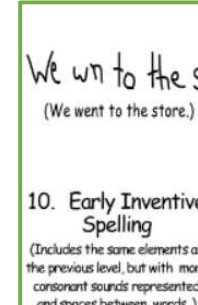
7. Letter Groups
(The groups have spaces in between to resemble words.)



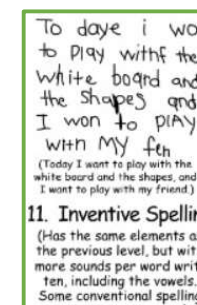
8. Environmental Print
(Child copies print found in the room, often without knowing what the words are.)



9. Beginning Sounds
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)



10. Early Inventive Spelling
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)



11. Inventive Spelling
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)



Maths	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Number Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Shape, Space and Measure Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Number Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Shape, Space and Measure Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Number Show 'finger numbers' up to 5. Shape, Space and Measure Make comparisons between objects relating to size, length, weight and capacity.	Number Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to five. Experiment with their own symbols and marks as well as numerals. Shape, Space and Measure Talk about and explore 3D shapes (for example, cube, cuboid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Number Compare quantities using language: 'more than', 'fewer than'. Shape, Space and Measure Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Number Solve real world mathematical problems with numbers up to 5. Shape, Space and Measure Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.
		Key Representations					
							

Maths	Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		White Rose Maths					
		Match ,sort and compare Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore sorting techniques Create sorting rules Compare amounts.	Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1, 2, 3, 4, 5	Alive in 5 Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition	Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time	To 20 and Beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbally count beyond 20	Sharing and Grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles



	Talk about measure and patterns Compare size. Compare mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns. It's me 1,2,3 Find 1, 2 and 3. Subitise 1, 2 and 3. Represent 1, 2 and 3. 1 more. 1 less. Composition of 1, 2 and 3	Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 Find 1 more Find 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 Sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Conceptual subitising to 5 Mass and Capacity Compare mass. Find a balance Explore capacity Compare capacity Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3-D shapes Recognise and name 3-D shapes Find 2-D shapes withing 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Verbal counting patterns How many now? Add more. How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3D shapes	Visualise, Build and Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make Connections Deepen understanding Patterns and relationships
	Number Sense					
	Strand 1 Subitising 1 and 2 Subitising 1 to 3 Subitising 1 to 4 Subitising 1 to 5	Strand 1 Subitising 6 to 10	Strand 2 Partitioning 2 Partitioning 3 Partitioning 4 Partitioning 5	Strand 2 Partitioning 10 Composition of 6 to 9	Strand 3 Comparing quantities to 10	Strand 3 Patterns in numbers to 10
	Key Representations					
						
	ELG: Number Children at the expected level of development will: 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 Children at the expected level of development will: 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.					



Understanding the World	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Take care of ourselves. Identify and talk about our senses. Understand the key features of the lifecycle of a human. Begin to make sense of our own life story and family history. Show interest in different occupations (teacher).	Explore collections of materials with similar and/or different properties. Combine and mix ingredients. Shape and join materials. WALT change materials by heating and cooling, including cooking. Talk about the differences between materials and changes we notice. Show interest in different occupations (librarian).	Make sounds Listen to sounds Explore how things work Identify electrical devices Use battery-powered devices Show interest in different occupations (musician).	Explore light sources Shine light on or through different materials Explore and talk about different forces they can feel. Show interest in different occupations (nurse).	Explore the surrounding natural environment. Use all our senses in hands on exploration of natural objects from the surrounding environment. Plant seeds and care for growing plants. Understand the key features of the lifecycle of a plant. Show interest in different occupations (gardener).	Talk about what we see using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Compare adult animals to their babies Observe how baby animals change over time. Understand the key features of the lifecycle of an animal. Show interest in different occupations (farmer).
	Reception	Past and Present					
		Identify what the past means Look at family photos and identify, name and describe immediate family members. Talk about our favourite memories from the past.	Identify similarities and differences when looking at photographs of the Lizard in the past and present. Talk about our family Christmas traditions and find out if they were the same for our parents when they were children.	Ask questions to find out about what life was like when our teachers and parents were children.	Know about different methods of transport and how they have changed over time.	Order events from our lives.	Talk about the pets in our families and identify how they have changed as they have grown.
		People, Culture and Communities					
		Understand what it means to be part of a community. Follow a simple map around school.	Know how to stay safe when near roads and how to cross safely. Follow a simple map around the village.	Recognise some similarities and differences between life in England and life in the Arctic Circle.	Draw a simple map of our journey to school.	Recognise similarities and differences between life in a village and city.	Identify animals that live in different countries.
		The Natural World					
		Describe people who are familiar to us Play, explore and observe living things in Autumn (in all weather).	Explore a range of materials, including natural materials Compare how materials change over time and in different conditions	Play, explore and observe living things in Winter (in all weather). Describe what we can hear when outside.	Make objects from different materials, including natural materials Understand the concept of space travel.	Play, explore and observe living things in Spring (in all weather). Take care of ourselves.	Play, explore and observe living things in Summer (in all weather). Explore the animals in the surrounding natural environment



		Draw simple pictures of the natural environment. autumn leaves, plants and animals.	Describe what we can feel when outside. Explore how objects move in water. Explore how the wind can move objects Explore how to change how things work. Explore ice and freezing.	Identify the Earth, Sun, Moon, planets and stars.	Explore plants in the surrounding natural environment. Observe, measure and record how materials change when heated and cooled	Explore plants and animals in a contrasting natural environment Name and describe animals that live in different habitats. Describe different habitats
	R.E.					
	Being special: where do we belong? Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in our lives that make us feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Why is Christmas special to Christians? Talk about people who are special to us. Say what makes our family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences.	Why is the word 'God' special to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world and what they do to look after it.	Why is Easter special to Christians? Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter.	Which places are special and why? Talk about somewhere that is special to us, saying why. Recognise that some religious people have places which have special meaning for them. Talk about the things they are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about our thoughts and feelings when visiting a church. Express a personal response to the natural world.	Which stories are special and why? Talk about some religious stories. Recognise some religious words, e.g. about God. Identify some of our own feelings in the stories they hear. Identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.



	Early Learning Goal	ELG: Past and Present Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: 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 and changing states of matter.
--	---------------------	--



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	Nursery	Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Listen with increased attention to sounds.	Explore different materials freely, to develop our own ideas about how to use them and what to make. Begin to develop complex stories using small world equipment. Use drawing to represent ideas like movement or loud noises.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop our own ideas and then decide which materials to use to express them. Play instruments with increasing control to express our feelings and ideas	Show different emotions in our drawings and paintings. Draw with increasing complexity and detail, such as representing a face with circle including details. Respond to what we have heard, expressing our thoughts and feelings.	Make imaginative and complex 'small worlds' with blocks and construction kits. Create our own songs or improvise a song around one we know. Sing the melodic shape of familiar songs.	Explore colour and colour mixing. Sing the pitch of a tone sung by another person. Remember and sing entire songs.
	Reception	Creating with Materials					
		Investigate the marks and patterns made by different textures Explore mark making with felt tips. Explore mark making with chalk. Explore mark making using pencils.	Create a simple observational drawing. Use a variety of colours and materials to create a self-portrait. Explore paint through finger painting. Create natural paintbrushes using found objects. Use a range of tools to create and decorate salt dough decorations.	Respond to music through the medium of painting. Make child led collages using mixed media. Create landscape collages inspired by the word of Megan Coyle. Create a large piece of group artwork based around fireworks.	Explore clay and its properties. Explore playdough and its properties. Create natural 3D Landscape pictures using found objects. Generate inspiration and conversation about sculpture art and artists.	Make a 3D clay sculpture using own designs. Develop scissor skills. Develop threading skills. Join materials together in different ways and practise these techniques.	Fold, curl and cut paper to achieve a desired effect. Create a design for a tissue paper flower. Create a tissue paper flower based upon design, Refine small motor skills through the use of drawing, cutting and manipulating paper.
		Being Imaginative and Expressive					
		Perform a song in Harvest Festival as a class.	Enjoy creating and moving in time to music. Perform in the Christmas Nativity.	Enjoy dancing with consideration to different styles and tempos of music.	Talk about dance and performance art. Listen to and learn simple poems.	Perform familiar songs in groups and individually.	Retell a story as a performance for the school in assembly.
		Music (Charanga)					
		Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Repay



Early Learning Goal	ELG: Creating with Materials Children at the expected level of development will: 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
---------------------	---

Drawing Progression Drawing Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress.					
Scribble stage – records of enjoyable kinaesthetic movements, no attempts at portraying the real world.	Stages of scribbling (random /controlled) Scribbles take on shapes, the first being circular movements.	Naming the scribble - drawings may look like scribble but children ascribe meaning to them	Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.	Schematic stage – children have a definite way to portray certain objects using simple shapes.	Realism stage – children add detail to their work and compare it to that of others work and real objects/images.
