



Amble Links Early Years Curriculum



At Amble Links we have high expectations and believe that all children should be given the opportunity to achieve their full personal potential.

Our curriculum has been planned to be meaningful, progressive, inclusive and relevant to the children at Amble Links First School. We have designed our curriculum to build on the children's prior knowledge and what they can do, providing them with challenging opportunities to know more and begin to make links between their learning. In Early Years we have overarching topics each half term which provide us with a stimulus for our learning. We use these to introduce the learning opportunities to the children and allow them to lead the learning based on their specific interests. We provide a balance of child initiated and adult directed activities this balance shifts as they progress through Early Years so that the children are Year 1 ready by the end of Reception. We have a strong focus on the Prime areas of learning and ensure that we personalise activities and learning to meet the specific needs of the children.

Developing the children's Communication and Language skills are a high priority. Our aim is for all children to be confident communicators. We aim for them to be able to share their ideas and opinions with others, listen and use talk to solve problems and organise their thinking and so these are key skills that we focus on across all of Early Years. We have clear end points for each year group and have also looked at termly end points in the specific areas for Nursery and Reception. Through continuous observation, assessment and discussions with parents we use the Northumberland School Ready Passport to assess if the children are on track to achieve their GLD and be 'School Ready'. Any child identified as not being on track in any area of their learning will have personalised support to help close the gaps. The nature of Early years is repetition so many of our objectives are revisited a number of times throughout the year. We carefully monitor the coverage of the Early Years curriculum through our observation, assessment and planning cycle.

Books are vital to our curriculum and we use these throughout all areas of learning. As a school we promote a love of reading for all children and have selected some key texts and Nursery Rhymes which will be repeated and built upon throughout the phase allowing the children many opportunities to revisit. A table showing Core Texts has been added to the end of this document.

Communication and Language

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

Year group	Skills	Knowledge	Vocabulary	Resources /Books
2 Year old provision	LISTENING AND ATTENTION/UNDERSTANDING Join in with small group listening activities. Listen to stories and understand what is happening. Discriminate and name sounds in the environment. Follow instructions at three word-level with familiar vocabulary.	Understand the language 'book,' 'story,' 'page,' 'picture' and 'writing' in relation to stories and books. Understand the nouns used in familiar stories we share.	Understand the verbs "look,' 'listen,' 'hear,' 'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend' and 'like.'	Books Rhymes Pictures Photographs Provocations set up in the environment- inside and outside.

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	<p>Follow simple instructions containing 'on', 'in' and 'under.'</p> <p>COMMUNICATION/SPEAKING</p> <p>Learn new words rapidly and use them in communication.</p> <p>Be able to understand and answer a variety of questions e.g. 'What?' 'Where?' and 'Who?' Begin to ask questions who, what, where?</p> <p>To use simple sentences made up of 3 words.</p> <p>Take part in dancing, marching and using musical instruments alongside music and rhythms.</p> <p>Take part in rhyming stories, songs and rhymes.</p> <p>Engage in pretend play, initially, with familiar activities that I can copy.</p> <p>Talk to/communicate with adults and other children.</p>	<p>Know what on, in and under means.</p> <p>Uses and understands first 100 words</p> <p>Understand the words 'who', 'what' and 'where' in simple questions.</p> <p>Uses and understands first 100 words</p> <p>Know some core Nursery rhymes, songs and key words' phrases from core books.</p> <p>Understand the concepts 'other,' 'way,' 'direction,' 'beginning,' 'middle,' 'end,' 'before,' 'after,' 'order,' 'curl/curl,' 'above,' 'below,' 'across,' 'dot,' 'halfway,' 'straight,' 'like/alike,' 'similar,' 'wrong,' 'take away,' 'apart,' 'gap,' 'space' (finger,) 'long' (auditory,) 'favourite,' 'least,' 'best' and 'worst.'</p>	<p>Understand in relation to myself and others 'I/me/ my/mine,' 'you/you/ your/yours,' 'we/us/ our/ours,' 'boy/girl,' 'he/him/his,' 'she/ her/hers,' 'they/ them/their/theirs' and 'it/its.'</p>	<p>Book props</p> <p>Musical instruments</p>
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<p>Nursery</p>	<p>LISTENING AND ATTENTION/UNDERSTANDING</p> <p>Listen to conversations in one-to-one or small group situations.</p> <p>Take turns to speak and listen.</p> <p>Listen to and join in with familiar refrains from stories.</p> <p>Follow instructions at four-word-level with familiar nouns.</p> <p>Understand and follow a question or instruction with two parts.</p> <p>COMMUNICATION/SPEAKING</p> <p>Initiate and join in back and forth conversations with my friends and adults.</p> <p>Recall familiar stories and talk about what they liked/ didn't like.</p>	<p>Know and use an increasing range of vocabulary.</p> <p>Know some stories well.</p> <p>Know some words which rhyme.</p>	<p>Good morning</p> <p>good afternoon</p> <p>Excuse me, Please</p> <p>Thank you, sorry</p> <p>friends names</p> <p>'Behind,' 'in front' and 'next to, under, over.</p> <p>Topic words identified for children to hear, see and use.</p> <p>Know and use common verbs</p>	<p>Photographs</p> <p>CD's and action songs</p> <p>Interest boxes</p> <p>Rhyme and song bags</p> <p>Book bank Books and curriculum books</p> <p>puppets</p> <p>Pictures/ props</p>
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	<p>Begin to offer reasons and explanations in response to 'why', 'how' and 'what' questions.</p> <p>Ordering/ sequencing main parts of familiar stories and discussing what happened.</p> <p>Speak clearly, beginning to use tenses and plurals correctly.</p> <p>Use longer sentences of 4 to 6 words.</p> <p>Express their own ideas and describe what they can see.</p> <p>Use talk to organise their play-role play, small world.</p> <p>Know and join in with lots of rhymes and songs.</p> <p>Begin to be able to tell a longer story.</p>	<p>Know some core rhymes and songs by heart.</p>		<p>Physical activities.</p> <p>Small world play resources.</p> <p>Role play resources inside and outside.</p>
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Reception	<p>LISTENING</p> <p>Understand how to listen carefully.</p> <p>Listen attentively in larger groups, responding with actions, comments or questions.</p> <p>Listens with increasing interest.</p> <p>Listen and completes an activity.</p> <p>Listen to and follow increasingly complex instructions.</p> <p>.</p> <p>COMMUNICATION/SPEAKING</p> <p>Be able to follow visual clues.</p> <p>Learn and use new vocabulary and be able to describe different objects and where they are.</p> <p>Offer reasons and explanations in response to 'why' and 'how' questions</p>	<p>Know why listening is important.</p> <p>Know what behaviours indicate good listening.</p> <p>Know and use social phrases and responses</p> <p>Taking turns.</p>	<p>Who? What? Where? When? Why? How?</p> <p>Describe</p> <p>What</p> <p>How</p> <p>Because</p> <p>so, and, then, next</p> <p>First, last week</p>	<p>Mobile phone sets</p> <p>Rhymes</p> <p>poems</p> <p>songs</p> <p>Book bank books, curriculum books and</p> <p>Non- fiction books</p> <p>Turn taking games</p> <p>Photographs</p> <p>Pictures</p> <p>Stimulating role play areas</p> <p>Sequencing cards for stories.</p>
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	<p>Use talk to organise, sequence and clarify thoughts and ideas.</p> <p>Speak clearly even when using new or longer words.</p> <p>Demonstrate more advanced group conversational skills, expressing thoughts and opinions but also listening and responding to those expressed by others.</p> <p>Learn to use talk to negotiate and compromise.</p> <p>Use connectives to connect an idea or action to another.</p> <p>Describe events in some detail-what has happened.</p> <p>Engage in story times (with or without the assistance of picture books)</p> <p>Be able to talk about characters and plot in familiar stories.</p> <p>Retell stories using props and puppets.</p> <p>Use new story vocabulary learnt in new contexts.</p>	<p>Have an understanding of tenses and begin to use them correctly.</p> <p>To have an understanding of the passing of time.</p> <p>Be able to 'pretend' to be someone else. To begin to be able to change the tone of your voice to represent different characters/ feelings.</p>	<p>before school,</p> <p>Past tense verbs</p> <p>Future tense verbs</p> <p>Present tense verbs</p> <p>Days of the week</p> <p>Months of the year</p> <p>Yesterday</p> <p>Today</p> <p>Tomorrow</p> <p>Last week</p> <p>Next week</p> <p>Extend prepositional vocabulary</p> <p>character, plot</p> <p>Once upon a time,</p> <p>The end</p>	<p>A range of interesting and 'real life' objects- including historical, religious and global.</p> <p>Visits from drama groups/ musical performers.</p> <p>Kiddi-cameras</p> <p>Problem solving,</p> <p>Story sacks, puppets etc for retelling stories and taking on characters.</p> <p>Visits out (cultural capital)</p> <p>action songs, paired/group games,, role-play and small world activities, story sequencing activities</p> <p>Humorous stories, simple jokes.</p>
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	<p>To be inquisitive and ask questions and make relevant comments. To satisfy curiosity and clarify understanding.</p> <p>Use intonation to add interest to explanations.</p> <p>Use language to support role play.</p> <p>UNDERSTANDING</p> <p>Play 'What am I?' games without visual support.</p> <p>Sort objects into subtopics</p> <p>Explain how things work and what might happen.</p> <p>Talk about things from another person's point of view in a more complex way including prediction and empathy e.g. "What might they do next?" or "How might they feel?"</p> <p>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begins to understand some humour.</p>	<p>To know specific language related to role play context.</p> <p>Understand that things can be grouped in different ways.</p> <p>Know that there are different types of books and where you might find out different types of information.</p>		<p>Objects to sort- e.g fruit/vegetables.</p> <p>Farm animals/jungle animals.</p> <p>Non-fiction books</p>
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	Makes links to books, poems and experiences.			
	ELG: Listening, Attention and Understanding	<p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>		
	ELG: Speaking	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		

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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, 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.

Year group	Skills	Knowledge	Vocabulary	Resources /Books
2 Year old provision	<p>Separate from parents/carers.</p> <p>Express preferences and make choices.</p> <p>Try new things.</p> <p>Explore the environment both inside and outside.</p>	<p>Begin to know the routines.</p> <p>Know I am a part of this group.</p>		<p>Stories with props to talk about friendships/emotions</p> <p>Photographs</p>

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	<p>Play with increasing confidence.</p> <p>Be able to put their own coat on.</p> <p>Wait their turn.</p> <p>Play ready steady go games.</p> <p>Share resources with adult support.</p> <p>Show/talk about emotions.</p> <p>Respond to the feelings of others.</p> <p>Show an interest in other children and join in.</p> <p>Develop friendships.</p> <p>Take part in an adult directed task for a short period of time.</p>	<p>Know how to put their coat on.</p> <p>Know that sometimes we have to wait.</p> <p>Talk about themselves and their families, noticing similarities and differences.</p>	<p>sad, happy, angry, excited</p>	<p>Picture prompts, emotions stones</p>
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	Respond well to praise.			
Nursery	<p>Confident to leave parent/carer.</p> <p>Select activities and resources.</p> <p>Make choices.</p> <p>Develop a sense of responsibility e.g helping to tidy up/ washing up paint pots/ helping at snack time.</p> <p>Become more confident with new people and new situations.</p> <p>Join in with an adult directed activity for a short time.</p> <p>Take turns in a small group.</p> <p>Play with other children, extending ideas.</p> <p>Form friendships.</p>	<p>Understand our rules and routines.</p> <p>Know I am a part of this group.</p> <p>Know that they have to wait their turn.</p>	Share	<p>Mirrors</p> <p>Photographs and books about feelings e.g</p> <p>The colour monster</p> <p>Worrysaurus</p> <p>Traditional tales</p>

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	<p>Initiate interactions using talk.</p> <p>Find solutions to conflicts with adult support.</p> <p>Talk about their own feelings.</p> <p>Begin to understand how other people may be feeling and respond to these feelings.</p> <p>Talk to adults and other children and enjoy spending time with them.</p> <p>Seek out others for help.</p> <p>Develop Characteristics of Effective Learning</p>	<p>Use talk to ask for things and to play with others.</p>	<p>Happy, sad, angry, excited, tired, proud hot, cold</p>	<p>Picture/ photographs.</p> <p>Characteristics of Effective Learning Stories</p>
Reception	<p>Talk about likes and dislikes.</p> <p>Talk about their family and culture and other people in their world.</p> <p>Listen to and play with others.</p>	<p>Know who is in their family.</p> <p>Know some traditions/ food etc in different cultures and not all people believe in the same things.</p>	<p>Like/ dislike</p> <p>Family, belief, tradition</p>	<p>Characteristics of Effective Learning books and stickers.</p>

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	<p>Form good relationships with adults and peers.</p> <p>Take turns in conversation.</p> <p>Know how to ask for help when needed.</p> <p>Talk about their own feelings and consider how others may be feelings.</p> <p>Take turns in small and increasingly larger groups.</p> <p>Play games with simple rules.</p> <p>Manage their own needs.</p> <p>Using stories and scenarios, be able to think about the perspective of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Set their own goals.</p>	<p>Understand and follow the class and school rules and routines.</p> <p>Know that we are all individuals, but we are part of the same class/school.</p> <p>Understand that games have rules.</p> <p>Know and talk about healthy foods</p> <p>Understand why we need good hygiene.</p> <p>Know that some things may not be perfect the first time, and they may have to try again.</p>	<p>Feelings vocab</p>	<p>Traditional tales- how did the little red hen feel? What was the fox like in Little Red Riding Hood</p> <p>Washing hands pictures</p> <p>3 R Robots</p>
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	Develop the Characteristics of Effective Learning.			
	ELG: Self-Regulation	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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.</p>		
	ELG: Managing Self	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		
	ELG: Building Relationships	<p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>		

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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. 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.

Year group	Skills	Knowledge	Vocabulary	Resources/ Books
2 Year old provision	<p>Clap and stamp to music.</p> <p>Explore texture and moving parts</p> <p>Pick up small items such as raisins or threads.</p> <p>Turn pages one-by one.</p> <p>Build independently.</p>	<p>Know how to turn one page at a time.</p> <p>Know how to hold different items, tools and equipment.</p>	Clap, stamp, march	<p>CD/ MP3 Player</p> <p>Ribbons</p> <p>Books</p> <p>construction blocks</p>

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	<p>Build a tower of five or six bricks.</p> <p>Thread cotton reels or big beads.</p> <p>Develop manipulation and control-</p> <p>Hold a crayon and scribble freely.</p> <p>Make vertical, horizontal and circular marks.</p> <p>Paint with wrist action, making dots.</p> <p>Learn how to print with paint.</p> <p>Be able to tear paper.</p> <p>Explore different materials and tools</p> <p>Snip with scissors.</p> <p>Use two containers to pour and fill.</p> <p>Explore playdough and clay.</p>	<p>Know how to build using bricks.</p> <p>Know that they can make different marks.</p> <p>Know how to hold scissors and use scissors to snip.</p> <p>Know how to use both hands.</p>	<p>draw</p> <p>paint</p> <p>cut</p> <p>in through</p> <p>circle, line</p>	<p>beads</p> <p>cotton reels</p> <p>paint brushes</p> <p>'snippy' scissors</p> <p>playdough</p>
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	<p>Complete inset jigsaw puzzles.</p> <p>Walk, run, jump and climb</p> <p>Learn to kick, throw and catch balls</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Begin to do things independently eg dressing and undressing and helping at snack times.</p> <p>Learn to use the toilet with help and then independently.</p>	<p>Know that they may need to use trial and error.</p> <p>Know what to do with different wheeled toys</p> <p>Know how to put a coat and wellies on.</p>	<p>walk, run, jump, climb</p> <p>kick, throw, catch</p>	<p>clay</p> <p>inset jigsaw puzzles</p> <p>Push along toys, scooters, tricycle,</p>
Nursery	<p>Use scissors to cut.</p> <p>Manipulate dough to make balls and snakes.</p> <p>Complete simple jigsaws that contain six to ten pieces.</p> <p>Draw a person with head, face and body.</p>	<p>Know how to hold a pair of scissors.</p> <p>Know how to roll dough with your hands</p> <p>Know how to hold a pencil.</p>	<p>Edge, side, match, fit</p>	<p>scissors</p> <p>playdough</p> <p>jigsaw puzzles</p> <p>pencils</p> <p>crayons</p>

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	<p>Draw circles and copy some shapes.</p> <p>Paint and draw freely.</p> <p>Build structures with blocks, boxes or planks.</p> <p>Develop movement, balancing and bike skills.</p> <p>Skip, hop stand on one leg and hold a pose.</p> <p>Use large -muscle movement to wave flags and streamers.</p> <p>Draw, paint and make marks on large vertical surfaces.</p> <p>Develop kicking, throwing and catching skills.</p> <p>Climb up steps/stairs/ apparatus using alternative feet.</p> <p>Take part in movement play activities.</p>	<p>Know how to draw the pre-writing shapes- with adult support.</p> <p>Know how to make a bike move.</p> <p>Know that exercise is good for you.</p>	<p>Know the language of using the pre-writing</p> <p>Shapes e.g top to bottom.</p> <p>pedal, push</p> <p>kick, throw, catch, aim , target</p> <p>gallop, slither, follow, lead, copy</p>	<p>pre-writing shapes and instructions</p> <p>construction</p> <p>scooters, trikes and bikes</p> <p>Loose parts large and small</p> <p>scarves/ flags/ streamers</p> <p>small world</p> <p>Tunnels</p> <p>den making materials</p> <p>A frames and ladders</p> <p>Logs, wheelbarrows tyres</p> <p>Musical instruments</p>
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	<p>Use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Make decisions about the best way to move according to the space and resources.</p> <p>Be able to select appropriate resources to carry out a task.</p> <p>Collaborate with others to manage large items safely.</p> <p>Use one handed tools and equipment e.g snipping paper with scissors.</p> <p>Use a comfortable pencil grip/ tripod grip when holding pencils and pens.</p> <p>Begin to eat independently using a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed e.g putting on coats and doing up zips, putting own wellies on.</p>	<p>Understand and follow sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later.'</p> <p>To know the purposes of different resources.</p> <p>Know that you may need some-one else to help move something heavy.</p> <p>Know how to hold paper in one hand and use the scissors with the other hand.</p> <p>Know a knife is for cutting and a fork is for eating.</p>	Fasten	<p>Resources available (loose parts) to children to select from-inside and outside.</p> <p>Different scissors available/ depending on ability-left/right handed.</p> <p>Knives/ forks/ other utensils.</p>
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	<p>Be increasingly independent in meeting their own self care needs e.g, using the toilet and washing hands effectively.</p> <p>Make healthy choices related to food, drink, activity and toothbrushing.</p>	<p>Know the importance of good hygiene.</p> <p>Know that some foods are healthy and are good for you.</p>	Healthy/ clean	Books about healthy choices, fiction and non-fiction books.
Reception	<p>Be able to track objects, pictures and texts with my finger from left-to-right.</p> <p>Cut on a line continuously.</p> <p>Copy triangles, squares and other geometric shapes.</p> <p>Complete jigsaws with ten pieces or more.</p> <p>Thread needles, sew big stitches and make pom-poms.</p> <p>Trace with detail.</p>		<p>Continue with language learnt in Nursery -connected to pre-writing shapes. E.g top to bottom when drawing a line.</p> <p>walk, stroll, march, creep,run,jog,</p>	<p>Scissors</p> <p>Shapes</p> <p>Jigsaws</p> <p>Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

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	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Be able to lift, carry, push, pull construct, stack, climb using a range of resources.</p> <p>Progress towards a more fluent style of moving, with developing control and grace by practising and refining skills.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency e.g complete an obstacle course that demands a range of movements.</p> <p>Be able to change speed and direction.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Know how to move in lots of different ways.</p> <p>Know what good sitting looks like.</p> <p>Know that they may need to practice a skill a few times to develop accuracy.</p> <p>Know how to combine a range of movements.</p> <p>Understand the concepts other way, direction, left, right, forward, backwards</p>	<p>jump,hop, skip, crawl, skip, climb</p> <p>Speed, direction</p> <p>Aim, target, throw, catch, pass, kick.</p>	<p>Climbing equipment/ obstacle courses loose parts</p> <p>Needles,threads, hammers and nails.</p> <p>Construction kits</p> <p>Malleable materials</p> <p>Tweezers</p> <p>Spray bottles</p> <p>Outdoor space</p> <p>Large loose parts e.g crates, tyres, planks, tubes.</p> <p>Two-wheeled balance bikes and pedal bikes</p>
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	<p>Develop overall body-strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing</p> <ul style="list-style-type: none"> • mealtimes • personal hygiene. 	<p>Know how to hold a pencil correctly and form letters correctly.</p> <p>Know the importance of doing all these things at school and why we do them.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p>	<p>Know RWI handwriting rhymes.</p> <p>Safe, healthy, clean, active, exercise.</p>	<p>without stabilisers, wheelbarrows, prams and carts.</p> <p>den making equipment, mats</p> <p>Different sized balls/ beanbags</p> <p>Resources to hit, bat a ball</p> <p>Climbing equipment/ obstacle courses loose parts</p> <p>Fiction and non-fiction books about healthy eating and lifestyle.</p> <p>TeK- Screentime</p>
	ELG: Gross Motor Skills	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p>		

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		Move energetically, such as running, jumping, dancing, hopping, skipping and 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.

Literacy

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

Year group	Skills	Knowledge	Vocabulary	Resources /Books
2 Year old provision	BOOKS, RHYMES AND READING Join in with songs and rhymes and join in with actions. Enjoy sharing a book with an adult.	Understand the nouns 'book,' 'story,' 'page,' 'picture' and 'writing' in relation to stories and books.	Understand the verbs 'clap,' 'shake,' 'move,' 'dance,' 'sing,' 'look,' 'listen,' 'hear,' 'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend' and 'like.'	Songs/ rhymes/poems Bags with props in Curriculum stories, book bank stories.

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	<p>Pay attention and respond to the words or the pictures.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions and make comments about a book.</p> <p>Use props to develop play around familiar stories.</p> <p>Choose favourite books to look at.</p> <p>Look after books and turn pages one-by one.</p> <p>Notice familiar print in the environment.</p> <p>Comprehension</p> <p>Discriminate and identify familiar, environmental, human, animal or transport sounds.</p>	<p>Know that we need to look after our books.</p> <p>Know that different things make different sounds.</p>	<p>Specific vocabulary identified from a book.</p>	<p>Non-fiction books</p> <p>Jigsaws</p> <p>Pictures</p> <p>photographs</p> <p>Dressing up props</p> <p>Small world props</p> <p>Instruments</p> <p>Listening games- sound lotto-objects to represent sounds</p>
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	<p>Point to the right part of a picture or to a person based on their activity/ verb e.g. "Who is sleeping?" "Who is crying?"</p> <p>Ask a variety of questions e.g. 'What?' 'Where?' and 'Who?'</p> <p>Recognise something when shown an incomplete object.</p> <p>Notice and comment on details in busy pictures in books and on jigsaws.</p> <p>MARK MAKING</p> <p>Enjoy drawing freely.</p> <p>Make marks which they give meaning to.</p>		<p>Understand the words what, where and who.</p>	<p>Incomplete pictures/images.</p> <p>Jigsaws, pictures, picture books.</p> <p>Sensory play</p> <p>mark making</p> <p>large muscle resources e.g ribbons, sweeping brushes as well as chalks paint brushes, pencils, felt tips</p>
Nursery	<p>BOOKS, RHYMES AND READING</p> <p>Has an awareness of print and its uses.</p> <p>Listen attentively in medium-sized groups, offering actions, comments or questions.</p>	<p>Recognise text in different places for different things.</p>	<p>Picture word/words letters rhyme top bottom book pages story information cover author</p>	<p>Phase 1 Letter and Sounds</p> <p>Sounds Great/ NELI</p>

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	<p>Discriminate between two short phonemes, distinct then more alike.</p> <p>Orally replicate isolated letter sounds correctly.</p> <p>Recognise words with the same initial sound.</p> <p>Begin to discriminate and name the phonemes at the beginnings of words.</p> <p>Sort by initial phoneme following successful discrimination, with support.</p> <p>Participate in familiar, simple, story-level mantras in repetitive, supported stories.</p> <p>To follow and talk about a story.</p> <p>Track objects, pictures and text with my finger from left-to - right.</p>	<p>Understand the 5 key concepts about print:</p> <ol style="list-style-type: none"> 1.print has meaning 2.print can have different purposes 3.We read English texts from left to right and from top to bottom. 4.The names of the different parts of a book- distinguish between print and illustrations. 5.Page sequencing <p>Know some stories really well.</p> <p>To know that we read left to right.</p>	<p>To know specific vocabulary identified from stories. describing, doing and naming words linked to individual stories e.g. enormous, scuttle, forest, cottage, crept.</p>	<p>RWI</p> <p>Listening tapes/games</p> <p>Letters & Sounds</p>
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	<p>Count and clap syllables in words.</p> <p>Blend four syllable words e.g.</p> <p>'he-li-cop-ter.</p> <p>Segment compound words, initially with visual support.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Comprehension</p> <p>Be able to play 'odd-one-out' games and explain reasons.</p> <p>Inference & Prediction: Lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"</p>	<p>Know that there are a different number of syllables in words.</p> <p>To link their prior knowledge to new situations.</p>	<p>First/ next</p> <p>Compound words e.g foot ball.</p> <p>letter, syllable, claps,beat, rhyme, word, letter sound</p>	<p>Talk Boost</p> <p>Small world</p> <p>Book bags</p> <p>Core bank of stories</p> <p>Pictures, picture books, puzzles.</p>
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	<p>Match words that rhyme in games such as 'rhyming lotto.' Join in with and begin to predict rhyme. Notice and suggest rhymes.</p> <p>WRITING</p> <p>Begin to hold a pencil using a conventional grip.</p> <p>To develop hand strength to produce enough pressure to make a mark.</p> <p>Give meaning to marks and write some letters accurately.</p> <p>To develop control when creating lines and shapes.</p> <p>Draw a person on request with head, legs and body</p> <p>Recognise and write my name.</p> <p>I know that a grapheme makes a 'sound' and may know some such as ones in my name.</p>	<p>Know what a rhyming word is.</p> <p>To know how to hold a pencil</p> <p>Begin to develop visual distinction of shapes and letters.</p> <p>Know some letters in their name.</p>	<p>Rhyme/same</p> <p>Top, bottom, across, around, start, curl, straight.</p>	<p>Rhyming lotto</p> <p>Rhyming books</p> <p>Nursery rhymes</p> <p>Finger gym resources</p> <p>Wide variety of mark making both inside and outside.</p>
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	Begin to use some of their print and letter knowledge in their early writing.			
Reception	<p>READING</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some 'graphemes' and understand they represent one sound.</p> <p>Blend sounds into words and read short words.</p> <p>Discriminate and name phonemes at the beginning in the middle and end of words.</p> <p>Hold five, six then seven words in my auditory memory and begin to use simple memory strategies. e.g when Grandma went to market...</p> <p>Blend four phoneme words with ccvc, cvcc, cvcv and vcvc blends e.g. 's-t-o-p,' 'm-a-s-k,' 'w-a-t-e-r' and 'o-p-e-n.'</p>	<p>Know letter sounds, rhymes and handwriting patter.</p> <p>Understand that you can 'blend' sounds in a word together to read and 'segment' them to spell.</p>	<p>Understand 'special friends' / capital letter, full stop, sentence, word, question/ exclamation mark/s'</p> <p>beginning/ start-middle-end</p>	<p>Picture Books/ rhyming books/ poems.</p> <p>RWI resources</p> <p>Musical instruments (to practise recognising different sounds, holding a sequence in their minds and matching sounds to objects)</p> <p>Objects to sort by initial sounds</p> <p>Memory/ sequence games</p> <p>Jigsaws</p> <p>Blending and segmenting games,</p> <p>Objects-match and spell type games (orchard toys)</p> <p>-pegs with letters on and laminated pictures</p> <p>-laminated word frame cards</p>

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	<p>Read familiar, phonetic words and key sight vocabulary at word-level.</p> <p>Read simple phrases and sentences which are pure phonics and common exception words taught.</p> <p>Be able to read phase 2 and 3 tricky words accurately.</p> <p>Be able to read with fluency and understanding.</p> <p>To read for enjoyment.</p> <p>Retell a familiar story in order</p> <p>Understand how to create a rhyming list (change the starting sound/s)</p> <p>Join in with the rhythm of a rhyming poem/ couplet</p> <p>WRITING</p> <p>Form individual letters correctly. (lowercase and some capitals)</p>	<p>To be able to answer simple questions about a story.</p> <p>Know what a rhyming word is and how you can change sounds,</p> <p>Know how to hold and manipulate a pencil</p> <p>Know the correct position for writing.</p>	<p>Red/tricky words</p> <p>I go to the no into</p> <p>He she we me be you are her was all they my</p> <p>Understand 'role,' 'character,' 'author,' 'illustrator,' 'cover,' 'blurb,' 'setting,' 'event,' 'fiction' and 'nonfiction' as we talk about books, stories or role play.</p>	<p>-match the word to the picture/object</p> <p>Match the sentence to the picture</p> <p>Write a ditty for a silly picture, eg cat in a hat</p> <p>Story props</p> <p>Story tellers chair</p> <p>Sensory formation resources-</p> <p>A bank of online resources, eg songs, games and powerpoints, interesting pictures to spark writing, tricky word games</p> <p>Reading reward scheme for home reading.</p> <p>RWI resources sent home.</p> <p>Finger gym</p>
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	<p>Spell words by identifying the sounds and then writing the letters to match the sounds- use Fred Fingers</p> <p>Use syllable skills when attempting to write longer words.</p> <p>Write a sentence, holding words and phonemes sometimes using a capital letter and a full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Know how to use Fred fingers for spelling.</p> <p>Know how to say the sentence and then write the sentence.</p>	<p>Letter formation rhymes.</p>	<p>Letter formation sheets sent home.</p> <p>Range of writing/ mark making, letter formation activities within environment.</p>
	<p>ELG: Comprehension</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		
	<p>ELG: Word Reading</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		
	<p>ELG: Writing</p>	<p>Write recognisable letters, most of which are correctly formed;</p>		

		<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Mathematics

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.

Year group	Skills	Knowledge	Vocabulary	Resources/ Books
2 Year old provision	NUMBER Matching objects that are the same. Being able to sort objects by one criteria Subitising 1 and 2 things Selecting 1 or 2 items when asked Counting 1,2,3	Colour recognition. Understand big and little. "I can see 1 and I can see another 1" (subitising) Knowing some Finger rhymes and number rhymes Know some number names	Match, the same Lots, more, less, all gone	Song/ rhyme number bags Books 1,2,3 Dice

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	<p>Recognising the numerals 1, 2 and 3</p> <p>Mark making</p> <p>SHAPE SPACE AND MEASURES</p> <p>Building with blocks and boxes.</p> <p>Balancing shapes.</p> <p>Fitting shapes into a shape sorter.</p> <p>Filling/Emptying different containers.</p> <p>Investigating objects which are different shape, size and weight- same and different</p> <p>Noticing patterns</p> <p>Inset jigsaw puzzles</p> <p>Completing floor jigsaws with support</p>	<p>Sequence of numbers 1,2,3</p> <p>Understand simple positional vocabulary</p> <p>Shape names , square, circle, triangle round, pointy.</p> <p>Know that some things are heavy and some are light, some are big and some are small</p> <p>Knowing routines</p> <p>Recognising Patterns such as stripes/ dots.</p> <p>Know that you may have to use trial and error.</p>	<p>1,2,3</p> <p>on top, behind, under</p> <p>Circle, square, triangle</p> <p>full, empty</p> <p>big, small, heavy, light</p> <p>Stripes/ dots</p>	<p>Blocks, boxes and shapes</p> <p>Construction</p> <p>Sand and water toys</p> <p>Picture timetable</p> <p>Inset jigsaws</p> <p>Floor Jigsaw puzzles.</p>
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Nursery	<p>NUMBER</p> <p>Touch counting to 3, 5 and 10</p> <p>Count small collections of things</p> <p>Selecting 2, 3 or 4 things when asked from a larger group.</p> <p>Counting back from 5</p> <p>Rote counting to 3, 5, 10</p> <p>Show numbers on fingers to 3, 5, 10</p> <p>Experiment with marks to represent amounts (using numerals/ tallies and their own symbols)</p> <p>Match numerals to amounts to 3, 5, 10.</p> <p>Identify numbers in the environment.</p> <p>Learn how to play number games.</p>	<p>Know how to touch/ move objects to count them.</p> <p>Know when to stop counting.</p> <p>Know some number rhymes.</p> <p>Know the number names to 10.</p> <p>Know that numbers can be represented in different ways.</p> <p>Begin to recognise numbers.</p> <p>Know that numbers are everywhere.</p>	<p>How many?</p> <p>same /different/ nearly the same</p> <p>54321</p> <p>12345678910</p>	<p>Objects to count</p> <p>Song and rhymes words and objects</p> <p>e.g 5 little ducks, 5 little speckled frogs</p> <p>Books</p> <p>MMS number formation</p> <p>Numberblocks</p> <p>1,2,3 dice</p>
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	<p>PROBLEM SOLVING</p> <p>Respond verbally to questions that involve simple mathematical language.</p> <p>Solve simple mathematical problems.</p> <p>Compare amounts in sets.</p> <p>Sequence up to 3 simple pictures for either routines or stories.</p> <p>Sort objects into sets by 2 different criteria.</p> <p>Understand and use positional language effectively.</p> <p>SHAPE</p> <p>Use construction materials for building.</p> <p>Explore shapes and select appropriate shapes for a purpose.</p>	<p>Know and understand the key vocabulary to respond in simple problem solving activities.</p> <p>Recognise and order numerals to 5</p> <p>Know what order things happen -sequencing events</p> <p>Identify objects that are the same, different.</p> <p>Know key positional language.</p> <p>Know how construction joins together.</p> <p>Know the names of some 2 D shapes and describe them.</p>	<p>more than, fewer than, left, same, none, share</p> <p>First, after, before, then, next</p> <p>On, in under, next to, between, inside.</p> <p>Straight, flat, round, corners, sides, curve, point</p>	<p>Spinners</p> <p>Number tracks</p> <p>Numicon</p> <p>5 day diary</p> <p>5 Frames</p> <p>Dot cards</p> <p>Objects to count and sort</p> <p>Number tiles</p> <p>sorting hoops</p> <p>Useful websites-Top Marks for counting games. NCETM</p> <p>Teach Early Years.com</p> <p>Construction</p>
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	<p>Identifying shapes in the environment sort shapes/ match shapes-hunt</p> <p>Can identify a shape from a description of its properties</p> <p>Learn how to complete 6/8 piece jigsaws</p> <p>MEASURE</p> <p>Talk about and compare objects according to size, length, weight and capacity.</p> <p>Talk about how objects are the same and different.</p> <p>Be aware of the days of the week and understand that different things happen on different days.</p> <p>PATTERN</p> <p>Copy and continue a pattern.</p> <p>Create own AB pattern, noticing and correcting errors</p>	<p>Know and use key vocabulary accurately for the task of comparison.</p> <p>Know that objects can be sorted according to different criteria.</p> <p>Begin to know some of the days of the week</p> <p>Sequencing events</p> <p>Recognise pattern and understand the language of pattern</p> <p>Know the same thing is repeated again and again- can be an action/ sound/ object.</p>	<p>circle, triangle, square, rectangle</p> <p>long longer longest</p> <p>tall, taller, tallest</p> <p>short, shorter, shortest</p> <p>medium sized, heavy/light, full/empty</p> <p>-half full</p> <p>Morning, afternoon, night time ,yesterday</p> <p>tomorrow</p> <p>Repeat, same, match</p>	<p>2D shapes</p> <p>Jigsaws</p> <p>egg timers</p> <p>2D and 3D shapes</p> <p>Weekly timetable with key events</p> <p>Visual timetable for session</p> <p>peg boards, pattern cards</p> <p>Loose parts e.g shells, sticks, leaves etc</p>
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Reception	<p>NUMBER</p> <p>Subitise 3 things-pictures/ objects</p> <p>Count small collections of things and other things like jumps.</p> <p>Sorting sets in different ways- what's my rule? Odd one out</p> <p>Subitising up to 6</p> <p>Conceptual subitising e.g 3 and 1 is 4</p> <p>Find up to 10 objects accurately from a larger group</p> <p>Partitioning and number composition of numbers to ten.</p> <p>Find different ways of making and representing a number.</p> <p>Match objects, actions and sounds to a numeral</p> <p>Compare numbers and amounts- which is bigger/ smaller</p>	<p>Recognise small amounts without counting</p> <p>Know that the last number you count identifies the number in the set (cardinal principle)</p> <p>Know that you don't always have to count- recognising small amounts of things</p> <p>Know that if you group objects, you can work out how many there are.</p> <p>Know that numbers are made up of other numbers.</p> <p>Know the cardinal counting principal- (last number in the set)</p>	<p>Same and not the same e.g red and not red.</p> <p>How many?</p> <p>Part part whole sharing</p> <p>more than, fewer</p>	<p>Loose parts for sorting.</p> <p>Counting and number songs</p> <p>e.g 10 little men in a flying saucer</p> <p>10 Green Bottles</p> <p>10 in the bed</p> <p>5 currant buns</p> <p>Numicon cubes</p> <p>Number jigsaws</p> <p>Hopscotch</p> <p>skittles</p>
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	<p>Count forwards and backwards to 10 and beyond</p> <p>Combine 2 groups to find a total</p> <p>Write and order numbers to 10.</p> <p>To be able to match pairs and count in 2's.</p> <p>To be able to find and identify doubles.</p> <p>To be able to share equally</p> <p>PROBLEM SOLVING</p> <p>Record maths in their own ways</p> <p>Explain why something is the odd one out</p> <p>Find the missing number in a sequence.</p> <p>Estimate how many</p>	<p>Know that numbers can be represented in different ways.</p> <p>Understand one more than and one less than.</p> <p>Know the order of numerals 1-10 and 10-1</p> <p>Be able to count verbally to 20 and beyond</p> <p>To be able to automatically recall number facts to 10.</p> <p>Know how to form the numerals 1-10</p> <p>To understand and identify odd and even numbers</p> <p>To understand and know some doubles to 10.</p> <p>To be able to talk about sharing fairly.</p>	<p>Add, take away</p> <p>Same/ different/ nearly the same.</p> <p>More than, less than, fewer, equal to</p> <p>Odd, even</p> <p>Doubles/ same</p> <p>Share</p> <p>Tally</p> <p>Repetition of previous vocab taught.</p> <p>Estimate, count</p>	<p>Dot cards</p> <p>Numeral cards</p> <p>Tens frame</p> <p>Number tracks</p> <p>100 squares</p> <p>Visual displays of number bonds</p> <p>MMS number formation</p> <p>White Rose Maths Resources</p> <p>Dot to dots</p> <p>Board games</p> <p>Dominoes</p> <p>Books:</p> <p>Games/ resources:</p> <p>The ladybird game</p> <p>Dog game (orchard toys)</p>
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	<p>SHAPE</p> <p>Develop spatial reasoning skills by playing with shapes and construction</p> <p>Compose and decompose 2 and 3D shapes</p> <p>MEASURE</p> <p>Compare length, weight ,size and capacity</p> <p>Understand and order the seasons</p> <p>Sequence a day using time vocabulary</p> <p>Say the days of the week</p> <p>PATTERN</p> <p>Copy and continue a pattern.</p> <p>Make patterns and describe the pattern rule.</p>	<p>Use stem sentences to explain knowledge and thinking e.g "I know it's a because its....."</p> <p>Understand the difference between estimating and counting.</p> <p>Be able to identify shapes by name and know some of their properties</p> <p>Know the days of the week and the seasons of the year in the right order</p>	<p>Shape names- triangle, square, circle, rectangle, sphere, cube, cuboid, cone, pyramid sides faces corners</p> <p>Comparative language- heavier, lighter, longer than</p> <p>positional vocab</p> <p>Spring, summer, Autumn, winter, morning, afternoon, night, bed time, now, next, after, soon</p> <p>Days of the week</p>	<p>Dice</p> <p>Lycra/parachute</p> <p>Numbered cars</p> <p>Beanbags</p> <p>jigsaws</p> <p>Height chart</p> <p>Tape measures</p> <p>Money (to be used in play)</p> <p>Calendar</p> <p>Pattern blocks, peg boards</p> <p>Loose parts- natural and found materials</p>
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	Notice and identify patterns in the environment and in numbers.	Understand and identify when there is an error in the pattern. Know that there are patterns in numbers.		
	ELG: Number	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>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.</p>		
	ELG: Numerical Patterns	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

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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.

Year group	Skills	Knowledge	Vocabulary	Resources/Books
2 Year old provision	<p>To be curious about the world around them.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Experience, explore and respond to different natural occurrences such as different weather and seasons, finding mini-beasts, growing and looking after plants.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Know that things change.</p> <p>Know some different types of weather.</p> <p>Know where to find some mini-beasts.</p> <p>Know that plants grow.</p> <p>Know who is in their family.</p> <p>Know that everyone is not the same.</p>	<p>rough, smooth, bumpy, shiny</p> <p>Sunny, cloudy, rainy, snowy, windy.</p>	<p>Open ended play materials for inside and outside.</p> <p>Different textures for exploration</p> <p>Wet and dry sand, water, paint and playdough.</p> <p>Natural materials leaves, conkers, plants.</p> <p>Books and play materials including lots of different families.</p> <p>Photographs</p> <p>pictures</p>

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Spring Term

Summer Term

Nursery	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Be able to sort and classify.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Be curious and ask questions.</p> <p>Talk about their findings and ideas.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Investigate shadows.</p>	<p>To be aware of dangers and begin to understand that some things should not be tasted or touched.</p> <p>To be aware of different habitats & things that are found there e.g. shells, pebbles – beach, Minibeasts, frogs, fish and birds – ponds etc</p> <p>Know that some things fit into a group/ category and others do not.</p> <p>Know some basic describing vocab to build on.</p> <p>Know that you sometimes have to use trial and error to find things out.</p> <p>Understand what the words push and pull mean.</p> <p>Know that some things float and others sink.</p> <p>Know that some materials can change state e.g melt go from a solid to a liquid.</p> <p>Know that light will shine through some materials but not others.</p> <p>Know what a plant and seed are.</p>	<p>sort</p> <p>same</p> <p>different</p> <p>Spiky</p> <p>Hard, soft</p> <p>Magnetic</p> <p>Metal, wood</p> <p>Float, sink</p> <p>melt Ice, water, freezes</p> <p>Heat/hot</p> <p>push/pull</p> <p>light, dark, shadow, solid</p>	<p>Natural environments</p> <p>Collections of natural materials e.g rocks, shells, leaves , seeds, pinecones</p> <p>magnifying glasses</p> <p>wind up toys, pulleys, cogs</p> <p>Magnets, elastic</p> <p>Water tray, different materials.</p> <p>torches/ silhouettes</p> <p>Dark tent/fabric</p>
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Autumn Term

Spring Term

Summer Term

	<p>Plant seeds and care for growing plants.</p> <p>Observe plants/animals over time.</p> <p>To be able to match some animals with their babies.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show an interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>To notice that everyone is not the same and that differences make us special.</p>	<p>Know that plants need light and water to grow.</p> <p>Know the basic needs of pets/animals e.g. food, water, shelter, exercise/space, vet</p> <p>To begin to know some common animal and baby names e.g. cat/kitten, dog/puppy, sheep/lamb</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Know where they live and who is in their family.</p> <p>Know some people go to work for different reasons.</p> <p>Recognise people who help us/stranger danger</p> <p>Know that people do things in different ways and have different customs and beliefs.</p>	<p>seed</p> <p>shoots</p> <p>roots, stem , leaves</p> <p>egg, caterpillar, cocoon/chrysalis, butterfly tadpole, frog</p>	<p>Farm animals small world</p> <p>Plants, caterpillars, seeds, watering cans Compost, gardening tools e.g. spades</p> <p>Family photos</p> <p>Video clips of different jobs</p> <p>Special visitors e.g. police, firefighters</p> <p>Resources reflecting diversity of life</p>
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Autumn Term

Spring Term

Summer Term

	<p>Discuss similarities and differences between different families and communities.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Know about different cultural and religious celebrations.</p>	<p>Past</p>	<p>Photos of different places and props about different countries.</p> <p>Book But Martin.</p> <p>Globe , simple map poster.</p> <p>Special visitors e.g. police, firefighters</p>
<p>Reception</p>	<p>Explore and demonstrate curiosity , awe and wonder about the natural world around them.</p> <p>Ask questions.</p> <p>Observe closely and describe what they see, hear and feel whilst outside.</p> <p>Be able to draw pictures of the natural world, including plants and animals.</p> <p>Talk about growth and decay</p> <p>Show care/concern for living things</p>	<p>Know how we can care for the natural world around us.</p> <p>Understand that some materials are recyclable and why this is important.</p> <p>Recognise and name some familiar plants and animals</p> <p>Know about similarities and differences in relation to:</p>	<p>Recycle</p> <p>Metal, plastic, paper, wood</p> <p>Float, sink, heavy, light.</p> <p>Plants, petals, stem, roots, shoots</p>	<p>Clean up</p> <p>Somebody Swallowed Stanley</p> <p>Mr Archimedes Bath</p> <p>A Seed in Need, Superworm</p>

Autumn Term

Spring Term

Summer Term

	<p>Observe and record changes in the natural world over time.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them, including people in the community e.g doctors, fire fighters.</p> <p>Compare and contrast characters from stories, including figures from the past. Fictional and non fictional characters and from a range of cultures and times.</p> <p>Draw information from a simple map. Create their own simple map of a journey e.g Gingerbread Man</p>	<p>Places - Different animals live-habitats</p> <p>Different places that people live.</p> <p>Natural and man-made environments.</p> <p>Know how animals/plants grow and change over time- Know some life cycles Know what plants/animals need to grow and survive</p> <p>Know why some changes occur</p> <p>Know how to record in an appropriate way</p> <p>Begin to understand a basic chronology- children to understand that things happened before they were born.</p>	<p>Habitat</p> <p>Spring Summer Autumn Winter</p> <p>Grow /growth</p> <p>Same/different</p> <p>Now, then, in the past, a long time ago</p>	<p>Environment</p> <p>Plants/ trees</p> <p>Non-fiction texts</p> <p>Photographs /websites</p> <p>Photos/Tapestry</p> <p>Books about lots of different families</p> <p>The great big book of families</p> <p>The family book</p>
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Autumn Term

Spring Term

Summer Term

	<p>Become familiar with their local area.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Join in with celebrations.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Be able to describe special events.</p>	<p>Know that all places have different features.</p> <p>Create simple maps using appropriate symbols/pictures/ photographs.</p> <p>Name and explain the purposes of places of worship and places of local importance to the community.</p> <p>Know what happens at familiar celebrations</p>	<p>Map, road, river, town, harbour, beach, pier</p> <p>Celebrate, festival</p>	<p>Pictures stories, artefacts about and from the past.</p> <p>Church visits- Christmas, Other local visits of historical importance Memorial- remembrance day</p> <p>Aerial views/ maps of the school/ local area. Walk around Town/ Beach/ Harbour</p> <p>Google earth, globe digimaps</p> <p>Visitors from different religious/ cultural communities</p> <p>Images/ videoclips</p> <p>Photos/ video clips of celebrations.</p>
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Autumn Term

Spring Term

Summer Term

	ELG: Past and Present	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
	ELG: People, Culture and Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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.</p>		
	ELG: The Natural World	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

Autumn Term

Spring Term

Summer Term

Expressive Arts and Design

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

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

Year group	Skills	Knowledge	Vocabulary	Resources/ Books
2 Year old provision	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds.</p>	<p>Know that different things can make different sounds.</p> <p>Know some different songs and rhymes by heart.</p> <p>Know that they can make loud and quiet sounds.</p>	<p>I understand the verbs 'clap,' 'shake,' 'move,' 'dance,' 'sing,' 'look,' 'listen,' 'hear,' 'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend' and 'like.'</p> <p>Sound</p> <p>march</p> <p>stripes</p> <p>spots,colours</p>	<p>Rhyme and song bags and props.</p> <p>Musical instruments</p> <p>'made' instruments</p>

Autumn Term

Spring Term

Summer Term

	<p>Join in with songs and rhymes, making some sounds.</p> <p>Be able to march and use musical instruments when listening to music.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Know that different instruments make different sounds.</p> <p>Know that marks can represent something.</p> <p>Know the words and actions to a range of different songs.</p>	<p>Describe how paint feels-cold, slippery,wet</p>	<p>Environment</p> <p>-creative area with range of resources</p> <p>Paint brushes</p> <p>crayons, felt tips,</p> <p>cornflour</p> <p>gloop, different texture e.g shaving foam</p> <p>Role play props</p> <p>Loose parts</p>
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Autumn Term

Spring Term

Summer Term

	<p>Start to engage in pretend play, pretending that one object represents another.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Know that you can pretend with different objects.</p> <p>Know what they have made.</p>	<p>hard/soft</p>	<p>Junk materials clay, card, fabric-for model making.</p> <p>Large pieces of paper.</p> <p>Real life equipment</p>
Nursery	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Engage in simple role-play.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Know that anything can be used when you are pretending.</p> <p>Know that you can tell/ make up different stories using small world toys.</p> <p>Know how different construction materials work, how they join together and what sort of things you can make with them.</p>	<p>Pretend</p>	<p>Creative area- with range of resources</p> <p>Role play props</p> <p>Construction kits</p> <p>Puppets, small world play</p>

Autumn Term

Spring Term

Summer Term

	<p>Give puppets, role play characters a 'voice'.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Build structures with blocks, boxes or planks.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Construct and create with purposeful intent.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, shocked etc.</p>	<p>Know you can make up your own stories.</p> <p>Know what different things are made out of.</p> <p>Begin to plan what they want to make first.</p> <p>Be able to talk about what they have made or are making.</p> <p>Know some simple joining techniques.</p> <p>Know how to draw a face.</p> <p>Be able to talk about what they can see/ hear/feel.</p>	<p>Plastic, paper, card, wood</p> <p>plan, idea</p> <p>join, fix , attach, staple, glue</p>	<p>Loose parts,large and small.</p> <p>Have access to different materials/ joining resources for children to decide what to make.</p> <p>glue, masking tape, hammers and nails, paperclips and fasteners.</p> <p>Scissors</p> <p>drawing materials</p> <p>Work of different artists/ craftspeople</p> <p>photos, mirrors</p> <p>Emoji's</p> <p>Paints</p>
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Autumn Term

Spring Term

Summer Term

	<p>Explore colour and colour mixing.To be able to name primary colours</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tune sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Keep a steady beat alongside others or to a piece of music or rhythm.</p>	<p>Know that different types of music can make you feel differently.</p> <p>Know a range of songs and rhymes.</p> <p>Know how to keep a steady beat.</p> <p>Know that they need to select different instruments for different purposes.</p>	<p>names of colours</p> <p>Loud, quiet, high, low</p> <p>Sad, happy, excited, angry.</p> <p>Names of the musical instruments.</p>	<p>Different styles of music from different cultures and historical periods</p> <p>stage outside</p> <p>musical instruments</p>
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Autumn Term

Spring Term

Summer Term

	Play instruments with increasing control to express their feelings and ideas.			
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>to explore and use different lines including straight and curved.</p> <p>Look at and talk about the work of artists, illustrators and craftspeople to gain ideas.</p> <p>Be able to use colour mixing to match to the colour that they see and want to represent.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Know that there are different artists.</p> <p>Know how to make different colours and shades by mixing. To name secondary colours</p> <p>Know that there are lots of colours, shapes and patterns in the natural world.</p> <p>Know how to join materials in a range of different ways.</p> <p>Be able to talk about what they are making and how they are doing it.</p> <p>Know that there are different styles of music.</p> <p>Be able to talk about what they have seen- how does it make them feel?</p> <p>Know a range of songs and rhymes confidently.</p>	<p>artist, illustrator,</p> <p>mix, match, colour, shade</p> <p>join , connect, attach</p> <p>happy, sad, excited, fast, slow, bouncy</p>	<p>Creative area with range of resources.</p> <p>Tape/ different types of glue</p> <p>Look at art and work of a range of artists</p> <p>Different music from around the globe, including traditional and folk music from Britain</p> <p>Costumes and props.</p> <p>Live dance performances/ video clips watching each other.</p> <p>puppets/ theatre/ props</p>

Autumn Term

Spring Term

Summer Term

	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Make up stories with others, making up plays, puppet shows or short films.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Move in different ways as a response to music.</p>	<p>Develop confidence to move, make music and perform to others.</p> <p>Be able to say how different music makes them feel, what it reminds them of.</p>		
	<p>ELG: Creating with Materials</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories;</p>		
	<p>ELG: Being Imaginative and Expressive</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher; -</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		

Autumn Term

Spring Term

Summer Term

Core Texts and Rhymes across Early Years			
Little Pebbles	Nursery	Reception	Nursery Rhymes (Taught in Little Pebbles and Nursery)
<ul style="list-style-type: none"> • Shark in the Park - Nick Sharratt • Goat Goes to Playgroup - Julia Donaldson & Nick Sharratt • The Three Little Pigs (My Very First Story Time) • Dear Zoo - Rod Campbell • The Three Little Pigs - Nick Sharratt & Stephen Tucker • Goldilocks And The Three Bears (My Very First Story Time) • Whatever Next! - Jill Murphy • Hooray for Fish! - Lucy Cousins • Toddle Waddle - Julia Donaldson & Nick Sharratt • You Choose - Nick Sharratt & Pippa Goodhart 	<ul style="list-style-type: none"> • Where's Spot? - Eric Hall • Dear Zoo- Rod Campbell • We're Going on a Bear Hunt - Michael Rosen • Brown Bear, Brown Bear, What Do You See? - Bill Martin Jnr and Eric Carle • Jasper's Beanstalk - Nick Butterworth and Mick Inkpen • The Very Hungry Caterpillar - Eric Carle • Hairy Maclary from Donaldson's Dairy - Lynley Dodd • The Train Ride - June Crebbin • Come on, Daisy! - Jane Simmons • Three Billy Goats Gruff-Mara Alparin 	<ul style="list-style-type: none"> • Owl Babies- Martin Waddell • The Gruffalo- Julia Donaldson • Handa's Surprise- Eileen Browne • Room on the Broom- Julia Donaldson • Elmer- David McKee • Six Dinner Sid- Inga Moore • The Colour Monster- Anna Llenas • Giraffes Can't Dance- Giles Andreae • Farmer Duck- Martin Waddell • Shhh!- Sally Grindley • The Gingerbread Man- Lesley Sims 	<ol style="list-style-type: none"> 1. Baa Baa, Black Sheep 2. Humpty Dumpty 3. Incy Wincy Spider 4. Old MacDonald had a farm 5. Wheels on the Bus 6. Row, Row, Row your boat 7. Miss Polly had a Dolly 8. Hickory Dickory Dock 9. Mary Had A Little Lamb 10. Ring a Ring o' Roses 11. The Grand Old Duke of York 12. Five Little Ducks 13. If You're Happy and You Know It 14. I'm a little Teapot. 15. Jack and Jill 16. Pat-a-Cake, Pat-a=Cake 17. Head, Shoulders, Knees and Toes 18. 1,2,3,4,5 Once I Caught a Fish... 19. Twinkle, Twinkle, Little Star 20. 5 Little Speckled Frogs