









Nursery and Reception Rolling Programme
2005 - 2006

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>Overarching EYFS Theme (Overarching themes are fluid learning opportunities, tailored to local context at St Mewan, to facilitate our delivery of a broad and balanced curriculum).</p>	<p>What's in the Toybox</p>  <p>Last week of term – outdoor physical challenge. My Favourite Toys, Toys from the Past, What toys did I have as a baby, Toys from other Countries and Cultures, Technology as toys,</p>	<p>Space Explorers</p>  <p>Last week of term – outdoor physical challenge The Planets, Life on Other Planets, Space Travel, The First Man on the Moon, The Night Sky and Stars, Aliens take over the classroom.</p>	<p>What's in the Garden</p>  <p>Last week of term – outdoor physical challenge. Flowers in my garden, Growing vegetables in my garden, Games in the Garden, Winter Gardens, Gardens around the World, Local Gardens-Heligan, Pinetum and Eden</p>	<p>Winter Wonderland</p>  <p>Last week of term – outdoor physical challenge. The Antarctic, The Arctic, Winter Weather and Clothing, Reindeers, Christmas and Lapland.</p>	<p>Pond Life and Minibeasts</p>  <p>Last week of term – outdoor physical challenge. Life Investigation What is a minibeast, Where do we find them/making a bug hotel, Minibeasts around the world, Pond life, Tadpoles and Frogs, Pond Dipping Trip</p>	<p>Ocean Explorers</p>  <p>Last week of term – outdoor physical challenge. Ocean Life, Boats and Ships, Beach Life, Pirates, Ocean Explorers, Pirate and Pirate Party.</p>
<p>Trips and Parental Involvement</p>	<ul style="list-style-type: none"> • RWI Information Session for parents. • The Importance of Play Evening • Parents Evening 	<ul style="list-style-type: none"> • Maths Workshop • Space Crash in the outside area 	<ul style="list-style-type: none"> • Reading Cafe Sessions • Trip to Local Gardens – Lanhydrock • Welly Walk Around Trewoon 	<ul style="list-style-type: none"> • Christmas Craft Exhibition 	<ul style="list-style-type: none"> • Welly Walk Around Trewoon • Literacy Workshop for Parents • Pond Dipping Trip • Parents Evening 	<ul style="list-style-type: none"> • Teddy Bear Picnic at Gorran Beach – <i>Beaches, boats and rockpools</i> • Parents Drop In

C of ET & L	<p>Playing and Exploring: <i>Children investigate and experience things, and ‘have a go’.</i> Children are exposed to learning opportunities that capitalise on the rich, local context of St Mewan (and the wider locality) and access first-hand experiences to explore, investigate and take risks. Children actively participate in their own play, developing a large store of information and experiences to draw on, all of which positively support their learning and development.</p> <p>Active Learning: <i>Children concentrate, keep on trying if they encounter difficulties and enjoy achievements.</i> Children initiate purposeful and relevant play by exploring stimulating, inventive, imaginative, varied, open-ended resources, all of which are freely available and adapted to reflect overarching themes and emerging interests.</p> <p>Creating and Thinking Critically: <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i> Children consistently experience visual prompts for the routine, so that they can accurately predict and make connections with previous experiences. Children’s thinking is challenged through exposure to new and inspiring resources. Children are afforded opportunities to explore these resources freely and make connections. Children experience rich opportunities to engage in experiential and imaginative play, developing resilience and confidence as they build on their experiences and establish links to the wider world around them.</p> <p>(The Characteristics of Effective Teaching and Learning are used to guide our planning and assessment strategies. They are critical in ensuring we provide provision that meets the needs of all learners, recognising that each unique child develops at their own rate)</p>					
	<p><i>Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development</i></p> <p>– The Statutory Framework for the Early Years Foundation Stage (Department for Education, 2023)</p> <p>The EYFS team at St Mewan CP School utilise a Child Focused Approach in both our Nursery and Reception classrooms. With our parents and carers as partners, we regularly gather feedback from home to identify what inspires our children and what their current interests are. With this information, our EYFS team carefully plan enhanced learning opportunities for each unique child. These learning opportunities complement our overarching themes (which are adapted as required to reflect our children’s emerging interests) and are planned to provide skill-specific challenge and, most importantly, to put our children at the forefront of our EYFS curriculum. We have invested significantly in the EYFS provision available to our children at St Mewan School, both indoors and outdoors, and have developed an enabling environment that provides stimulating opportunities for purposeful, child-led play. We champion the importance of play and recognise that is essential for children’s development. Our school mission statement, <i>“Where learning, laughter and friendship are shared.”</i>, is woven into our daily teaching and learning to promote positive interactions and relationships, and to equip our children with the skills and confidence to become strong and independent members of our school community. Ultimately, this prepares our children to continue their learning journey successfully into Key Stage 1.</p>					
<p>Communication and Language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B

<p>Reception</p>	<p>Children listen to others in one-to-one or small groups when the conversation interests them.</p> <p>Children listen to familiar stories with increasing attention and recall.</p> <p>Children join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Children understand the use of objects (e.g. Which one do we cut with?)</p> <p>Children begin to understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>Children respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p> <p>Children begin to understand why and how questions.</p> <p>Children begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Children use language in recalling past experiences</p> <p>Children retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Children use talk in pretending that objects stand for something else in</p>	<p>Children listen to instructions and carry them out in my play.</p> <p>Children share instructions with others.</p> <p>Children follow a story without pictures or props.</p> <p>Children listen and responds to ideas expressed by others in conversation or discussion.</p> <p>Children extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Children use language to imagine and recreate roles and experiences in play situations.</p>	<p>Children listen for extended periods of time, paying attention to the speaker.</p> <p>Children beginning to ask questions about what they have heard.</p> <p>Children start to take turns in a conversation with others.</p> <p>Children make comments about what they have heard.</p> <p>Children hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Children can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Children are beginning to focus my attention and actively listen.</p> <p>Children follow simple directions, if not already intently focused on a self-chosen task.</p> <p>Children understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>Children are beginning to understand humour, e.g. nonsense rhymes, jokes.</p> <p>Children can use talk to explain what is happening and anticipate what might happen next.</p> <p>Children can question why things happen and give an explanation.</p> <p>Children can use a range of tenses e.g. play, playing, played.</p>	<p>Children indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p>Children understand questions such as who; why; when; where and how.</p> <p>Children link statements and stick to a main theme or intention.</p> <p>Children use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Children introduce a storyline or narrative into my play.</p>	<p>Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Children make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Children show an understanding of what has been read to me by retelling stories and narratives using their own words and new vocabulary.</p> <p>Children predict key events in stories.</p> <p>Children use and understand recently introduced vocabulary during discussions.</p> <p>Children express my ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.</p>
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	play, e.g. This box is my castle.					
Nursery	<p>Children focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Children understand simple instructions like 'give it to mummy' or 'stop'.</p> <p>Children use gestures and copy gestures and words. Children find it difficult to pay attention to more than one thing at a time. Children understand questions that involve two actions. Children express my points of view using words and actions.</p>	<p>Children listen to other people's talk with interest but can be easily distracted by other things. Children understand and act on longer sentences like 'make teddy jump' or 'find you coat' Children are beginning to develop conversation. Children enjoy listening to stories. Children understand a question or instruction that has two parts such as – 'get your coat and your bag'. Children use talk to organise their play.</p>	<p>Children listen to simple stories and understand what is happening, with the help of pictures. Children understand simple questions about 'who' 'what' and 'where' but not generally 'why' Children understand simple questions about 'who' 'what' and 'where' but not generally 'why' Children still learning to pronounce longer words such as 'banana' and ' computer' Children know why listening carefully is important 'e.g. safety, following instructions'. Children understand 'why' questions, like 'why do you think the caterpillar got so fat' Children may have problems with irregular tenses such as 'runned' or 'swimmed'</p>	<p>Children listen and respond to a simple instruction.</p> <p>Children understand simple instructions like 'give it to mummy' or 'stop'</p> <p>Children use gestures and copy gestures and words.</p> <p>Children enjoy listening to stories. Children understand questions that involve two actions. Children express their points of view using words and actions.</p>	<p>Children listen to other people's talk with interest but can be easily distracted by other things.</p> <p>Children understand and act on longer sentences like 'make teddy jump' or 'find you coat'</p> <p>Children are beginning to develop conversation.</p> <p>Children can listen carefully. Children understand a question or instruction that has two parts such as – 'get your coat and your bag'. Children can start a conversation and continue it.</p>	<p>Children listen to simple stories and understand what is happening, with the help of pictures. Children understand simple questions about 'who' 'what' and 'where' but not generally 'why'. Children are still learning to pronounce (l,r,w,y,f, th,s,sh,ch,dz, j) Children enjoy listening to longer stories and can remember much of what happens. Children understand 'why' questions, like 'why do you think the caterpillar got so fat' Children are still learning to pronounce the sounds r,j,th,sh, ch or some multisyllabic words such as hippopotamus.</p>

Personal, Emotional and Social Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children can talk about feelings (happy, sad, angry) Children can choose what they need to complete a goal (short term) Children start to follow instructions Children are starting to become more confident when things are new (dealing with the transition) Children show an awareness of rules and how to behave in the classroom Children can tell an adult when they need the toilet Children are learning to play purposefully with equipment. I can play with one or more children cooperatively. I can seek out companionship. Builds relationship with special people I can start to talk about the way I feel	Children explore feelings. Children can follow simple instructions and know some actions and words can hurt others feelings. Children can explain good dental hygiene practices. Children look to a supportive adult for help in resolving conflict with others Children express their basic needs to familiar adults e.g. ask to go to the toilet, etc. Children can express and identify feelings.	Children can say how they and others are feeling. Children set themselves goals. Children can follow instructions with two or more parts. Children describe their competences, what they can do well and are getting better at. Children show confidence in choosing resources and perseverance in carrying out a chosen activity. Children attempt to repair a relationship or situation where they have cause upsets. Children are increasingly social skilled and take steps to resolve conflict. Children are proactive in seeking out adult support and are able to articulate their wants and needs. Children develop particular friendships with other children which helps them to identify other points of view. Children show some consideration of other peoples needs and have become less impulsive.	Children identify a range of different feelings. Children can keep on trying when they find something difficult. Children are starting to sit and listen more consistently during adult focus time. Children enjoy a sense of belonging through being involved in daily tasks. Children are more able to recognised the impact of their choices and behaviours/actions on others. Children can toilet themselves. Children can remember to wash their hands after the toilet and before eating. Children can play with a small group of children, sharing ideas. Children start to form good relationships with the familiar adults in their class. Children show empathy and concern for other people	Children can say how others are feeling based on their expressions and actions. Children can say what they are good at and what they would like to improve. Children can sit and listen during adult focus time Children are starting to become more confident when things are new. Children can follow the rules and know how to behave in the classroom Children can get dressed for outdoor learning, swimming or PE independently Children work well with others listening and sharing ideas Children are developing friendships with lots of different people. Children can use words to help solve conflicts with others. Children can show friendly behaviour in the classroom and around school. Children can identify how others feel and respond to them appropriately.	Children show my understanding of feelings by changing my behaviour. Children can wait for their requests and needs to be met. Children can listen to and respond to adults. Children can follow instructions accurately (several ideas/ actions). Children can describe themselves in a positive but realistic terms. Children have a clear idea about what they want to do in their play and how they go about it. Children can explain the rules of the classroom and behave accordingly. Children understand how their action impact others. Children understand healthy food choices and can explain what healthy food is. Children can work with others in a group. Children can play with others, take turns and share. Children have formed good relationships with the adults in the classroom and around school.

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.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	<p>Children are building spatial awareness, positional awareness negotiating space and obstacles safely. Children revise the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Children are developing their core muscle strength to support them holding a good posture when sitting at a table or sitting on the floor. Children are beginning to be able to implement skills needed during daily routines, such as lining up and queuing.</p> <p>Children are able to use strength, co-ordination, and balance, through play movement with objects and adults.</p>	<p>Children are developing a more fluent style of moving, working towards movements with control and grace. Children are able to use static and dynamic balances. Children are beginning to develop ball skills individually and in small groups. Children are developing 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. Children are able to manipulate different materials to make things for a desired effect or outcome using your hands.</p> <p>Children use scissors confidently using the correct grip and movement and begin to use them safely, confidently and effectively.</p>	<p>Children combine different movements together, with ease and fluency. Children develop a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming. Children develop competence when engaging in activities that involve a ball. Children develop their small motor skills so that they can use a range of tools competently, safely and confidently, using pencils effectively to write. Children revisit previous skills showing accuracy and care when drawing.</p>	<p>Children have refined the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Children move energetically using the fundamental movement skills. Children use their core muscle strength to achieve and maintain a good posture when sitting at a table or sitting on the floor. Children develop the skills they need to manage the school day successfully, including using appropriate tools at mealtimes. Children manipulate different materials using their hands. Children develop scissor skills including holding scissors, being safe and making snips. Children interact with small tools to develop control and confidence with fine motor movements. Children refine fine motor skills using tweezers, playdough and threading activities. Children hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p>	<p>Children use a fluent style of moving, with developing control and grace. Children confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children develop overall body-strength, balance, co-ordination and agility through a range of activities and resources available. Children use their small motor skills with a range of tools competently, safely and confidently.</p> <p>Children use pencils for drawing and writing, control and grip and accurate letter formation. Children are beginning to show accuracy and care when drawing. Children use the skills they need to manage mealtimes successfully using the appropriate tools.</p>	<p>Children refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Children develop confidence, precision and accuracy when engaging in activities that involve a ball. Children 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. Children develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children revisit manipulating different materials to make things for a desired effect or outcome using their hands.</p>
Nursery	Children spin, roll and independently use ropes and swings.	Children explore throwing different items and	Children explore sliding, crawling, walking, running, jumping and skipping on the floor.	Children can sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Children can bend knees bob up and down and balance on the spot.	Children enjoy starting to kick, throw and catch balls.

	Children explore different materials and tools. Children continue to develop their movement, balancing, riding and ball skills. Children can make marks on pictures to stand for their name.	recognise that light items fall more slowly. Children develop their manipulation and control. Children go up and down steps and stairs and climb up apparatus, using alternative feet. Children are beginning to show a preference for a dominant hand.	Children use large movements to wave flags and streamers, paint and make marks. Children can write some letters accurately.	Children explore different materials and tools. Children hold the pencil in a palmar or digital grip. Children continue to develop their movement, balancing, riding and ball skills. Children can make marks on pictures to stand for their name.	Children can add some marks to my drawings which I give meaning to 'that says mummy'. Children can skip, hop, stand on one leg for a game like musical statues. Children are developing a pincer grip.	Children can add some marks to my drawings which I give meaning to 'that says mummy'. Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Children can write some or all of their name.
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Literacy

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

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
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<p>Reception</p> <p>Suggested texts but these are subject to change based on the children's interests and adult observations .</p>	<p>Children notice some print, such as the first letter of their name, a bus or door number or logo.</p> <p>Children read individual letters by saying the sounds for them.</p> <p>Children enjoy sharing a book with an adult.</p> <p>Children ask questions about the book.</p> <p>Children make comments and share their ideas.</p> <p>Children develop play around favourite stories using props.</p> <p>Children join in with songs and rhymes.</p> <p>Children enjoy drawing freely.</p> <p>The Drawing Club Texts</p> <p>Bagpuss – TFTP</p> <p>Kippers Toybox</p> <p>Where's My Teddy</p> <p>Stanleys Stick</p> <p>Not a Box</p>	<p>Children identify alliteration.</p> <p>Children include everyday literacy artefacts in play such as labels, instructions, signs, envelopes.</p> <p>Children engage in extended conversations about stories, using story vocabulary.</p> <p>Children anticipate key events in stories.</p> <p>Children continue a rhyming string.</p> <p>Children re-enact and reinvent stories in play.</p> <p>Children use some of their print and letter knowledge in their early writing.</p> <p>Children can say what they want to write before writing it down</p> <p>The Drawing Club Texts</p> <p>Astro Girl – Diverse</p> <p>Aliens Love Underpants</p> <p>Whatever Next</p> <p>How to Catch a Star</p> <p>You Can't Eat a Princess</p> <p>Button Moon – TFTP</p>	<p>Children count or clap syllables in a word</p> <p>Children can describe main story setting, events and principal characters in increasing detail.</p> <p>Children retell stories and narratives using their own words and story vocabulary.</p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children explore the use capital letters as they are introduced incidentally.</p> <p>The Drawing Club Texts</p> <p>Dadaji's Paintbrush – Diverse</p> <p>Jack and the Beanstalk – TT</p> <p>The Tiny Seed</p> <p>Fraggle Rock – TFTP</p> <p>After the Storm</p> <p>The Enormous Turnip - TT</p>	<p>Children recognise words with the same initial sound.</p> <p>Children understand that print has meaning and that we read English text from left to right, top to bottom.</p> <p>Children blend sounds into words.</p> <p>Children have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone.</p> <p>Children repeat words and phrases from familiar stories</p> <p>Children give meaning to the marks they make in writing, painting, printing and drawing.</p> <p>Children write some or all of their name, including a capital letter at the start.</p> <p>Children write some letters accurately.</p> <p>Children enjoy creating texts which communicate meaning for a variety of purposes such as greeting cards and lists.</p> <p>The Drawing Club Texts</p> <p>Cubs First Winter</p> <p>One Snowy Night</p> <p>Egg to Penguin NF</p> <p>The Gruffalos Child</p> <p>Stickman</p>	<p>Children read some letter groups that each represent one sound.</p> <p>Children read a few common exception words.</p> <p>Children read simple phrases and sentences.</p> <p>Children understand that print can have different purposes.</p> <p>Children re-read stories to build fluency and understanding.</p> <p>Children use their</p> <p>developing phonic knowledge to write labels and captions.</p> <p>The Drawing Club Texts</p> <p>Oi Frog</p> <p>Superworm</p> <p>The Hungry Caterpillar</p> <p>The Bad Tempered Ladybird</p> <p>Aaargh Spider</p> <p>Tadpoles Promise</p>	<p>Children read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Children know the names of different parts of a book.</p> <p>Children are able to recall and discuss stories or information that has been read to them or they have read themselves</p> <p>Children spell words by identifying the sounds and representing the sound with a letter or letters.</p> <p>Children write simple phrases and sentences that can be read by others.</p> <p>The Drawing Club Texts</p> <p>Pirate Pete</p> <p>Sharing a Shell</p> <p>The Singing Mermaid</p> <p>Tiddler</p> <p>Winnie at the Seaside</p> <p>TFTP – Captain Pugwash</p>
Nursery	Children enjoy songs and rhymes	Children enjoy sharing a book with an adult Children enjoy drawing freely.	Children can repeat words and phrases from a book Children enjoy drawing freely.	Children enjoy songs and rhymes Children enjoy drawing freely.	Children enjoy sharing a book with an adult. Children enjoy drawing freely.	Children can repeat words and phrases from a book

	Children enjoy drawing freely. Children understand we read text from left to right, bottom to top. Children understand print has meaning. Children use some of their print and letter knowledge in their early writing.	Children are developing phonological awareness so that they can spot rhymes, count or clap syllables in a word - Children recognise words with the same initial sound. Children can name the different parts of a book. Children add some marks to their drawing which they give a meaning – ‘that says mummy’.	Children notice some print, such as the first letter of their name, a bus or door number or logo. Children understand page sequencing. Children make marks on their picture to stand for their name.	Children understand we read text from left to right, bottom to top. Children understand print has meaning. Children use some of their print and letter knowledge in their early writing.	Children are developing phonological awareness so that they can spot rhymes, count or clap syllables in a word - recognise words with the same initial sound. Children can name the different parts of a book. Children add some marks to their drawing which they give a meaning – ‘that says mummy’.	Children enjoy drawing freely. Children notice some print, such as the first letter of their name, a bus or door number or logo. Children understand print can have different purposes. Children make marks on their picture to stand for their name.
Read Write Inc. (Reception only)	Children access Making a Strong Start RWI activities. Children recognise the first 16 RWI sounds and end the half term being ready to join Set 1 Group B. Children take part in daily RWI Sessions.	By the end of Spring Term 1 children to be assessed and able to move into White Ditty Group.	By the end of Summer Term 1 children to be assessed and able to move into Green Group.	By the end of Autumn Term 2 children to be assessed and able to move in to Set 1 Group C.	By the end of Spring Term 2 children to be assessed and able to move into Red Group.	By the end of Summer Term 2 children to be assessed and able to move into Green/Purple Group when they join Year 1 in September.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children can recognise up to 3 objects, without having to count them individually Children can recite numbers to 5. Children can say one number for each item in order: 1,2,3,4,5	Children can compare objects relating to size, length, weight and capacity. Children understand the ‘one more than/one less than’ relationship between consecutive numbers. Children can link the number symbol (numeral) with its	Children can recall number bonds for numbers 0–5 and some to 10. Children can copy and create repeating patterns including ABBC patterns. Children can compare length, weight and capacity. Winning With Number – Goals 70 - 90	Children can talk about and explore 2D and 3D shapes using mathematical language. Children can begin to compare quantities using the language of ‘more than’, ‘fewer than’. Children can experiment with representing my own symbols and marks as well as numerals.	Children can explore composition of numbers to 10. Children can count beyond ten. Children can extend and create ABAB patterns. Winning With Number –Goals 50 – 70	Children can count beyond 20. Children are familiar with number patterns up to 10, including evens and odds, double facts and sharing. Children can subitise up to 5.

	Winning With Number – Goals 1 - 15	cardinal number value up to ten. Winning With Number –Goals 30 – 50		Winning With Number – Goals 15 – 30		Winning With Number – Goals 90 – 100 and end of year maths assessments
Nursery	Children can combine objects like stacking blocks and cups. Children can take part in finger rhymes with numbers. Children can select shapes appropriately – flat surfaces for building. Children can combine shapes to make new ones – an arch, a bigger triangle.	Children can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Children can count in everyday contexts, sometimes skipping numbers 1-2-3-5. Children can show finger numbers to five.	Children can complete inset puzzles. Children know the last number reached when counting a small set of objects and tell you how many in total (cardinal principle)	Children can react to a change of amount in a group of up to three objects. Children can compare amounts, saying ‘lots’ ‘more’ or ‘same’ Children can describe a familiar route.	Children can climb and squeeze in to different types of space. Children can build with a range of resources. Children can solve real world mathematical problems with numbers to 5.	Children can compare sizes, weights etc using gesture and language. Children can notice patterns and arrange things in patterns. Children can recite numbers to 5. Children can link numbers to amounts up to 5.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Reception	Children know where they live and where they go to school Children can share information about themselves and family structures. Children can explore their immediate environment. Children can express some signs of Autumn Natre RE – Why is God So Important to Christians?	Children can use their senses to explore objects from the past and comment on familiar situations in the past. Children can describe their immediate environment and be able to draw information from a simple map. Children can begin to describe different celebrations and how and where they are celebrated. Children can make observations and ask questions about what they can see, hear and feel in their own environment Children can express some signs of Winter/Spring	Children can share information about the past learned through settings, characters and events encountered in books read in class and story telling. Children can compare different types of homes in my own country. Children can begin to explain some similarities and differences between religious and cultural communities in this country. Children can record observations of animals and plants through drawings. Children can express some signs of Spring/Summer.	Children can begin to identify some similarities and differences between themselves and others. Children can identify features in their immediate environment. Children can share things they celebrate and how they celebrate them. Children can describe what they can see, hear and feel whilst outside. Children can express some signs of Autumn/Winter. Natre RE – Why do Christians perform Nativity Plays at Christmas - (Why is Christmas special for Christians)	Children can share information about figures from the past (people from the community and wider world) and what life was like in the past. Children notice that some places and environments are different to the place I live – comparing London to Cornwall. Children can describe different celebrations and how and where they are celebrated. Children can identify features of other environments and begin to compare to their own. Children can express some signs of Spring. Natre RE – Why do Christians put a Cross on their Easter	Children can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Children are able to explain similarities between life in this country and life in other countries. Children can explain some similarities and differences between religious and cultural communities in this country. Children can describe some similarities and differences between the

		Natre RE – Being Special – Where do we belong?	Natre RE – Which Places are Special and Why?		Gardens – Why is Easter Special to Christians.	<p>natural world around them and contrasting environments. Children can express some signs of Summer and start to compare the different seasons.</p> <p>Natre RE – Which Stories are Special and Why?</p> <p>Children are confident investigators. Children are observers. Children can make predictions Children can show classification skills. Children can interpret events. Children have an understanding and knowledge of events. Children have an understanding of people and changes in the past. Children show curiosity. Children are able to think things through. Children can communicate their understanding. Children are open-minded. Children are show empathy. Children are beginning to be able to reflect.</p>
Nursery	<p>Children are beginning to make connections between the features of their family and other families. Children are beginning to make connections between</p>	<p>Children notice differences between people. Children can comment on recent photographs of experiences in their own life, e.g. visit to the park, beach. Children can name some types of weather, e.g. rainy,</p>	<p>Children are beginning to make sense of their own life story and family history. Children know what type of home they live in e.g. house, bungalow or flat Children can use simple language to describe animals.</p>	<p>Children are beginning to make connections between the features of their family and other families. Children know that there are places of worship near to where they live. Children explore natural materials indoor and outdoors.</p>	<p>Children notice differences between people. Children know and can talk about things that they believe. Children can name some animals correctly.</p> <p>Children can comment on fictional/historical figures or</p>	<p>Children can show some awareness of the time of day e.g. dinnertime or bedtime. Children can name and talk about familiar features that they see in my own environment.</p>

	<p>the features of their family and other families.</p> <p>Children repeat actions that have a cause and effect.</p> <p>Children show an awareness of morning, dinnertime, afternoon and evening.</p> <p>Children show an interest in different occupations.</p> <p>Children can explore and talk about different forces that I feel.</p>	<p>sunny, windy, cloudy, snowy and stormy.</p> <p>Children can comment on fictional/historical figures or familiar objects or situations from the past.</p> <p>Children can comment on recent photos and pictures of celebrations in my own life – ‘this is me at Christmas’</p> <p>Children can talk about clothes that they need for different weather/seasons and why.</p>	<p>Children can use words to sequence e.g. first, next, then, after that and in the end.</p> <p>Children can explain key features of their home and the homes of others.</p> <p>Children can explain a simple lifecycle – butterfly, frog, chicken.</p>	<p>Children are beginning to make sense of their own life story and family history.</p> <p>Children know that there are different places of worship.</p> <p>Children can explore and talk about different forces that they feel.</p>	<p>familiar objects or situations from the past</p> <p>Children know that there are differences in what people believe.</p> <p>Children can examine animals to find out more about them.</p>	<p>Children can name some plants correctly.</p> <p>Children can use simple language to describe plants e.g. colour and size.</p> <p>Children can sequence family members according to their age and describe who they are e.g. baby, toddler, child, teenager, adult.</p> <p>Children can talk about local places and environments e.g. the church, the street, the park the library.</p> <p>Children can use correct basic scientific vocabulary to describe what they see around them.</p>
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Expressive Arts and Design

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

	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Reception	<p>Children can explore what they see and hear.</p> <p>Children can notice, look, wonder and talk what they see and hear.</p> <p>Children use their time to be creative.</p>	<p>Children can express my ideas using a range of art forms, effects on their own and in collaboration</p> <p>Children can explore, use and refine a variety of artist effects to express their ideas and feelings.</p>	<p>Children can reflect and respond to art in their own way.</p> <p>Children can develop story lines in their pretend play.</p> <p>Children can talk about what they see and share their likes and dislikes.</p> <p>Children value their creativity and feel proud to talk about their work.</p>	<p>Children can explore and play with a range of materials to make sound and marks.</p> <p>Children are developing an understanding of how things are used and the effects they give.</p> <p>Children can sing in a group or on their own.</p> <p>Children use the space to be creative.</p>	<p>Children can revisit and use key materials.</p> <p>Children respond to different experiences, watching, talking and expressing feelings.</p> <p>Children are confident to talk about their creations.</p>	<p>Children can join materials and work in 2D and 3D to represent their ideas.</p> <p>Children can select different roles to play with support if necessary.</p> <p>Children engage in music making and dance, performing solo or in groups.</p>

						Children are inventors and create based on their own ideas and interests.
Nursery	<p>Children start to make patterns intentionally</p> <p>Children start to develop pretend play, pretending one object represents another.</p> <p>Children show attention to sounds and music.</p> <p>Children can explore colour and colour mixing.</p> <p>Children listen with increased attention to sounds.</p>	<p>Children can express ideas and feelings through making marks and sometimes give meanings to marks.</p> <p>Children can move and dance to music.</p> <p>Children make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Children can join different materials and explore different textures.</p>	<p>Children can explore different materials using their senses to investigate them. manipulate and play with different materials.</p> <p>Children can join in with songs and rhymes, making some sounds.</p> <p>Children can explore a range of sound makers and instruments and play with them in different ways.</p> <p>Children draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children can respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Children explore paint using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Children can join in with role play that retells simple stories, events and rhymes.</p> <p>Children respond emotionally and physically to music when it changes.</p> <p>Children take part in pretend and small world play using objects to represent something else that may not be similar.</p> <p>Children can remember and sing entire songs.</p>	<p>Children can use their imagination and consider what they can do with different materials.</p> <p>Children can join in with songs and rhymes, making some sounds.</p> <p>Children can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Children can create their own songs or improvise a song around one that they know.</p>	<p>Children can make simple models which express their ideas.</p> <p>Children enjoy and take part in action songs.</p> <p>Children create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Children can play instruments with increased control.</p>