**Early Years Curriculum 2023 / 2024**

**Year A**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **Who am I and Who are you?**  **We’re Going on a Bear Hunt!** | **Celebrations!** | **Out of This World!** | **Treasure** | **Wild World** | **Them Bones, Them Bones** |
| **Key Progressive Texts** | **We’re Going on a Bear Hunt! – Michael Rosen**  **Monkey puzzle- Julia Donaldson**  **Stick man- Julia Donaldson**  **Smartest Giant in town - Julia Donaldson**  **Peace at last- J.Murphy**  **Harry and his bucket full of dinosaurs** | Farmer duck- M. Waddell  Oliver’s vegetables  Oliver’s fruit salad  Handa’s surprise | **Aliens love underpants- C.F**  **The smeds and the snoods- Julia Donaldson**  **How to catch a star**  **Goodnight spaceman**  **Seven ways to catch a moon- M.P Robertson**  **The way back home**  **The Dinosaur who pooped a planet- Tom Fletcher**  **Man on the moon** | **Pirates love underpants- Claire Freedman**  **Captain Beastlie books** | **The crocodile who didn’t like water- G. Merino** | **Funnybones- Allen Ahlberg**  **The Skeleton Book-Robert Winston** |
| **Presentation of Learning / Experiences** | **Home corner** | **Chinese take away**  **Nativity role play**  **Diwali festival** | **Space station** | **Pirate ship** | **Vet role play**  **Jungle area**  **Igloo** | **Hospital role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Forest school**  **Parent visitors** | Harvest Festival  Farm to Fork  Local farmer visit  Priest visit  Community visitors from other faiths | Planetarium experience | **Field work- treasure map experience** | Animal experience trip or visitor | Visit from a nurse or doctor |

**Year B**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **My 5 Senses** | **Shadows and Light**  **Christmas** | **Fantasy and Adventure** | **Jurassic Journey** | **Materials** | **People who help us** |
| **Key Progressive Texts** | What makes me a me? – Ben Faulks & David Tazzyn  Look, listen, taste, touch and smell – P. Nettleton  The hungry caterpillar – Eric Carle | Draw me a star- Eric Carle  Owl Babies- Martin Waddell  Lights- Monica Hughes  Oscar and the moth- Geoff Warring | Classic fairytales (Jack and the Beanstalk, The Gingerbread Man, Little Red Riding Hood etc)  Room on the Broom- Julia Donaldson  The Gruffalo- Julia Donaldson  Captain Beastlie series |  | The 3 Little Pigs | Burglar Bill – Allan Ahlberg  Cops and Robbers- Allan Ahlberg  People who help us book series |
| **Presentation of Learning / Experiences** | **Home Corner**  **Dr Surgery** | **Diwali festival- making diva lamps** | **Castle role play** | **Archaeologist’s digging area** |  | **Hospital/Vet/**  **Optician/**  **Dentist/Police role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Visit from a Dr**  **Forest school**  **Parent visitors** | **Visit from Hindu**  **Nativity role play** | **Visit from a storyteller**  **Field work** | **Jurassic workshop** |  | **Visit from a key worker or fire brigade** |

**Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication & Language** | To sing rhymes and look at picture books.  To listen showing engagement and enjoyment in adults reading stories  To respond to their name being called to redirect attention  To follow one step instructions  To talk about themselves and their families one a 1:1 and then small group situation  To use vocabulary relating to our families and places we have been.  Introduce new vocabulary related to summer/holidays/families etc  To talk about things we did over the summer holidays and begin to use past and irregular tense  To know that it is OK to talk to others about wants and needs and know who to go to in these circumstances  *To communicate their needs and wishes with an adult and small group (toileting, snack, coats, play etc)*  To know to sing words clearly so that they are audible. | To listen to others in a small group and beginning to respond with relevant comments  To develop listening and attention skills to access adult led sessions for 10 minutes  To listen to an adult talking and know to put their hand up to share an idea  To follow two part instructions  To introduce new vocabulary related to cultural celebrations and harvest.  To listen to stories on celebrations such as birthdays, Diwali, Bonfire Night Christmas, Hanukah etc and to talk about them and why they are celebrated.  To join in with repeated refrains  To talk about the different characters and what they are doing.  To talk about celebrations at home.  To learn new vocabulary related to celebrations  To communicate their needs and wishes with an adult and small group (toileting, snack, coats, play etc)  To know and join in with familiar songs and rhymes | To listen to others in a small and large groups and respond with relevant comments and questions  To listen with attention to be able to recall some heard information  To be able to name some things they like and begin to say why (books, rhymes, hobbies etc)  To introduce new vocabulary related to space.  To talk in short sentences that others can understand.  To verbalise their anticipation of key events and predictions  Develop clarity of pronunciation (see Wellcomm)  To initiate conversation in play with peers and adults | To begin to respond to where, who, how, when, why, what questions  To be able to use connectives in spoken sentences  To know many rhymes and familiar books and retell stories  To be able to sing at least 10 rhymes or songs off by heart  To introduce new vocabulary related to Pirates and treasure.  To understand prepositions in spoken language  To use language and communication to keep play going and develop story lines  To take turns in a conversation with adults and peers  To use prepositions accurately in conversation | To begin to pay attention to more than one thing at a time  To tell long stories with details including when, where, who, why , what  To become competent using plurals and past tense  To regularly use correct pronouns  To introduce new vocabulary related to animals.  To apply new learnt vocabulary into play and conversation  To express their views confidently | *To begin to use irregular past tenses e.g swam, ran*  To introduce new vocabulary related to hospitals, fossils, skeletons etc.  To use prepositions accurately in spoken language  To use their conversation to organise themselves, others and their play  To begin to debate with an adult or friend when they disagree or have a different point of view  To develop conversation skills using questions, topic vocabulary, opinions and relating their comments to what has been heard before |
| **Checkpoints** |  | |  | |  | |
| **Personal, Social and Emotional Development** | To separate from main carer and learn to adapt to the Nursery environment.  To know where to put their coat, water bottle etc  To begin to find their way around their classroom and know where some activities can be found.  Begin to select and use activities and resources, with adult support.  To wash hands after using the toilet and before snack/meal time.  To show an awareness of the importance of oral health  To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.  To join a small group on the carpet for short stories/rhymes/discussions  To know that they can approach adults in Nursery when needed.  To show how they are feeling with appropriate actions or expressions  To play alongside peers on a similar theme | To learn about daily routines and classroom rules.  To be aware of behavioural expectations in the Nursery.  To select and use activities and resources, with some support if needed.  To know how to adapt behaviour to suit classroom routines.  To show confidence in asking adults for support.  To name their emotions using related vocabulary    To develop a special friendship or group of friends to play alongside or with | To learn how to share resources and play in a group with similar interests  To learn to look after resources within the class taking responsibility for tidying, storing and sorting activities  To listen to, and follow rules set.  To take turns whilst playing and waiting patiently to have a go.  To know how to manage their emotions in different situations by seeking out an adult to solves a problem  To say how they are feeling and why  To know that there are boundaries set and play within them  To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  To know that we must respect our resources and out them back when we have finished with them.  To know that when playing in a group they need to share and also know that they will get a turn. | To show independence in accessing and exploring the environment.  To independently put on coats and use the toilet.  To listen to, and follow rules set.  To be able to explain why some rules are important  To learn to look after resources within the class.  To understand how others are feeling or might be feeling  To begin to resolve conflicts with little adult support (sand timers, turn taking etc)  To be aware of the different areas in the Nursery and how to explore them safely.  To approach an adult if they need support. | To be able to initiate play with peers and keep play going by giving ideas.  To become more outgoing with unfamiliar people.  To show more confidence in new social situations.  To begin to find solutions to conflicts.  To show an awareness of how others may be feeling  To know that to play nicely it’s important to share and take turns.  To find appropriate ways to be assertive, talking with others to resolve conflict and support others to do the same.  To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort.  To know that it is OK to engage with others, even if in different environment or with new people | To gain enough confidence to talk to adults and peers.  Increasingly follow rules and understand why they are important, following them when an adult is not present  To demonstrate self-confidence and self-awareness by beginning to be assertive towards others where necessary.  To gain confidence in sharing own ideas and opinions in a range of contexts.  To know how to talk politely and develop an understanding of what is appropriate  To know that it is OK to challenge others, but they must remember to always be kind.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc  To take into account how others are feeling and find ways of making them feel better when they are sad/angry etc |
| **Checkpoints** |  | |  | |  | |
| **Physical Development** | To manage toileting needs independently.  To be able to take shoes off and put wellies on with adult support  To use a range of mark making tools (playdough cutters, paint brushes, chalks, pencils, pens, crayons, ribbons etc)  To climb apparatus and stairs safely with adult support.  To begin to show awareness of moving equipment safely with peers.  To experiment with tasting new foods and snacks  To throw equipment such as bean bags, balls, hoops towards a target.  To use bikes scooters etc in large areas | To independently put on their coats, with some support for the zip and buttons.  To attempt to put wellies on with increasing independence  To begin to show a preference for a dominant hand when using mark making tools  To use knife and fork with support from an adult  To copy dance moves and to move to different kinds of rhythms.  To use mark making resources with increasing independence.  To climb apparatus safely with adult support.  Use large muscle movements e.g large scale painting, ribbons and streamer waving, flags etc | To independently access different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough etc.  To mark make in sensory trays and also copy different patterns.  To begin to use knives and forks independently  To mark make using a comfortable grip when using pencils and pens.  To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.  To hold jugs and containers confidently and pour from one container into another.  To show awareness of healthy food choices and impact on our body.  To help prepare a range of foods and snacks by cutting, peeling and cleaning.  To accurately throw to a target and to begin catching large balls | To hold the pencil correctly using a tripod grip.  To begin to form numbers and familiar letters, e.g. letters in their name.  To look at books independently whilst turning pages one at a time.  To mark make using a comfortable grip when using pencils and pens.  To begin to draw recognisable shapes by enclosing space and using circular and vertical lines (e.g faces, bodies etc)  Learn to skip, hop, jump, stand on one leg and hold poses  Use stairs independently and confidently  To have increasing control and coordination when using bokes and scooters to adjust speed and avoid obstacles. | To hold the pencil confidently, using the tripod grip and forming recognisable letters and numbers  To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.  To run skilfully and be able to negotiate space.  To mark make using a comfortable grip when using pencils and pens, chalks, paints etc .  To become more accurate with catching smaller balls, bean bags etc | To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.  To independently write their name.  To confidently use scissors and other tools safely.  To mark make using a comfortable grip when using pencils and pens.  Confidently and independently move in a range of ways including skipping, hopping, balancing etc |
| **Checkpoints** |  | |  | |  | |
| **Literacy** | Phase 1 Aspect1: Environmental Sounds  Main purpose:  To develop the children’s listening skills and awareness of sounds in the environment (Tuning into sounds – TIS).  Further development of vocabulary and children’s identification and recollection of difference between sounds (Listening and remembering sounds – LRS).  To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).  **Listen to stories and recall some favourite parts.**  **Look at books independently turning the pages themselves.**  **Show an awareness that print has meaning**  **Begin to make meaningful marks.**  **Begin to recognise own name.** | Phase 1 Aspect 2:Instrumental Sounds  Main purpose:  To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).  To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).  To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).  **Begin to join in with actions and sounds in familiar songs and stories.**  **Finds own snack name**  **Give meaning to marks they make in play.**  **Experiment with mark making on an iPad and in different textures**  **Fill in some missing words in a familiar rhyme or story.** | Phase 1 Aspect 3: Body Percussion  Main purpose:  To develop awareness of sounds and rhythms (Tuning into sounds – TIS).  To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).  To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).  **Begin to point out print in the environment.**  **Listen to stories, join in with repeated refrains and recall some main parts.**  **Begin to suggest what might happen next.**  **Begin to clap out syllables in familiar words.**  **Make marks for a purpose (e.g. writes own ‘shopping list’ during role play)**  **Imitates adult’s writing.** | Phase 1 Aspect 4:Rhythm and rhyme  Main purpose:    To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).  To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).  To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).  **Know that we read English from left to right and top to bottom.**  **Name the different parts of a book (front cover, title, illustrations, text, page numbers)**  **Listen to stories with increasing attention and begin to recall the main parts in the correct sequence.**  **Copy some letters in their name.** | Phase 1 Aspect 5:Alliteration  Main purpose:  To develop understanding of alliteration (Tuning into sounds – TIS).  To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).  To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).  **Recall stories in detail and in the correct sequence.**  **Speak in detail about stories using some vocabulary from the story.**  **Show increasing interest in print in books and in the environment.** | Phase 1 Aspect 6:  Voice sounds  Main purpose:  To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS).  To explore speech sounds (Listening and remembering sounds – LRS).  To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).  **Recognises some familiar words.**  **Write some familiar letters accurately (e.g the first letter in their name)**  **Talks in detail about events and principal characters in stories they have heard and suggest how the story might end.**  **Enjoy looking at a wide range of books and digital texts** |
| **Checkpoints** |  | |  | |  | |
| **Mathematics** | Number songs Sing songs with numbers ascending and descending.  Use props, model counting on and back.  Number order  Counting everything, number order consistency.  Match and sort  Compare amounts. Same/different  Compare size, mass capacity.  Notice and recognise patterns. | | Value of numbers 1-5 using Numberblocks stories ‘Story of…’  Match me Represent me Subitise me Identify me  Find my quantity What makes me  Identify 5, Introduce 5 square, fast recall of quantity, match, find, count, recognise represent .  More or less quantity  One more /less to 5  First next and then Over time  Shape and size Using shapes appropriately, counting sides, corners edges. Shapes in the environment. Pattern, repeating pattern, Language of size, height, length weight | | Language of space and size, distance, time sequence  Recap 1-5 What comes next?  Counting beyond 5-10, 1-1 correspondence counting objects.  Recognise, identify, name 6,7,8,9,10  Value of numbers 6-10 using Numberblocks stories ‘Story of…’  Match me Represent me Subitise me Identify me  Find my quantity | |
| **Checkpoints** |  | |  | |  | |
| **Understanding the World** | To know the names of different body parts.  To be able to identify similarities and differences between themselves and others.  To make self-portraits, observing our key features.  To know that there are many countries around the world.  To know that people in other countries may speak different languages.  To learn about different modes of transportation and who operates them.  Explain how they travel to school and some of the key landmarks they pass by.  To know similarities and differences between modes of transportation.  To know about family structures and be able to talk about who is part of their family  To know the history of our family (e.g knowing our grandparents are older and are our parents parents)  To know some historical events in my family (recent history or past history)  To use their senses to explore the school environment.  To follow simple maps | To know that shadows are made when the sun’s out.  To observe how shadows change throughout the day.  To experiment with different light sources.  Talk about where food comes from.  To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket  To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.  Operate simple equipment e.g. turn on iPad or use a remote control Beebot with support from an adult | To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).  To use the computer to complete a simple task.  To know that adults do a variety of jobs and that they are not all the same.  To know that we live on planet Earth and that other planets exist  To find out about the job of an astronaut and the famous astronaut Neil Armstrong  To find out how craters are made  To find out about pushing and pulling forces  To use computer programmes to paint or draw space using a mouse with some support | To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.  To find out what plants need to grow and name some simple parts of a plant (leaf, stem, flower)  Continue to use the computer to gain confidence in using the mouse.  To learn about Easter.  To use senses to explore the world around them (Forest School links)  To plant a vegetable garden and to take care of them. To name vegetables and distinguish between vegetables and fruits.  To know that every living being has a life cycle and they change in shape and size as they grow. To learn the lifecycle of a plant and a frog.  To know that living beings follow a similar growth pattern and make comparisons.  To explore floating and sinking and the feeling of up thrust in water  To select suitable materials to float (pirate ship making)  To follow simple directions on a map and to make a simple map with a key with support.  To develop independent skills in programming a beebot  To use metal detectors to sort materials  To explore magnets and what they can be used for | To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.  To be able to categorise animals by their characteristics  Make comparisons between animals that live in varying habitats (cold, hot etc)  Begin to comment on why some animals can live in certain habitats  Make own habitats using a range of resources.  To use senses to explore the world around them.  To look at maps and identify countries with adult support | To develop our science vocabulary of body parts (head – skull, spine etc)  Be able to talk about their body parts and what the function is of each part.  To explore skeletons and xrays identifying parts of the body from these  To find out about day/night light and dark. To explore how shadows are made through play  To find out about animals that come out at night and those that are out in the day (introduce vocab - nocturnal)  To identify animals by looking at the skeleton  To find out about the role of doctors and nurses  To find out about bones from a long time ago (fossils) and where they can be found (animal / human)  To find out about the difference between cities and villages (village walk)  To make a simple map of our route to school/home (funny bones adventure) |
| **Checkpoints** |  | |  | |  | |
| **RE** | Learn about plants and fruits in God’s world.  ◦Reflect on what God made for us.  • Learn about animals in God’s world. ◦  Reflect on the animals God made for us.  Know that God made us.  Be aware that we are unique.  Understand that God loves each one of us always.  Become aware that God never stops loving us. | Know God gives us a family to look after us. ◦Reflect on what our family does for us.  • Know that the angel Gabriel came to visit Mary ◦Reflect on the angel’s good news for Mary.  • Know that Jesus came to earth as a little baby. ◦Think of how important this is for us.  • Know that Christmas is the birthday of Jesus. ◦Be aware that this is a very special celebration | Know that Mary and Joseph took Jesus to the Temple. ◦Reflect on what happened.  • Know about the loss and finding of Jesus. ◦Reflect on the feelings of Mary and Joseph.  • Know that Jesus loves little children. ◦Think of ways to be kind and helpful to others.  • Know about the parable of the Good Samaritan. ◦Try to be a Good Samaritan to others. | Know that Jesus chose friends to help him. ◦Be aware that Jesus wants us to be good friends.  • Know how Jesus helped people and gives us people to help us. ◦Reflect on ways we can help others.  • Know that Jesus teaches us forgiveness and love. ◦Be aware that Jesus will help us to forgive and to say sorry.  • Know that Jesus died on Good Friday but that was not the end. ◦Experience that Easter is a very happy time. | Begin to understand that we celebrate Easter because Jesus rose from the dead. ◦Be aware that at Easter we celebrate Jesus is with us.  • Begin to understand that Jesus gives a special gift of joy and peace. ◦Think of how we can give this peace and joy to others.  • Begin to understand that Jesus is alive and will always be with us. ◦Be aware that we can always speak to Jesus.  • Know that Mary is the Mother of Jesus and our Mother. ◦Think of ways to show our love for Mary. | Know we all belong to God’s family. ◦Reflect on what this means for us.  • Know that we belong to our Church family. ◦ Be aware that our Church family prays together.  • Know that we have a parish church. ◦Experience a visit to the local church.  • Know why Sunday is a special day for the Church family. ◦Reflect on ways we can pray when we go to church. |
| **Expressive Arts and Design** | Listening to and join in with well known Nursery rhymes and use musical instruments to tap out a rhythm.  To explore volume and pitch.  To learn some new nursery rhymes and songs and join in with key phrases or actions  To begin to use props for small world play and to tell simple parts of stories (Story sacks)  To learn to hold scissors the right way up  **Explores colours and how colours can be changed by mixing**  **Chooses colours for particular purpose *(Picasso - self portraits)***  **Begins to be interested in and describe the texture of things**  **Realises tools can be used for a purpose**  **Builds a model using basic toys; Stickle Bricks, Lego, Mobilo**  **Makes a solid wall** | Sing familiar Nursery Rhymes and learn new songs  To use their imagination to create different works of art. **(Jackson Pollock** – splatter painting)  To use different colours and materials to make Rangoli Patterns. ***Ranbir Kaur***  To use natural materials to create e.g feather for painting, leaf printing etc **(Forest school)**  To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world  To make small snips in paper using scissors  To perform in front of others in a group with adult support  To begin to act out different scenarios using props they have made to enhance imaginative play and retell stories in some detail  **Handles tools safely**  **Uses everyday materials to print with e.g. leaves, potatoes (Harvest link)** | To use scissors to follow lines *and curves*  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  To learn about the artist **Kandinsky** (circles – planet pictures)  To develop confidence in performing in front of others  To play instruments with increasing control  **Understands they can use lines to enclose a space and then uses these shapes to represent objects**  **Begins to select appropriate resources**  **Uses a range of tools to mark make, beginning to draw with a purpose in mind** | **Describes textiles by the way they feel (Mother’s Day)**  **Joins fabrics using glue (Mother’s Day)**  To engage in role play by making stick puppets of different story characters.  Sing familiar Nursery Rhymes.  **Moves from whole hand grasp to tripod grip**  To begin to look carefully at the colours and shapes of objects when we paint or draw them selecting the correct colour and beginning to think about brush size. **(Mother’s day paintings)**  To use their knowledge of stories in acting them out with friends.  Sing songs clearly using correct words that have been learned.  To know how to create recognisable representations of objects. | Sing familiar songs in the correct tone and changing melody if appropriate.  To use available props to develop stories and make imaginative play more purposeful.  To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.  To show different emotions in expressive arts (painting, drawing, dance, movement)  To draw with increasing control, representing features and detail clearly.  **Creates simple representations of people, events and objects**  **- Begins to select brushes and other tools to paint with e.g. roller**s | Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.  To listen to music and create movements to the different beats.  Explore different materials freely, using them with a purpose.  To know that body movements can be changed depending on the rhythm to achieve a desired effect.  To show confidence in choice of media when creating a model or picture.  Begin to talk about the choice of tools or materials and what was easy or what was more difficult |
| **Checkpoints** |  | |  | |  | |

**Reception**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication & Language** | Understand how to listen to others and why it is important.  Listens to others in small groups or one to one and respond with relevant comments.  To listen to adults talking and know to put their hand up to share ideas.  Listen to familiar stories and recall.  To use talk to communicate basic needs effectively.  To talk about themselves and find out about others by asking relevant questions.  To engage in storytime including joining in with repeated refrains.  To sing songs.  To speak about a range of texts.  Introduce new vocabulary related to senses, touch, sight, smell, hearing, taste, body | To compare different festivals and celebrations.  To make comments about their observations using new vocabulary learnt.  Introduce new vocabulary related to  Articulate their thoughts and ideas in well formed sentences.  To begin to talk about why things happen using new vocabulary learnt.  Use a range of connectives in speech (but/because/so/also)  Describe events and experiences from home in some detail.  Know the difference between fiction and non-fiction texts.  Know to use non-fiction texts to find out information about the things that interest them.  Pay attention to how rhyming words sound in rhymes, songs and stories. | To ask questions to find out more and to check they understand what has been said to them.  Express their ideas and feelings about their experiences using increasing detail.  To retell stories in their own words.  Talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.  Learn rhymes, poems and songs.  To have fun with rhyming words in books, poems and songs.  Begin to clap out syllables in words and notice monosyllabic words.  Introduce new vocabulary related to | To describe familiar texts with detail and using full sentences.  To being to ask questions about familiar aspects of their environment and their learning.  To know different features of texts (Contents page, page numbers, speech marks etc)  To talk confidently about why things happen using new vocabulary learnt.  To engage in meaningful conversations with others.  Introduce new vocabulary related to | To name and sort objects and explain their choices.  To begin to research using a search engine.  To describe and compare articulating clearly.  To develop vocabulary based on facts that interest them and use this vocabulary in conversation with others.  To engage in meaningful conversations with others.  Begin to use talk to help work out problems and organise thoughts.  Explain why things might happen and how things might work.  To use correct word endings (e.g bigg**est)**  To use the future tense ‘will’ accurately in conversation.  Introduce new vocabulary related to | To be able to give facts about a specified subject.  To pay attention to the things that interest them for extended periods of time (20 minutes)  Understand a range of complex sentence structures such as negatives, plurals and tense markers.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Talk extensively about things that are of particular importance to them.  To engage in meaningful conversations with others  To talk about the world that we live in and how there are similarities and differences when looking at different aspects.  Introduce new vocabulary related to |
| **ELG** |  | | | | | |
| **Personal, Social and Emotional Development** | To be able to talk about the relationships they have at home with their family and friends.  To manage their own needs such as toileting and dressing/undressing with support.  To ask for help from an adult when needed.  To demonstrate friendly behaviour to form friendships with others.  To know that every family is unique and to celebrate difference to others.  To build respectful relationships with adults and peers.  To understand how to be a good friend.  To join in with whole group activities.  To choose an activity independently.  To use their experiences of adult behaviours to guide their social interactions with others.  To understand the need for rules and safety and begin to follow these when adult is not present.  To learn about important dates in their lives.  To begin taking turns with their friends. | To learn about a range of different festivals.  To understand that others may not share the same opinions.  To understand and respect why different people celebrate different things.  To recognise that they belong to different communities.  Identify their own feelings socially and emotionally (e.g. to express excitement for Christmas time)  To become more assertive in appropriate ways with peers and adults.  Invites others to join in their play.  Asks others appropriately if they can join in their play. | To learn right from wrong and begin to explain why things are right/wrong.  To understand how to make the right choices and the consequences of not making the right ones.  To be able to talk about why a character has made a poor choice and what the consequences are.  To be able to talk about how the character could have made a better choice.  Learn how to adapt to different situations and changes to routine. | To understand that all people need help at times and describe what we can do to help others.  To identify ways of being helpful to others and how this will make them feel.  To talk about the effect their behaviour has on others.  To show perseverance in the face of challenge  To describe their strengths and the things they are working hard to improve. | To understand some ways in which we can look after our world and why this is important.  To develop their sense of unique self by talking about similarities and differences to others.  To think about the perspectives of others.  To explain how they can demonstrate friendly behaviour.  To manage their own needs such as toileting and dressing/undressing independently | To show an understanding of the perspectives of others and how their own ideas and opinions may vary.  To moderate their own feelings and behaviour with increasing control.  To independently find ways to resolve conflict with others.  To make choices confidently and independently about the resources, activities and methods they’d like to use. |
| **ELG** |  | | | | | |
| **Physical Development** | To use a dominant hand when using paintbrushes, pencils, pens and fine motor equipment.  To wash hands independently after using the toilet, sneezing, coughing or before meal times  To begin to form recognisable letters  To use climbing equipment safely and competently with some adult direction.  To begin to negotiate space effectively.  To know which hand to write with.  To know how to be safe in Forest school.  To know how to use scissors effectively and safely to cut out shapes with straight lines.  Copy the actions and movements of an adult with guidance.  Follow simple movement instructions e.g. run  Catch a bean bag or ball with partial consistency using correct hand position.  Hit a target with increasing consistency. | To begin to use anticlockwise movement and retrace vertical lines.  To use climbing equipment safely and competently.  To negotiate space effectively when running, scooting, cycling, climbing.  To know how to make anticlockwise movement and retrace vertical lines.  To know how to be safe in Forest school and become increasingly independent.  To know how to use scissors effectively and begin to turn paper to cut around corners.  To use cutlery safely and effectively to cut up soft foods.  Describe how to do an overarm throw.  Demonstrate how to do an overarm throw.  Develop control over an object (stop and slide, moving to throw and catch) | To show good practice with regard to exercise, eating, sleeping and hygiene and oral health.  To be able to balance and coordinate safely.  To move in a variety of ways with increasing control (rolling, crawling, jumping, hopping etc)  To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.  To use core muscle strength to achieve good posture when sitting at a table to write.  To develop ball skills such as throwing, catching, kicking, aiming and passing.  Maintain their balance whilst running and changing direction.  Maintain balance when jumping consecutively progressing to hopping.  Children maintain balance whilst travelling over apparatus.  Jump and land appropriately, bending their knees, with some adult support. | To handle tools, objects, construction and malleable materials safely and with increasing control.  To know why it is important to handle different apparatus safely.    To form letters correctly  To experiment with different ways of moving and adapt movements to reduce risk.  To develop accuracy, competency and precision when engaging in ball activities.    Children can hold themselves in various limb positions with adequate strength and control. | To use a pencil effectively to form recognisable letters, most of which are formed correctly.  To begin to join handwriting when writing digraphs/trigraphs.  To know how to use scissors effectively.  Children can demonstrate the correct arm position for throwing at distance.  Show confidence in jumping and landing appropriately from higher surfaces without adult support. | To show good control and co-ordination in large and small movements.  To know how to handle a range of equipment and tools effectively.  To join digraphs / trigraphs independently  To know how to use scissors effectively and for a set purpose.  Children can effectively catch and select the right type of throw to achieve success. |
| **ELG** |  | | | | | |
| **Literacy** | s a t p **(week 1)**  i n m d **(week 2)**  g o c k **(week 3)**  Tricky word is  ck e u r **(week 4)**  Tricky word I  h b f l **(week 5)**  Tricky word the  **Blend to read CVC words**  **To identify sounds on a sound mat**  **Know how to write the taught letters.**  **Begin to label pictures with initial sounds and then CVC words.**  **Listens to stories and is beginning to anticipate what may happen next.**  **Listens to familiar stories and able to recall some facts.**  **Knows how to sequence familiar stories.**  **Recognise taught HFW in text.** | ff ll ss j **(week 6)**  Tricky words put, pull, full, as  v w x y **(week 7)**  Tricky words and, has, his, her  z zz qu **(week 8)**  Tricky words go, no, to, into  Words with s added at the end  sh th ng nk **(week 9)**  Tricky words she, push, he, of  **(Week 10)** Words with /s/ added at the end.  Words ending with s /z/  Tricky words we, me, be  **Blend to read CVC words to read short sentences, sometimes with adult support.**  **Segment to spell CVC words.**  **Begin writing some HF words from memory**  **Know how to spell some familiar words.**  **Identify sounds, including phonemes digraphs and trigraphs on a sound mat.**  **To know that a sentence starts with a capital letter and ends with a full stop and point these out in texts.**  **Uses learnt words and phrases to discuss familiar stories or during role play** | ai ee igh oa **(week 11)**  oo **oo** ar or **(week12)**  Tricky words was, you, they  ur ow oi ear **(week 13)**  Tricky words my, by, all  air er **(week 14)**  Tricky words are, sure, pure  Words with double letters  **(Week 15)** Longer words focus  **Listening to and hearing sounds in CVC and CVCC words.**  **Blend to read and segment to spell CVCC and CCVC words independently.**  **Develop confidence to read short decodeable sentences**  **Reading and spelling polysyllabic words**  **Check written work and make any changes where necessary.**  **Begin writing simple dictated captions or sentences using a capital letter, finger spaces and a full stop with the help of word and sound mats and with adult guidance.** | **(Week 16)** Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  **(week 17)** Review Phase 3: er air  words with double letters longer words  **(week 18)** words with two or more digraphs  **(week 19)** longer words words ending in –ing compound words  **(week 20)** longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  **To begin to think of and write a short, simple sentence.**  **To know to read their writing back with adult support to check for comprehension.**  **To read short, sentences, including some familiar tricky words, with ease, beginning to use expression and intonation.** | **(week 21)** short vowels CVCC  Tricky words said, so. have, like  **(week 22)** short vowels CVCC CCVC  Tricky words some, come, love, do  **(week 23)** short vowels CCVCC CCCVC CCCVCC longer words  Tricky words were, here, little, says  **(week 24)** longer words compound words  Tricky words there, when, what, one  **(week 25)** root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  Tricky words out, today  **To begin reading their sentences back with increasing independence to check for comprehension.**  **To make changes to their writing where necessary (editing) with some adult support.**  **To begin to read sentences including tricky words and polysyllabic words using expression and intonation.** | **(week 26)** long vowel sounds CVCC CCVC  **(week 27)** long vowel sounds CCVC CCCVC CCV CCVCC  **(week 28)**  Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words  **(week 29)** root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  **(week 30)** root word ending in: –er, –est longer words  **Know that sentences can be extended by using a connective.**  **To develop confidence and independence to think of and write simple sentences.**  **To sometimes independently make changes to their writing where necessary, or ask when they need help.**  **To read sentences including tricky words and polysyllabic words with growing ease and fluency, using expression and intonation.** |
| **ELG** |  | | | | | |
| **Mathematics** | Get to know the Maths area of provision indoors and outdoors.  Learning class routines and key times of the day.  Match and sort.  Compare amounts.  Introduce new vocabulary: fewer, greater, less, more equal.  Compare by size, mass and capacity.  Count with one to one correspondence to 10.  Introduce new vocabulary: full, empty, half full, nearly full, nearly empty, biggest, smallest, longest, shortest, heaviest, lightest.  Explore patterns and repeated patterns.  Introduce new vocabulary: repeat, pattern, same, shape, size, colour.  To count by rote to 10 and beyond. | Identify representations (subitise) of 1-3  Recognise numbers 1-3 in the environment.  Understand that as we count, each number is one more /less than the number before.  Find different representations of up to 3.  Learn that circles have one curved side and triangles have 3 straight sides.  Begin to recognise all shapes in the environment.  To become competent with positional language (next to/beside/on top/ below/ behind/ near to/ beneath)  Subitise up to 5 items.  Confident with using 5 frames and adding within 5.  Count forwards and backwards to 5.  Explore one more/less within 5.  Develop confidence manipulating numbers to 5.  Describe squares and rewctangles and explain the difference between the two.  Talk about night and day and begin to order key events in their daily routine.  Use language to describe the measurement of time in simple ways: day, night, morning, afternoon, seconds, hours, minutes, later, before. | To count by rote up to 20  Confidently compare numbers understanding that quantities can be more than, equal to or fewer than other quantities.  Children estimate and make direct comparisons of mass and use balance scales to check.  Compare capacities of different size and shape containers.  Introduce new vocabulary: tall, thin, narrow, wide, shallow.  Understand that a pair is two.  Recognise that some quantities will have an odd one left over.  Combine two groups to find out how many altogether.  Become familiar with part whole models  Children competent with the language of length and height: longer, shorter, taller, wider, narrower. | Competent with counting principles up to ten.  Arrange up to 10 items into smaller groups to explore their composition.  Become confident with tens frame, bead strings and fingers.  Compare two quantities up to 10 and order three or more quantities by size.  Children explore number bonds to ten using manipulatives.  Explore and manipulate 3d shapes through block play.  Name 3d shapes (cylinder, cuboid, cube, sphere, cone and pyramid)  Describe some similarities and differences between these 3d shapes.  Children explore patterns which use items more than once (AAB, ABB, AABB) | Become competent in subitising and counting on and back within 10.  Build and identify numbers to 20 understanding tens and ones.  Recognise numbers to 20.  Children understand how to use number lines to 20.  Match arrangements of shapes and use positional language to describe where shapes are in relation to each other.  Children know that the quantity of a group can be changed by adding more or taking some away.  Children to use tens frames or number lines to create mathematical stories in meaningful contexts.  Introduce new vocabulary: First, then, now to solve mathematical problems.  Children can count on from a given number to add two amounts together.  Children can combine shapes to create new shapes.  Learn what a right angle triangle looks like. | Recognise numbers to 20 and beyond.  Double numbers to 10.  Share different amounts equally and understand that some amounts cannot be shared equally.  Odd and even numbers.  Extend problem solving and critical thinking skills.  Plan, review and discuss their strategies in everyday problem solving scenarios.  Introduce symmetry.  Make representations of places in relation to other places. |
| **ELG** |  | | | | | |
| **Understanding the World** | To talk about how they have changed since they were a baby and changes they might experience as they grow up.  To understand that all families are unique and comment on the differences between families.    Describe who is part of their immediate and extended family.  To know the history of their family and to know some historical events for their family.  To talk about the changes they observe in their environment – Seasons link.  To know the names of different body parts and describe the function of some of these body parts.  To explore the 5 senses.  Introduce new science vocabulary: skull, spine, skeleton, senses, taste, hearing, touch, smell, sight etc  To know that there are many countries around the world. Name some of these countries.  Recognise the flag of our own and one other country.  Hear about the different continents of the world.  To know that people in other countries may speak different languages. (Have basic French lessons)  To discuss different modes of transportation and explain the most appropriate one for different journeys.  Compare communities today with communities from the past (e.g. our grandparents)  Describe a special event in their lives.  To make a simple map.  To learn how to switch on the computer and begin using the class computer with some support.  To use the iPad independently to complete a simple programme or game. | To know how shadows are formed.  To talk about how shadows change throughout the day.  To experiement with changing size and shape shape of shadows.  To name sources of light.  To experiment with refraction.  To talk about how Hindus celebrate Diwali.  To know that people around the world have different religions.  To know that Mendi and Rangoli patterns are created to celebrate Diwali.  .  Know about different communities and make comparisons with our own.  To know that some foods are unhealthy. Sorting healthy and unhealthy foods and justifying reasons.  Learn about the life cycle of a plant.  Name parts of a plant and explain their use.  Use the paint programme on the computer to develop basic mouse skills (Diwali pictures) | To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).  To use the computer to complete a simple task.  To know that we live on planet Earth and that other planets exist. Name some of these planets.  Describe some contrasting features of planet Earth.  To find out about the job of an astronaut and the famous astronaut Neil Armstrong and understand the impact of his journey.  To find out how craters are made and learn about gravity through a simple experiment.  Learn about pushing, pulling and thrusting forces.  To experiment with simple commands on a Beebot with some support. | To understand and use positional language.  To give others accurate directions to reach a goal.  Making treasure maps with a key.  Understand the importance of landmarks on a map.    Exploring maps of the world and identify some countries that they know.  To know that Christians celebrate Easter.  To name and identify a range of different materials and to know how they are used in familiar environments.  Predict what might happen to different materials in different scenarios.  To select appropriate materials according to their properties and explain reasons for choice.  To independently use a Beebot to accurately get from one point to another. | To know that some animals are nocturnal and describe some of their features.  Begin to categorise animals (mammals, birds, reptiles)  To know that humans and other animals can grow and how they are born.  Compare features of animals that live in different habitats and why they are suited to the habitat they live in.    Talking about the life cycle and animals and what they need to survive.  Develop independence with mouse skills when using the computer. | To develop our science vocabulary of body parts (head – skull, spine etc)  Be able to talk about their body parts and show a clear understanding of what the function is of each part.  To explore and compare skeletons and xrays identifying parts of the body from these  To find out about day/night light and dark. To explore how shadows are made and how they change throughout the course of the day.  To identify and compare animals by looking at the skeleton  To find out about the role of doctors and nurses and why they are an important part of our community.  To find out about bones from a long time ago (fossils) and where they can be found (animal / human) Know how fossils are formed and what they can tell us about the past.  To find out about the difference between Puckeridge and a contrasting city.  Identify key landmarks in both of these environments.  Hear about human and physical aspects of Geography.  To make a detailed map of our route to school/home (funny bones adventure)  To log on to the computer independently and open a simple programme without support. |
| **ELG** |  | | | | | |
| **RE** | Know that God made the world. Think about all the things that God has made for us  Know that God has asked us to care for the world. Think of ways in which we can help to do this  Know that God loves and cares for each one of us. Reflect on what this means for us  Know that God made each one of us different and special. Reflect on how we can thank God for everything. | Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel  Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare  Know the story of the birth of Jesus. Reflect on how important it is for us  Know that shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | Know about the loss and finding of Jesus in the Temple. ◦Reflect on the meaning of this event for Mary and Joseph.  Know that Jesus chose friends to help him. ◦Be aware that Jesus wants us to help him.  Know that Jesus has great love for each one of us. ◦Think of ways to show our love for Jesus.  Know that Jesus healed the man at the Pool of Bethesda. ◦Reflect on how Jesus can help us. | Understand that we should try to be kind and not hurt others. ◦Reflect on ways to be kind and helpful to others.  Learn to say sorry when we hurt someone and ask Jesus to help us to do this. ◦Reflect on ways to do this.  Know that Jesus forgave those who hurt him. ◦Be aware that we can forgive other people when they hurt us.  Know that Jesus died on Good Friday but that was not the end. ◦Be aware that Good Friday is a sad and happy day for us.  **/z** | Begin to understand that we celebrate Easter because Jesus rose from the dead. ◦Be aware that at Easter we celebrate Jesus is with us.  Begin to understand that Jesus gives a special gift of joy and peace. ◦Think of how we can give this peace and joy to others.  Know the story of Jesus going back to his Father in heaven. ◦Be aware that Jesus is still with us.  Know that Mary is the Mother of Jesus and our Mother. ◦Think of ways to show our love for Mary. | Know that we belong to our Church family. ◦Be aware that we can all belong to this family.  Know that the members of the Church are called Christians. ◦Be aware we are all welcome in the church.  Know why Sunday is a special day for the Church family. ◦Reflect on ways we can pray when we go to church.  Know about the Sacrament of Baptism. ◦Be aware that we are all special friends of Jesus |
| **Expressive Arts and Design** | **Mixes primary colours with black/white and explores what happens**  **Chooses colours for particular purpose *(Self-portraits in the style of Picasso)***  **Begins to select appropriate resources**  **Begins to select brushes and other tools to paint with e.g. rollers**  **Experiments to create different textures (Link to senses)**  **Handles tools safely**  To learn a range of songs from around the world. (Music lessons)  Talk about the choice of tools or materials and what was easy or what was more difficult  Revisit storylines in their imaginative play and expand and develop them further.  To begin to express their feelings through dance and movement to music.  To use scissors safely and independently to follow lines and curves. | **Combines paint with other mediums e.g. sand/sawdust and observes effect *(Rangoli patterns Ranbir Kaur)***  **Creates simple repeated patterns using paintbrushes, dabbers and other materials *(Rangoli/Diva lamps)***  **Selects tools to shape, assemble and join e.g. sellotape, glue and masking tape *(Christmas wrapping & decorations)***  **Explores what happens with touch and texture as they build and combine materials *(Rangoli patterns)***  **- Uses simple tools to mould malleable resources *(Salt dough diva lamps & Christmas decorations)***  **Uses pieces of sandpaper and wood, a hammer and pegs *(Forest school)***  Uses simple tools and techniques competently and appropriately. ***(Jackson Pollock splatter painting)***  To learn the names of different tools and techniques that can be used to create Art. ***(Jackson Pollock splatter painting)***  To experiment with different instruments and say which ones they like and why.  To understand that pictures can be created by making observations or by using imagination.  To use scissors safely and independently for a purpose. | **Manipulates materials to achieve planned effects**  **Uses malleable resources to shape, squash, twist and create simple representations of objects**  **Uses tools to create simple props in support of role play**  To know about the artist **Van Gogh** and describe some of his work. ***(Starry Night)***  To know about the artist **Kandinsky** and describe some of his work. ***(Circle planets)***  To identify and select resources and tools to achieve a particular outcome  To use their imagination to create different works of art and talk about the process and what could have been adapted (Pollock – splatter painting)  Experiment with splatter painting, watercolour, marble printing with increasing control and confidence.  To understand and explain the need for safety with a junior hacksaw (1:1 basis) To begin to hold the saw correctly and make small marks in soft woods and card.  To use their imaginations to develop creative narratives and storylines in their play with others.  To listen to and incorporate the imaginative ideas of others in their play.  To use instruments with increasing control to create music for a purpose.  To use instruments to play along to a beat. | **Combines paint with other mediums e.g. sand/sawdust and observes effect**  **Adapts work to suit the outcome**  **Describes textiles by the way they feel *(Mother’s Day)***  **-Joins fabrics using glue *(Mother’s Day)***  **- Uses stitches to add a pattern to a piece of fabric *(Mother’s Day)***  To plan, carry out and evaluate and change where necessary across a range of expressive arts (music, drawing, painting, constructing etc)  To create and use a range of props to support and enhance role play.  To be able to safely construct with a purpose and evaluate their designs.  To learn to select the best method for joining construction pieces together (tape, glue, staple etc)  Talk about the music they hear and how it makes them feel.  Listen attentively to different types of music and increasingly match the pitch and follow the melody. | **Applies paint to different shapes/surfaces and uses to make prints on different surfaces *(Andy Warhol)***  **Generates ideas based on their own ideas**  **Talks about their finished product**  **-Explains how it works**  -  To use what they have learnt about media and materials in an original way and be able to explain their choices.    Selects appropriate resources independently and adapts work where necessary.  To know and describe the different uses and purposes of a range of media and materials.  For children to be able to safely construct with a purpose and evaluate their designs.  To listen to the creative ideas expressed by others and begin to adapt own imaginative play to incorporate the ideas of others. | **Makes a vehicle with moving wheels (People who help us vehicles Year B)**    **Says what they like and don’t like about their creative work**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  To describe ways of safely using and exploring a variety of materials.  Express and communicate working theories, feelings and understandings using a range of art forms e.g. movement, dance, drama, music and visual arts |
| **ELG** |  | | | | | |