



Blackhall Primary School

EYFS Curriculum - Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<ul style="list-style-type: none"> Autumn Ourselves & All About Me Forest & Woodlands 	<ul style="list-style-type: none"> Winter Dragons Bonfire Night Diwali Christmas 	<ul style="list-style-type: none"> Winter Transport & Travel Fairy Tales & Traditional Tales 	<ul style="list-style-type: none"> Spring Teddy Bears Under the sea Pond life 	<ul style="list-style-type: none"> Summer People Who Help Us The Farm 	<ul style="list-style-type: none"> Summer The Beach Local Area Circus
Characteristics of effective learning	<p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creative & Critical Thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Overarching Principles	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Assessment Opportunities	Baseline data collection EYFS meetings Ongoing observations	Baseline analysis Parents Evening EYFS meetings Ongoing observations	EYFS meetings Ongoing observations	Data Collection Ongoing observations Parents Meetings RWI assessment	EYFS meetings Ongoing observations RWI assessment	Data Collection Reports EYFS meetings Ongoing observations RWI assessment

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Communication & Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>EYFS Statutory Educational Programme</p>					
Listening & Attention Speaking <i>C&L is developed through the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, Read Write Inc,</i>	<ul style="list-style-type: none"> Join in with support with favourite chants & rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated Develop attention and listening skills Encouraging talk—model the use of language in different areas 	<ul style="list-style-type: none"> Join in with favourite rhymes - some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated Developing confidence to talk in front of others Turn taking in conversations 	<ul style="list-style-type: none"> Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes - some lines, words and actions. Show pleasure in favourite elements of rhymes Developing own narratives (Helicopter stories) 	<ul style="list-style-type: none"> Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes 	<ul style="list-style-type: none"> Use talk to organise play, assigning roles, directing others, choosing resources. Understand how to ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and say why they like them 	<ul style="list-style-type: none"> Able to talk about events now and in the past using appropriate tenses. Can start a conversation with an adult or friend. Using longer sentences of 4-6 words. To use talk to organise themselves in their play. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. Have their own favourite books & say why they like. Continue to develop a bank of Nursery Rhymes.
Nursery Rhymes (Over the year)	<ul style="list-style-type: none"> Humpty Dumpty Baa Baa Black Sheep Twinkle Twinkle Jack & Jill Down in the Jungle 	<ul style="list-style-type: none"> Wiggle Woo Peter and Paul London Bridge is falling down (first verse) Wind the Bobbin 	<ul style="list-style-type: none"> The Wheels on the bus (one verse) Incey Wincey Spider Sleeping Bunnies 5 Speckled Frogs 	<ul style="list-style-type: none"> 5 little men in a flying saucer Old Macdonald 1,2,3,4,5 once I caught a fish alive 	<ul style="list-style-type: none"> 5 Little Monkeys Row, Row your Boat When Goldilocks went to the house of the bears 	<ul style="list-style-type: none"> Jack & Jill Hickory Dickory Dock Heads, shoulders, knees & toes

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Personal, Social & Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, 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. EYFS Statutory Educational Programme					
Jigsaw	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Managing Self Self-Regulation Building Relationships	<ul style="list-style-type: none"> Form a secure bond with key worker and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity 	<ul style="list-style-type: none"> Become more outgoing with other adults in the setting. Begin to link up with others by holding hands and travelling to the same play area. Find and bring additional resources needed to activities to achieve a particular goal Show more confidence in new social situations 	<ul style="list-style-type: none"> Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal 	<ul style="list-style-type: none"> Follow very simple rules to stay safe when visiting the local area with familiar adults. Take turns without reminders Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve their vision. Develop ways to calm themselves and use these with adult support 	<ul style="list-style-type: none"> Follow rules without reminders. Listen and talk to special visitors to the setting. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self calming strategies spontaneously. Such as draw a star, take a few deep breaths. Carry out simple tasks to help someone other than themselves. 	<ul style="list-style-type: none"> Talk about rules to other their friends. Develop appropriate ways of being assertive. Use a wider range of vocabulary to describe feelings of friends and characters in books. Help to find solutions to conflicts and rivalries & suggestion other ideas. Showing an interest in wanting to do a job for someone other than themselves. Take on the role of a character in role play. Looking at a different perspective
Online Safety	<ul style="list-style-type: none"> Digi Duck - Big decisions online story 	<ul style="list-style-type: none"> Chicken Clicking story 	<ul style="list-style-type: none"> Smartie the Penguin 	<ul style="list-style-type: none"> How to use a tablet safely 		<ul style="list-style-type: none"> Troll stinks story

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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Educational Programme					
PE	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games: Unit 1
Fine Motor	<ul style="list-style-type: none"> Shows an interest in one handed tools Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance 	<ul style="list-style-type: none"> Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Begin to use one handed tools with support (hand over hand) Copy most aspects of whole body action rhymes. 	<ul style="list-style-type: none"> Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently. Make marks with different size pens with a palmer grip 	<ul style="list-style-type: none"> Independently uses one handed tools to begin to make snips Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine. 	<ul style="list-style-type: none"> Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. 	<ul style="list-style-type: none"> Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Uses one handed tools and equipment independently for example to make snips in paper
Gross Motor	<ul style="list-style-type: none"> Jump two feet to two feet on the spot. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Climb steps or stairs with alternate feet, using a hand for support. 	<ul style="list-style-type: none"> Make marks with large tools using arms and shoulders Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Kick. Roll, chase and collect a ball. Drive scooters, bikes and trikes by pushing feet. 	<ul style="list-style-type: none"> Use the toilet independently, managing clothing and washing hands without a reminder Bowl, roll, chase and collect, tyres and barrels. Hop on the spot and on the move. 	<ul style="list-style-type: none"> Take own coat/cardigan/ jumper off and put it on Ride pedalled vehicles With an adults hand travel above floor height by walking or crawling. 	<ul style="list-style-type: none"> Develop techniques for working simple mechanisms Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. 	<ul style="list-style-type: none"> Play follow my leader in a small group, imitating a range of gross motor movements. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways

Development of Pencil Grip

Development of Pencil Grip

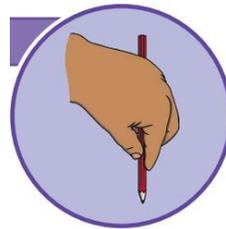
Palmar Supinate Grip

- Also referred to as the 'Fisted Grip'.
- The pencil is held in the palm with a whole fist and all of the fingers and thumb are used.
- The movement comes from the child's shoulder.
- The elbow, wrists and fingers stay in a fixed position.
- Light scribbles are produced with this grip.



Digital Pronate Grip

- All fingers are holding the pencil.
- The wrist is turned so the palm is facing downwards, towards the page.
- The pointer finger, the 'digit', points to the tip of the mark-making tool.
- Most of the movement comes from the elbow.
- Horizontal, vertical and circular lines can be copied with this grip.



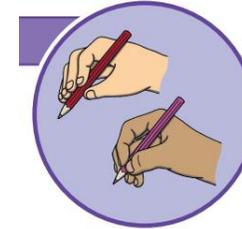
Splayed Four-Finger Grip

- The four fingers are held on the pencil, opposite the thumb.
- An arch is beginning to form between the thumb and the index finger.
- Movement is coming from the wrist.
- Hand and fingers move together.
- Zigzag lines, crossed lines and simple representations of people can be drawn with this grip.



Static Tripod and Quadropod Grip

- A static tripod grip is a three-finger grip. The thumb, index finger and middle finger work as one unit.
- A static quadropod grip is when a fourth finger is part of the grip.
- Movement is coming from the wrist.
- Simple shapes, such as triangles, circles and squares, can be copied using this grip.



Dynamic Tripod Grip

- The thumb, index and middle finger hold the pencil in a stable position.
- The ring and little fingers are bent and rest on the table, helping to stabilise the hand.
- The index finger and thumb form an open space.
- Dynamic movement is coming from the fingertips.
- The pencil can be used accurately and efficiently and letters can be formed correctly using this grip.



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Literacy	<p>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). EYFS Statutory Educational Programme</p>					
Comprehension	<ul style="list-style-type: none"> Maintain focus on a short picture book shared with an adult until the end. Begin to join in with rhymes & repeated refrains 	<ul style="list-style-type: none"> Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Join in with rhymes & repeated refrains 	<ul style="list-style-type: none"> Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Developing own narratives using helicopter stories 	<ul style="list-style-type: none"> Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels. 	<ul style="list-style-type: none"> Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. 	<ul style="list-style-type: none"> Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers
	See Communication & Language			Only children who start reception in September will take part in RWI. Children will be grouped using RWI assessments.		

Phonics				<u>Before you teach the sounds:</u> <ul style="list-style-type: none"> Teach children to name the pictures 	<u>Teaching the sounds:</u> <ol style="list-style-type: none"> Read & write the single-letter sounds Read the diagraphs: sh th chq u ng nk 	<u>Teaching blending</u> <ol style="list-style-type: none"> Word Time Group 1 CVC words Word Time Group 2 CVC diagraph (special friends) words Word Time Group 3 CCVC, CVCC, CCVC words
Writing	<ul style="list-style-type: none"> Make marks on a range of scales with a range of tools and grips 	<ul style="list-style-type: none"> Make marks on a range of scales with a range of tools and grips Squiggle Whilst you Wiggle 	<ul style="list-style-type: none"> Focus on marks as they are being created by a range of tools Squiggle Whilst you Wiggle 	<ul style="list-style-type: none"> Make continuous linear marks and other effects with hands and tools on a range of scales Squiggle Whilst you Wiggle 	<ul style="list-style-type: none"> Make marks, including strings of symbols for others and ascribe meaning to them Squiggle Whilst you Wiggle 	<ul style="list-style-type: none"> Use imitative writing during role play. Demonstrate a hand preference. Write some or all of their name Write some letters accurately Squiggle Whilst you Wiggle
Penpals	<ul style="list-style-type: none"> Whole body responses to the language of movement Large movements with equipment Large movements with malleable materials Body responses to music 			<ul style="list-style-type: none"> Hand and finger play Making and modelling Messy play Links to art Using one-handed tools and equipment Hand responses to music 	<ul style="list-style-type: none"> Pattern-making Investigating dots Investigating straight lines and crosses Investigating circles Investigating curves, loops and waves Investigating joined straight lines and angled patterns Investigating eights and spirals 	

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Mathematics	<p>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 EYFS Statutory Educational Programme</p>					
Numbers & Numerical Patterns	<ul style="list-style-type: none"> Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality 	<ul style="list-style-type: none"> Compare small sets of objects by processing language "more than" and "fewer than". Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members 	<ul style="list-style-type: none"> Subitise within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building. Arrange 2D shapes, narrating choices with informal descriptions of properties. Create a set out of positive and negative examples of objects. Use everyday language to compare size 	<ul style="list-style-type: none"> Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to Fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Finding out how many by counting 1:1 Understanding the oneness of 1-5 	<ul style="list-style-type: none"> Link numerals to sets of 1, 2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects 	<ul style="list-style-type: none"> Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller Correct an error in an ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen.
Possible linked texts	<ul style="list-style-type: none"> Rosie's Walk Meg & Mog - Making Spells 	<ul style="list-style-type: none"> One Duck Stuck Supermarket Zoo 	<ul style="list-style-type: none"> Who Sank the Boat? Kipper's Toy Box 	<ul style="list-style-type: none"> The Very Hungry Caterpillar Handa's Surprise 	<ul style="list-style-type: none"> 10 Little Rubber Ducks The Crayons Book of Numbers 	<ul style="list-style-type: none"> 10 little Dinosaurs Walters Wonderful Web

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Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. EYFS Statutory Educational Programme					
Past & Present	<ul style="list-style-type: none"> Recognise self in baby photos 	<ul style="list-style-type: none"> Name family members in photographs. 	<ul style="list-style-type: none"> recognise self and others in photographs and relate to simple 		<ul style="list-style-type: none"> Name family members in photographs. 	<ul style="list-style-type: none"> Begin to make sense of their own life story & family history.
	<u>What is my life story? (History)</u>		<u>What is my family history? (History)</u>		<u>What is different now? (History)</u>	
	<ul style="list-style-type: none"> Talk about 3 things from their past 		<ul style="list-style-type: none"> Retell stories and memories about their family 		<ul style="list-style-type: none"> Talk about key people in their life Talk about 3 things from their past 	
People, Cultures & Communities	<ul style="list-style-type: none"> Can develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Celebrate & value cultural and religious events 	<ul style="list-style-type: none"> Understand that some places are special to members of the community. 	<ul style="list-style-type: none"> Know that there are different countries in the world & talk about the differences they have experienced & seen in photos. Continue to develop positive attitudes about the difference between people 	<ul style="list-style-type: none"> Work alongside adults imitating their actions as they care for living things. Describe and enact some of the roles of community figures
Linked Festivals & Celebrations	<ul style="list-style-type: none"> Bible story—Noah's Ark 	<ul style="list-style-type: none"> Remembrance Day Bonfire Night Bible story—The first Christmas Diwali 	<ul style="list-style-type: none"> Chinese New Year Valentine's day Bible story—The Last Supper Shrove Tuesday 	<ul style="list-style-type: none"> Mother's Day Bible story—The Easter Story Lent, Easter 	<ul style="list-style-type: none"> Bible Story—Jonah & the Whale Christenings Muslim—Eid 	<ul style="list-style-type: none"> Bible Story—Joseph's Coat of Many Colour
Possible RE Enhancements	<ul style="list-style-type: none"> Pictures of Church Small world church Diva lamp Christmas tree in the role play area Small world church Visit to local church Range of texts based on Christmas story added to reading area 		<ul style="list-style-type: none"> Children's bible in the reading area Images of Holy books & artefacts Easter crafts 		<ul style="list-style-type: none"> Pictures of places of worship in construction area 	

<p>The Natural World</p> <p><i>Weather, seasons and changes in the environment will run throughout our daily routines</i></p>	<ul style="list-style-type: none"> Sustain interest in action and reaction toys. Actively collect and enjoy transporting materials Use their senses in hands on exploration of natural materials Engage in joint attention with adults for short periods of time in respectful observations of living things 	<ul style="list-style-type: none"> Use some very simple adjectives to describe the sensory properties of everyday materials. Explore collections of materials with similar and different properties Improve techniques with a range of action and reaction toys 	<ul style="list-style-type: none"> Explore and talk about different forces they can feel Explore and talk about the differences between materials and the changes they notice (melting/cooking/freezing) Explore how things work. (wind up toys, pulleys, sets of cogs with peg boards Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such 	<ul style="list-style-type: none"> Understand the life cycle of living things. Plant seeds & care for new plants. Respond appropriately to adult guidance to treat living things with care. Collect materials for a particular purpose and explain. Talk about what they see using a wide range of vocab. 	<ul style="list-style-type: none"> Talk about, a stage at a time, the way a growing plant or animal is changing. Work alongside adults imitating their actions as they care for living things. Name some common animals and their babies 	<ul style="list-style-type: none"> Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Use remote control toys to a particular end and explain how to do it. Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Answer closed and anticipatory questions in simple adult led experiments about the properties of materials
	<p><u>What do natural things feel like? (Geography)</u></p> <ul style="list-style-type: none"> Explore and talk about natural materials 		<p><u>What is the weather today? (Geography)</u></p> <ul style="list-style-type: none"> Can name three types of weather. Know where they live. 		<p><u>What other countries are there? (Geography)</u></p> <ul style="list-style-type: none"> Understands that there are other countries in the world. 	
<p>Science</p>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Identify and name 15 common animals Identify and name at least 8 body parts <p><u>Seasonal changes & forces</u></p> <ul style="list-style-type: none"> Talk about forces they can feel. Talk about how one thing works (eg. turn the key to make the toy move.) Can name at least 3 types of weather 		<p><u>States of Matter & Seasonal Changes</u></p> <ul style="list-style-type: none"> Name at least 3 types of weather. <p>Talk about changes they notice (materials - freezing/melting)</p> <p><u>Living things and their habitat</u></p> <ul style="list-style-type: none"> Identify and name 15 common animals Identify animals that change throughout their life cycle. 		<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and name at least 5 fruits and 5 vegetables. Plant seeds and care for growing plants <p><u>Everyday materials, Light and Dark & Seasonal change</u></p> <ul style="list-style-type: none"> Name at least 3 types of weather. Identify and name at least 4 materials. 	

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Expressive Arts & Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. EYFS Statutory Educational Programme					
Creating with Materials & Possible Enhancements to Provision	<ul style="list-style-type: none"> Use their imaginations as they consider what they can do with different materials in role play. Make marks with a wide range of tools and grips 	<ul style="list-style-type: none"> Make marks with a wide range of tools and grips. 	<ul style="list-style-type: none"> Use materials for a purpose. Explore colours and colour mixing Use mark making tools to make enclosed shapes. 	<ul style="list-style-type: none"> Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. 	<ul style="list-style-type: none"> Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes. 	<ul style="list-style-type: none"> Use mark making tools to make very simple representational drawings.
	<u>Drawing (Art)</u> <ul style="list-style-type: none"> Create a closed shape with continuous lines and use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas like movement. Show different emotions in their drawings. Use a comfortable grip with good control when holding mark making tools. 					
	<u>Sculpture (Art)</u> <ul style="list-style-type: none"> Independence and Imagination- Able to develop their own ideas, and begin to have a sense of autonomy over their learning. Begin to experiment with objects and the world around them. 					
	<u>Colour (Art)</u> <ul style="list-style-type: none"> Mix two colours to make a new colour (No formal teaching of colour mixing). Begin to talk about texture. 					
	<u>Mechanisms (DT)</u> <ul style="list-style-type: none"> Understand they can change the way something moves. Understand that objects move when they are pushed/pulled. 					
	<u>Structures (DT)</u> <ul style="list-style-type: none"> Children able to confidently use pritt sticks, PVA glue and celotape within their independent play and exploration. Able to use a wider range of vocabulary taught in a variety of scenarios. 					
	<u>Home Economics (DT)</u> <ul style="list-style-type: none"> Children to be able to use the shoelaces and thread to bead with greater accuracy and control. Be able to use a wider range of vocabulary taught in a variety of scenarios. To begin to explore joining materials together in a variety of ways. Children to express their point of view after tasting/preparing food with their teachers and peers. 					
Being Imaginative & Expressive	<ul style="list-style-type: none"> Use small world props in short non-verbal narratives 	<ul style="list-style-type: none"> Use props, similar to those they represent, 	<ul style="list-style-type: none"> Use props appropriately to recreate a wider 	<ul style="list-style-type: none"> Use a wider range of objects as props in 	<ul style="list-style-type: none"> Take on a role in simple story telling. 	<ul style="list-style-type: none"> Generate simple stories inspired by props.

	<ul style="list-style-type: none"> Explore the different sounds of instruments Listen with developing attention to familiar sounds. 	<p>appropriately during role play with simple dialogue.</p> <ul style="list-style-type: none"> Use small world props in simple Explore the different sounds of instruments with increasing rhythm Remember and sing songs. stories with some narration. 	<p>range of simple role plays such as driving vehicles and shopping.</p> <ul style="list-style-type: none"> Use figures from familiar stories/animations to recreate short episodes. Listen with increased attention to sounds instruments make 	<p>spontaneous story telling.</p> <ul style="list-style-type: none"> Create original stories with small world figures. Listen and respond to how music makes them feel. 	<ul style="list-style-type: none"> Accurately match environmental sounds to pictures. Play instruments with increasing control to express to express their feelings and ide 	<ul style="list-style-type: none"> Create original stories with small world figures, including dialogue Accurately match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes
	<p><u>Singing & Performing (Music)</u></p> <ul style="list-style-type: none"> Sing 3 familiar nursery rhymes. 		<p><u>Composition (Music)</u></p> <ul style="list-style-type: none"> Demonstrate playing an instrument loudly/ quietly. Create rhythms using instruments and body percussion. Demonstrate timbre by playing an instrument in more than one way. For example, tapping a tambourine and/ or shaking a tambourine. 		<p><u>Performance (Music)</u></p> <ul style="list-style-type: none"> Imitate the actions of musicians. Move effectively to the sound of an acoustic instrument 	
<p>Computing</p>	<ul style="list-style-type: none"> How to use the interactive whiteboard Digital camera/photos on ipads 					

Key words & phrases children should know by the end of each half term

Autumn 1	Topic Words	PSED	Physical Development
	<u>Autumn:</u> Autumn, Harvest, change, trees <u>Ourselves ... :</u> myself, sad, happy, same, different <u>Forest & Woodlands:</u> hedgehog, tree, owl, conker, hare, pine cone, fern, hare, fox, squirrel, branches, deer, rabbit, wood mouse, leaf, den berries	Happy, sad, cross This one, that	Round and round One step, two step Jump, run, gallop Kick, push, roll, catch Hat, coat
	Literacy	Mathematics	Communication & Language
	Pen, pencil, crayon, paper	More than Small, big, medium In front, behind, next to Same, different	My turn, Your turn, Up, down, round , listening
Autumn 2	Topic Words	PSED	Physical Development
	<u>Winter:</u> cold, snow, weather, ice, freeze <u>Bonfire Night:</u> firework, sparkler, loud, crackle, noisy, pop, safe, safety <u>Diwali:</u> celebration, festival, light, diva lamp, Diwali, party <u>Christmas:</u> nativity, Bethlehem, gifts <u>Dragons:</u> wings, tail, scales, eyes, nose, fire, breath, long, tall, short, rough, smooth	Happy, sad Cold, warm Play, turn	Up, down Two, jump, higher, lower Kick, roll, chase, Arms, legs, hands, feet Toilet, pants, wee, poo
	Literacy	Mathematics	Communication & Language
	Pen, pencil, paper This one, that one	More than, fewer than Less, more, some One, two, three, four, five Next to, beside, behind, in front Same, different	Simple nursery rhymes

Key Vocabulary for Expressive Arts & Design and Understanding the World can be found on subject medium term plans.

Key words & phrases children should know by the end of each half term

Spring 1	Topic Words	PSED	Physical Development
	<p><u>Winter:</u> Winter, cold, ice, snow, frost, freeze, snowflake</p> <p><u>Transport & Travel:</u> land, sea, air, boat, aeroplane, train, car, van, bus, suitcase</p> <p><u>Fairy Tales & Traditional Tales:</u> once upon a time, good, bad, evil, fairy, long ago, far away, castle, forest, witch, hero, prince, princess, fairy godmother</p>	I did it , rules, my turn, your turn	Hop, one leg, foot Roll, push Fork, spoon Action rhymes
	Literacy	Mathematics	Communication & Language
	Start, finish, front, back	Triangle, square, circle, diamond, star Sides, points Big, little small, large, medium	My turn, Your turn, rhymes
Spring 2	Topic Words	PSED	Physical Development
	<p><u>Spring:</u> spring, new life, buds, grow, lamb, blossom, chick, frogspawn</p> <p><u>Teddy Bears:</u> teddy bear, paw, eyes, ears, nose, fur, buttons, soft, fluffy, cuddle</p> <p><u>Under the sea:</u> sea, water, waves, fish, shark, whale, octopus, crab, dolphin, seaweed, seahorse, submarine, shells, sand</p> <p><u>Pond life:</u> pond, waterlily, tadpole, frogspawn, frog, snail, newt</p>	Stay close, safe, careful Take turns, share, be kind	Pedal, push, pull, turn In, post, pop Toothbrush, teeth, toothpaste, water, clean, brush, back, forth Coat, on, off, zip
	Literacy	Mathematics	Communication & Language
	Shop names Food names	One, two, three, four, five In front, behind Cube, cylinder, prism Full, empty, tip, pour, fill Zig zag, bumpy, waves, lines	Why, because The end, rhymes

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Key words & phrases children should know by the end of each half term

Summer 1	Topic Words	PSED	Physical Development
	<p><u>Summer:</u> Summer, beach, rock pool, warm, hot</p> <p><u>People Who Help Us:</u> help, police, paramedic, doctor, fire fighter, nurse</p> <p><u>The Farm:</u> Pig, cow, horse, chickens, dog, sheep, goat, goose, duck, eggs, field, hay, tractor, farmer, farmers wife, market, grow, harvest, fruit</p>	<p>Hello, good bye Put that there, take that out, remove, add We do, we can, we are</p> <p>Annoyed, anxious, happy, cross, frustrated, surprised, exhausted</p>	<p>Run, fast, miss, avoid Push, pull, in, out, under, over Teeth, brush, clean, decay</p> <p>Button, zip, fasten, open</p>
	Literacy	Mathematics	Communication & Language
	How, why, what, what for	<p>Heavy, light, empty, full, big, little, bigger, taller, shorter, smaller Start, end, middle Yesterday, old, did, done</p>	Why, what, when, because You do, your turn, question
Summer 2	Topic Words	PSED	Physical Development
	<p><u>Summer:</u> see above</p> <p><u>The Beach:</u> sand, sea, crab, shell, rock pool, bucket & spade, castle, lifeboat, sun cream</p> <p><u>Local Area:</u> Blackhall, home, beach, church, school, community, road</p> <p><u>Circus:</u> big top, tightrope walker, ringmaster, magician, trapeze artist, juggler, unicycle, knife throwing, clown, acrobat</p>	<p>Don't do that because Do that</p> <p>Frustrated, annoyed, angry, excited We can do Would you like to</p>	<p>Wheel, pedals, bike, scooter Knife, fork, spoon</p>
	Literacy	Mathematics	Communication & Language
	Simple rhyming words	<p>One, two, three, four, five Names of 2d and 3d shapes Morning, afternoon, evening, night</p>	Then, now He is doing, they are doingis happening rhymes

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