

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Imaginative Learning Project</b>	Do You Want to be Friends? 	Why to Squirrels Hide their Nuts? 	What Happens When I Fall Asleep? 	Will You Read Me a Story? 	Are We Nearly There Yet? 	Who Lives in a Rockpool? 
<b>Possible Mini-Themes</b>	Starting school/Nursery, new beginnings Rules and routines All about me, families, homes Feelings and emotions Human body, senses, growth timeline	Seasonal changes – Autumn/Winter Hibernation Celebrations, Bonfire Night, Remembrance Day, Harvest, Diwali, Advent, Christmas	Night & Day, Space, Bedtime Routine, Oral Hygiene, People who help us at night, nocturnal & diurnal animals St. Piran's Day Easter	Traditional Tales – old & new Fairy Tale Characters – goodies and baddies Growing and changing Plants and flowers	Route, journeys, maps Vehicles Animal life cycles Journey from Field to Fork	Under the Sea Beaches & Rockpools Lighthouses, lifeboats Plastic pollution, beach cleans
<b>ENGAGE Memorable Experiences</b>	Meeting and making new friends, tour of the school Visit by mother and baby Visit by grandparent	Woodland visit – Kingswood woodland walk Christingle – Visit to the local church	Pyjama party and bedtime story Visit from Screech Owl Sanctuary Visits from various professionals who work at night	Fairy tale visitor Various visitors to share favourite stories Bible stories and bibles	Going on a journey to the library (link to previous ILP) Observe caterpillar life cycle Visiting tractor and farmer	Porthpean beach visit Visit from a lifeguard
<b>Key Texts</b>  Not an exhaustive list  Nursery  Reception	Lost and Found by Oliver Jeffers My Mum by Anthony Browne Superhero Dad by Timothy Kalman The Family Book by Todd Parr Love Makes a Family by Sophie Beer My New Baby by Rachel Fuller There's a House inside my Mummy by Giles Andreae  Starting School by Janet & Allan Ahlberg Our Class is a Family by Shannon Olsen A Handful of Buttons by Carmen Parets Luque The Lion and the Mouse by Mairi Mckinnon Have You Filled a Bucket Today? By Carol McCloud Colour Monster by Anna Llenas	Squirrels Autumn Search by Anita Loughrey Percy the Park Keep Series by Nick Butterworth We're Going on a Leaf Hunt by Steve Metzger Little Bee by Autumn Publishing  Squirrels Busy Day by Lucy Barnard The Squirrels Who Squabbled by Rachel Bright Hibernation Station by Michelle Meadows The Best Diwali Ever by Sonali Shah The Nativity Story  Non-fiction texts - Autumn	Owl Babies by Martin Waddell Night Animals by Jenny Wren Say Goodnight to Sleepy Animals by Ian Whybrow Moon: Nighttime Around the World by Patricia Hegarty and Britta Teckentrup I'm Not Sleepy Campbell Books and Marion Cocklico Peep Inside: Nighttime by Anna Milbourne  Peace At Last by Jill Murphy Night Monkey, Day Monkey by Julia Donaldson and Lucy Richards Papa Please Get the Moon for Me by Eric Carle Superhero Like Me by Dr Ranj  Non-fiction texts – Nocturnal animals, day/night, space	The Tiny Seed by Eric Carle Errol's Garden by Gillian Hibbs Ten Seeds by Ruth Brown Jasper's Beanstalk by Nick Butterworth Titch by Pat Hutchins The Three Billy Goats Gruff Irene Yates The Three Little Pigs by Stephen Tucker and Nick Sharratt  The Enormous Turnip – Ladybird The Gruffalo by Julia Donaldson The Gingerbread Man by Mara Alperin Mr Wolf's Pancakes by Jan Fearnley Alternative Traditional Tales  Non-fiction texts – plants/growing	The Journey by Neil Griffiths Awesome Engines: Emergency by Margaret Mayo You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck The Lion on the Bus by Gareth P Jones and Jeff Harter Busy Trains, Busy Diggers, Busy Airport - Busy Collection Monkey Puzzle by Julia Donaldson  The Hundred Decker Bus by Mike Smith The Journey from Granpa's by Jemima Lumley Mr Grumpy's Outing by John Burningham Motor Miles by John Burningham  Non-fiction texts – life-cycles, vehicles	Sea Creatures by Chorkung Fish Don't Sneezebly Kirstie Watson Lucy and Tom at the Seaside by Shirley Hughes Sharing a Shell by Julia Donaldson I Spy at the Seaside by Books For Little Ones The Storm Whale by Benji Davies  Tip Tap Went the Crab by Tim Hopgood Rainbow Fish by Marcus Pfister Come Away from the Water Shirley by John Burningham Sally and the Limpet by Simon James  Non-fiction texts – beach, rockpools, sea creatures
<b>Key Theme Vocabulary</b>	family, friends, Mum, Dad, sister, brother, rules, grow parent, sibling, special, respect, unique, emotions, feelings, growing	autumn, season, change hibernate, prepare, celebrate, parade, guest, feast, decorate, festive	day, night, sleep, space, stars nocturnal, diurnal, planet, oral health, sequence, routine, jobs	old, new, good, bad, grow, change traditional, modern, tales, stories, character, setting, moral, names of plants/flowers	names of vehicles, map,, farm, food route, journey, passport, travel, produce, harvest, life-cycle, grow	beach, rockpool, sea, land ocean, creature, habitat, prey, predator, protect, clean, pollution, water safety, lifeguard

<p><b>Key Enquiry Questions</b></p>	<p>What is special to me? Who is in my family? Where do I live? How can I show respect to others? How are people the same and different? What are emotions? What are the 5 senses? How do people change as they grow?</p>	<p>How do we know it is Autumn? How do animals prepare for winter? Why do animals hibernate? Which season comes after autumn? Why do people celebrate Bonfire Night? Why do we celebrate remembrance day? Who celebrates Diwali and why? How do I celebrate Christmas? Why is Christmas special to Christians?</p>	<p>What can we see in the day? What can we see at night? Why is sleep important? How to we get ready to go to sleep? What can be seen in space? What is a star constellation? Which animals are nocturnal? How do we look after our teeth? What is a real-life superhero? What are the emergency services? How do we contact the emergency services?</p>	<p>Which is your favourite story? Why? Who are the characters in the story? How do we know it is spring? How can you describe them? Where is the story set? Which story is this similar to? Where will you plant your magic bean? What will it grow in to? How can you look after you bean and help it grow?</p>	<p>Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?</p>	<p>What can be found in the ocean? What might we see at the beach or in a rockpool? How do we stay safe near the sea? How do animals/creatures protect themselves? Why are lighthouses important? Who might work in a lighthouse? What can harm life under the sea? How can I help look after the seas and oceans?</p>
<p><b>Key Knowledge</b></p> <p>Not an exhaustive list</p>	<p>Families come in all shapes and sizes. I live in or near St Austell which is in Cornwall. It is OK to feel any emotion. Some emotions feel good and some feel bad. It is important to talk to someone if you have bad feelings. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. There are lots of different emotions that we can feel. Sometimes you can feel more than one emotion at once. We have five senses - taste, touch, sight, hearing, smell.</p>	<p>Autumn comes before winter. Animals prepare for winter by storing food. We can help them by sharing our winter muffins. The autumn months are September, October and November. Nocturnal animals include badgers, foxes, cats, bats, owls, hedgehogs. Different people celebrate different things and have different traditions. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. Poppy Day is on the 11th November. We remember all the people who have died in wars. Diwali is the Hindu festival of light. Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.</p>	<p>We are awake during the day and sleep at night. There are animals which are asleep during the day. Sleep is important to help us grow and stay physically and mentally healthy. There are stars and planets in space. We can see the moon at night. Each star constellation has a special name. There are people who work while we are asleep. There are four emergency services – police, fire, ambulance and coastguard. You can contact the emergency services by dialling 999.</p>	<p>Everyone has a favourite story. It is important for us to be able to explain why we like/dislike a story. Character in stories play different roles. Each story has a beginning, middle and end. We can learn different lessons in stories called fables. Plants need light, warmth, water and food to grow. Plant do not grow without these things. Plants have roots, stems/stalks, leaves and flowers. There are plants which are native to Cornwall and plants which only grow in other countries.</p>	<p>People travel in different ways depending on their destination. Different vehicles have different jobs. We can follow a route or a map to help us find our way. We need a passport when we travel outside of the UK. Farmer grow and harvest food which is sold for us to eat. Some food comes straight from the farm, other foods are processed. Meat comes from different animals e.g. pork from pigs. Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Some animals lay eggs and some do not. A life-cycle is a series of stages a living thing goes through during its life.</p>	<p>There is more sea than land on earth. The sea is very, very deep in places. Many different fish and sea creatures live in the sea – they are all different shapes, colours and sizes. Some sea creatures haven't been discovered yet. Beaches can be pebbly or sandy. We can see sand, shells, pebbles, seaweed, rocks and driftwood on the beach. Lighthouses help keep ships safe at sea by warning them about rocks. In the past lighthouses used an oil lamp to create the light. Sea creatures cannot tell the difference between fish and plastic. Plastic is dangerous to sea creatures. We can help by picking up litter.</p>
<p><b>How will we EXPRESS our learning?</b></p>	<p><b>Friendship Recipe</b> What ingredients do we need to be a good friend?</p>	<p><b>What happens after Autumn?</b> Explore the cycle of season.</p>	<p><b>Sharing Time!</b> Share our learning with our home grown ups</p>	<p><b>Royal Tea Party.</b> Write an invitation to a invite a guest.</p>	<p><b>Passports at the Ready!</b> Create a personal passport.</p>	<p><b>Sharing Time!</b> Share our learning with our home grown ups</p>

## COMMUNICATION AND LANGUAGE

### Educational Program

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><b>Nursery Outcomes</b></p> <p>Listening, Attention &amp; Understanding</p> <p>Speaking</p>	<p>Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given.</p> <p>Listens during adult guided activities.</p> <p>Focuses on an activity of own choice for a short period of time. Beginning to show attention to the adults in the setting.</p> <p>Points to objects upon request. Begin to join in with adult guided activities with support from an adult.</p> <p>Follows one key word instructions.</p> <p>Recognises and points to objects that are spoken.</p> <p>Understands 1 key word instructions e.g. stop, drink.</p> <p>Links words together when speaking.</p> <p>Develop more speech sounds and pronunciation of sounds.</p> <p>Use words to begin to communicate my needs.</p>	<p>Listens to simple stories. Listens to other people speaking in conversation.</p> <p>Focuses more attention on stories being told to them. Give attention to others who are speaking.</p> <p>Responds to adults and children that are attempting to converse.</p> <p>Shows an understanding of text being read to them using the pictures.</p> <p>Understands simple concepts such as 'big/small'.</p> <p>Using words to communicate wants and make self understood.</p> <p>Asking 'what' questions.</p> <p>Using terms 'me, him, her'.</p>	<p>Listens to others speaking and continues the conversation following on from what has been said.</p> <p>Paying attention when listening to longer stories.</p> <p>Switches attention between listening to others and completing a task.</p> <p>Answering 'who, what, where' questions.</p> <p>Beginning to follow a two key word sentence or instruction.</p> <p>Talks and responds to other children during play.</p> <p>Recalls key events from a story.</p> <p>Answering 'who, what, where' questions.</p> <p>Recite nursery rhyme from memory.</p> <p>Begins to speak in simple sentences.</p>	<p>Enjoys listening to longer stories.</p> <p>Pays greater attention to what is happening in the stories being read.</p> <p>Focuses greater attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.</p> <p>Responding during conversations and reasoning using the word 'and' or 'because'.</p> <p>Understands and follows two step instructions and questions.</p> <p>Recites or retells a past event in my life to someone else.</p> <p>Asks 'where' and 'who' questions.</p>	<p>Demonstrates and understanding of why we should listen.</p> <p>Knows they sometimes need to wait their turn when speaking.</p> <p>Responds accurately to simple questions.</p> <p>Understanding prepositional language e.g. on, under.</p> <p>Asking 'why' things are happening.</p> <p>Uses some previously taught vocabulary in play.</p> <p>Sing some songs independently.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Engage in story times. Join in with repeated refrains and anticipate phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Understand 'why' questions.</p> <p>Use simple sentences independently during adult-led tasks and at play.</p> <p>Uses some previously taught vocabulary accurately in play.</p> <p>Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.</p>
<p><b>Reception Outcomes</b></p> <p>Listening, Attention &amp; Understanding</p> <p>Speaking</p>	<p>Beginning to listen to other children in their setting.</p> <p>Listen during story time and show an interest in the books being read.</p> <p>Sit on the carpet and show attention – this may only be for a short time. Pay attention to one thing at a time.</p> <p>Join in with story time, rhymes, poems. Respond appropriately when asked e.g. 'smart sitting on the carpet'.</p> <p>Following simple 2 step instructions. Show an understanding of 'why' questions.</p>	<p>Continue to listen to new stories that are shared with them.</p> <p>Pay greater attention on the carpet and during guided tasks.</p> <p>Demonstrate an understanding of why they need to pay attention.</p> <p>Respond to questions based on a text that has been read.</p> <p>Discuss events in stories and ask questions about these.</p> <p>Follow clear instructions with 2 or more tasks.</p> <p>Use expression to communicate meaning. Initiate conversations and speak with confidence to familiar adults. Begin learning about rhyme and alliteration.</p>	<p>Listening skills are continuing to develop, listen carefully during adult-led tasks.</p> <p>Showing an appropriate level of attention and concentration (based on their stage).</p> <p>Demonstrate engagement during classroom tasks – both guided and independent.</p> <p>Make predictions about what might happen next in a story.</p> <p>Discuss both fiction and non-fiction books.</p> <p>Take turns when speaking and responding to their peers and adults, have a clear understanding of what has been said.</p>	<p>When out of school, know it is important to listen to keep safe.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.</p> <p>Ask questions to clarify understanding and confirm knowledge.</p> <p>Shows a good understanding of texts that have been read to them through their recall.</p> <p>Verbally recall stories in their play.</p> <p>Use talk to clarify their thinking and ideas. Speak in well-formed</p>	<p>Listening skills continue to develop, confidently switching their listening and attention from one person to the next.</p> <p>Develop attention skills to both listen and continue with an activity.</p> <p>Keep play going by conversing and extending conversation.</p> <p>Ask and answer questions accurately.</p> <p>Follows clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Children explaining how things work, what has happened and</p>	<p>Demonstrates good listening skills, listens to one another, adults and new people with skill.</p> <p>Attends to others in play.</p> <p>Demonstrates good levels of attention during learning tasks.</p> <p>Asks questions for clarification on new knowledge. Use talk to explain themselves if misunderstood.</p> <p>Retell a story showing good understanding.</p> <p>Understand and use a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Creates imaginary narratives in play. Children use past, present, and future tenses accurately in</p>

	Speak in simple sentences. Say simple rhymes and sing songs and poems outloud. Speak to adults and children in the class with growing confidence.		Include previously taught vocabulary during adult-led tasks, when supported by an adult. Use talk to give an explanation and/or description. Talk in the past tense.	sentences. Use talk to reason and problem solve. Speak in the appropriate tense.	why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others	conversation with peers and adults.
<b>Key CLL Vocabulary</b>	Listen, wait, turn, story, book, caret time, join in, question, song, rhyme, choosing, play, area, want, my turn, your turn, instruction, sit, drink, tell, follow, songs, manners, sign, right, now, pass me, lets get, want, need, friend, family, me. Poem, follow, why, question, explain, because, sentence, rhymes, select, choice, I would like, task, activity, learning, LEARN values. Text specific vocabulary.	Listen, wait, turn, story, caret time, join in, song, looking, friends, turn taking, my turn, your turn, chat, discuss, my turn, your turn, turn taking. Picture, stories, book, big, small, dark, light, open, shut. Talk, turn taking, him, her. Why, because, and, what, me, reading, fiction, non-fiction, why, questions. Instruction, follow, why, question, explain, because. Text specific vocabulary.	Listen, looking, wait, turn, story, caret time, join in, carpet, sitting, listening, joining in, stories, group. Questions, who, what, where, chat, discuss, my turn, your turn, turn taking. Pictures, stories, listening, book, understanding. Quiet, quietly, loud, book, reading, fiction, non-fiction, why, how, questions, predict, pretend. Role play, act, storyteller, character, plot, blurb. Text specific vocabulary.	Listen, wait, turn, story, carpet, sitting, listening, joining in, group, listen, reply, respond, because, talking, my turn, your turn, turn taking, instructions, listening, questions, get, move. Birthday, weekend, holidays, where, when. Safe, safety, road safety, fire alarm, converse, conversation, compromise, fair, why, how, fiction, non-fiction. Explain, because, why, when, what, how, don't understand, retell. First, then, next, after that. Text specific vocabulary.	Listen, wait, turn, instruction, join in, why, safe. Sitting, listening, and joining in, turn taking, my turn, your turn, why, when, where, because, tell me, questions. On, under, in, inside, outside, forwards, backwards, why, went to, going to, please, thank you. LEARN values. Patient, patience, I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, emotions. Text specific vocabulary.	Listen, wait, turn, instruction, patient, patience, join in, questions, carpet, sitting, listening, joining in, group, story time, book, reading, Instruction, telling, follow, why, question, explain, because. Sentence, songs, joining in, rhymes, poem. New, move on, transition, same, different. Now, then, before, after, if, because, so, could. Text specific vocabulary.
<b>C&amp; L Curriculum Implementation</b>	Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Story time, discussions with adults in nursery, adults given children instructions with increasing complexity. Asking and encouraging children to answer questions either verbally or physically. Giving children planned opportunities to talk during carpet time, group tasks, playing, and general discussions. Daily and weekly songs and rhymes built up across the year. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Carpet time, assembly time, visual and verbal reminders to sit and listen. Story time, Carpet time, asking children to join in	Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Adults modelling listening to others speaking. Adults modelling turn taking, adults supporting children to converse. Asking and encouraging children to answer why questions. Giving children opportunities to talk during carpet time, group tasks and in provision. Daily and weekly songs and rhymes build up across the year. Adult model use of 'me, him, her'. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Carpet time, group work, playing in provision, visual and verbal reminders to show smart sitting, magnet eyes, best listening. Asking and encouraging children to answer questions about texts. Giving	Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Adults modelling listening to others speaking. Carpet time, daily story time, adults modelling completing tasks and show resilience. Discussions with adults in nursery, adults given children instructions with increasing complexity. Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together. Asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding	Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures. Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen. Children being asked the reason things and encouraged to use the word 'because'. Modelling asking and answering questions, asking children questions in a variety of situations Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too. Discussions around listening and safety such as fire alarms, road safety. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets,	Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times. Adults reminding children to take turns and supporting them to do this. Group activities set up to encourage children to work collaboratively. Children being asked the reason things and encouraged to use the word 'because'. Modelling the use of prepositional language, activities based around prepositional language. Children encouraged to ask and answer question. Give children multiple instructions to follow verbally. Explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions. Adult to explain and model sitting and listening in assembly.	Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening. Asking and encouraging children to answer why questions, giving children clear instructions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Daily and weekly songs and rhymes built up across the year. Asking children questions and modelling questions linked to transition. Carpet time, assembly time, group work, playing in provision visual and verbal reminders to sit and listen in different situations. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'. Encourage children to extend sentences using 'and' and 'so'. Model categorising words explore a range of adjectives and verbs

	<p>with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>	<p>children clear instructions with two parts e.g. get your coat and then sit on the carpet'. Adults modelling the use of intonation and exploring expression during Talk Through Stories sessions. Introducing key talk tasks each week in provision. Daily and weekly songs and rhymes built up across the year. Learning about rhyme and listening to words that rhyme and creating their own.</p>	<p>during play – modelled to them by adults.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a visitor from Screech Owl Sanctuary a question.</p> <p>Adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>	<p>roleplaying, verbally and story sequencing.</p> <p>Adults modelling and supporting children to resolve problems.</p>	<p>Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>	<p>and how these can be used to verbally describe and also be used in writing.</p> <p>Support from adults to use the correct tense and speak in full sentences. Two-way conversations through whole class inputs, group work and 1:1 with peers and adults in the class to happen daily.</p>
<b>Adult-Lead Learning Experiences</b>	<p><b>Lost and Found</b> <i>Why are friends important?</i> <b>Play the Instructions Game</b> <i>Working with a Partner</i> <b>What is Friendship?</b> <i>Answer 'how' and 'why' questions based on their experiences</i> <b>People Who Help Us</b> <i>Find out about the emergency services and why they are important</i> <b>Lion and the Mouse</b> <i>Describe different characters</i></p>	<p><b>Squirrels Busy Day</b> <i>Listen and respond to stories</i> <b>Listen Up!</b> <i>Listening to others. Talking in small groups about our woodland walk</i> <b>Hedgehogs Tale</b> <i>Exploring non-fiction information about hedgehogs</i> <b>Snuggle Up!</b> <i>Follow a story without pictures or props</i> <b>Who Lives in the Woods?</b> <i>Use more complex sentences to verbally share thinking</i></p>	<p><b>Lullabies</b> <b>Nursery Rhymes and Songs</b> <i>Listen in a range of situations</i> <b>Who Works When I Sleep?</b> <i>Exploring night-time workers and why they need to work at night</i> <b>Tell Me Something Happy</b> <i>What might stop us falling asleep</i> <b>Animals that Come Out at Night</b> <i>Exploring nocturnal animals</i></p>	<p><b>Fairy Tales</b> <i>Asking questions</i> <b>Once Upon a Time</b> <i>Becoming a storyteller</i> <b>Perfect Porridge</b> <i>Following instructions (recipe)</i> <b>Ruler for the Day</b> <i>Make a special rule for others to follow</i> <b>Goodies and Baddies</b> <i>Exploring different fairy tale characters</i></p>	<p><b>The Hundred Decker Bus</b> <i>Retelling your own version of the story</i> <b>Keeping Safe</b> <i>Discussing road safety</i> <b>Red Lorry, Yellow Lorry</b> <i>Exploring different vehicles</i> <b>Pack Up</b> <i>Give reasons for the items you will pack in your suitcase</i></p>	<p><b>Listening Shell</b> <i>Practicing careful listening skills</i> <b>What a Load of Rubbish</b> <i>Discussing why it's important to keep the beach clean</i> <b>Feeling Crabby</b> <i>Using language to make comparisons</i> <b>Our Visit</b> <i>Use photographs from beach visit as prompts for discussion</i></p>
<b>Oracy Outcomes</b>	<b>Baker Friend</b> – add an ingredient to our friendship recipe	<b>Squirrel Monologue</b> – speak in role – Year 1 as audience to find out why do squirrels hide their nuts.	<b>Asking and answering questions</b> – interview an expert from Screech Owl Sanctuary	<b>Character Fact File</b> – describe your favourite character and explain why	<b>Wheelie Day Concept Cartoon</b> – agree or disagree – explain your reason	<b>Become an Expert</b> – Present your non-fiction page to a familiar audience.
<b>Ongoing provision throughout the year</b>	<b>Oracy</b>	STAR & SHAPE protocols, develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback, planning busy learning task 'I would like to/may I...'				
	<b>Daily Routine</b>	Listening and paying attention, following instructions, back and forth interactions, echoing what has been said, MTTT, visual timetable – past and present learning				
	<b>Story/Song Time</b>	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				
	<b>Busy Learning Foci</b>	Curiosity corner with talk tins, sentences stems, collaborative play projects				
<b>EYFS provides the foundation for the communication and language skills children will build upon in Year one.</b>	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.					

**PERSONAL, SOCIAL & EMOTIONAL EDUCATION**

**Educational Program**

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.

<p><b>Nursery Outcomes</b></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Separate from my parent/caregiver with adult support.</p> <p>Express when feeling happy, sad, tired or upset.</p> <p>Find out about emotions through stories and discussions.</p> <p>Take turns with other children with adult support.</p> <p>Explore the classroom with adult support.</p> <p>Use the toilet with adult support.</p>	<p>Sit smartly (core) and keep feet to myself.</p> <p>Look after the toys and equipment at my setting.</p> <p>Have a go at new things.</p> <p>Wash hands after using the toilet with some reminders to do so.</p> <p>Play alongside other children in my setting and may need adult support to do this.</p> <p>Play simple turn taking games in adult guided groups.</p> <p>Show more interest in other children’s play.</p>	<p>Talk about my feelings.</p> <p>Wait my turn.</p> <p>Tidy up resources used.</p> <p>Follow the behaviour expectations.</p> <p>Show more independence and confidence in setting and when exploring areas.</p> <p>Use the visual timetable to know what is happening in the day.</p> <p>Come into setting with minimal support from an adult.</p> <p>Talk about my family.</p> <p>Begin to show friendly behaviours to my peers.</p>	<p>Know what ‘right’ choices are and try my best to make the right choice.</p> <p>Talk about feelings and explore why I might be feeling that way.</p> <p>Use the toilet independently.</p> <p>Focus on a task for a longer period of time.</p> <p>Talk about healthy food choices.</p> <p>Form friendships with some children in my setting.</p> <p>Become more confident in the social situations.</p>	<p>Calm myself using a strategy that works for me.</p> <p>Better manage my feelings.</p> <p>Show some control over my emotions.</p> <p>Think about how others feel.</p> <p>Manage when routines change.</p> <p>Talk about why we need to wash our hands.</p> <p>Play collaboratively with others and extend others play.</p> <p>Help others who are upset.</p> <p>Begin to solve conflicts with others.</p> <p>Show more social confidence.</p>	<p>Show greater control over my feelings and behaviours.</p> <p>Show more perseverance and resilience when facing a challenge.</p> <p>Talk about the changes as I start school and how I feel.</p> <p>Talk about my achievements in a positive way.</p> <p>Becoming more independent in looking after myself, ready to start school.</p> <p>Ask new adults questions.</p> <p>Find solutions to conflicts.</p> <p>Talk about what a friend is and name some of my friends when asked.</p>
<p><b>Reception Outcomes</b></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Become more independent at coming into school in the morning and getting ready for home at home time.</p> <p>Talk about feelings to trusted adults or special friends.</p> <p>May come into school upset but can be comforted by a familiar adult.</p> <p>Listen to rules and expectation and begin to follow them.</p> <p>Develop an awareness of themselves and begin to form own opinions.</p> <p>Begin to learn the classroom rules and follow these with some reminders</p> <p>Use the toilet independently most of the time.</p> <p>Know it is okay to ask for help and will do so.</p> <p>Build new positive relationships with children and staff in their new setting.</p> <p>Begin to play alongside other children if ready.</p>	<p>Share more often.</p> <p>Comfort a friend who is upset.</p> <p>Identify their own emotions and name them.</p> <p>Begin to take turns and share resources.</p> <p>Develop patience and an understanding that there is more than just them in the class.</p> <p>Able to say what they are doing and why they are doing it too.</p> <p>Use their preferences and interests to choose what they would like to do at school.</p> <p>Put coat on and becoming more confident and skilled in using buttons and zips.</p> <p>Build on the relationships made previously. Be open to making new relationships.</p> <p>Confident to talk to all children and adults in their setting.</p>	<p>Except adult support to reregulate if needed.</p> <p>Develop the feeling of being proud of themselves for achieving things in the classroom (wow work).</p> <p>Know and follow the behavioural expectations of the school.</p> <p>Guide others to follow The MC Way.</p> <p>Become independent in managing self – getting things for home, eating their lunch and snacks, asking for help, getting a drink when they want one.</p> <p>Independently making healthy food choices during adult-led tasks.</p> <p>Continue to develop friendships and are beginning to comment on shared interests.</p>	<p>Identify a trusted adult in school.</p> <p>Talk about interests and likes and dislikes at school.</p> <p>Begin to understand why listening is important to help us learn and keep us safe.</p> <p>Know what makes them happy and keeps them healthy and will choose to do these things when possible.</p> <p>Looking after themselves at school (including personal and hygiene needs).</p> <p>Developing resilience and perseverance independently.</p> <p>Build wider friendship groups through play and talk.</p>	<p>Share, take turns, reason and look after one another.</p> <p>Understand why is important to apologise if they hurt someone accidentally or make someone else upset.</p> <p>Follow instructions from their teachers or school adults.</p> <p>Tell adults and their peers what they have achieved and what they can do to further improve.</p> <p>Confident to try new things.</p> <p>Continue to look after and care for themselves.</p> <p>Continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p>	<p>Show emotional maturity ready for the emotional resilience needed for KS1.</p> <p>Use reason and resolutions with other children to keep games and play fair.</p> <p>Are independence in managing their behaviour in a range of situations in school.</p> <p>Show pride in who they are and what they can do.</p> <p>Talk about themselves positively.</p> <p>Have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p> <p>Show an awareness if they have hurt someone’s feelings and will apologise without being asked.</p> <p>Know some children might like or dislike the things they do and that it is okay.</p> <p>Look after each other and want to help their friends.</p>
	<p>Feelings, happy, sad, angry, tired, upset, scared, turn taking, children, friends,</p>	<p>Sit, smart sitting, listening ears, careful, look after, tidy up.</p>	<p>Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.</p>	<p>Right, good choice, sad choice, feelings, why.</p>	<p>Calm, breathe, quiet, feel, friends.</p>	<p>Emotion, feeling, unhappy, surprised, explain, why, my turn, your turn, excited, change.</p>

<p><b>Key PSED Vocabulary</b></p>	<p>classroom, areas, toilet, wipe, flush, wash hands, help, listening, later, worry, parent names.</p> <p>Emotions, good, bad, upset, rules, safety, like, dislike, safe, behaviour (language related to the The MC Way and LEARN Ladder).</p> <p>Book bag, water bottle, pack-up, timetable teacher, peer, class, others, talk, conversation, play, group, roleplay, small world.</p> <p>Language related to The MC Way and LEARN Ladder</p>	<p>Try, have a go, washing hands, soap, water, dry.</p> <p>Play, nicely, share, turn take, adult, help, nicely, join in, friends.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Sharing, taking turns, my turn, your turn, patience, waiting.</p> <p>Why, explain, language linked to provision and prior learning. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Language related to The MC Way and LEARN Ladder</p>	<p>On my own, by myself, explore, have a go, try, timetable, next. Happy, proud, come in, family, family names, friends, friendly.</p> <p>Proud, pride, feelings, emotions.</p> <p>Rules, following, behaviour Proud, better, improve, right, wrong, behave, choice, follow.</p> <p>Toilet, food, drink, knife, fork, help, tired, healthy, unhealthy.</p> <p>Friend names, play, classroom area names.</p> <p>Language related to The MC Way and LEARN Ladder</p>	<p>Toilet, wipe, flush, wash hands, focus, listen, healthy, not healthy, fruit and vegetables.</p> <p>Friends, special friend, best friend.</p> <p>Choice, explain, say, worry, help. Wait, patient trusted adults, safe, safety.</p> <p>Proud, achieve, healthy, unhealthy, body, mind, wellbeing. Tooth, teeth, brushing.</p> <p>Dress, undress, zip, button, help, perseverance, tricky, hard, challenge, road safety, look both ways, listening.</p> <p>I think, because, why, when, turns, next, finally.</p> <p>Language related to The MC Way and LEARN Ladder</p>	<p>Routine, now, next, change, wash hands, healthy, health, play, friends, turn taking, sharing, join in.</p> <p>Sad, help, upset, tissue, problem, solve, together, friends, turn taking.</p> <p>Sorry, upset, sad, accident, help, sorry, promise.</p> <p>Rules, following, safety Happy, like, proud, I can, better, improve.</p> <p>Interest, explain, reason, resilience, try again, rule, directions, listen, next, after that, finally.</p> <p>Language related to The MC Way and LEARN Ladder</p>	<p>Proud, pride, positive, independent, by myself, school. Questions, why, where, what, when, fix, adult help.</p> <p>Emotion, frustration, explain. Independence, engaged, involved, busy, planning, changing, reflecting.</p> <p>Challenge, harder, healthy, unhealthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, warm up, hot, pulse, heart beat.</p> <p>Language related to The MC Way and LEARN Ladder</p>
<p><b>PSED Curriculum Implementation</b></p>	<p>Read books focusing on feelings and emotions. Group discussions about different feelings – particularly relating to starting nursery. Adults asking children to express how they're feeling (facial expressions)- adults modelling this.</p> <p>Adults supporting children to turn take, children encouraged to explore their setting and the available resources (busy group – what's in the box?), children supported to use the toilet in their setting (IC plans in place).</p> <p>Children supported to separate from care giver – transition (settling in sessions to take place before starting nursery).</p> <p>Books read focusing on emotions. Class discussions on emotions – particularly relating to starting school. Adults supporting children who are upset.</p> <p>School behavioural expectations explained to the children. The MC Way explained as well as why they are important. Prompts</p>	<p>Children being supported and reminded to sit smartly on the carpet and to use their magnet eyes. Children having a regular tidy up time where they are supported and encouraged to tidy up (shadow prompts/ photos used where possible). Children encouraged explore all I2Ls in the setting – adults to model use of new resources. Children encouraged verbally to use the toilet.</p> <p>Adults modelling play and extending learning through modelling language and asking questions. Children playing turn taking games with adults and then introducing peers.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings in different situations – have we chosen the correct emotion?</p> <p>Adult prompts to encourage children in provision to say what they are learning and give a reason why.</p> <p>Children prompted to plan their busy learning, in the area they would like to in the environment. Verbal and</p>	<p>Adults supporting children to talk about how they are feeling (emotion coaching). Children given a warning when it is tidy up time to support them to finish and be ready to tidy. Children have access to the visual timetable that is changed daily, children use the visual timetable throughout the day and 'tick' jobs that have been completed. Children praised for coming into their setting well. Children encouraged to display friendly behaviour to other children in the setting.</p> <p>Adults give children time to present any achievements (wow work), children are aware they can talk to their teachers about the achievements they have made. Children display their work on the wow work board. Behaviour expectations are consistently shared with the class.</p> <p>Children discuss the rules and are aware of what is right and wrong.</p> <p>Children are confident to ask for help or express their wants/needs. Snack bar to display prompts linked to healthy and unhealthy foods.</p>	<p>Adults prompting children to explain the choices they have made. Children talking about their feelings with adults in the setting and exploring together why they feel this way – discussions, stories etc.</p> <p>Children encouraged to use the toilet independently. Children learn about food choices and what a healthy food choice is. Adults model, in social situations a back and forth conversation. Children encouraged to make choices about who they want to play with in the area of their choosing.</p> <p>Adults prompting children to explain the behaviour choices they have made.</p> <p>Adults to model and explain why we listen and why good listening is important. Stories linked to listening shared.</p> <p>Stories and adult-led tasks based on keeping healthy including tooth brushing, physical activity, screen time (online safety) and healthy eating.</p> <p>Children being asked to independently dress themselves. Children having to explain how to be safe on roads and paths or</p>	<p>Adults modelling calming techniques, children being supported to manage their feelings and given tools to do this independently.</p> <p>Children learning about germs and the importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children.</p> <p>Children encouraged to make choices about who they want to play with, a give a reason why (shared interest) in the area of their choosing.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary. Adults giving children clear instructions in a range of situations to follow.</p> <p>Children given time to talk to adults and peers to explain their achievements.</p> <p>'Must do' learning opportunities introduced to the class. Discussions around resilience and perseverance. Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently.</p> <p>Discussions around starting school and transition between nursery and school.</p> <p>Discussions about the year and the progress the children have made, children encouraged to be independent in their care and learning and linking this to discussions around school readiness.</p> <p>Children encouraged to ask questions. Children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year. Adults providing children with a range of strategies to deal with anger and other emotions.</p> <p>Challenges available to the class within CP and adult guided session.</p> <p>Adults prompting children to explain their process and progress in their play. Discussions with adults on their achievements in Reception and how they have progressed since joining school.</p>

	to follow the rules – verbally and pictorially. Visual and verbal reminders to organise themselves. Prompting children to explain what they like and dislike. Reminders to use the toilet, children may need some verbal support. Adults giving children simple and clear one step instructions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and planned oracy tasks. Two-way conversations modelled by adults.	pictorial reminders and support to organise their own things. Adults modelling respectful conversations. Adults continue to build positive relationships so children feel comfortable to ask for help.	CP focus on collaborative play.	being taken out of school as a class on a walk. Adults modelling negotiation, children supported to negotiate and play.		Discussions around starting Year 1 and transition between Reception and Year 1. Discussions and lessons around keeping healthy. Stories around conflict, responsibility, individuality and needs of others.
<b>Adult-Lead Learning Experiences</b>	<b>Have you filled a bucket today?</b> Showing kindness to others <b>Team Work</b> Working together <b>Jelly Baby Friends</b> What does friendship look like?	<b>With a Little Help from my Friends</b> Migration patterns and formations with friends	<b>Owl Babies</b> Talk about feelings e.g. feeling alone	<b>Baddies Beware!</b> How our actions can upset others. <b>Sleeping Dragons</b> Waiting patiently and taking our turn	<b>Bike Wash</b> Work co-operatively <b>Where Shall We Go</b> Simple debate about a chosen destination	<b>Seashore Shop</b> Children to take on a role and take responsibility
<b>Jigsaw PSHCE</b> Adult Led Sessions & Enhanced Provision	<b>Being Me in My World</b> Who Me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities  E-safety	<b>Celebrating Difference</b> What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself  Firework safety	<b>Dreams and Goals</b> Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards  E-safety – safer internet day theme	<b>Healthy Me</b> Everybody's body We like to move it, move it! Food, glorious food Sweet dreams Keeping clean Stranger danger  NSPCC – PANTS campaign	<b>Relationships</b> My family and me Make friends, make friends, never ever break friends (parts 1 and 2) Falling out and bullying (parts 1 and 2) Being the best friends we can be E-safety – using tablets safely	<b>Changing Me</b> My body Respecting my body Growing up Fun and fears (parts 1 and 2) Celebration  Sun and beach safety
<b>Ongoing provision throughout the year</b>	<b>Oracy</b>	Talk to your partner, listening to their views and opinions, taking turns in talk				
	<b>Daily Routines</b>	Thresholding, MCS Manners (say and sign), self-registration, book voting, routines for tidying away when using resources, change independently for PE, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home				
	<b>Story Time</b>	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
	<b>Busy Learning Foci</b>	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
<b>EYFS provides the foundation for the PSED skills children will build upon in Year one.</b>	<p>Children will continue to develop their PSED skills once they move into Year 1 and beyond through the Jigsaw scheme of learning. Jigsaw sessions focus on developing each child's emotional literacy, social skills, well-being and uniqueness.</p> <p>Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.</p> <p>Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating.</p>					



**PHYSICAL DEVELOPMENT**

**Educational Program**

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.

<p align="center"><b>Nursery Outcomes</b></p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>Walk and crawl confidently. Climb using two feet at a time.</p> <p>Knowing how to scoop and pour e.g. sand, mud.</p> <p>To run around the setting with some control and direction.</p> <p>Clapping and stamping to music.</p> <p>Children using a palm grip when using mark making tools.</p> <p>Children using a spoon to feed themselves correctly.</p> <p>Children using spring loaded scissors to make snips into paper with adult support.</p>	<p>Begin to move slowly on a balance bike.</p> <p>Begin to use a climbing frame with support from an adult.</p> <p>Being able to use a swing with some independence.</p> <p>Children mark making by scribbling and colouring.</p> <p>Children exploring a range of mine motor activities and implements,</p> <p>Children using a spoon and a fork to feed themselves.</p>	<p>Children putting on their own coat (needing support to do their coat up still).</p> <p>Children putting on their own shoes.</p> <p>Going up and down stairs with control and balance.</p> <p>Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles.</p> <p>To develop more independence when using spring loaded scissors.</p>	<p>Children can kick a large ball with some control.</p> <p>Children can throw a ball with some control.</p> <p>To begin to balance on one leg.</p> <p>To dance with control using different parts of their body.</p> <p>To use the available equipment to create an obstacle course to navigate.</p> <p>Children making more controlled marks when drawing and mark making.</p> <p>Children manipulating dough through rolling, squeezing, balling and patting.</p>	<p>To use a balance bike more confidently.</p> <p>To run with more confidence and skill.</p> <p>To independently use a climbing frame or similar resource.</p> <p>To begin to show good posture when sitting on the carpet.</p> <p>Children using a two finger and a thumb grip.</p> <p>I can draw and paint clearer shapes and pictures when drawing and painting.</p> <p>Children showing some threading skills.</p>	<p>To make up own movements with their body.</p> <p>To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>To be able to climb safely.</p> <p>Children choosing the right equipment to move safely.</p> <p>Children using pencils and other equipment comfortably for them.</p> <p>Children beginning to make snips in paper either using one hand or two independently.</p> <p>Children turning pages in a book one at a time.</p> <p>Children may form some letters in their name.</p>
<p align="center"><b>Reception Outcomes</b></p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>To be able to build spatial awareness, positional awareness negotiating space and obstacles safely.</p> <p>To revise the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To develop their core muscle strength to support them holding a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to implement skills needed during daily routines, such as lining up and queuing.</p> <p>To develop their small motor skills so that they can use a range of tools safely.</p> <p>To begin to use pencils for drawing and writing, focusing on holding a pencil.</p>	<p>To have refined the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To move energetically using the fundamental movement skills.</p> <p>To use their core muscle strength to achieve and maintain a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to develop the skills they need to manage the school day successfully, including using appropriate tools at mealtimes.</p> <p>To be able to manipulate different materials using their hands.</p> <p>To develop scissor skills including holding scissors, being safe and making snips.</p> <p>To be able to interact with small tools to develop control</p>	<p>To be developing a more fluent style of moving, working towards movements with control and grace.</p> <p>To be able to use static and dynamic balances.</p> <p>To begin to develop ball skills individually and in small groups.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently, including pencils for drawing and writing, control and grip.</p> <p>To be able to manipulate different materials to make things for a desired effect or outcome using your hands.</p> <p>To use scissors confidently using the correct grip and movement and begin to use them safely, confidently and effectively.</p> <p>To hold a pencil effectively in preparation for fluent writing,</p>	<p>To use a fluent style of moving, with developing control and grace.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To develop overall body-strength, balance, co-ordination and agility through a range of activities and resources available.</p> <p>To use their small motor skills with a range of tools competently, safely and confidently. Use pencils for drawing and writing, control and grip and accurate letter formation.</p> <p>To begin to show accuracy and care when drawing.</p> <p>To use the skills they need to manage mealtimes successfully using the appropriate tools.</p>	<p>To be able to combine different movements together, with ease and fluency.</p> <p>To develop a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming.</p> <p>To develop competence when engaging in activities that involve a ball.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently, using pencils effectively to write.</p> <p>To revisit showing accuracy and care when drawing.</p>	<p>To be able to refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To revisit manipulating different materials to make things for a desired effect or outcome using your hands.</p>

	<p>To be able to mark make using a paintbrush, fingers and other mark making tools.</p> <p>To be able to practice fine motor skills using tweezers, threading, and playdough.</p> <p>To be able to interact with small world activities, puzzles, arts and crafts using their hands to develop control and confidence with fine motor movements.</p>	<p>and confidence with fine motor movements.</p> <p>To refine fine motor skills using tweezers, playdough and threading activities.</p>	<p>using the tripod grip in almost all cases.</p>			
<b>Key PD Vocabulary</b>	<p>Walk, crawl, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping. Pencils, tools, spoon, food, feed, hand, scissors, snips. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, guttering, rope, cone, skill. Pencils, tools, equipment, safely, hand, scissors, snips.</p>	<p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump. Write-dance, movements. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork. Sit, straight, smart sitting, balance, posture, follow me, climb, slither, crawl, skip, jump, hop, sidestep. Ready to write, pen, pencils, pencil grip (nip, flip, grip), scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p>	<p>Coat, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance. Pencil, grip (nip, flip, grip) hand, fingers, skill, scissors, snips, control, build, independence. Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy. Pencil, grip, hand, fingers, skill, scissors, snips, control.</p>	<p>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump. Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Letters, trace, rhymes.</p>	<p>Balance, bike, look, watch, careful, skill, independent, climb, safe, straight, cross legs, cross arms, smart sitting. Pencil, grip, draw, pencil, shape, drawing, care, time, threading. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Scissors, small tools, tripod, fingers, draw, pencils.</p>	<p>Dance, move, sit, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, edit, improve.</p>
<b>PD Curriculum Implementation</b>	<p>Children playing games/moving to music (write dance) that involve large movements, adults modelling good posture, children supported physically and verbally. Children having access to sand, water, children dancing and clapping during singing busy group time. Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, balancing beams, beanbags, balance bikes, collaborative bikes, cones to use.</p>	<p>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks. Provision focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the space in different ways. Fine motor activities in the class as well as adult guided activities</p>	<p>Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so. Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use. PE lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own. Adults supporting children to develop their pencil grip –</p>	<p>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow. Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct</p>	<p>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available</p>

	Mark making equipment available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	– drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.	verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	in provision for children as well as guided activities using these materials.
<b>Physical Development</b> <b>Val Sabin</b> <b>Gross Motor</b> Adult Led Sessions & Enhanced Provision	<b>Gymnastics</b> Introductory Unit Gross motor skills – running, jumping, hopping safely	<b>Games</b> Moving in different ways like woodland animals Throwing and catching	<b>Dance</b> Different ways of moving to a beat Creating sequences of movements	<b>Gymnastics</b> Travelling around the space in different ways	<b>Dance</b> Ways of moving rhythmically Making changes to traditional dances	<b>Games</b> Summer team games
<b>Healthy Movers</b> Adult Led Sessions	Wiggle Weave Watch We Are Brilliant	Whatever the Weather Pop the Bubbles	Birds in Trees Jungle Journey	Hide and Seek Choo Choo Steering Pick up Packets	Yum Yum Whatever the Weather	Aiming High Hot Hot Hot Treasure Deep Blue Sea
<b>Ongoing provision throughout the year</b>	<b>Write Dance</b>	Use of music and movement to allow children to feel confident in their bodies, improve their gross and fine motor skills and provide a strong foundation for writing. Write dance follows the process of... the story – the song – write movement - write drawing - psychomotor symbolism – numbers – letters - words – fine motor decorating				
	<b>Daily Routine – Wake and Shake</b>	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, fingers, develop strength, balance and co-ordination				
	<b>Lunchtime</b>	Hold and use a knife and fork correctly, understand about healthy eating				
	<b>Busy Learning Foci</b>	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills Hold a pencil effectively, develop accuracy and care when drawing and writing				
<b>Key vocabulary linked to NC subjects</b> (including but not limited to)	<b>PE</b>	safety, skill, control, move, movement, health, healthy body, healthy mind, heart, pump, blood, pulse, heartbeat, sweat, breathing, throw, catch, run, jump, hop, skip, travel, balance, rhythm, sequence, dance, old, new, compare, team, teamwork				
<b>The Reception Year provides the foundation for Physical Development skills children will build upon in Year one.</b>	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The National Curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.					

## LITERACY – Reading

### Educational Program

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).

<p><b>Nursery Outcomes</b></p> <p>Word Reading</p> <p>Comprehension</p>	<p>Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.</p> <p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p>	<p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar Rhyme</p> <p>To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.</p>	<p>To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.</p> <p>To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.</p>	<p>To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.</p> <p>To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p>	<p>To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support</p> <p>To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories.</p> <p>Beginning to predict what might happen in a story.</p>	<p>To recognise my own name independently. To begin to recognise some individual letter sounds with support.</p> <p>Recognise some words with the same initial sound e.g. m for mummy and milk Orally blend a simple word.</p> <p>To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p>
<p><b>Reception Outcomes</b></p> <p>Word Reading</p> <p>Comprehension</p>	<p>RWI progress expectations</p> <p>Notice some print, such as the first letter of their name, a bus or door number or logo. Read individual letters by saying the sounds for them. Enjoy sharing a book with an adult.</p> <p>Ask questions about the book. Make comments and share their ideas.</p> <p>Develop play around favourite stories using props. Join in with songs and rhymes.</p>	<p>RWI progress expectations</p> <p>Recognise words with the same initial sound. Understand that print has meaning and that we read English text from left to right, top to bottom.</p> <p>Blend sounds into words. To have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone. Repeat words and phrases from familiar stories.</p>	<p>RWI progress expectations</p> <p>Identifies alliteration. Includes everyday literacy artefacts in play such as labels, instructions, signs, envelopes. Engage in extended conversations about stories, using story vocabulary. Anticipate key events in stories. Continues a rhyming string. Re-enact and reinvent stories in play.</p>	<p>RWI progress expectations</p> <p>Read some letter groups that each represent one sound. Read a few common exception words.</p> <p>Read simple phrases and sentences. Understand that print can have different purposes. Re-read stories to build fluency and understanding.</p>	<p>RWI progress expectations</p> <p>Count syllables in a word Describe main story setting, events and principal characters in increasing detail. Retell stories and narratives using their own words and story vocabulary.</p>	<p>RWI progress expectations</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Know the names of different parts of a book. Is able to recall and discuss stories or information that has ben read to them or they have read themselves</p>
<p><b>Key Literacy Vocabulary – Reading</b></p>	<p>Hear, listen, sound, logo, book, join in, picture, words, follow, MTYT, look, favourite. Hear, listen, sound, phoneme, blend, Fred talk, what can you hear?</p> <p>Rhyme, picture, illustration, words, text, follow, repeat, beginning, middle, end.</p>	<p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.</p> <p>Texts, books, story, careful, print, words, says, pictures, happening. Letters, sounds, phonemes, blend, Fred talk, read, sounds, tricky words.</p> <p>Non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p>	<p>Name, rhythm, clapping, syllables, rhymes, songs, listen, join in, actions, story, repeat. Read, sounds, blend, special friends, Fred talk, tricky words. Text, pictures, who, what, why, how, when, where, like, dislike, rhyme, play.</p>	<p>Meaning, sign, symbol, logo, rhyme, rhyming</p> <p>Story, words, direction, top, bottom, line, front, cover, title, author.</p> <p>Digraph, read, tricky word, 4-sound, 5 sound words, blend, special friends, Fred talk. Story, order, sequence, retell, end, repeat.</p>	<p>Sound, letters</p> <p>Story, discuss, talk, questions, predict, guess, happen next. Fred games, Fred talk, sounds, blend.</p> <p>Digraph, read, tricky word, 4-sound, 5 sound words, blend, special friends, Fred talk.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p>	<p>Name, letters, words, same. Discuss, questions, why, end, guess, predict, tell, retell, words. Fred games, Fred talk, sounds, blend.</p> <p>Digraph, read, tricky word, 4-sound, 5 sound words, blend, special friends, Fred talk, re-read, check, sense, edit, change, adapt, improve.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like</p>
	<p>Support and modelling of listening to environmental sounds. Logos in the</p>	<p>Children listening to instruments being played and have access to using instruments within CP.</p>	<p>Children clapping out the syllables in their name as supported by the adults</p>	<p>Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas.</p>	<p>Children having access to text in the environment and in books. Letters and RWI picture &amp; sound cards</p>	<p>Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment,</p>

<b>Reading Curriculum Implementation</b>	environment and in role play areas for children to discuss. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. Children having access to a variety of texts. Teach Set 1 sounds (RWI MaSSinR guidance). Modelling blending and building cvc words. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems.		Children learning new nursery rhymes and accompanying actions. Children being prompted to 'jump in' to say the missing words in known nursery rhymes. Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures. Teach Set 1 sounds (RWI MaSSinR guidance). Modelling blending and building cvc words. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'yes' and 'no' questions about texts, model using puppets to act out stories.		e.g.children clapping their name as the outdoor 'password' Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used. Teach Set 1 sounds + SF (RWI MaSSinR guidance). Modelling blending and building cvc words. Group homogeneously. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.		Children signing songs and rhymes, playing rhyming games words. Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class. Teach Set 1 sounds + SF. Modelling blending and building cvc words. Group homogeneously Reading fluency developed and children encouraged to read simple phrases and sentences across the day. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.		around in the nursery for children to access. Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read <b>Independently</b> Teach Set 1 sounds & Set 2 sounds when appropriate. Modelling blending and building cvc words. Group homogeneously Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.		discussions with adults about words with similar sounds, adults supporting children to orally blend words. Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery. Teach Set 1 sounds & Set 2 sounds when appropriate. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Children reminded to re-read their work to check for fluently. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.		

<b>Talk for Reading</b>	A Little Bit Brave by Nicola Kinnear	My Monster and Me by Nadiya Hussain and Ella Bailey	My Must-Have Mum by Maudie Smith	I'm in Charge by Jeanne Willis	Hugless Douglas by David Melling	The Bear and the Piano by David Litchfield	Aliens Love Underpants by Claire Freeman and Ben Cort	Five Minutes Peace - Jill Murphy	Can't You Sleep Little Bear by Martin Waddell	Elmer by David McKee	The Wall and the Wild by Christina Dendy	Ravi's Roar by Tom Percival	Handa's Hen by Eileen Browne	On the Way Home by Jill Murphy	Farmer Duck - Martin Waddell and Helen Oxenbury	Tiddler by Julia Donaldson	Leo and the Octopus by Isabelle Martinov	Billy's Bucket - Kes Gray and Garry Parsons
	Rabbit story Managing emotions Being brave and overcoming fears	Monster story Talking about emotions Trusted adults	Families and relationships Talking about emotions Growing Up	Animal story Friendships Behaviour Choices	Family and friends Building relationships Being a kind friend	Emotions Life in a city Musical instruments Hopes and dreams	Alien story Planet Earth Space Humorous	Animal story Family Sleep Peace and quiet	Animal story Managing feelings Expressing emotions Family	Animal story Being different Unique Celebrating difference	Being a kind friend Being unique, different Sharing Planting and growing	Managing emotions Talking about feelings Building relationships	Journey Diverse Counting story Not giving up	Journey Truth and honesty The importance of being honest	Animal story Working together Friendships Being kind	Animal story Under the sea Telling tales Telling the truth Repetitive phrases	Friendships Feeling and emotions Thinking about others Making friends	Imagination Listening to others Celebrations - birthday
	daring (dared) stomped (stomp, stomps,	arrived (arrive) gigantic growly bossier	glance (glanced) rummage (rummaged) opportunity	bellowed (bellow, bellows) startled (startling)	snuggled (snuggle, snuggles) trembled (tremble,	passion bounded (bound, bounded, bounding)	breeze (breezy) nvisited (invites, invite,	sneaked (sneaks, sneaking) plonked (plonk,	settled (settle, settles) groaned (groan,	slipped away (slip away) absolutely serious	wild nibble (nibbled, nibbling) wondrous	squash (squashes, squashed) furious Wgrowled	hunted fluttery (flutters, fluttered) peered	sneaking (sneaks, sneaked, sneaky) gasped	crept wriggled creaked wearily	captured (capture, captures) struggled (struggles,	relax (relaxed) impressed determined nervous	explained (explain) persuaded (persuade) sighed

stomping) adventure scurrying (scurry, scurried) proud (proudly) familiar whimpered (whimpering gobbled (gobble)	(bossy) budge (budged, budging) suddenly stroked (stroke)	rustling (rustle, rustled) bedraggled abandoned (abandon) satisfied swirled (swirl, swirls)	barge (barge, barges) sneaked (sneaks, sneaking) grinned (grin, grins) dreadful stomped (stomp, stomps, stomping) refused (refuse, refuses, refusing)	trembles, trembling) clumsy peeped (peeps) wrapped (wraps) squeeze (squeezed, squeezes) wriggled (wriggle, wriggles, wriggly) scooped (scoop, scoops)	longed (longs) admiration (admired, admires) explore (explores, explored) missed (miss, misses) proud stumbled	inviting) delighted (delight) daring squeeze (squeezed, squeezing) blame (blamed) zoom (zooms, zoomed) lurks (lurk, lurking, lurked)	plonks) pleasant trailed (trails, trailing) muttered (mutters, muttering) groaned (groans, groaning) peace (peaceful) beamed (beams, beaming)	groans, groaning) curling up (curl up, curls up, curled up) glow (glowing, glowed) hooked (hook, hooks) twinkly (twinkled, twinkles) puzzled cosy	burst gasp celebrate decorate (decorated, decorating)	dull grubby soar (soared, soaring) mighty creep (creeps, creeping, crept)	(growl, growls, growling) nervous leapt dared (dare, dares) wild	waving shiny peeped (peep) scurried skipped	(gasping, gasp, gasps) crammed (cram, crams) soaring (soar, soars, soared) vast gloomy slithering (slither, slithered) struggled (struggle, struggling)	fled squeezed	struggling) dawdling (dawdle, dawdles, dawdled) hauling (haul, hauls, hauled) glimmered (glimmers) shivered (shivers, shivering) peeped (peep, peeps) bashed	challenging calm (calms) confuse (confused) darted	(sigh) excitedly special chuckled (chuckling) frowned (frowning) imagination (imaginary)
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**The Reception Year provides the foundation for Reading skills children will build upon in Year one.**

**Word Reading**  
-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading

**Comprehension**  
-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

**LITERACY - Writing**

<b>Nursery Outcomes</b>  Writing	Develop an interest in making marks. Beginning to distinguish between marks and pictures/drawings. Sits in a balanced position. Pretend to write in role play. Make controlled marks using tools or their finger in sand, glitter etc.	Draws marks that are not always distinguishable. Follows large pattern templates available. Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.	Adds some marks to drawings. Adds marks that to them symbolises their name. Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.	Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand.	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Uses a two finger and a thumb grip when appropriate	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name. Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).
<b>Reception Outcomes</b>  Writing Transcription Composition	Make marks on their picture to stand for their name. Add some marks to their drawings which they give meaning to. Imitate adults writing by making continuous lines and shapes. Enjoy drawing freely.	Give meaning to the marks they make in writing, painting, printing and drawing. Write some or all of their name, including a capital letter at the start. Write some letters accurately. Enjoys creating texts which communicate meaning for a variety of purposes such as greeting cards and lists.	Use some of their print and letter knowledge in their early writing. I can say what I want to write before writing it down.	Use their developing phonic knowledge to write labels and captions. I can say what I want to write before writing it down.	Write recognisable letters, most of which are correctly formed. To explore the use capital letters as they are introduced incidentally. Re-read what they have written to check that it makes sense.	Spell words by identifying the sounds and representing the sound with a letter or letters. Write simple phrases and sentences that can be read by others.
<b>Key Literacy Vocabulary – Writing</b>	Mark, pencils, pens, paper, drawing, writing.	Marks, pencils, pens, paper, drawing, writing, trace.	Marks, pencils, pens, paper, drawing, writing, trace, meaning.	Marks, pencils, pens, paper, drawing, writing, trace, meaning.	Marks, pencils, pens, paper, drawing, writing, trace, meaning.	Writing, mark making, pencils, pens, copy, trace, pencil grip (nip, flick, grip), hand, letter writing.

	<p>Balance, straight, pencil, marks, sand. Speak, speaking, writing, mean, explain. Pencil grip (nip, flick, grip). Experiences, events. Compose, talk, describe, tell, roleplay, family names. Language linked to being 'ready to write'.</p>	<p>Writing, mark making, pencils, pens. Pencil grip (nip, flick, grip). Drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing, Fred talk, Fred fingers for spelling. Roleplay, feelings, happy, sad, story, message, stories, text. Language linked to being 'ready to write'.</p>	<p>Writing, mark making, pencils, pens, trace, pencil grip. Pencil grip (nip, flick, grip). Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end, Fred talk, Fred fingers for spelling. Oral, out loud, sentence, rehearse, repeat, check, re-read. Language linked to being 'ready to write'.</p>	<p>Writing, mark making, pencils, pens, trace, pencil grip, hand. Pencil grip (nip, flick, grip). Words, writing, sounds, phoneme, graphemes, diagraph, Fred talk, Fred fingers for spelling, independently. Oral, out loud, sentence, rehearse, repeat, check, re-read. Language linked to being 'ready to write'.</p>	<p>Writing, mark making, pencils, pens, trace, pencil grip (nip, flick, grip), hand. Pencil grip (nip, flick, grip). Words, writing, sounds, phoneme, graphemes, diagraph, Fred talk, Fred fingers for spelling, independently. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Language linked to being 'ready to write'.</p>	<p>Pencil grip (nip, flick, grip). Instructions, recipe, story, non-fiction, fiction, information book, sentences, Fred talk, Fred fingers for spelling, independently. capital letters, finger spaces and full stops. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Language linked to being 'ready to write'.</p>
<b>Writing Curriculum Implementation</b>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time. Activities set up for children to write in a range of materials e.g. glitter, sand, bark. Introduce Scribble Club. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class. Model writing during class inputs, writing name for self-registration. Introduce Drawing Club. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.</p>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Tracing materials available to children, writing materials always available to children. Access to paper, writing frames, post-its etc. and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound mats in the class. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, roleplaying with others and acting out stories, modelling writing down ideas as a shared input. Super sentence session – cvc word focus.</p>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Adults to provide children with access to their written name. Tracing materials available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Children given opportunities to apply phonetic skills to write independently. Adults to model this in CP. Children encouraged to write CVC words once ready. Modelling composing words and segmenting CVC words. Writing activities based on CVC words. Super sentence session – two word phrase focus.</p>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. CVC writing opportunities during guided group work and as independent challenges in the classroom, modelled during shared inputs. Roleplay areas to have writing materials. Modelling composing captions during learning inputs, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. Super sentence session – three word sentence focus.</p>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Adults to provide children with access to their written name. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Extended range of writing opportunities during guided group work drawing on previously read texts. Modelling composing simple sentences, continuing to support children to orally compose a sentence before writing. Super sentence session – three/four word sentence focus.</p>	<p>Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Adults to provide children with access to their written name. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Children writing for a range of purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially (checklists). Writing activities based around known stories and interests – retelling and innovating, modelling the use of capital letters, finger spaces and full stops. Super sentence session – three word sentence focus.</p>
<b>Scribble Club</b>	<p>Develop an interest in making marks. Begin to distinguish between marks and pictures/drawings. Name copying and writing. Writing secret symbols, initial sounds</p>	<p>Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy. Name copying and writing Writing secret symbols, initial sounds, CVC words</p>	<p>Adds some marks to drawings. Adds marks that to them symbolises their name. Makes smaller controlled lines. Writing phonetically decodable words, phrases and captions</p>	<p>Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand. Writing phonetically decodable words, phrases and captions</p>	<p>Understand that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Writing phonetically decodable words, simple sentences</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing. Writing phonetically decodable words, simple sentences</p>
<b>Ongoing provision throughout the year</b>	<b>Phonological Awareness</b>	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				
	<b>Story/Song Time</b>	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				

	<b>Busy Learning Foci</b>	Write lists, postcards, tickets, letters, facts etc linked to the half-termly theme, engage in and talk about books, retell stories and create their own
<p><b>The Reception Year provides the foundation for Writing skills children will build upon in Year one.</b></p>	<p><b>Writing - Transcription</b>  Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Writing- Composition</b>  Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Writing - Handwriting</b>  Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 - Understand which letters belong to which handwriting ‘families’ and to practise these</p> <p><b>Writing - Vocabulary, Grammar and Punctuation</b>  Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	



## MATHEMATICS

### Educational Program

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.

<p><b>Nursery Outcomes</b></p> <p>Number</p> <p>Numerical Patterns</p>	<p>To recognise, name and match colours.</p> <p>To begin to show an interest in counting aloud verbally to 5.</p> <p>To be able to 'give 1' when asked.</p> <p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p>	<p>To be able to verbally count to 5 with developing accuracy.</p> <p>To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p>	<p>To begin to be able to verbally count to 10 with developing accuracy.</p> <p>To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment.</p> <p>To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.</p>	<p>To verbally count to 10 with developing accuracy.</p> <p>To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment.</p> <p>To compare quantities that are significantly more and less visually without counting them.</p> <p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment.</p> <p>To play simple dice and track games developing Subitising skills.</p> <p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.</p>
<p><b>Reception Outcomes</b></p> <p>Number</p> <p>Numerical Patterns</p>	<p>I can recognise up to 3 objects, without having to count them individually</p> <p>I can recite numbers to 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5</p> <p>I can subitise up to 5.</p>	<p>I can talk about and explore 2D and 3D shapes using mathematical language.</p> <p>I can begin to compare quantities using the language of 'more than', 'fewer than'.</p> <p>I can experiment with representing my own symbols and marks as well as numerals.</p>	<p>I can compare objects relating to size, length, weight and capacity.</p> <p>I understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>I can link the number symbol (numeral) with its cardinal number value up to ten.</p>	<p>I can explore composition of numbers to 10.</p> <p>II can count beyond ten.</p> <p>I can extend and create ABAB patterns.</p>	<p>I can recall number bonds for numbers 0–5 and some to 10.</p> <p>I can copy and create repeating patterns including ABBC patterns.</p> <p>I can compare length, weight and capacity.</p>	<p>I can count beyond 20.</p> <p>I am familiar with number patterns up to 10, including evens and odds, double facts and sharing.</p>
<p><b>Key Mathematical Vocabulary</b></p>	<p>Count, number, number names, colour, colour names, number songs.</p> <p>Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn</p> <p>Now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.</p>	<p>Count, number, number names, number songs.</p> <p>Compare, big, small, tall, short, different.</p> <p>Subitising.</p> <p>Number names, count, counting, how many, total, equals.</p>	<p>Count, number, number names, number songs, more, less.</p> <p>In, out, on, shape, shape names, 3d shape, shape names, build, model, flat, smooth, curved.</p> <p>Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller.</p>	<p>Count, number, number names, number songs, more, less.</p> <p>Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Number, number names, addition, add, more, count, without counting, how many, altogether, number pairs, number bonds.</p>	<p>Count, number, number names, number songs, dice, die, track, counting on, subitise, without counting.</p> <p>Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.</p>	<p>Count, number, number names, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p> <p>Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across</p> <p>Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.</p>
<p><b>Maths Curriculum Implementation</b></p> <p><b>Power Maths</b></p> <p>Adult Led Sessions &amp; Enhanced Provision</p>	<p>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p>	<p>Adults to model counting out loud carefully during learning inputs and daily routines, adults to ask children for a number of objects and support children who are still learning to do this.</p> <p>Adults modelling the use of vocabulary, children completing activities based on height and size comparison</p>	<p>Adults to model counting out loud carefully during learning inputs and daily routines.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes.</p> <p>Exploring cardinality,</p>	<p>Adults to model counting out loud carefully during learning inputs and daily routines, Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p> <p>Using number bonds to identify missing parts to 10.</p> <p>Continuing a simple pattern.</p>	<p>Adults to model counting out loud carefully during learning inputs and daily routines.</p> <p>Adults modelling pattern making and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p> <p>Exploring patterns.</p>	<p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p>

	Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete. Reception Baseline Assessment. Counting, representing and ordering numbers to 5. Comparing groups using more, fewer & equal.	Comparing groups of up to 5 using more, fewer & equal. Exploring, describing and comparing the properties of 3D & 2D shapes. Finding one more, and one less. Finding different ways to break groups into parts. Understanding positional and directional language in practical contexts	representing and ordering numbers to 10. Combining two parts to make a whole and identifying the whole. Exploring the composition of 10. Number bonds within 10.	Space and shape; explore length, height and weight.	Counting on and counting back. Explore doubling, halving and sharing. Beginning to recognise odd and even numbers.	Children taking part in weight exploration/sorting/ordering tasks. Adults modelling prepositional language and supporting children to use these terms too. Exploring cardinality, representing and ordering numbers to 20. Exploring how a shape can be decomposed into other. Exploring capacity. Numerical patterns.
<b>Winning With Number</b> Adult Led Sessions	Win 1-12 Win 21-28	Win 13-22 Win 29-41	Win 22-34 Win 41-53	Win 34-45 Win 53-65	Win 45-55 Win 66-77	Win 55-70 Win 77-95
<b>Ongoing provision throughout the year</b>	<b>Daily Routine</b>	Self-registration (how many children are here today?), calendar, visual timetable, book voting, days of the week, months of the year, pattern				
	<b>Story/Song Time</b>	Counting songs and stories, answering questions 'what can you see', 'can you spot the pattern?'				
	<b>Busy Learning Foci</b>	Practise taught skills, use and apply taught skills in real-life situations, complete puzzles, "What can you see, how do you see it?" Build patterns, construct, count, solve problems				
<b>The Reception Year provides the foundation for Writing skills children will build upon in Year one.</b>	<b>Number and place value (within 20):</b> use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	<b>Addition and subtraction (within 20)</b> (addition and subtraction, read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	<b>Number and place value (within 100):</b> Begin to recognise the place value of each digit in a two-digit number (tens, ones)	<b>Fractions:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity	<b>Fractions:</b> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	<b>Multiplication and Division:</b> count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	<b>Comparing &amp; Estimating:</b> compare, describe and solve practical problems for: lengths and heights, mass/weight, time	<b>Number Bonds:</b> Represent and use number bonds and related subtraction facts within 20	<b>Shape:</b> Recognise and name common 2-D and 3-D shapes,	<b>Positional Language:</b> Describe position, direction and movement, including half, quarter and threequarter turns	<b>Money:</b> Recognise and know the value of different denominations of coins and notes	<b>Time:</b> Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

## UNDERSTANDING THE WORLD

### Educational Program

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.

<p style="text-align: center;"><b>Nursery Outcomes</b></p> <p>Past &amp; Present</p> <p>People, Places &amp; Communities</p> <p>The Natural World</p>	<p>Children using words ‘now’ and ‘next’. Children talking about their family, who they live with and any pets. Children talking about their families. Children talking about who is special to them and why. Children naming their family members. Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words ‘then’ ‘now’ ‘next’ ‘before’.</p> <p>Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.</p> <p>Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.</p>	<p>Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photos</p> <p>Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.</p> <p>Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.</p>	<p>Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.</p> <p>Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations. Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young. Children developing an idea of ‘belonging’. Children beginning to understand what the ‘wider world’ is and how we all play a part and get along with one another.</p> <p>Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.</p>	<p>Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.</p> <p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours. Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.</p>
<p style="text-align: center;"><b>Reception Outcomes</b></p> <p>Past &amp; Present</p> <p>People, Places &amp; Communities</p> <p>The Natural World</p>	<p>I can share information about myself, my experiences and family</p> <p>I know where I live and where I go to school</p> <p>I can share information about myself and my family structures</p> <p>I can explore my immediate environment</p> <p>I can express some signs of Autumn</p>	<p>I can begin to identify some similarities and differences between themselves and others</p> <p>I can identify features in their immediate environment</p> <p>I can share things I celebrate and how I celebrate them</p> <p>I can describe what they can see, hear and feel whilst outside</p> <p>I can express some signs of Autumn/Winter</p>	<p>I can use my senses to explore objects from the past and comment on familiar situations in the past</p> <p>I can describe my immediate environment and be able to draw information from a simple map</p> <p>I can begin to describe different celebrations and how and where they are celebrated</p> <p>I can make observations and ask questions about what I can see, hear and feel in my own environment</p> <p>I can express some signs of Winter/Spring</p>	<p>I can share information about figures from the past (people from the community and wider world) and what life was like in the past</p> <p>To identify features of other environments</p> <p>I can describe different celebrations and how and where they are celebrated</p> <p>I can identify features of other environments and begin to compare to my own</p> <p>I can express some signs of Spring</p>	<p>I can share information about the past learned through settings, characters and events encountered in books read in class and story telling</p> <p>To describe other environments</p> <p>I can begin to explain some similarities and differences between religious and cultural communities in this country</p> <p>I can record observations of animals and plants through drawings</p> <p>I can express some signs of Spring/Summer</p>	<p>I can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>To be able to explain similarities between life in this country and life in other countries</p> <p>I can explain some similarities and differences between religious and cultural communities in this country</p> <p>I can describe some similarities and differences between the natural world around them and contrasting environments</p> <p>I can express some signs of Summer and start to compare the different seasons</p>
<p style="text-align: center;"><b>Key UtheW Vocabulary</b></p>	<p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, pets, friends, special.</p> <p>Care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p> <p>Relationships, mother, father, sister, brother, grandma, grandad.</p>	<p>Past, before, events, now, then, before, next.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.</p>	<p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</p> <p>Respect, care, look after, materials, man-made, natural, nature.</p>	<p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring,</p>	<p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</p> <p>Seeds, soil, water, care, look after, grow,</p>	<p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Names of the features in the environment, countries, same, different, hot, cold.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p> <p>First, then, next, after that, finally, story.</p>

	Photo, people, relative. Maps, mapping, environment, features, classroom map, tour, school, staff, teachers, signs, logos.	Last week, yesterday, a long time ago, last year, before I was born. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Maps, mapping, environment, bee-bot, left, right, under, beside, on top.	Timeline, day, week, first, last, them, next, days of the week – names. Questions, why, country, community, where I live, story, visitor, celebrations. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.	Changes, baby, toddler, child, teenager, adult, elderly, ages. Questions, why, country, community, where I live, story, visitor, celebrations. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.	Event, special, what happened, then, next. Special, places of worship, churches, map, park, shops etc. Maps, mapping, environment, features, landmarks, local area.	Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.
<b>UtheW Curriculum Implementation</b>	Children playing discussion games where they take it in turns, promoting children to talk about their home and home life. Adults prompting children to talk about their families and homes. Adults modelling respect and care and encouraging children to do this too. Adults talking to children about their home environment and school environment. Children joining in with discussions and stories about family. Children focusing on 'all about me' and their family and friends. Children taught about respect, children taught about respecting special things and what this might mean to different people. Exploring the classroom and wider school.	Adults modelling subject-specific terms correctly and rephrasing children's words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time). Adults encouraging children to look after their friends and family e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas. Stories, discussions and activities based on the weather and seasons. Discussions around past and present – events such as celebrations, remembrance day (war). Children taught about respect, children taught about different beliefs and special times for different people. Modelling how to use a bee-bot and positional language	Children encouraged to compare old and new e.g. houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past. Adults promoting the celebration of a range of festivals around the world. Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions. Children learning about the days of the week. Children completing practical activities visually representation their week. Children taught about respect, children taught about curiosity, asking questions and why we need to learn. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of wider world.	Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past. Children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too. Stories, discussions and activities based on the weather and seasons. Learning opportunities modelled and shared linked to life-cycles and spring (lambs, chicks, tadpoles). Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown. Learning about life cycles of animals, learning about how we grow and change as people. Children taught about respect, children taught about curiosity, asking questions and why we need to learn. Modelling positional language. Children being shown what Google maps is and its uses. Modelling how to create maps of indoor and outdoor space.	Children exploring a family tree. Adults introducing the idea of British Values through activities, discussions and stories. Children discussing patience and tolerance and adults supporting children to be tolerant and patient. Discussions around events we have had at school such as school trips, visits etc. Children presenting their special holiday photos and souvenirs. Children to develop language linked to holidays and supported to talk in the past tense. Children taught about respect and how we can respect special places. Children going on a walk together around the local area (walk to St Austell library). To identify landmarks and create a map.	Children being taught how to 'sequence' using two familiar events – either in the present day or from across the year. Children exploring the local environment, drawing maps, creating small worlds versions of their local area, children learning about other countries around the world and comparing them to the country we live in. Stories, discussions and activities based on the weather and seasons, Adults leading discussions where 'changes' and 'processes' such as ice melting or colour changing experiments are occurring. Adults prompting children to order experiences and stories verbally or in a written method. Children comparing seaside holidays now and in the past. Children taught about respect and caring for animals and pets and creatures in the sea/rockpools. Children using the available materials to create their own maps of the local beach as modelled by the adults in school.
<b>Adult Led Learning Experiences</b>	<b>People Who Help Me at Home</b> <i>Explore the stories Superhero Dad and My Mum</i> <b>Same or Different</b> <i>Similarities/differences – eye colour, height</i>	<b>Dinner Time</b> <i>Find out what animals eat</i> <b>Yuk!</b> <i>Explore how food changes over time (growth and decay)</i> <b>Wild Ones</b> <i>Difference between wild animals and pets</i> <b>Squirrels Winter Muffins</b> Make a squirrel feeder for the winter months.	<b>Yawn</b> <i>Why is sleep important? Make a sleep diary</i> <b>Night Time Visitors</b> <i>Exploring nocturnal animals</i> <b>Why it is Dark at Night</b> <i>Use the Dark Den to explore dark, light and shadows</i>	<b>Giant Turnips</b> <i>Planting and growing turnips , observing changes</i> <b>Disappearing Gingerbread Man</b> <i>What happens to the GBM in the rive – dissolving</i> <b>Grow a magic bean</b> by planting a jelly bean. Create a seed packet.	<b>Air, Road or Water</b> <i>Compare and sort vehicles, how the move, old/new</i> <b>Boat Builder Challenge</b> <i>Explore floating and sinking</i> <b>Design an Imaginary Vehicle</b> Use a drag and drop computer/tablet program.	<b>Sally's Limpet</b> <i>Look at different animals found in a rock pool</i> <b>Who Eats Who?</b> <i>Explore simple food chains</i> <b>Rockpool in a Jar</b> Use a range of materials to create a rockpool in a jar.  <b>Cornwall Local Study</b>
<b>Discovery R.E.</b>	<b>Special People</b>	<b>Christmas</b>	<b>Celebrations</b>	<b>Easter</b>	<b>Stories</b>	<b>Special Places</b>

Adult Led Sessions & Enhanced Provision	<i>What makes people special? Christianity and Judaism</i>	<i>What is Christmas? Christianity</i>	<i>How do people celebrate? Hinduism</i>	<i>What is Easter? Christianity</i>	<i>What can we learn from stories? Christianity, Islam, Hinduism, Sikhism</i>	<i>What makes places special? Christianity, Islam, Judaism</i>
<b>Purple Mash Computing</b> Adult Led Sessions & Enhanced Provision	<b>C&amp;L Unit</b> <i>2Paint a Picture Projects</i> <i>2Create a Story</i> <i>Mashcams</i> <i>Simple City</i>	<b>PSED Unit</b> <i>Using tablets</i> <i>Using computers</i> <i>Internet Safety</i>	<b>Maths Unit</b> <i>Maths City</i> <i>Number Paint Projects</i> <i>2Count</i>	<b>Literacy Unit</b> <i>2Create a Story</i> <i>Alphabet Slideshows</i> <i>Talking Stories</i> <i>2Email, 2Respond</i>	<b>EA &amp; D Unit</b> <i>2Explore</i> <i>2Beat</i> <i>2Design and Make</i>	<b>PD Unit</b> <i>Mini Mash Grocers</i> <b>U the W Unit</b> <i>All about Me</i> <i>Slideshow Creator</i> <i>2Connect</i>
<b>Ongoing provision throughout the year</b>	<b>Busy Learning Foci</b>	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	<b>Story Time</b>	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
<b>Key vocabulary linked to NC subjects</b>  (including but not limited to)	<b>RE</b>	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque				
	<b>History</b>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, ancient, castle, king, queen, knight, story, legend				
	<b>Geography</b>	street, place, beach, field, hill, home/house, park, playground, road/street, school, shop, place, world, globe, earth, map, path, route, street, road, behind, in front, next to, above, below, inside, outside, up, down, left, right, Cornwall, St Austell, weather, sea, flowers, trees, animals North Pole, South Pole, feature, river, similar, same, different, explain				
	<b>Science</b>	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	<b>Computing</b>	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				
<b>The Reception Year provides the foundation for Understanding the World skills children will build upon in Year one.</b>	<b>Science – Year 1 National Curriculum</b> <i>Working Scientifically:</i> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <i>Plants:</i> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <i>Animals including humans:</i> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <i>Everyday materials:</i> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>Seasonal Changes:</i> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.		<b>Geography – Year 1 National Curriculum</b> <i>Location Knowledge:</i> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <i>Place Knowledge:</i> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <i>Geographical Skills and Fieldwork:</i> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		<b>History – Year 1 National Curriculum</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.</i>	

## EXPRESSIVE ART AND DESIGN

### Educational Program

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.

<p style="text-align: center;"><b>Nursery Outcomes</b></p> <p>Creating with Materials</p> <p>Being Imaginative &amp; Expressive</p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill. Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend. Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument</p>
<p style="text-align: center;"><b>Reception Outcomes</b></p> <p>Creating with Materials</p> <p>Being Imaginative &amp; Expressive</p>	<p>Know the names of many colours and uses these in their work. Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Children being shown the loose parts in the class and being shown how they can be used. Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play.</p>	<p>Explore a range of colours and how colours can be changed e.g. colour mixing. Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Children being shown how to use simple joins when using different materials to create Nativity Performance – joining in with the words to sings and using actions. Listening to music. Children building and developing storylines in both the small world area and role-playing in the setting.</p>	<p>Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Children making models and creations for their own pleasure and for events and celebrations. Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines.</p>	<p>Exploring the colour work of Andy Goldsworthy – Nature. Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Children exploring how natural resources can be manipulated to make 3d sculptures. Children continuing to use the props available in school and ones they have made themselves.</p>	<p>Exploring how to change colours through colour mixing and how white and black can change a colour. Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Children specifically using certain materials for their own ideas. Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Children continuing to extend and develop the storylines they are role playing in school.</p>	<p>Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p>
	<p>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, dough,</p>	<p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas. Instruments, play, music, sounds, singing, songs, actions,</p>	<p>Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.</p>	<p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.</p>	<p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p>	<p>Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick,</p>

<p><b>Key EAD Vocabulary</b></p>	<p>roll, squeeze, shape, ball, cut, tower, build. Dance, music, move, arms, legs, high, low, small world, roleplay (domestic), pretend, play. Music, singing, songs, nursery rhymes, actions, listen. Change, lighter, darker, mix, primary colour, light, dark. Transient art, loose parts, moveable, creation, shape, patterns. Loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move. Recreate, represent, role play (school/classroom).</p>	<p>listen, loud /quiet / fast / slow, dance. Roleplay (enhanced domestic). Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paint, painting, colour, choice, Joins, materials, 3D, 3D work, sellotape, masking tape, glue stick, stronger, hold. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance. Celebrate, bunting, paper chains, joins, glue, paper, card. Join in, pretend, roleplay (Christmas shop/workshop), home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p>	<p>Roleplay (enhanced domestic)., talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments. Wash background, water colour, water, paint, light, dark, bold, faint, combine, mix. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Join in, pretend, roleplay (dark den), retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p>	<p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up. Roleplay (enhanced domestic). Colours, colour names, nature, outside, style, similar, leaves, grass, soil, mud. Paint, painting, colour, choice, mix, new, primary and secondary Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, voices, whispering, voices, talking voices, change, high, low. Join in, pretend, roleplay (library), retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p>	<p>Actions, songs, words, join in, singing, roleplay (enhanced domestic), friends, props, home, local area, holiday, weekend, family. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Props, puppets, folding, technique, fan, book, material, feather headdress. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary. Join in, pretend, roleplay (travel agents), retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p>	<p>glue, sellotape, making tape, PVA glue, spreader. Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument. Roleplay (enhanced domestic). Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Join in, pretend, roleplay (beach shop), retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p>
<p><b>EAD Curriculum Implementation</b></p>	<p>Children painting and colouring, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools, larger constructions equipment available. Listen to music and songs together, learning new nursery rhymes, adults modelling dancing to music. Small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area. Creative area, workshop area, range of paintbrushes in provision, exploration of teacher modelled work. Exploration of loose parts, modelling of how they can be used, images of ideas.</p>	<p>Joining techniques modelled by the adults. I2L used to give suggestions/ideas for outcomes. Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions. Exploration with the class of different ways to join materials and which is the best method for which material. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production. Reading stories about celebrations, exploring pre-</p>	<p>Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults providing a range of resources for children to freely access. Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it. Modelling making a wash background, discussing use of colour and shape and light and dark colours. Creative area - exploration of a range of media through modelling and then in provision. Being shown a range of instruments and having these in provision, explicit teaching of</p>	<p>Children having access to spring loaded scissors. Children having scissor-based activities to develop their scissor skills, adults modelling scissor safety, adults to name the tools and then these to be available in the provision for children to use themselves. Children exploring a range of musical instruments together. Children having access to small world and roleplay materials to use create their own play. Using a colour charts and paint charts outside to identify colours. Creative area - exploration of mixing paints to make new colours Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe</p>	<p>Children having a range of construction kits available (developing fine motor skills over the year). Children having access to printing materials and tools. Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too. Children having access to small world and roleplay materials to use create their own play. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore. Creative area - exploration of a range of media. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and</p>	<p>Children building for a range of purposes and supported to do this using a range of materials. Children encouraged to 'present' their creations, discuss the process and say how they could improve their work. Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories in order to inspire changes in their role-playing. Creative area with paints set up for children to access and colouring pencils and crayons, a range of artwork examples. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year. Both singing and performing learnt songs, rhymes or poems,</p>

	<p>Introduction to new songs, rhymes.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>made paper chains, exploring the process of paper chains, making cards and other decorations.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>their sound in comparison to others and using new musical vocabulary.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>giving children the materials to access, giving children a range of materials to access from.</p> <p>Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>listening to music together as a class, Instruments in class to allow children to make their own music (including singing).</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes.</p>
<b>Learning Experiences</b>	<p><b>Friendship Colours</b> <i>Mixing colours with a friend, make a new colour</i></p> <p><b>Show Me</b> <i>Simple role play</i></p>	<p><b>Land Art</b> <i>Create using woodland treasures</i></p> <p><b>Clay Creatures</b> <i>Use tools to make a clay animal</i></p> <p>Christmas Art and Crafts</p>	<p><b>Sleepy Thing</b> <i>Make from an old glove or sock – use to tell a story</i></p> <p><b>Lost Stars</b> <i>Create a star using a range of materials</i></p> <p><b>Constellation Creators</b> <i>Create your own constellation and give it a name.</i></p>	<p><b>Royal Workshop</b> <i>Make crowns, shields swords etc. fit for a prince or a princess</i></p> <p>Creating storytelling props</p>	<p><b>Let's Sing</b> <i>Singing songs linked to travel and transport</i></p> <p><b>Junk Modelling</b> <i>Make your own vehicle from junk</i></p>	<p><b>Seashell Art</b> <i>Make patterns/imprints with found seaside objects</i></p> <p><b>Let's Get Moving</b> <i>Listen to sounds of the seashore</i></p>
<b>Sing Up Music</b>	<p><b>I've got a Grumpy Face</b> <i>Make up new words and actions about different emotions and feelings. Explore making sound with their voices and percussion instruments to create different feelings and moods. Sing with a sense of pitch, following the shape of the melody with their voices. Mark the beat of the song with actions.</i></p> <p><b>The Sorcerer's Apprentice</b> <i>Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, talking, writing.</i></p>	<p><b>Rehearsal of Christmas Nativity</b></p> <p><b>To learn to:</b> <i>Learn to start and stop singing when following a leader</i></p> <p><b>To know that:</b> <i>A performance is sharing music with an audience.</i></p> <p><i>A performance can be a special occasion and involve a class, a year group or a whole school.</i></p> <p><i>An audience can include your parents and friends.</i></p>	<p><b>Shake My Sillies Out</b> <i>Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements. Perform the story as a class.</i></p>	<p><b>Five Fun Bumble Bees</b> <i>Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance.</i></p>	<p><b>Oh So Quiet</b> <i>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Explore dynamics with their voices and instruments. Play different instruments with control. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</i></p>	<p><b>Down there Under the Sea</b> <i>Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). Listen to a range of sea-related pieces of music and respond with movement.</i></p>
<b>Ongoing provision throughout the year</b>	<p><b>Busy Learning Foci</b></p>	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	<p><b>Story/Song Time</b></p>	Sing a range of songs/nursery rhymes, understand the structure of stories				



<b>Key vocabulary linked to NC subjects</b>  (including but not limited to)	<b>Art</b>	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint	
	<b>DT</b>	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe	
	<b>Music</b>	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	
<b>The Reception Year provides the foundation for Expressive Art &amp; Design skills children will build upon in Year one.</b>	<b><u>Art and Design – Year 1 National Curriculum</u></b> Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b><u>Design and Technology – KS1 National Curriculum</u></b> <b>Design-</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b> -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<b><u>Music – KS1 National Curriculum</u></b> Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music