We want our children to become confident and ambitious, lifelong learners. We aim to develop our children's skills and knowledge as well as encouraging curiosity, aspiration and a love of learning that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the needs of individual children will always be considered, and the curriculum adapted to meet these needs.

Nursery and Reception Curriculum 2026-27

Care, Aspire and Achieve

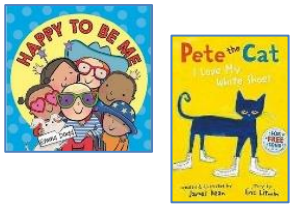
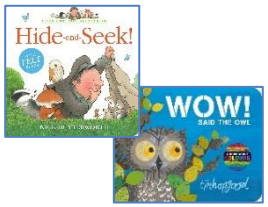
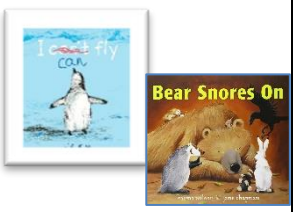
CARE **To show we Care:** We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.		ASPIRE **To show we Aspire:** We will Aspire to be independent learners and challenge ourselves to explore new experiences.		ACHIEVE **To show we Achieve:** We will learn to do new things and achieve personal learning goals.		
Our School Learning Behaviours	**Collaboration** I can share ideas. I can listen well to others. I can work well in a team. 	**Pride** I care about work. I always aim for the best. I enjoy learning. 	**Determination** I always have a go. I keep going when something is challenging. I am always trying to improve. 	**Curiosity** I can ask questions. I notice things. I am excited to try new things. 	**Independence** I can stay focused. I can start my learning quickly. I can practise things I find difficult. 	**Creativity** I like to explore. I can solve problems in different ways. I can develop my ideas. 

Characteristics of Effective Teaching and Learning	**Playing and Exploring** **Children will be learning to:** Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.	**Active Learning** **Children will be learning to:** Participate in routines. Begin to predict sequences because they know routines. Show goal-directed behaviour. Begin to correct their mistakes themselves. Keep on trying when things are difficult.	**Creating and Thinking Critically** **Children will be learning to:** Take part in simple pretend play. Sort materials. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
Fundamental British Values	In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. The Fundamental British Values are: Democracy The rule of law Individual liberty Mutual respect and tolerance of those of different faiths and beliefs.		

EYFS: Nursery — Sequenced Curriculum - 2026 to 2027

Age Related Expectations ** Teaching and learning to be differentiated through short term planning, driven by assessment*

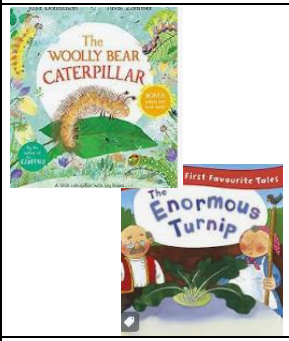
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme:	**Super Duper Me!**	**If You Go Down to the Woods Today…**	**Arctic Adventure**	**Down in the Jungle**	**In the Garden**	**Splish, Splash, Splosh!**
Planning around a quality text: *To be chosen following children's interests.*						
Linked texts In addition, children will have the opportunity to explore other stories/texts that capture children's interest and support the different areas of learning. (See our booklist) *Green- Trad Tales* *Black- Fiction* *Blue- Non-Fiction* *Poetry / rhyme* *Historical*	*Super Duper You!* *The Colour Monster* *The Three Little Pigs* *Our Class is a Family* *I like Bees, I don't like Honey!* *Who are you?* *All are welcome* *All kinds of families*	*Little Red Riding Hood* *The Gruffalo* *The Leaf Thief* *The Big Book of Nursery Rhymes* *I Love the Seasons: Autumn* *A Walk in the Woods: A Changing Seasons Story*	*Be Brave Little Penguin* *One Day on our Blue Planet: Antarctica* *Goldilocks and The Three Bears* *Winter is Here* *A Thing Called Snow* *I Love the Seasons: Winter*	*What Do You Do with a Tail Like This?* *Rumble in the Jungle* *One Day on our Blue Planet: Savannah* *Little Why* *Dear Zoo* *The Animal Boogie*	*We're Going on a Bear Hunt* *How Do You Make a Rainbow?* *Errol's Garden* *A Seed in Need* *Mad about Minibeasts* *Jack and the Beanstalk*	*The Ugly Duckling* *The Three Billy Goats Gruff* *Tadpole to Frog* *The Rainbow Fish* *Tiddler* *Little Turtles Book of Blue* *One Day on our Blue Planet: In the Ocean* *Peepo*
Linked Songs & Rhymes *(See also Number Rhymes below)*	*If You're Happy and You Know It…* *I'm a Little Teapot* *Bingo* *Finger Family*	*Teddy Bears Picnic* *Incy, Wincy, Spider* *Twinkle, Twinkle Little Star* *Christmas Songs*	*Teddy Bear, Teddy Bear Turn Around*	*Down in the Jungle* *5 Little Monkeys* *Walking in the jungle…*	*I Can Sing a Rainbow* *Sleeping Bunnies* *Mary, Mary Quite Contrary*	*5 Little Speckled Frogs* *5 Little Ducks* *Row, row, row your boat* *One, Two, Three, Four, Five*
Key Concepts	*Myself* *School* *Family*	*Woodland* *Day to Night* *Rhymes*	*Winter* *Hibernate* *Cold places*	*Habitats* *Animal Groups* *Past and Present*	*Mini-beasts* *Outdoors* *Weather*	*Water* *Ponds* *Life-cycle*

EYFS: Reception — Sequenced Curriculum - 2026 to 2027

Age Related Expectations ** Teaching and learning to be differentiated through short term planning, driven by assessment*

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	**All About Me/Farmyard**	**Light and Dark**	**Journeys**	**Explorers**	**Animal Growth / Minibeasts**	**Under the Sea**
Planning around a quality text: *To be chosen following children's interests*						
Linked texts In addition, children will have the opportunity to explore other stories/texts that capture children's interest and support the different areas of learning. (See our booklist) *Green- Trad Tales* *Black- Fiction* *Blue- Non-Fiction* *Poetry / Poem* *Historical*	*What the Ladybird Heard* *The Little Red Hen* *Farmyard Hullabaloo* *Where does my food come from?* *When I Was Young: A Book About Family History*	*Owl Babies* *Whatever Next* *The Owl who was Afraid of the Dark* *Space*	*The Train Ride* *William Bee's Wonderful World of Things That Go!* *NOBOT*	*Anancy and Mr Dry Bone* *Handa's Surprise* *Handa's Hen*	*The Very Hungry Caterpillar* *Jack and The Beanstalk* *The Ugly Ducking*	*Jack and the Flum Flum Tree* *The Singing Mermaid* *Commotion in the Ocean*
Linked Songs & Rhymes *Learn one new song / rhyme or poem every week – include consolidation of some nursery rhymes (coded in grey) to build the children's confidence to perform*	*Heads, Shoulders Knees and Toes* *Cauliflowers Fluffy* *Polly put the kettle on.*	*5 Little Men in a Flying Saucer* *5 Currant Buns*	*The Wheels on the Bus* *Robot Dance*	*Jambo Bwana*	*There's a Tiny Caterpillar on a Leaf* *5 Speckled Frogs* *5 Little Ducks*	*A Sailor Went to Sea*
Key Concepts	*Friends* *Where I Live* *Feelings*	*Light and Dark* *Space* *Celebration*	*Transport* *Community* *Vehicles*	*Travel* *Culture* *Environment*	*Life-Cycles* *Change* *Growing*	*Seaside/Coast* *Holidays* *Fantasy or Fact?*

Nursery COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: 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.

Autumn

Listening, Attention and Understanding

Listen to simple stories and understand what is happening, with the help of the pictures.

Enjoy listening to longer stories and begin to remember much of what happens.

- Daily story time.
- Listen to short stories with illustrations / props / sounds.
- Recall key events / name key characters.
- Begin to join in text retell with some actions.

Understand simple questions about 'who', 'what', and 'where'.

- Get to know: - one another - new adults - new environment.
- Find body / move different body parts…*Wiggle Me into Squiggle*
- Where do we live?

Understand or act on longer sentences like 'make teddy jump' or 'find your coat'.

Follow an instruction that has one part.

- Linked to: self-organisation / daily routine / group time.

Pay attention to one thing at a time.

- Listen 1:1 to develop independence within daily routine.
- Participate in short inputs of daily group time.

Speaking

Start to say how they are feeling, using words as well as actions.

Begin to use a wider range of vocabulary.

- Linked to: - daily routine – themes - feelings

Start to develop conversation, often jumping from topic to topic.

Start a conversation with an adult or a friend.

- Begin to use talk to organise themselves and their play
- Begin to communicate needs with adults

Learn new rhyme and begin to develop a repertoire of songs.

- Join in with actions / props
- Fill in some missing words

Begin to develop communication, using some awareness of tense.

- Linked to: - daily routine – own experiences

Spring

Listening, Attention and Understanding

Continue to enjoy listening to longer stories and remember much of what happens.

- Daily story time / weekly shared read, small group.

Begin to pay attention to more than one thing at a time.

Begin to understand and follow a question or instruction that has two parts.

- Linked to: - self-organisation – daily routine – small group work.

Begin to listen to others in a small group.

- Daily group time / small group focus tasks.

Understand some simple 'why' questions.

- Demonstrate understanding by beginning to make comments on what they know/have experienced.

Speaking

Use a wider range of vocabulary.

- Linked to: – themes - play

Continue to develop and sing a large repertoire of songs. Recite some rhymes.

- Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound.

Begin to talk confidently about familiar books.

Begin to tell longer stories.

- Small group shared read / 1:1 story.

Start a conversation with an adult or a friend and begin to continue it for many turns.

- Develop shared attention by responding to others thoughts.

Continue to use talk to organise themselves and their play.

- Begin to build relationships with others.

Use longer sentences that contain 4/6 words.

Begin to join sentences with 'and'.

- Give and receive comment/instruction from others during play.

Begin to retell a simple past event in correct order.

- *What did you do at the weekend?*

Continue to develop communication, using future and past tense (not always correctly).

Summer

Listening, Attention and Understanding

Enjoy listening to longer stories (with increased attention) and remember much of what happens.

- Identify beginning, middle and end.

Pay attention to more than one thing at a time by shifting their attention from one thing to another when needed or given a prompt.

Understand and follow a two-part instruction.

- Linked to: - self-organisation – daily routine – small group work.

Listen to others in a small group.

- Begin to make simple comments on the thoughts or actions of others: - small group work.

Understand and respond confidently to simple 'why' questions.

- Why do you think he/she feels…?

Speaking

Use a wider range of vocabulary in a range of contexts.

- Linked to: – themes – play – experiences

Sing a large repertoire of songs.

Recite many rhymes, as part of a group and independently.

- Regularly engage in group singing.
- Anticipate words and fill in missing phrases correctly.

Talk about a familiar book, and tell a long story.

- Discuss characters, setting, problem, solution.
- Small world / role play.

Start a conversation with an adult or a friend and continue it for many turns.

Confidently use talk to organise themselves and their play.

- Establish good relationships and friendships.

Use sentences joined by other words such as 'like' / 'because'.

Retell a simple past event in order.

Develop their communication, begin to use a wider range of tenses (with correct use of most tenses).

- Talk about their experiences confidently.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

- Begin to recognise and establish boundaries.

Reception COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: 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.

Autumn

Listening, Attention and Understanding

Understand a question or instruction that has two parts.

- Daily routines e.g. tidy up time, challenges… *instruction*

Understand 'why' questions.

- Why do you think he/she feels…?

Understand how to listen carefully and why listening is important.

- Establish class routines and expectations.

Learn new vocabulary linked to daily routine / theme.

- Model and introduce new vocabulary.

Begin to engage in story time.

- Join in with repeated refrains / fill in rhyming words.

Listen to and begin to talk about stories to build familiarity and understanding.

- Discuss characters, events, setting … *character, happened*

Listen carefully to rhymes and songs and begin to pay attention to how they sound.

- Learn rhymes, songs & poems.
- Anticipate words, begin to adapt phrases *(with support).*

Speaking

Use new vocabulary throughout the day.

- Model and introduce new vocabulary.

Use talk to organise themselves and their play.

- Begin to form new friendships and build positive relationships.

Begin to ask questions to find out more and to check they understand what has been said to them.

- Model & encourage questions after instructions.

Begin to articulate their ideas and thoughts in well-formed sentence

- Express *i*deas to friends, book talk.

Begin to connect one idea or action to another using a range of connectives… *because, although, but.*

Begin to describe events in some detail.

Develop social phrases.

- Routines of the day … *greetings, How are you?*
- Friendship *… Would you like to…?*

Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

- Focused & linked texts – within small world / role play.

Spring

Listening, Attention and Understanding

Listen carefully with increasing attention during whole class inputs

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Listen carefully to and learn rhymes, poems and songs.

- Sing rhymes and songs and poems and pay attention to how they sound.

Listen to and talk about stories to build familiarity and understanding.

- Discuss narrative components of a story.

Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.

- Begin to engage in conversations about key features of non-fiction texts.

Speaking

Use new vocabulary in different contexts.

Learn new vocabulary.

Ask questions to find out more and to check they understand what has been said to them.

- Encourage questions.

Articulate their ideas & thoughts in well-formed sentence.

- Express and share ideas.
- Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.

- Consider and respond to big questions.

Develop and use social phrases with confidence.

- Daily interactions, build on conversations.

Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

- Modelled and shared writing.

Summer

Listening, Attention and Understanding

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.

- Children to respond to questions and repeat sentences back correctly.

Make comments about what they have heard and ask questions to clarify their understanding.

- Ask a variety of why questions.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- Daily conversations and interactions.

Understand humour more readily *e.g. nonsense rhymes/jokes.*

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Daily interactions and conversations.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Engage in conversations and offer explanations.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- Answer questions and engage in daily conversations and interactions.

Nursery PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: 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

JIGSAW:
Autumn 1: Piece 1 - Being Me in My World
Autumn 2: Piece 2 - Celebrating Difference

Self-Regulation

Show effortful control.

- With support, follow the daily routine.
- Play with others, sharing resources / taking turns.

I know how it feels to be proud of something I am good at.
I can tell you one way I am special or unique.

Be increasingly able to talk about and manage their emotions.

Begin to talk about their feelings… *'happy', 'sad', because*

- Show / imitate different emotions and label… *I understand how feeling happy and sad can be expressed*
- *I am happy / sad because…*

Begin to show awareness of how others might be feeling.

- *I can work together and consider other people's feelings*
- Offer comfort to an upset child / share excitement or laughter with others
- Identify feelings of main characters in stories, looking carefully at illustrations

With support, begin to find solutions to some conflicts… *sharing resources / taking turns*

I can use my words to stand up for myself

Managing Self

Find ways of managing transitions, for example, from their parent to their key person.

Begin to select and use continuous provision resources, with help when needed … *resources*

- Make independent learning choices … *learning / play*
- Put resources back in right place once used

With support, begin to follow classroom routines and rules.

I am starting to understand children's rights… this means we should be allowed to learn and play

I am learning what 'being responsible' means

Learn to use the toilet with help, and then independently.

Begin to be independent with self-care routines.

- Toileting / eating / handwashing / putting outdoor clothing on

Building Relationships

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, religion and so on.
Develop friendships with other children.
I understand how it feels to belong and that we are similar and different
I can use gentle hands and understand that it is good to be kind to people
Begin to play with one or more other children.

- 'Learn and Explore' time / small group work

Begin to see themselves as part of a community.

- Key worker group / Nursery / Family

I know that all families are different.

I know there are lots of different homes.

I can tell you how I could make new friends.

Objectives taken from JIGSAW have been written in *italic blue/pink* for reference.

Spring

JIGSAW:
Spring 1: Piece 3 - Dreams & Goals
Spring 2: Piece 4 - Healthy Me

Self-Regulation

Talk about feelings using words like 'happy' and 'sad' and begin to use other words.
With support, begin to understand and talk about how others might be feeling and the reasons why.

- How do we identify different feelings?

Begin to help to find solutions to conflicts and rivalries, *for example, accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.*
With support, begin to talk with others to solve conflicts.
I can feel proud when I achieve a goal.

Managing Self

Begin to select and use continuous provision resources to achieve a set goal… *what could we use to…?*
I understand what a challenge means.
I can set a goal and work towards it.
Settle to an activity of choice for some time.
I can keep trying until I can do something.
Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders).

- Daily routine – small group work.
- Visual timetable… *what happens next?*
- Now & Next boards if appropriate.

Develop independence with self-care routines.

- Toileting / handwashing / brushing teeth.

I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.
I can tell you some of things I need to do to be healthy
I know what the word 'healthy' means and that some foods are healthier than others.
I know how to help myself go to sleep and that sleep is good for me.
I can wash my hands and know it is important to do this before I eat and after I go to the toilet.

Building Relationships

See themselves as part of a community.

- Wider school life – joining with reception outdoors.
- Viking awards.

I can start to think about the jobs I might like to do when I'm older.
Play with one or more other children.
I know some kind words which can encourage people.
Engage in pretend play with one or more children.

- Daily interactions during 'Do Time'.

Begin to share and take turns with others.
Begin to extend and elaborate on play ideas with others.

- Start to negotiate different roles within play… *"you be the… and I'll be the…"*

I know who my safe adults are and how to stay safe if they are not close by me.

Summer

JIGSAW:
Summer 1: Piece 5 - Relationships
Summer 2: Piece 6 - Changing Me

Self-Regulation

Talk about their feelings using a range of words and give reason… *happy, sad, angry, worried, scared, excited, nervous.*
Understand and talk about how others might be feeling and the reason why.
I can use Calm Me time to manage my feelings.
Help to find solutions to conflict and rivalries, and begin to suggest other ideas.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.

- Reflect on experiences and feelings.
- Learn how to compromise and negotiate to solve problems.

I know what to say and do if somebody is mean to me.

Managing Self

Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them.

- Link to school learning behaviours.

Settle to an activity for some time, adult led or child initiated.
Increasingly follow rules, understanding why they are important.
Do not depend on an adult to remind them of a rule.

- Follow daily routine and self-organisation.

Be increasingly independent in meeting their own care needs.

- Getting dressed and undressed independently.

Begin to make healthy choices about food, drink, activity and tooth brushing.
I can tell you some things I can do and some food I can eat to be healthy.
I can name parts of my body and show respect for myself.

Building Relationships

Develop a sense of responsibility and membership of a community.

- Describe responsibilities within the home and Nursery… *tidying up, helping others.*

Become more outgoing with unfamiliar people, in the safe context of their setting.

- Stay and Play opportunities for parents.
- Transition to Reception.

I can tell you about my family.
Show more confidence in new social situations.
I understand how to make friends if I feel lonely.
Play with one or more other children, extending and elaborating play ideas.

- Negotiate different roles within play.
- Share ideas and take turns.

I can tell you some of the things I like about my friends.
I can work together and enjoy being with my friends.

Suggest ways to enhance play by introducing additional resources / reflecting on own experiences.

I understand that we all start as babies and grow into children and then adults.
I know that I grow and change.
I can talk about how I feel moving to School from Nursery.
I can remember some fun things about Nursery this year.

Reception PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: 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

JIGSAW:
Autumn 1: Piece 1 - Being Me in My World
Autumn 2: Piece 2 - Celebrating Difference

Self-Regulation

Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries … fair, agree, turns, together, share

- How to compromise and negotiate to solve problems.
- Use book talk, puppets and real-life experiences.

Begin to express feelings and consider the feelings of others.

- Identify and name emotions *… emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited.*
- Link book character's emotion to own experiences … *expression, mood, feeling/emotion.*

Begin to *recognise and manage feelings.*
Begin to *understand children's rights and that this means we should be allowed to learn and play.*
Begin to *understand which words to use to stand up for myself e.g. 'Please don't do that, I don't like it'*
Begin to *understand what is special to me* e.g. family, friends, home, school, pets.
Begin to set own goals and show resilience and perseverance in the face of challenge

- Set a shared goal with a friend. Link to school learning behavious and Have a Go Hero.

Begin to identify and moderate own feelings socially and emotionally

- Focus on keeping *calm,* being *patient,* waiting for a *turn, sharing* and tidying up after themselves. Introduction to Zones of Regulation.

Begin to *understand how it feels to belong and that we are similar and different.*
Begin to *understand what being responsible means.*

Managing Self

Be increasingly independent in managing own self-care needs.

- *Fasten* zips, buttons, coats, shoes.

Develop confidence to try new activities and show independence.
Begin to *identify something that I am good at.*

- Access all types of enhancements (indoors & outdoors).

Know and begin to talk about the different factors that support their overall health and wellbeing:

- Toothbrushing – importance and how … *clean, decay. Dental Nurse visit.*
- Talk about importance of daily exercise and healthy eating *… exercise, healthy / unhealthy, heartbeat, fit.*

Know why it is important to wash my hands before eating and after the toilet.
Begin to *understand why it is good to be kind and have kind, gentle hands.*

Building Relationships

Begin to see self as a valuable individual
Begin to understand that being different makes us special.

- Describe self, positively … *proud, special, love.*

Begin to build constructive and respectful relationships

- Use social language to develop friendships see CL.

Begin to *enjoy working with others, to make school a good place to be.*
Begin to *understand that everyone is good at different things.*
Begin to *understand and articulate how to be a kind friend.*

Objectives taken from JIGSAW have been written in *italic blue/pink* for reference.

Spring

JIGSAW:
Spring 1: Piece 3 - Dreams & Goals
Spring 2: Piece 4 - Healthy Me

Self-Regulation

Express feelings and consider the feelings of others

Set own goals and show resilience and perseverance in the face of challenge through daily play and interactions.

- Daily interactions and class celebrations.

Identify and moderate own feelings socially and emotionally.

- Daily interactions and Zones of Regulation.

Think about the perspectives of others.

- Circle Time discussions and learning behaviour stories.

I understand that if I persevere, I can tackle challenges.
I can set a goal and work towards it
I can tell you about a time I didn't give up until I achieved my goal.
I can say how I feel when I achieve a goal and know what it means to feel proud.
Begin to understand the link between what I learn now will help me when I am older.

Managing Self

Manage own self-care needs.

- Personal Hygiene.

Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

- E safety, road safety.

I understand that I need exercise to keep my body healthy
I understand how moving and resting are good for my body
I know which foods are healthy and not so healthy
I can make healthy eating choices
I know how to help myself go to sleep
I know why sleep is good for me
I can wash my hands thoroughly
I understand why it is important to wash my hands, especially before eating and after the toilet

Building Relationships

See self as a valuable individual.

- Regular in classroom routines and discussions e.g. Viking Awards, Have a Go hero, Star of the Week.

I understand the link between what I learn now and the job I might like to do when I'm older
Build constructive and respectful relationships.

- Daily Interactions and communication.

I can use kind words to encourage others.
I know who my safe adults are and how to stay safe if they are not close by me.
Objectives taken from JIGSAW have been written in *italic blue/pink* for reference.

Summer

JIGSAW:
Summer 1: Piece 5 - Relationships
Summer 2: Piece 6 – Changing Me

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Regular Zones of Regulation and Think Equal discussions.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

I can identify some of the jobs I do in my family.
Being to *understand the impact of unkind words.*
Continue to *use Calm Time to manage my feelings.*
I can express how I feel about moving to Year One.
I can talk about my worries/things I am looking forward to about Year One.
I can share my memories of Reception.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

I can name parts of the body.
I can tell you some things that I can do and some foods that I can eat to be healthy.
I understand that we all grow from babies to adults.

Building Relationships

Continue to build constructive and respectful relationships.
I know how to be a good friend.
I can think of ways to solve problems and stay friends.
Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs.
Continue to see self as a valuable individual.

- Look back at achievements over the last year, link to the Oscars.

Continue to *know to make friends to stop myself from feeling lonely.*

Objectives taken from JIGSAW have been written in *italic blue/pink* for reference.

Nursery PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Get Set 4 PE
Autumn 1: Introduction to PE – Unit 1

Autumn 2: Introduction to PE – Unit 1

Gross Motor Skills
Continue to enjoy kicking, throwing and catching balls.
- Rolling (partner / circle games outdoors)
- Kicking
- Catching a light throw from a short distance with two hands and arms extended

Use equipment safely and responsibly.

Continue to development fundamental movement skills of walking, running, balancing.
- Negotiating space with others.
- Begin to adapt speed / direction to avoid obstacles.
- Stand still / stand on one leg.

Move safely and sensibly in a space with consideration of others.

Use different travelling actions whilst following a path.

Continue to develop climbing skills.
Use the stairs independently.
Go up steps and stairs, or climb up apparatus, using alternate feet.
- Go up / down ramps
- Access steps to the Nursery door.

Continue to develop riding climbing skills – scooter / trike / balance bike
- Bike track; - following
- Stop / start
- Direction / avoid obstacles

Develop moving safely and stopping with control.

Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress.

Begin to use large-muscle movements to
- Wave flags and streamers (top to bottom / circle – *Wiggle Me into Squiggle*)
- Paint and make marks

Begin to jump with two feet and learn to hop on one foot.

Work with others co-operatively and play as a group.

Follow, copy and lead a partner.

Fine Motor Skills
Begin to eat independently with a knife and fork.

Begin to increase independence as they get dressed and undressed.
- Toileting / outdoor play dress up… *stage area*

Begin to show a preference for a dominant hand.

Use some one-handed tools and equipment.
- Across provision: - pouring / filling – stirring / mixing – rolling – painting / drawing / mark making.

Begin to develop a comfortable grip when using pencils / pens.

Objectives taken from GetSet4PE have been written in *italic blue/pink* for reference.

Spring

Get Set 4 PE
Spring 1: Dance – Unit 1
Spring 2: Games – Unit 1

Gross Motor Skills
Continue to develop throwing, catching and ball skills

Develop throwing and learn how to keep score.
Play games showing an understanding of the different roles within it.

Follow instructions and move safely when playing tagging games.

Continue to develop movement of walking, running

Work safely and develop running and stopping.

Continue to develop climbing skills

Continue to develop balancing skills
- Daily outdoor play
- Weekly GetSet4PE lesson

Continue to jump with two feet and learn to hop on one foot

Continue to develop riding skills
- Bikeability
- Bike track outdoors

Use large muscle movements… *Squiggle Whilst You Wiggle*

Begin to remember some sequences and patterns of movement related to music and rhythm
- Learn some simple dance / action routines to familiar songs

Explore different body parts and how they move and remember and repeat actions.

Express and communicate ideas through movement exploring directions and levels

Create movements and adapt and perform the simple dance patterns

Copy and repeat actions showing confidence and imagination

Move with control and co-ordination, linking, copying and repeating actions

Begin to match developing physical skills to tasks and activities in setting

Choose the right resource to carry out chosen plan

Begin to take part in some group team activities

Work co-operatively and learn to take turns.

Work with others to play team games.

Begin to collaborate with others to manage large items.
- Outdoor construction area
- Link to learning behaviours

Fine Motor Skills
Show a preference for a dominant hand
- Dough Disco

Use a range of one-handed tools and equipment
- Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making.

Continue to learn to use a knife and fork

Continue to increase independence getting dressed and undressed

Continue to develop a comfortable grip with good control when holding pens and pencils.
- Encourage tripod grip.

Summer

Get Set 4 PE
Summer 1: Fundamentals – Unit 1
Summer 2: Gymnastics – Unit 1

Gross Motor Skills
Begin to refine throwing, catching and ball skills

Begin to refine movement of walking, running
Develop running and stopping.

Begin to refine climbing skills

Begin to refine balancing skills

Develop balancing whilst stationary and on the move.
Develop balancing and taking weight on different body parts
Develop hopping and landing with control.
Develop jumping and landing.

Jump with two feet and hop on one foot

Develop jumping and landing safely

Develop rocking and rolling

Begin to refine riding skills
- Bikeability
- Bike track outdoors

Develop changing direction.

Explore different ways to travel.

Use large muscle movements… *Squiggle Whilst You Wiggle*

Copy and create shapes with our bodies

Remember some sequences and patterns of movement related to music and rhythm.

Copy and create short sequences by linking actions together

Match developing physical skills to tasks and activities in setting.

Choose the right resource to carry out chosen plan.

Take part in some group team activities, which they make up themselves or in teams.

Collaborate with others to manage large items.

Create shapes whilst on apparatus

Fine Motor Skills
Use one-handed tools and equipment confidently and independently... *scissors, glue sticks, pencils, pens, marker pens.*
- Across provision: cutting/sticking – painting / drawing / writing letters.

Eat independently using a knife and fork

Be increasingly independent getting dressed and undressed

Continue to develop a comfortable grip with good control when holding pens and pencils.
- Support and model tripod grip.

Reception PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Gross Motor Skills

Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing*

- Engage in and develop confidence in actions.

Begin to develop overall body-strength, balance, co-ordination and agility.

- Use above actions, within obstacle courses *… balance, obstacle, spatial,*
- Set own physical challenge … *challenge, goal*

Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor *… straight, upright, flat*

Begin to combine different movements with ease and fluency.

Begin to use different travelling actions whilst following a path.

- See above obstacle course. Squiggle Whist You Wiggle, Scooter Track.
- Change movements / directions quickly.

Begin to work cooperatively and play as a group.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.

To move safely and sensibly in a space with consideration of others.
To develop moving safely and stopping with control.
To use equipment safely and responsibly.
to the castle
To use different travelling actions whilst following a path.
To work with others co-operatively and play as a group.

To follow, copy and lead a partner.

To copy, repeat and explore actions in response to a theme.

To explore and remember actions considering level, shape and direction.

To explore movement using a prop with control and co-ordination.

To move with control and co-ordination, expressing ideas through movement.

To remember and repeat actions moving in time with the music.

To explore actions in response to a theme and begin to use counts.

Fine Motor Skills

Use a comfortable grip with good control when holding pens and pencils

- Support and model tripod grip.

Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

- Ensure regular engagement and develop confidence in use of tools*… grip, steady, snip, twist, curve, straight.*

Begin to develop Beery Shapes using a range of different media

Objectives taken from GetSet4PE have been written in *italic red//orange* for reference.

Spring

Gross Motor Skills

Continue to refine the fundamental movement skills they have already acquired: - *rolling, crawling, walking, jumping, running, hopping, skipping and climbing.*

Begin to progress towards a more fluent style of moving, with developing control and grace.

Develop overall body-strength, balance, co-ordination and agility.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

- *Daily modelling and support.*

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Further develop and refine a range of ball skills including: *throwing, passing kicking, batting and aiming.*

To aim when throwing and practise keeping score.
To follow instructions and move safely when play tagging games.
To learn to play against a partner.
To develop co-ordination and play by the rules.
To explore striking a ball and keeping score.

To work co-operatively as a team.

To develop balancing.
To develop running and stopping.
To develop changing direction.
To develop jumping.
To develop hopping.

To explore different ways to travel using equipment.

Continue to develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene

Work with other cooperatively.

- Daily Outdoor play, Squiggle, Scooter Track.

Fine Motor Skills

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Daily Fine Motor opportunities, Pegs to Paper.

Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:

- Model effective pencil grip.
- Encourage correct letter formation (see Writing).
- Attempt to form all letters correctly

Consolidate Beery Shapes using a range of different media

Summer

Gross Motor Skills

Continue to refine the fundamental movement skills they have already acquired: - *rolling, crawling, walking, jumping, running, hopping, skipping and climbing.*

Negotiate space and obstacles safely, with consideration for themselves and others.

- Daily outdoor play and physical activity. Model and support safety.

Demonstrate strength, balance and coordination when playing

- Use a range of wheeled resources to navigate space.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

To create short sequences using shapes, balances and travelling actions.
To develop balancing and safely using apparatus.
To develop jumping and landing safely from a height.
To develop rocking and rolling.
To explore travelling around, over and through apparatus.

To create sequences using apparatus.

To move around safely in space.
To follow instructions and stop safely.
To stop safely and develop control when using equipment.
To follow instructions and play safely as a group.
To follow a path and take turns.
To work co-operatively with a partner.

To work co-operatively with a partner.

- Daily outdoor play and P.E lessons. Squiggle, Scooter Track.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Use a range of small tools, including scissors, paint brushes and cutlery.

- Fine motor activities

Begin to show accuracy and care when drawing.

- Encourage effective grip and accuracy.

Continue to attempt to form all letters correctly

Nursery LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: 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

Phase 1 Phonics / Reading

Begin to develop phonological awareness

- Join in with Phase 1 activities, aspects 1 to 6
  - Distinguish between different sounds: - Environmental Sounds - Instrumental Sounds - Body Percussion *…instrument, sound, listen, hear, body, clap, stamp, tap, voice*
  - Rhythm and rhyme: begin to develop awareness of words that sound the same *…rhyme*
  - Alliterative activities, begin to identify words starting with the same phoneme within names *…start*
  - Explore and copy different voice sounds

Begin to understand some of the five key concepts about print:

- Handle books carefully & correctly & turn pages
- Name some book parts *… front cover, back cover, page, title, open, close, hold*
- Print has meaning □ familiar logos □ environmental labels with photograph
- Understand print is read left to right *…start, move*

Enjoy sharing a book with an adult

- ⇨ One to one
- ⇨ Small group time

} Fiction and non-fiction

Begin to read own name with visual support *…read, recognise*

Writing

Add some marks to their drawings, which they give meaning to. For example: "That says daddy."

Make marks on picture to stand for their name…write, picture, draw, mark

Draw circles and lines (horizontal and vertical) *… line, across, down, circle, around*

Begin to attempt to write name with some recognisable letters

- First letter of name

To begin to understand that own marks represent meaning

- ⇨ Point to marks
- ⇨ Talk about made marks
- ⇨ Label marks... *label*

Spring

Phase 1 Phonics / Reading

Continue to develop phonological awareness

- Join in with Phase 1 activities, aspects 1 to 7
  - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
  - Rhythm and rhyme: develop awareness of words that sound the same
  - Tune into alliterative words, begin to identify / hear some initial phonemes in words
  - Explore and begin to talk about different voice sounds
  - Begin to participate in oral blending/segmenting activities
  - Clap syllables in own name *…syllable*

Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary *… information*

Continue to develop and understand the five key concepts about print:

- Handle books carefully & correctly
- Name some book parts *…. title / blurb*
- Print has meaning – recognise some new logos
- Begin to understand what a word / letter is *… letter / word*
- Follow print left to right and begin to use 1:1 correspondence *…follow, point, top, bottom, back to the beginning, under*
- Know where to start reading *… first, last, beginning, end*

Read own name without visual support

Writing

Begin to use some print / letter knowledge in writing

- ⇨ Symbols – lines / circles
- ⇨ Recognisable letters
- ⇨ Left to right directionality
- ⇨ Top to bottom directionality

} ascribe meaning / point to directionality

Begin to engage in purposeful mark marking

Begin to draw a horizontal / vertical cross *… cross*

- Attempt to write name, using name card, with some recognisable letters, some correctly formed
- Attempt to write labels, with some recognisable letters

Summer

Phase 1 Phonics / Reading

Be confident in phonological awareness

- Join in with Phase 1 activities, aspects 1 to 7
  - Listen, remember & talk about different sounds with increasing vocabulary: - Environmental - Instrumental - Body Percussion
  - Talk about rhyming words and begin to create rhyming strings
  - Continue to tune into alliterative words and hear and say initial sounds in words
  - Explore and talk about different voice sounds, enunciating some phoneme correctly
  - Continue to participate in oral blending / segmenting activities *… blend, segment, sound out, robot arms*
  - Clap syllables in words

Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary

Talk confidently about and use the five key concepts about print:

- Identify a word in a sentence and understand it carries meaning
- Identify a letter in a word
- Name parts of book and show awareness of page number *… page number*
- Continue to develop understanding of word / letter
- Follow print, know it is read from top to bottom & use 1:1 correspondence

Read own name in a variety of fonts/context

Begin Read Write Inc. scheme of work – learning phase 2 initial sounds.

Writing

Use knowledge of print / letter knowledge in writing

- ⇨ Recognisable letters
- ⇨ Left to right directionality
- ⇨ Top to bottom directionality

} ascribe meaning

Begin to draw a square

Begin to match some letters to phonemes e.g., m for mummy

Engage in purposeful early writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some of all of their name [from memory, with some correct letter formation].
- Write some letters accurately.

Reception LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: 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

Reading: Comprehension / Word Reading

Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.

- Recall key events *… event.*
- Talk about main characters… *character, beginning, middle, end.*

Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Understand the five key concepts about print, with a focus on

- *Left to right.*
- *1-1 correspondence … word, letter, first / last.*

Continue to develop P1 phonological awareness, focusing on rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting *… blending, segmenting.*

Hear and say the initial sounds in words.

Read individual letters by saying the sounds for them:

- RWI: Read 16 single-letter Set 1 sounds speedily (Aut 1)
- RWI: Read 25 single letter Set 1 sounds speedily (Aut 2)

Begin to blend sounds to read some VC and CVC words

- RWI: Learn to blend Word Time 1.1 – 1.3 words with Fred Talk (Aut 1)
- RWI: Learn to blend Word Time 1.1 – 1.4 words with Fred Talk (Aut 2)
- RWI: Begin to blend independently using known GPCs (Aut 1)
- RWI: Blend independently using Green Word Cards 1.1-1.4 (Aut 2)
- RWI Read sound blending book 1-5 (Aut 2)

Begin to read a few common exception words:

- Literacy teaching: I, the

Writing:

Write name correctly.

- Use correct letter formation.
- *Use some of their print and letter knowledge in their early writing*

Begin to write taught lower-case letters with correct formation.

Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs using Fred fingers… *spell*

- Use initial sounds, VC and CVC words.
- Write labels.

Begin to write lists & captions, focusing on *…label, caption, space*

- Oral rehearsal / vocabulary.
- Initial sounds
- Begin to reread what they have written.

With support, begin to compose and write a 2–3-word phrase / sentence using VC and CVC words

Spring

Reading: Comprehension / Word Reading

Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*…fiction, non-fiction, set.*

- Identify and name different parts of a book, including non-fiction – contents page, label, illustration, caption.

Understand and respond to questions such as who, why, when, where and how in relation to stories and non-fiction.

- Retell story in small world / role play (in correct sequence) *…beginning, middle, end, set.*
- Take on role of character using some story language.
- Talk about likes and dislikes of texts, rhymes and poems.
- Choose a book and begin to explain why *…because.*

Begin to anticipate - where appropriate - some key events in stories *…predict / prediction.*

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Continue to consolidate concepts about print: □ Directionality of print, focusing on – (i) top to bottom (ii) return sweep □ Correct orientation of letters and words □ Concept of a word / letter □ Following words with one-to-one correspondence.

Continue to develop P1 phonological awareness, focusing on oral blending and segmenting.

Continue to read individual letters by saying the sounds for them:

- RWI: Read all Set 1 sounds speedily (single letter and special friends – sh,ch,th,ng,nk,qu,ck,ss,ll,ff (Spr 1)

Blend sounds to read some CVC and CCVC words

- RWI: Read Word Time 1.1 - 1.6 words with Fred Talk (Spr 1)
- RWI: Read 3-sound nonsense words (Spr 1)
- RWI Read 3 and 4 sound nonsense words with Fred Talk (Spr 2)
- RWI Read words w. Special Friends and 4 sound words w. Fred Talk (Spr 2)

Begin to read captions and sentences:

- RWI: Read short PCM Ditty sheets (Spr 1)
- RWI: Read Red 'Ditty' Storybooks. (Spr 2)

Read a few common exception words from RWI: I, of, my, the, put your, you, be

Read a few common exception words (Literacy teaching): the, I

Writing:

Form most lower-case and begin to form most capital letter correctly.

Spell simple CVC words by identifying the sounds and then writing the sound with letter/s, using known GPCs using Fred fingers… *spell*

- Write labels
- Confidently use initial sounds, VC and CVC words

Write captions/phrases and begin to write simple sentences using known GPCs *…sentence, finger space, full stop, capital letter.*

- Begin to include word spacing.
- Orally rehearse caption or sentence before writing.
- Re-read what they have written to make sure it makes sense
- Begin to recognise that a sentence starts with a capital letter and ends with a full stop and with support, begin to apply this to writing

Begin to write a variety of □ fiction and non-fiction sentences / captions.

Summer

Reading: Comprehension / Word Reading

Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *…sequence.*

Learn to make predictions and begin to understand that a non-fiction provides information.

Share a range of non-fiction texts, discuss the contents and index page.

- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Begin to notice some relationships between one text and another.

Begin to comment on perceived links with own life experience or other experiences, *e.g. films, books.*

Continue to develop P1 phonological awareness

Oral blending and segmenting

RWI Read Word Time 1.6 and 1.7 words (Sum 1 and 2).

Read 4 and 5 sound nonsense words with Fred Talk (Sum 1 and 2).

Read previously taught words with Set 1 sounds speedily (Sum 1 and 2).

Read Set 2 sounds and matching phonics Green Words (Sum 1 and 2).

RWI Read Green storybooks. (Sum 1 and 2).

Read a few common exception words from RWI I, of, my, the, put your, you, be, to, go, me, baby

Writing:

Begin to independently use simple punctuation in a sentence: capital letter / full stop

- Orally rehearse caption or sentence before writing.
- Re-read what they have written to make sure it makes sense
- Leave spaces between words

Begin to compose and write longer phrases/ sentences.

Begin to compose and write two short sentences.

rite recognisable letters (lower case and capital) most of which are formed correctly.

Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:

- 2-3-part story *(e.g. using story map/*planner)
- Instructions.
- Fact cards *(e.g. using a 'spidergram' to collate information).*

Create their own stories and books, with images and sometimes with words.

ELG:

- **Write recognisable letters (lower case and capital) most of which are formed correctly.**
- **Spell words by identifying sounds in them and representing the sounds with a letter or letters.**

Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs, including consonant digraphs and some taught Set 2 sounds.

CVC words

- *CVC words (including diagraphs)*
- *CVCC words (e.g., frog)*

- **Write simple phrases and sentences that can be read by others**

Independently use simple punctuation in a sentence: capital letter / full stop

- *Orally rehearse caption or sentence before writing.*
- *Re-read what they have written to make sure it makes sense*
- *Leave spaces between words*

Nursery MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: 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

White Rose Maths:

Autumn 1: Comparison 1 / Shape, space and measure 1 / Pattern 1 / Counting 1
Autumn 2: Counting 2 / Subitising 1 / Pattern 2 / Shape, space and measure 2

Numerical Pattern / Number

Begin to compare quantities … *group, lots, more, same, less*

- Sort, match and label groups… *collect objects to compare amounts / make simple comparisons of amounts*
- Find the group with more / the same / less… *look for collections of large and small amounts / compare and talk about large and small amounts / make large and small collections / make collections the same*

Arrange things in patterns.

Notice, identify and talk about patterns around them

Begin to copy and talk about a pattern – *ABAB*

- Give pattern a name… *spotty, stripy, zig zag ...make line patterns with own sequences / choose blocks to build roads and towers*
- Join in with repeats *…join in with repeated actions in songs / join in with repeats in songs and stories / sing some refrains independently / have a sense of daily routines / say what happens next / make arrangements in art*

Begin to recite numbers to 5 in correct order *…copy the sequence of 1, 2 and 3 / say number names in order*

Explore 1:1 correspondence

Begin to say one number for each item to 3

- Join in with number rhymes / songs with props & actions *...listen to repeats in songs and stories / start to join in songs with repeats / start to join in with repeats from stories / clap along to songs*
- Use some number names in play *…model saying 1, 2 and 3 in play / copy fingers to represent 1, 2 and 3 / begin to count actions / begin to recognise that anything can be counted*

Begin to develop fast recognition of up to 3 objects – subitising *…notice images in books / respond to "I see 1, 2, 3" / Recognise "I see 1, 2, 3" / Copy "I see 1, 2, 3" / point to 1, 2, 3 / recognise 1, 2, 3 in well-known tales*

Begin to experiment with own symbols and marks

Shape, Space & Measure

Begin to select shapes for appropriate tasks

- Show interest in shapes in the environment… *explore and play with shapes / select shapes for a reason / find and collect objects for a purpose / select shapes for a space*

Begin to talk about shapes *…round, pointy, spotty, stripy ...show interest in simple differences between shapes / begin to explore and describe natural shapes and objects / recognise when 2 objects are the same shape / explore and describe shapes and objects*

Make comparisons between objects using appropriate vocabulary

- Size *… big / small / bigger / smaller …sort shapes and objects into simple categories*

Understand positional language within daily routine *… in / on / under ...put shapes and blocks into position / respond to simple language of position / arrange blocks in a chosen position*
Begin to understand the language of time within the daily routine … *next, later, after*

Spring

White Rose Maths:

Spring 1: Subitising 2 / Counting 3 / Shape, space and measure 3 / Pattern 3
Spring 2: Counting 4 / Shape, space and measure 4 / Subitising 3 / Comparison 2

Numerical Pattern / Number

Name and talk about patterns… *ABAB …explain simple pattern arrangements / make simple line patterns with objects / make simple pattern arrangements / show an interest in patterns and shapes*
Recite numbers to 5
Show and join in with number rhymes to 5, using props and fingers *…make actions when saying counting words / move fingers when saying counting words / count out up to 3 objects from rhymes*

Use fingers to represent numbers with increasing accuracy *…copy fingers to show 1, 2, 3 / show 1 finger when seeing 1 item in stories / show 2 or 3 fingers when seeing 2 or 3 in stories / show 1, 2, 3, on fingers when asked*

Use some numbers names in play with some accuracy *…notice number symbols as labels / label amounts as 1 and not 1 / label amounts as 1, 2 or 3*

Sort and match objects accordingly e.g., *size / shape …match simple shapes*

Begin to compare quantities using … *more than / fewer than …notice when two collections are the same / make collections of small objects the same / make collections of large objects the same / recognise two collects are the same using large and small objects / make collections the same using large and small objects / sort and talk about their own collections*

Continue to develop fast recognition of up to 3 objects – subitising *…become familiar with dot patterns / say when there is 1 dot / say when there are 2 dots / recognise 1 and 2 in different arrangements / say when there are 3 dots / recognise 1, 2 and 3 in different arrangements*

Begin to count up to sets of 5 objects (1:1 correspondence) *…choose a group to count / take out 2 from a group / take out 3 from a group/ give others 2 items / give others 3 items / count 3 objects with one-to-one correspondence*

Begin to understand and explore the 'cardinal principle' when counting objects

Begin to represent numbers with marks

Shape, Space & Measure

Select shapes appropriately in a range of contexts *…explore shape resources / explore more complex inset jigsaws*
Begin to combine shapes to make new ones… *a longer rectangle …make roads and bridges with intent / choose blocks to copy simple creations / push some shapes and blocks together / make simple arrangements / talk about arrangements*

Talk about shapes… *size, corners, straight*

Make comparisons between objects using appropriate vocabulary…

- Size… *bigger, smaller, the same,*
- Length… *shorter, longer*

Begin to understand some positional language, with support within the wider environment *…talk about simple positions / move into simple positions / move through positions*

Begin to use some language of time within the daily routine

Begin to describe a familiar route *…follow simple small-world routes / follow simple routes outside / follow toys around a simple route*

Begin to describe a sequence of events *… first, next*

Summer

White Rose Maths:

Summer 1: Pattern 4 / Shape, space and measure 5 / Pattern 5 / Subitising 4
Summer 2: Counting 5 / Pattern 6 / Counting 6 / Comparison 3

Numerical Pattern / Number

Extend and create ABAB patterns*…make and talk about movement patterns / talk about objects in patterns and arrangements / copy AB patterns with support / continue AB patterns with support / continue AB patterns / create their own AB patterns*
Notice and correct an error in a repeating pattern *…notice an error in a pattern*

Talk about and identifies the patterns around them… *stripes on clothes, designs on rugs or wallpaper*

Recite numbers past 5 *…sing their own songs independently / clap in time to a beat / sing rhymes to 5 and join in with movements / move props to 5 / move props back from 5*

Fast recognition of up to 3 objects – subitising *…match dot patterns / be introduced to subitising games / play subitising games / copy sets of sounds / listen to and represent sounds with fingers / listen to and represent sounds with resources*

Say one number for each item in order: 1,2,3,4,5 *…begin to count 5 objects with one-to-one correspondence / count out up to 5 objects from a larger group / explore counting to 5 in different ways / verbally count to a given number*

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5 *…show fingers to 5 / independently show fingers to 5*

Link numerals and amounts up to 5 *…match numerals to quantities when acting out songs / label objects with numerals*

Experiment with own symbols and marks, as well as numerals *…begin to make marks to represent quantities*

Solve real world mathematical problems with numbers up to 5

Compare quantities using language, 'more than', 'fewer than' *…compare up to 5 different objects / compare by matching / make the same set by matching / match by type / recognise attributes of objects / begin to sort some objects to a type*

Join in fully with sequences and songs / sing rhymes independently / lead sequences and songs / read on in familiar repeating stories / copy art-based simple patterns / explore own line and repeating patterns in art.

Shape, Space & Measure

Talk about and explore 2D and 3D shapes, using informal and mathematical language… *sides, corner, straight, flat, round*

Understand position through words alone *…explore objects and small world from different positions*

Describe a familiar route *…make simple routes in small world with lines and curves*

Discuss routes and locations… *in front of, behind*

Make comparisons between objects relating to size, length, weight and capacity

- Weight… *heavier, lighter,*
- Capacity… *more, lots, less*

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. *…complete shape-match puzzles / complete simple jigsaws / match objects to pictures / match objects to shadows / build constructions with simple enclosures / copy simple repeated constructions*

Combine shapes to make new ones

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' *…begin to sequence some events*

Reception MATHEMATICS: □ Numerical Pattern □ Number

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Autumn

Numerical Pattern / Number

Recite numbers to 10

- Forward & backward finger rhymes *forwards, backwards.*
- Break counting chain (not always starting from 1).
- Talk about position … *before, after.*

Count objects, actions and sounds.

- Up to 5 – in context of the daily routine, sharing, turn taking.
- Match pictures and objects.
- Count objects in an irregular arrangement.
- Identify a set.
- Compare amounts.

Begin to subitise 3 / 4 /5 objects (quick recall without counting).

- Fast recognition of dice patterns

Find 1,2,3,4,5 and represent 1,2, 3,4,5

Link the number symbol (numeral) with its cardinal number value to 5.

Compare quantities up to 5 … *more than, less than, fewer, who has one more / less.*

Understand 'one more/less than' to 5.

- Use sentence with support … *Three is one more than two*

Explore the composition of numbers to 5.

- Recognise total is still the same.
- Using variety of resources … *more, less, makes, equals, altogether.*
- Begin to explore number bonds to 5.
- Use a range of resources.

Shape, Space & Measure

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

- Create shape picture …consolidate …*2D shape names.*
- Put shapes together to make new shape … *fit, turn.*

Identify and name circle and triangles.

Compare circles and triangles.

Identify shapes in the environment.

Begin to describe position.

Continue, copy and create repeating patterns.

- Talk about pattern … *repeat, next, before, after, in between.*
- Explore simple patterns

Begin to compare length, weight and capacity.

- Order 2-3 items by length / weight … *heavier/est, lighter/est, longer/est, shorter/est.*

Spring

Numerical Pattern / Number

Recite numbers to 20.

- Backward from 10 and begin to recite backwards from 15.
- Break counting chain (not always starting from 1 forwards or 10 backwards).
- Talk about position up to 5 and begin to talk about position up to 10.

Count objects, actions and sounds.

- Up to 10, in context of daily routine, sharing and turn taking.
- Count objects in an irregular arrangement.
- Begin to estimate number of objects up to 10 then check by counting.

Find 0-5 objects. Represent 0-5.

Find 6,7 and 8. Represent 6,7 and 8.

Find 9 and 10. Represent 9 and 10.

Subitise 0-5 objects (quick recall without counting).

Explore zero.

Link the number symbol (numeral) with its cardinal number value to 10.

Compare quantities up to 10.

Explore the composition of numbers to 10.

Understand 'one more/less than' to 10.

- Use sentence … *six is one more than five.*

Begin to explore the composition of numbers to 10.

Begin to explore conceptual subitising to 10.

Recall number bonds to 5.

Begin to know bonds to 10 (2 parts) and bonds to 10 (3 parts)

Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … *altogether, more/now.*

- Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … *left.*

Make arrangements of 10.

Begin to share, double and half up to 10 objects.

Make pairs – odd and even.

Explore odd and even.

Shape, Space & Measure

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Recognise and name 3d shapes.

Find 2d shapes within 3d shapes.

Begin to compose and decompose shapes within practical activities.

Continue, copy and create repeating patterns.

Begin to identify more complex patterns.

Identify patterns in the environment.

Compare length, height, weight, mass and capacity.

- Order 2-3 items by capacity and height.

Explore length, capacity and height.

Find a balance.

Begin to order and sequence familiar events.

Talk about time.

- Become familiar with a clock face and hands.
- Measure short periods of time.

Summer

Numerical Pattern / Number

Have a deep understanding of number to 10, including the composition of each number.

Build numbers beyond 10.

Continue patterns beyond 10.

Subitise (recognise quantities without counting) up to 5.

Add more and take away.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore sharing and grouping.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Play with and build doubles.

Shape, Space & Measure

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Explain shape arrangements.

Compose and decompose shapes within practical activities

Copy 2d shape pictures.

Find 2d shapes within 3d shapes.

Continue, copy and create more complex repeating patterns.

Identify units of repeating patterns.

Create and explore own pattern rules.

Replicate and scenes and constructions.

Visualise from different positions.

Describe positions.

Give instructions to build.

Explore mapping.

Represents maps with models.

Compare length, height, weight and capacity.

Order and sequence familiar events.

- Measure and compare short periods of time.

Explore patterns and relationships.

Nursery UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

Educational Programme: 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

Chronology

Begin to use and understand a now/next board to follow the daily routine *…now, next, lunchtime, home time, today*

Begin to understand that:

- Their birthdays / key festivals are not celebrated every day
- Some days are different from others… *I know that my birthday is not every day / I know how some people celebrate Christmas.*

Begin to predict what might happen next in the day.

Begin to show awareness that there is a sequence of events to complete an activity.

- Understand daytime / night time *…day, night, dark, light… I know it is light in the day and dark at night / I can use the words day and night.*
- Begin to recite days of the week *…names of days*
- Begin to use timers for turn taking.
- Begin to develop an awareness of *Autumn.*
  - *I know that in autumn, leaves fall from trees.*

Own life story and family history

Begin to make sense of their own life story and family history.

- Begin to understand that they were once a baby/ toddler
  - *I know that I was once a baby.*
  - *I can talk about what I could do as a baby and what I can do now. (with support) baby, new, grow, toddler*
- Begin to develop an understanding about who lives in their house *… live, house*
- Begin to develop an awareness about different types of families *…family, mum, dad, brother, sister*
- Begin to imitate everyday actions and events from everyday life, with support

Familiar situations from the past

Begin to develop an awareness of a past significant event

- *I can talk about a holiday I have been on.*

Figures / characters, settings and events from the past

Begin to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Wee Willie Winkie).

Spring

Chronology

Begin to understand and follow the daily routine with the use of a visual timetable

Recite days of the weeks, with support

Begin to understand might happen in the morning/ afternoon *…morning, afternoon*

Continue to show awareness that there is a sequence of events to complete an activity.

Begin to understand *before, later, next and after.*

Begin to understand duration *e.g. begin to understand that things take a short or long amount of time.*

Begin to develop an awareness of *Winter / Spring.*

Own life story and family history

Make sense of their own life story and family history.

- Continue to develop an awareness of themselves
  - *I know who is in my family … grandparent, grandma, grandad*
- Begin to imitate everyday actions and events from everyday life

Familiar situations from the past

Begin to remember and talk about something that has happened in the past

- *I can talk about the Autumn walk and say what is different on the Spring walk* (with support)

Figures / characters, settings and events from the past

Begin to develop an awareness of characters, events and settings from a long time ago (through nursery rhymes e.g. Jack Be Nimble).

Summer

Chronology

Understand and follow the daily routine with the use of a visual timetable.

Begin to understand that different things happen on different days of the week e.g. Friday assembly … *yesterday, tomorrow*

Understand and begin to predict what might happen in the *morning / afternoon.*

- *I know that that I come to school in the morning.*
- *I know that after lunch it is afternoon.*

Understand that there is a sequence of events to complete an activity e.g. *apron on for painting, wash hands before eating snack*

- …use *before, later, next and after.*
  - *I can follow a simple sequence of events to complete an activity.*

Understand duration of time *e.g. that things take a shorter/ longer amount of time.*

Own life story and family history

Make sense of their own life story and family history.

- *I can talk about some people in my extended family* (with support) *… aunt, uncle, cousin*

Familiar situations from the past

Develop an awareness of a significant past nursery / school events

- *I can remember and talk about what happened on our school trip.*

Figures / characters, settings and events from the past

Show an awareness of characters, events and settings from a long time ago (through nursery rhymes)

- *I know that dinosaurs lived a long time ago*

Continue to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Jack and Jill).

Reception UNDERSTANDING THE WORLD □ Past and Present (Foundational History)

EYFS Educational Programme: 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

Chronology

Begin to understand, follow, use and talk about the daily routine using a visual timetable *…morning, afternoon, next, in between.*

- *I can follow and use a visual timetable.*
- *I know what comes next.*
- *I can recite the days of the week.*

Begin to be aware of the months of the year.

- *I know different things that happen on different days of the week… yesterday, today, tomorrow*

Begin to understand that their birthday and some key festivals are annual and take place at different times of the year*…birthday, celebrate, festival, Christmas, Eid, Hanukah, Diwali, Harvest.*

Begin to understand that there are four seasons across the year *…autumn, winter, spring, summer.*

- *I know that bonfire night takes place in autumn and the nights are longer.*

Understand, predict and talk about key events to complete an activity, *e.g. How to prepare to play in water zone and complete a challenge.*

- *I can talk about how to complete a simple activity.*

Begin to use some sequencing vocabulary… *first, last, day, night.*

Begin to talk about duration e.g. *quick / short / long* story or activity.

Begin to understand when things happen… *past, present, future.*

Own life story and family history

Begin to make sense of their own life-story and family's history.

- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about their immediate family
- *I know my family name* / surname.
- *I know who is in my immediate family.*

Develop an awareness of who is in their extended family… *grandparents, aunts, uncles, cousins.*

Begin to share key family events and celebrations.

- *I can talk about how I have changed since being a baby.*
- *I know that my parents and grandparents were once babies and children.*

Begin to talk about past and present events in their own life and the lives of family members.

- Share family celebrations past and present.

Familiar situations from the past

Comment on images of familiar situations in the past.

Begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class *…same, different, changed, past, history, long ago*

Linked to family celebrations and events.

Figures, characters, settings and events from the past

Begin to understand the past through settings, characters and events encountered in books, nursery rhymes and storytelling.

- Polly Put the Kettle On – know why the kettle was put on a fire. Understand that a long time ago people would cook on a fire. Share the story Peepo and make links to the past.
- Significant figure from the past: Tim Peake.

I know that Tim Peake spent time on the ISS.

Spring

Chronology

Continue to use a weekly visual timetable

- *I can predict what might happen next within the daily routine with some accuracy and understanding.*

Continue to use the names of the months.

- *I know that there are four seasons across the year.*
- *I can use some sequencing vocabulary… before, next, after, early, later.*

Begin to use comparative language to measure time*… shorter, longer, quicker, slower.*

Begin to understand when things happen… *(see autumn) e.g. last week, yesterday, today, tomorrow.*

Begin to use words to explain when events have happened / will happen… *past, present, future.*

Own life story and family history

Continue to talk about past and present events in the context of their home / school life.

- Discuss and share key achievements since starting school.

Familiar situations from the past

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- Know how transport has changed over time.

Figures, characters, settings and events from the past

Talk about the past settings, characters and events encountered in books, nursery rhymes and storytelling.

- Know that Ernest Shackleton was an explorer.

Summer

Chronology

Begin to use a monthly calendar. *E.g. count how many sleeps / days until …*

- *I can recite the months of the year.*
- *I know that there is a repeated cycle of seasons. I can say the cycle of seasons.*
- *I know one fact about each season.*
- *I can talk about how trees change through the different seasons.*
- *I can use some sequencing vocabulary confidently, linked to stories e.g. The Very Hungry Caterpillar.*

With support identify the most significant / important events of the reception year.

- Preparation for Year and celebrate key achievements from the past year. Link to the Oscars.

Own life story and family history

I know that some things were different when my parents / grandparents were children e.g. How have holidays changed over time?

Familiar situations from the past

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- Link to how travel at sea has changed over time.

Comment on images of familiar situations in the past.

- Talk about the lives of the people around them and their roles in society *(see Occupations – PC&C).*

Figures, characters, settings and events from the past

Talk about the past through settings, characters and events encountered in books read in class and storytelling.

- Significant figure from the past: David Attenborough *…famous, important.*
- *I know who David Attenborough is and why he is important.*

Nursery UW: People, Culture & Communities *(Foundational Learning for KS1: B&V & Geography)*

EYFS Educational Programme: 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

My Family and Community

Make connections between the features of their family and other families.

Notice differences between people.

Begin to develop positive attitudes about the differences between people.

- Look closely at photos of their family. Comment on their family; name members of their family.
- Talk about people who are special to the children.
- Begin to notice some differences between themselves and others… *hair colour, skin colour, hair type.*
- Begin to be aware of and enjoy celebrating: Rosh Hashanah / Harvest / Black History Month / Halloween / Bonfire Night / Diwali / Hanukkah / Christmas
- B&V: Children will explore through creative play, dressing up and act out scenes from stories, celebrations and festivals. Make and eat festival food. Hearing and discussing stories of all kinds, including religious stories with themes such as goodness, difference, the inner world of thoughts and feelings and imagination.

Occupations

Begin to show interest in different occupations… *teacher, doctor, dentist (visit from a dental nurse), postal worker*

Local Environment

Begin to identify features of where they live.

Talk about what they see, using some vocabulary.

- Explore our local area… *where do you live? What is your house like? roof, door, window, chimney, garage*

Comparing the UK with other countries, including maps

Begin to recognise that there are different countries in the world and talk about some of the differences they have experienced or seen in photographs.

- Which country do I live in? Where have I visited before in the UK?

Spring

My Family and Community

Begin to develop positive attitudes about the differences between people.

- Begin to be aware of and enjoy celebrating: Chinese New Year / Shrove Tuesday / Ramadan / Easter
- Talk about places that are special to us.
- B&V: Children will explore authentic religious artefacts such as soft toys and story books. Share pictures, books and videos of places of worship. Listen to religious music. Start to introduce religious terminology. Work on nature, growing, lifecycles.

Occupations

Continue to show interest in different occupations.

- Firefighter visit
- Show an awareness of different occupations through role-play… *vet, shopkeeper, school cleaner*

Local Environment

Begin to identify features of where they live.

Talk about what they see, using some vocabulary.

- Explore our local area in some detail… *where do you live? What do you see near your house? Shop, church, library, lamppost, post box*

Comparing the UK with other countries, including maps

Continue to explore that there are different countries in the world and talk about a range of the differences they have experienced or seen in photographs.

- Explore the Arctic / Jungle habitats in different countries.
- Share some details about holidays we have been on outside of the UK.

Summer

My Family and Community

Continue developing positive attitudes about the differences between people.

- Begin to be aware of and enjoy celebrating: Eid al-Fitr / Green Day / Earth Day / Eid Al-Adha
- Talk about special things.
- B&V: Seize opportunities spontaneously or link with local events, celebrations and festivals – this will be ongoing all year. Begin to talk about the different ways in which people believe and behave, encouraging children to ask questions.

Occupations

Show interest in different occupations.

- Visit from Head Teacher and Reception Teachers
- Share information about different occupations and how they help people… *police, ambulance, firefighter, gardener*

Local Environment

Know many of the key features of where they live.

Talk about what they see, using a wide vocabulary.

- Explore our local area in more detail… *What is in Edgeley? What do you see near your house? Why do we have that near our home? e.g. a shop to buy food / a library to borrow books… because*

Comparing the UK with other countries, including maps

Confidently share that there are different countries in the world and talk about differences they have experienced or seen in photographs.

- Where are my family from?
- Where would you like to visit on holiday?

Reception UW: People, Culture & Communities *(Foundational Learning for KS1: B&V & Geography)*

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Autumn

My Family and Community

Talk about immediate family and community.

- Talk about what they do with their family and places they have been with their family. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.

Recognise that people have different beliefs and celebrate times in different ways.

- Develop an awareness and talk about some key celebrations e.g. Rosh Hashanah, Harvest Day, Diwali, Halloween, Bonfire Night, Remembrance Day, St Andrew's Day, Hanukkah, Christmas.

B&V: Special People (Christianity)
Who is special to you and why?
Why are some people special?
Why is Jesus a special person to Christians?
How does the Christmas story show that Jesus is special to Christians?
Who were Jesus's special friends?
How does the feeding of the 5000 show that Jesus is special to Christians?

Occupations

Name and describe people who are familiar to them.

- Talk about key members in society who help us e.g. Dental Nurse, Doctor, Nurse, Head Teacher and Office staff, and Crossing Guard.

Local Environment

Continue to understand the need to respect and care for the natural environment and all living things.

- Links to Harvest and school garden.

Comparing the UK with other countries, including maps

Begin to understand what a map is and how it is used.

- Draw information from a simple map.
- Draw and label a map of the classroom
- Use Beebot to follow a route on a simple map.

Spring

My Family and Community

Talk about immediate family and community.

- Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community.

Recognise that people have different beliefs and celebrate times in different ways.

- Develop an awareness and talk about some key celebrations e.g. Chinese New Year, St David's Day, St Patrick's Day, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Easter
-

B&V: Understand that some places are special to members of the community. (Christianity and Islam)

Talk about somewhere that is safe and special to themselves, saying why.
Design our own special place.
Be aware that some religious people (Christians and Muslims) have places which have special meaning to them.
Recognise a Church and how it is used using recently acquired vocabulary
Recognise a Mosque and how it is used using recently acquired vocabulary

Occupations

Name and describe people who are familiar to them.

- Talk about key members in society who help us e.g. Firefighter, Site Manager, Plumber, Electrician, Builder, Joiner, Bus/Taxi/Train Driver

Local Environment

Begin to talk about their local area and journey to school.

- Draw and label a simple map of their journey to school, school grounds and immediate local areas.

Recognise some environments that are different from the one in which they live.

- Compare and contrast where we live with different environments e.g. desert, mountain ranges and rainforest.

Comparing the UK with other countries, including maps

Draw information from a simple map.

- Look at and share the world map and globe, locate the UK and Africa and discuss similarities and differences.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.

- Investigate, explore and celebrate during Explorer Day and Africa Day.

Summer

My Family and Community

Talk about immediate family and community.

- Talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community.

Recognise that people have different beliefs and celebrate times in different ways.

- Develop an awareness and talk about some key celebrations e.g. St George's Day, Eid al-Fitr, Eid Al-Adha.

B&V: What is special about our world? (Christianity)

Think about the wonders of the natural world expressing ideas and feelings.

- What is most special in their world? What makes them happy?

Respond imaginatively and expressively to the beauty and delight and the natural world.

Express ideas about how to look after animals and plants.

Talk about what people do to 'mess up' the world and what they do to look after it.

Understand that Christians believe that God created the world.

Occupations

Name and describe people who are familiar to them.

- Talk about key members in society who help us e.g. Year One Teachers, Gardener

Local Environment

Continue to understand the need to respect and care for the natural environment and all living things.
Explore the natural world around them.

- Children to contribute to developing the school grounds through planting and recycling. Green Day.
- Create a journey stick based on the outdoors.

Comparing the UK with other countries, including maps

Draw information from a simple map.

- Locate seaside holidays on a map.

Nursery UW: Natural World *(Foundational Learning for KS1: Science & Geography)*

EYFS Educational Programme: 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

Materials *(including natural)*

Begin to use all their senses in hands-on exploration of natural materials.

Talk about what they see, using some vocabulary.

- Indoor/outdoor provision to reflect exploring natural materials using our senses… *sight, smell, touch, taste, sound*
- Model new vocabulary to describe sensory features

Living things – Animals *(including humans)*/ Plants

Begin to find out about and name some local wildlife and woodland animals… *Names of animals e.g. bird, dog, cat, spider, worm, squirrel, duck.*

Recognise and name common farm animals.

Begin to understand the need to respect and care for the natural environment and all living things.

Natural Phenomena / Seasons

Explore and respond to different natural phenomena in their setting and on trips.

Begin to identify a few key features about the current season.

- Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Autumn *…conker, pinecone, leaves, change, colour*
- Seasonal walk – features of Autumn

How things work / different forces

Begin to explore how things work.

- Model and introduce a range of technology e.g. the interactive whiteboard and microphone to record performances.

Begin to talk about the differences between materials and the changes they notice e.g.

- What happens when you mix flour and water together to make playdough?
- How oats and milk change when you cook porridge?
- How biscuit dough changes when it is cooked?

Spring

Materials *(including natural)*

Use all their senses in hands-on exploration of natural materials.

Begin to explore collections of materials with similar and/or different properties.

Talk about what they see, using a range of vocabulary.

- Indoor/outdoor provision to reflect exploring natural materials… *how is this the same/different? Use magnifying glasses, containers, tweezers to explore.*
- Model new vocabulary to describe sensory features and observations.

Living things – Animals *(including humans)*/ Plants

Begin to understand the need to respect and care for the natural environment and all living things.

- Find out about Arctic / Jungle animals… *what is their habitat like? what do they eat?*
- Explore tropical plants of the jungle/rainforest… *why do they grow there and not here?*

Natural Phenomena / Seasons

Continue to identify some key features about the current season.

- Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Winter *…ice, frozen, freeze, water, cold, shiver*
- Seasonal walk – features of Winter
- Begin to notice seasonal changes: Winter turning to Spring.

How things work / different forces

Explore how things work.

- Begin to learn how to use a Toni Box works.
- Continue to use the Interactive Whiteboard with support

Begin to explore and talk about different forces they can feel e.g. *push, pull*

Continue to talk about the differences between materials and the changes they notice e.g. how water *freezes* in very cold weather to make *ice.*

Summer

Materials *(including natural)*

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

- Indoor/outdoor provision to reflect exploring natural materials… *I wonder if…? Model observational and investigational skills.*
- Model new vocabulary to describe sensory features, observations and change.
-

Living things – Animals *(including humans)*/ Plants

Begin to understand the key features of a life cycle of a plant.

Plant seeds and care for growing plants.

- Plant seeds in the outdoor garden with appropriate tools… *trowel, spade, seed, soil, water, digging, scooping, pouring*
- Explore how plants grow… *what do they need to survive? How do we take care of them?*

Continue to understand the key features of a life cycle of a plant, and an animal.

- Explore the lifecycle of a tadpole → frog

Natural Phenomena / Seasons

Identify many key features about the current season.

- Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - Spring / Summer *…warm, flowers, grow, plant, sunlight, garden*
- Seasonal walk – features of Summer
- Begin to notice seasonal changes: Spring turning to Summer.

How things work / different forces

Explore how things work.

- Continue to use a Toni Box works.
- Continue to use the Interactive Whiteboard with support
- Introduce children to the iPad camera.

Explore *floating* and *sinking.*

Explore and talk about different forces they can feel.

Talk about the differences between materials and the changes they notice e.g. begin to notice how the sun makes things *warm/hot.*

Reception UW: Natural World *(Foundational Learning for KS1: Science & Geography)*

EYFS Educational Programme: 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

Materials *(including natural)*

Explore the natural world around them.

- Sort, match, and describe a variety of natural resources.
- Experiment and begin to talk about what light looks like when it shines through different materials.

Begin to describe what they see, hear and feel whist outside e.g. describe the things they see, hear, feel on an autumn walk.

Name the five different senses. *sight, hearing, touch, taste, smell*

Living things – Animals *(including humans)/* **Plants**

Explore local animals and plants.

Recognise and name some *nocturnal* animals e.g. *owl, fox, bat*

Develop and awareness of *Harvest* celebrations, understand this is a time when we celebrate the food that has been grown.

Begin to identify seeds within fruit and vegetable and understand that they can be used to grow new food.

Begin to understand how different foods grow.

Begin to describe what they see, hear and feel whist outside.

Match adult farm animals to baby farm animals, learning their names (e.g. cow and calf); talk about how animals including people change as they grow.

Natural Phenomena / Seasons

Begin to understand the effect of the changing seasons on the world around them.

Observe and describe the weather.

Know that the leaves fall off the trees in Autumn and the weather usually get a little bit colder, cooler.

Know that there are four seasons, Autumn, Winter, Spring and Summer.

Begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Observe and make different shadows e.g. with sun and torch.
- Observe and talk about how flour and water change when you mix them together to make bread dough. Dough changes when it is cooked e.g. to make bread.

How things work

Begin to make a Beebot move.

Begin to use an iPad correctly and use the Interactive Whiteboard to follow a simple programme.

Begin to use the listening centre and microphone recorder to listen to a story, press play and stop.

Spring

Materials *(including natural)*

Explore the natural world around them.

- Join/mix different materials, observe, talk about and begin to predict what might happen when e.g. mix sand, soil and water.
- Investigate and observe changes of state – *melting ice, freezing water*.

Describe what they see, hear and feel whist outside using descriptive language e.g. feel, hear, see.

Living things – Animals *(including humans)/* **Plants**

Explore the natural world around them observing plants and animals in the changing seasons.

- Share a range of books and online resources to find out about contrasting environments e.g. *deserts, rain forests* etc.
- Observe and talk about the homes/habitats of local wildlife e.g. birds, minibeasts and hedgehogs. Begin to develop an awareness of the differences between these and African habitats/climate.

Natural Phenomena / Seasons

Understand the effect of the changing seasons on the world around them.

- Know that some local wildlife find it hard to find enough food in the winter e.g. because there are less leaves and fruits growing on trees and less insects out and about.
- Observe and talk about some signs of Spring e.g. blossom, buds, leaves growing on trees, how it gets lighter earlier in the morning and darker later at night.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Experiencing and exploring different weather: splashing in puddles, observe ice, snowflakes, icicles frost, mist etc.

How things work / different forces

Understand some important processes such as forces.

- Investigate how vehicles move, forces push and pull.
- Exploring the effect of different pushes – hard / soft.

Continue to use Beebot and a range of technology e.g. listening Centre, iPad, Microphone recorder

Begin to use the camera tool on an iPad.

Continue to use the Interactive Whiteboard to follow a simple programme.

Explore and use construction kits.

Summer

Materials *(including natural)*

Explore the natural world around them.

Test a range of different materials, with support, to see which are more waterproof e.g. to create a waterproof boat and talk about which material is best. Make predictions and share ideas, work collaboratively.

Living things – Animals *(including humans)/* **Plants**

Explore the natural world around them.

Observe and learn about the lifecycles of plants.

- Learn about the basic parts of a plant (e.g. stem, leave, roots)
- Observe and grow plants.
- Learn how to care for plants and experience handling plants

Learn how to touch and smell plants gently and how to pick herbs sensitively.

Plant seedlings and plants/flowers and look after them.

Observe and learn about the growth and lifecycle of animals e.g. *caterpillars* – be involved in watching & caring for *eggs* / caterpillars.

Begin to understand how to care for farm animals on a working farm.

Describe what they see, hear and feel whist outside

Think about ways we can care for our outdoor environment e.g. recycling and reusing, Green Day.

Natural Phenomena / Seasons

Understand how the seasons follow a cycle

Understand the effect of the changing seasons on the world around them.

- Observe and talk about some signs of Summer e.g. warmer weather and how it gets lighter in the morning and darker later at night, more plant growth

Understand some important processes and changes in the natural world around them e.g. experiencing and exploring different weather, and continue to, explore shadows.

How things work / different forces

Continue to use Beebot and a range of technology e.g. listening Centre, iPad, Microphone recorder

Continue to use the Interactive Whiteboard to follow a simple programme.

Understand some important processes such as floating and sinking.

Sort and identify objects that float and sink.

Explore different forces such as wind e.g. running in the wind, flying a kite, sailing a boat.

Nursery EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / Visual Arts (Foundational Art and D&T)

Educational Programme: 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	Spring	Summer
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects		
Explore mark-making: • As early gestures of drawing *(e.g. making horizontal lines, circular marks)* …*line, circle* **See PD Fine Motor* • In a variety of contexts (*e.g. scribbles in response to music)* Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker… *chalk on the playground, sticks in glitter/salt* Begin to explore colour ▪ Choose and explore a variety of colour medium, colour mixing on a variety surfaces … *colour names*	Use mark-making to: • Represent simple forms and movement • Create shorter lines, curves, enclosed circles; discovering that lines can make shapes Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. Continue to explore colour and begin to explore colour mixing • Explore mixing colours, begin to talk about / name colours and observe the changes…. *colour names, tones of colour (light/dark)* **[Artist Stimulus: Georgia O'Keefe]**	Draw lines and shapes to: • Represent simple ideas like sound and movement • Draw with increasing complexity to record observations and feelings; adding detail and meaning to pictures *(e.g. draw a person using a circle for a head and straight lines for limbs) ... feel, emotion* • Draw from imagination, using simple abstract lines and shapes In painting, begin to be able to select a brush, *'dip, draw, wash and wipe'* technique to keep colours clear. Become more confident in using different mark-makers and thickness of paintbrushes with increasing control and efficiency. Explore colour and colour mixing • Become more selective of colours to achieve a desired effect. **[Artist Stimulus: Claude Monet]**
Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).		
▪ Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold …*press, hold still, print*	Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. … *repeat*	▪ Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative		
Clay/Playdough: Explore properties *e.g. poking, pulling, pinching, squeezing, patting.* …*poke, pull, pinch, squeeze, pat* **Loose Parts:** Explore properties of different object /materials: moving, combining, lining up and stacking. … *line up, stack*	**Clay/Playdough:** Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. …*shapes* **Loose Parts:** Begin to use selected parts to create simple constructions and models. Use simple tools to *join, fix, cut* etc.	**Clay/Playdough:** Make a clay form & manipulate it with fingers to suggest a subject. **Loose Parts:** Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making. Develop their own ideas and then decide which materials to use to express them.
Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.		
Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. … glue, spread, stick **[Artist Stimulus: Alma Thomas]**	Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. … *scrunch, tear*	▪ Find, collect, arrange and stick material onto a surface to make a picture or pattern. Join different materials and explore different textures.

Reception EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (Foundational Art and D&T)

Educational Programme: 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	Spring	Summer
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness' (e.g. brushes felt pens, pencils, charcoal, pastels, crayons) □ on a variety of 2D and 3D surfaces (e.g. papers, card, recycled materials, foil, corrugated card, old maps) □ inside and outside on a large and small scale □ collaborative projects		
Begin to draw with purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency. Understand that they can draw through observation *(e.g. portraits using mirrors)* In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. Explore what happens mixing primary colours to create secondary colours. Begin to explore a range of painting techniques	Develop drawing within a range of contexts (*e.g. telling a story, figurative or responding to the way an object moves or feels).* Return to and build on previous learning. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use these in artwork. Explore a range of painting techniques.	With independence, create drawings based on feelings, real / imaginative experiences and stories. Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork; mixing colours to match what they see. Work collaboratively with other children, sharing ideas, resources and skills. Return to and build on previous learning, refining ideas and developing ability to represent them. Continue to explore a range of painting techniques ***Artist Stimulus: Vincent Van Gogh***
Printing: Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.		
Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.	Have own ideas for print making *(e.g. finding their own everyday objects)* to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark. ***Artist Stimulus:*** **Althea McNish**	Use printing techniques with independence to make patterns and pictures, using a variety of artistic *effects (e.g. using irregular and repeating patterns).*
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché □ Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water) □ Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills		
Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. **Clay/Playdough:** Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect *(e.g. sausages, balls, thumb pot*). Use tools appropriately to roll, cut, flatten etc. **Loose Parts:** Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc. Children work in groups to design, make and evaluate a rocket out of wood using a range of tools. ***Artist Stimulus: Andy Goldsworthy***	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning. **Clay/Playdough:** Combine pieces using different techniques and tools to represent a familiar object *(e.g. a caterpillar)* and represent the feel of an object *(e.g. spiky, furry, smooth).* **Loose Parts:** Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning. Create collaboratively, sharing ideas, resources and skills. **Clay/Playdough:** Make models with a purpose and with increasing skill *(e.g. shaping, moulding or combining pieces)* For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower. **Loose Parts:** Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. Children work in groups to design, make and evaluate a boat out of wood or material of choice using a range of tools.
Collage: Offer a variety of: □ materials e.g. recycled textured materials, weaving materials, natural resources (leaves, shells, pebbles), □ tools e.g. zig-zag scissors □ experiences e.g. light box		
Explore different contrasting textures e.g. rough, smooth. Use techniques *(e.g. folding, crunching, tearing and cutting)* to create different effect.	Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.	Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.
D&T Baking Opportunities Create collaboratively, sharing ideas, resources and skills. *Children to bake bread linked to The Little Red Hen. Children to create their own fruit pattern.*	D&T Baking Opportunities Create collaboratively, sharing ideas, resources and skills. Children to help prepare and taste different fruits.	

Nursery EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music, Dance and Drama)

Educational Programme: 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

KAPOW Music:

Autumn 1: Exploring Sound
Autumn 2: Celebration Music

Begin to take part in pretend play *… pretend*

- Imitate home experiences (home corner)
- Imitate life experiences linked to different seasons
- Celebrations: Birthday party *… cards / presents*

Begin to create own small world scenes (linked to interests)

Begin to create simple stories using small world (retell familiar stories)

- Imitate own experiences (my home / nursery)
- Autumn hunt outdoors *… people, trees, animals ...*

Listen with increased attention to sounds

- Tune into body percussion sounds *... body parts*
- Begin to move to a steady beat *… beat / march …*

Explore how to use our bodies to make sounds.
Identify sounds in the environment and differentiate between them.

Sing and remember some simple rhymes and songs

Explore using voices to make a variety of sounds.

Use voices to imitate nature sounds.

Suggest appropriate actions to match song lyrics.

Play instruments with increasing control

- Free exploration of musical instruments

Explore the sounds of different instruments.

Learn about music from another culture, particularly when related to the festival of Diwali.

Learn about music from another culture, particularly when related to the festival of Hanukkah.

Learn about music from another culture, particularly when related to the festival of Kwanzaa.

Learn about traditional Christmas music.

Domestic Role Play Themes:

- Snack time
- Bedtime

Objectives taken from KAPOW have been written in *italic blue/pink* for reference.

Spring

KAPOW Music:

Spring 1: Music and Movement
Spring 2: Musical Stories

Get Set 4 PE:

Spring 1: Dance Unit 1

Begin to respond to what they have heard, expressing their thoughts and feelings *… feeling, happy, sad etc*

Begin to remember and sing entire songs.

Begin to sing the pitch of a tone sung by another person ('pitch match').
Explore pitch and tempo through scarf dancing and body movement.

Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Begin to play instruments with increasing control to express their feelings and ideas.

Understand why songs have actions

Explore beat through body movement

Perform action songs to a small audience

Use actions to retell a story to music

Learn how instruments can represent a certain mood, character or action.

Take part in simple pretend play and begin to using an object to represent something else

Begin to develop complex stories using small world equipment

Begin to make imaginative and complex 'small worlds'

Listen to the lyrics and melody of 'Teddy Bear's Picnic – John Walter Bratton and Jimmy Kennedy and recall part of the story.

Create a musical story based on a familiar routine.

Domestic Role Play Themes:

- Cleaning and Washing
- New Kittens

Objectives taken from Get Set 4 PE have been written in *italic orange* for reference…

Explore different body parts and how they move and remember and repeat actions.

Express and communicate ideas through movement exploring directions and levels

Create movements and adapt and perform the simple dance patterns

Copy and repeat actions showing confidence and imagination

Move with control and co-ordination, linking, copying and repeating actions

Summer

KAPOW Music:

Summer 1: Transport
Summer 2: Big Band

Respond to what they have heard, expressing their thoughts and feelings.

To express and communicate ideas through movement exploring directions and levels.

To copy and repeat actions showing confidence and imagination.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Explore making sounds at different speeds.
Explore moving to different tempos.

Play instruments with increasing control to express their feelings and ideas.

Discuss what makes a musical instrument.

Learn what an orchestra is.

Copy and follow a beat.

Experiment with playing tuned and untuned instruments.

Choose appropriate instruments to represent different parts of a song.

Create their own songs, or improvise a song around one they know

Explore creating sound effects.
Interpret symbols to show a change in speed.
Interpret a simple score to show tempo changes.

Take part in simple pretend play using an object to represent something else even though they are not similar *… This is a …*

Develop complex stories using small world equipment

Make imaginative and complex 'small worlds' with blocks and construction kits… *a city with different buildings and a park*

Domestic Role Play Themes:

- Shopping
- Picnic Time

Reception EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (Foundational Music / Dance)

Educational Programme: 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

Take part in simple pretend play.
- Family / play date role play *… role, pretend, imagine.*

Begin to develop complex stories using small world equipment.
Begin to develop storylines in their pretend play – including those linked to focus text *… story language, character, beginning, middle, end.*
Begin to listen attentively, move to and talk about music, expressing their feelings and responses.
- How does the music make me feel? *… emotions vocabulary (see PSED).*

Begin to watch and talk about dance and performance art.
- What type of dance/music is it? *… adjectives to describe music; e.g. happy, sad, slow, fast, bouncy.*
- Watch live music / dance performances linked to festivals *… perform, celebrate, audience, musician, dancer.*

Sing in a group or on their own.
- Engage in circle and partner songs.

Begin to make own verse for familiar song.
Begin to *explore using voices and bodies to make a variety of sounds.*
Explore the sounds of different instruments.
Identify sounds in the environment and differentiate between them.
Use voices to imitate nature sounds.
Respond to movement with music related to festivals e.g. Diwali, Hanukkah, Christmas.
To learn about music from another culture, particularly when related to the festival of Diwali. To respond to music with movement.
To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.
To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music.
To learn about traditional Christmas music. To take part in a group song involving singing, voice sounds and playing instruments. To sing and move to a Christmas song.
To suggest appropriate actions to match song lyrics. To sing and move to Christmas songs.
Begin to explore and engage in music making and dance.
Invent and dance / play music to show different emotions *… emotions vocabulary (see PSED).*
To copy, repeat and explore actions in response to a theme.
To explore and remember actions considering level, shape and direction.
To explore movement using a prop with control and co-ordination.
To move with control and co-ordination, expressing ideas through movement.
To remember and repeat actions moving in time with the music.
To explore actions in response to a theme and begin to use counts.

Objectives taken from KAPOW have been written in *italic red/orange* for reference.
To copy, repeat and explore actions in response to a theme.
To explore and remember actions considering level, shape and direction.
To explore movement using a prop with control and co-ordination.
To move with control and co-ordination, expressing ideas through movement.
To remember and repeat actions moving in time with the music.
To explore actions in response to a theme and begin to use counts.
Objectives taken from GetSet4PE have been written in *italic orange* for reference. (Dance Unit 2 Aut 2)

Spring

To invent, adapt and recount narratives with peers and teacher.
- Linked to CL and expanding vocabulary.

Consolidate making use of props and materials when role playing characters in narratives and stories.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Show rhythm and comparison of different sounds.
Watch and talk about dance and performance art, expressing their feelings and responses.
- Watch performance from other cultures and compare differences… e.g. lion dances in Lunar New Year, African dancing

Sing in a group or on their own, increasingly matching the pitch and following the melody.
Consolidate making own verse for a familiar song.
To understand why song have actions. To learn some simple Makaton signs to accompany a song.
To explore beat through body movement. To express feelings and emotions through movement to music.
To explore beat through body movement. To express feelings and emotions through movement to music.
To explore pitch and tempo through scarf dancing and body movement. To express feelings and emotions through movement to music.
To perform action songs to a small audience.
To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel.
To use actions to retell a story to music. To sing and perform a group song
To learn how instruments can represent a certain mood, character or action. To experiment with the sounds of different instruments.
To create a musical story based upon a familiar routine. To use instruments to represent moods or actions. To play an instrument as part of a group story.
To create a musical story based upon a familiar routine. To use movement to express moods or actions within a musical story. To play an instrument as part of a musical story and perform as a group.
Sing in a range of well-known nursery rhymes and songs.
Explore and engage in music making and dance, performing solo or in groups.
Develop storylines in their pretend play.
Consolidate re-enacting life experiences with characters they are familiar with.

Summer

Confidently invent, adapt and recount narratives and stories with peers and their teacher.
Independently preform a range of familiar songs and nursery rhymes.
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
- Perform confidently solo or in a group.
- Use a variety of musical instruments correctly and independently.

Independently make use of props and materials when role playing characters in narratives and stories.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Confidently sing a range of well-known nursery rhymes and songs.
To explore creating sound effects.
To explore making sounds at different speeds.
To explore moving to different tempos.
To interpret symbols to show a change in speed.
To interpret a simple score to show tempo changes.
To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument.
To learn what an orchestra is. To learn about the four different groups of musical instruments.
To copy and follow a beat. To follow a beat using an untuned instrument.
To experiment with playing tuned and untuned instruments. To play in time to familiar songs.
To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
Explore and engage in music making and dance.
Move in time to music.
Create movements and adapt simple dance patterns.
Copy and repeat actions showing confidence and imagination.

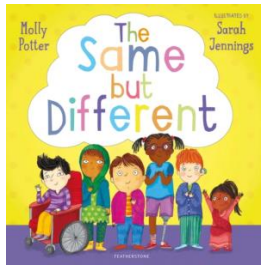
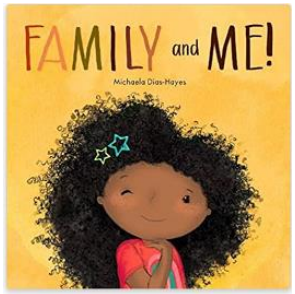
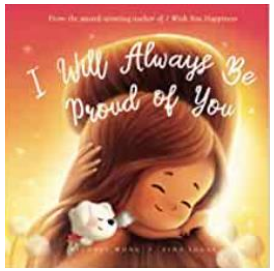
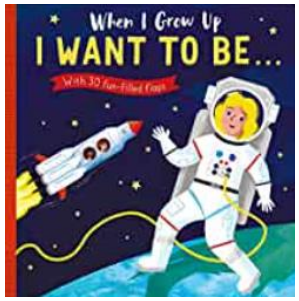
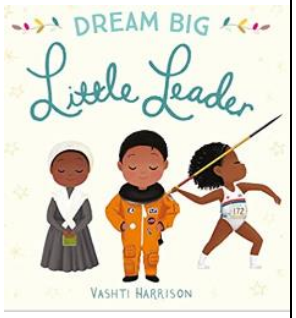
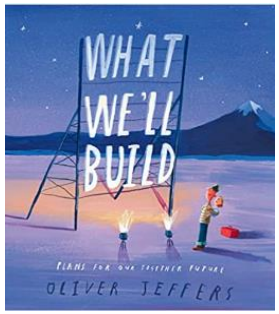
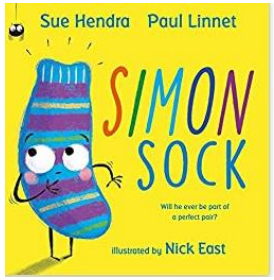
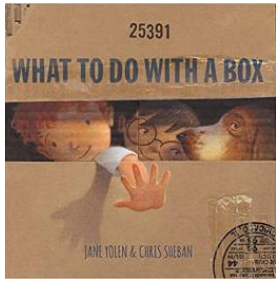
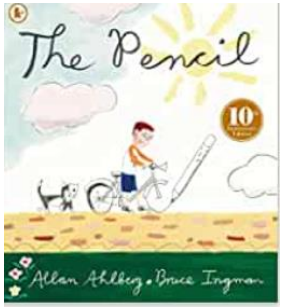
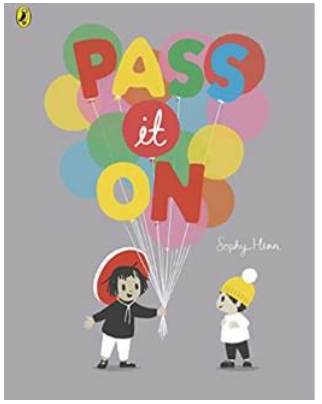
Domestic Role Play Themes

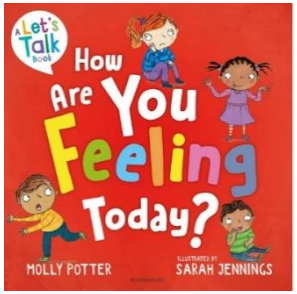
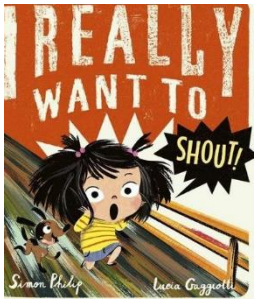
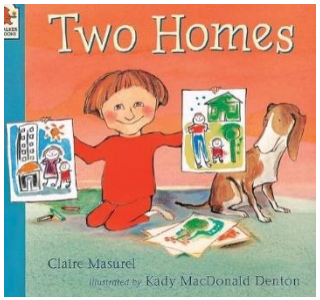
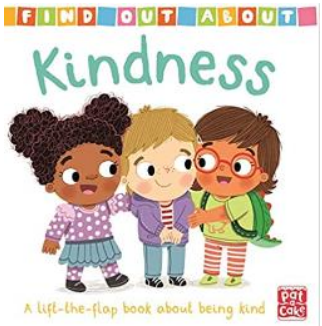
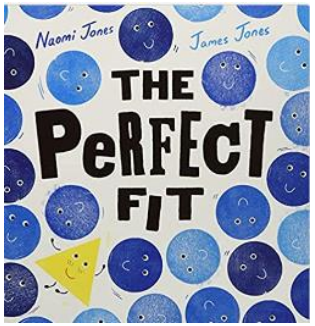
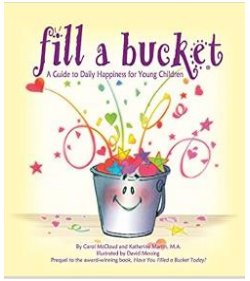
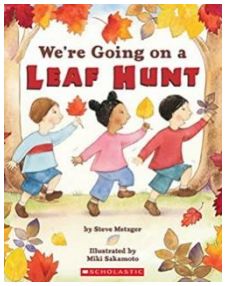
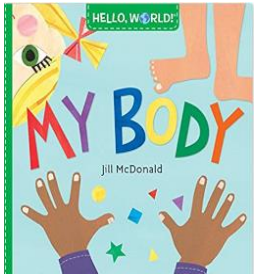
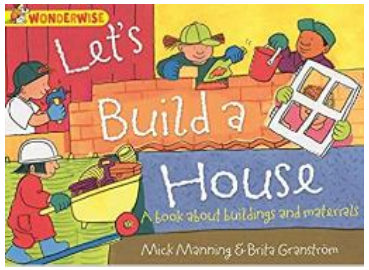
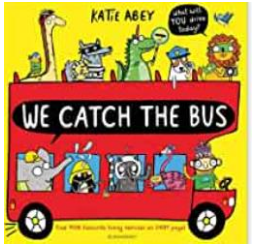
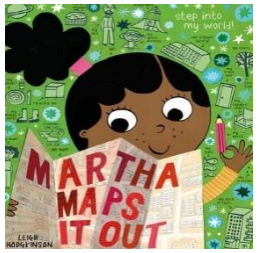
▪ New Baby	▪ Celebrations	▪ Fix It Time	▪ Keep Fit and Healthy	▪ New Puppy	▪ Holiday Time

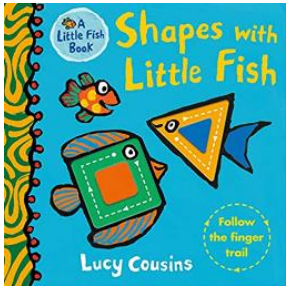
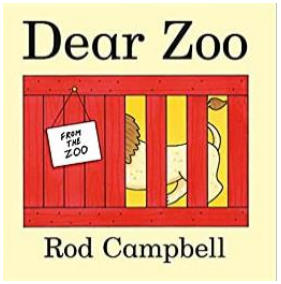
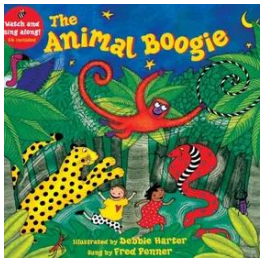
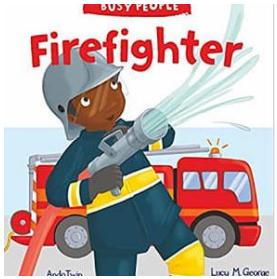
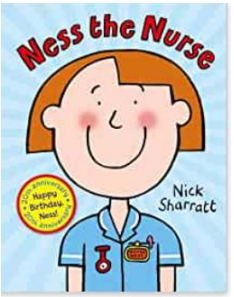
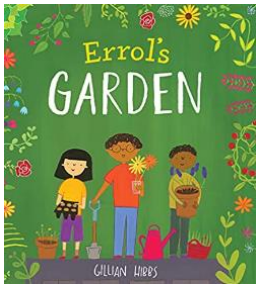
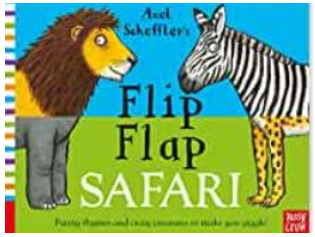
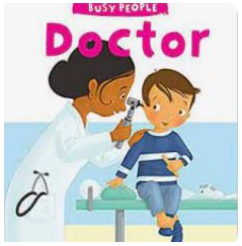
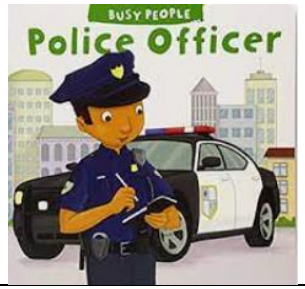
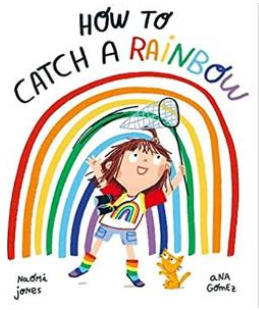
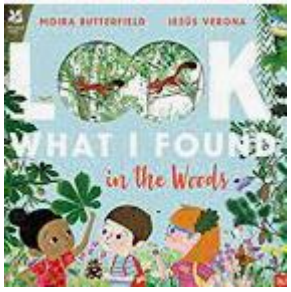
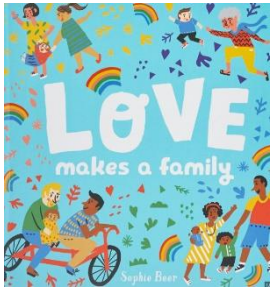
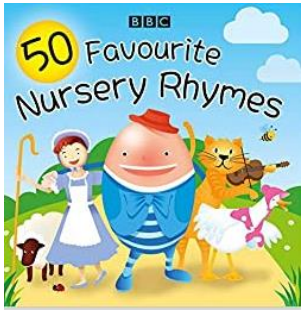
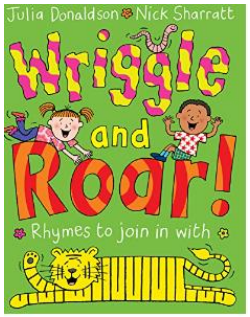
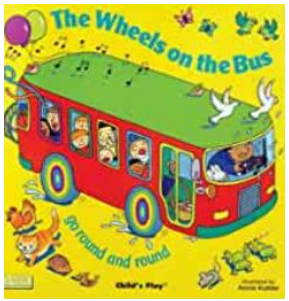
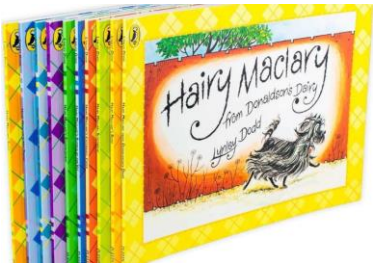
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspire Opportunities	Nursery	Dental Nurse – Oral Health Pedal Day	Seasonal Walk Sing Along for Parents/Carers Christmas World Nursery Rhyme Week Pedal Day Earth Day	Firefighter visit – Occupations Pedal Day	Seasonal Walk Pedal Day World Book Day – Whole School	Green Day – Whole School Pedal Day	The Oscars Pedal Day Seasonal Walk
	Reception	Dental Nurse – Oral Health Autumn Walk Pedal Day Crossing Guard visit – Community links/Road safety	Pedal Day Panto – Whole School Christmas Show Earth Day	Winter Walk Pedal Day Road Safety Walk Visitor from different religious and cultural communities. Fire Fighter visit – links to fire engine Place of Worship Visit Explorer Day	Pedal Day World Book Day – Whole School Africa Day	Spring Walk Pedal Day Observe caterpillars/stick insects. Trip to a farm Green Day – Whole School	Pedal Day Summer Walk The Oscars – Whole School
Parental Engagement	Nursery	Stay & Play	Christmas Sing Along for Parents/Carers Stay & Play	Stay & Play	Stay & Play	Stay & Play Outdoors	Sports Event Teddy Bear's Picnic Stay & Read
	Reception	Stay and Read throughout the year Farmyard Day	Christmas Nativity		NOBOT Exhibition	Sports Day	
Festivals, Celebrations and Events *Nursery and Reception also join in with whole school events, enrichment, Aspire opportunities, parent/carer events and celebrations throughout the year.* *Children's Birthdays are celebrated throughout the year.*		Rosh Hashanah Harvest Day Black History Month	Diwali Halloween Bonfire Night Remembrance Day World Nursery Rhyme Week St Andrew's Day Hanukkah Christmas	Chinese New Year Children's Mental Health Week Safer Internet Day	St David's Day St Patrick's Day Shrove Tuesday Ash Wednesday World Book Day Holi Ramadan Easter	St George's Day Eid al-Fitr	Eid Al-Adha
Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum. Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.							

Nursery Booklist

Here is a selection of the wide range of books and texts that we share with the children to support our curriculum.

	Collaboration	Pride	Determination	Curiosity	Independence	Creativity
Our Learning Behaviours Supporting Texts & Stories	 	 	 	  		 

Personal, Social, Emotional Development Supporting Texts & Stories Think Equal – additional supporting texts.	           
Understanding the World Supporting Texts & Stories	     

	          
Non-fiction texts Supporting Texts & Stories	   
Rhyme and Songs Supporting Texts & Stories	    

Maths
Supporting Texts & Stories

Maths book list



These books are within the White Rose Nursery Maths schemes of learning.
They are not an exclusive list, but support the learning in each block.

Block 1 – Comparison 1 – More than, fewer than, same

- *Harry and the Bucketful of Dinosaurs* by Ian Whybrow
- *Rosie's Zoo* by Ailie Busby
- *More, Fewer, Less* by Tana Hoban
- *Full, Full, Full of Love* by Trish Cooke
- *Little Red Riding Hood*

Block 2 – Shape, space and measure 1 – Explore and build with shapes and objects

- *Big and Small* by Elizabeth Bennett
- *Whatever Next!* by Jill Murphy
- *Crash! Boom! A Math Tale* by Robie H. Harris

Block 3 – Pattern 1 – Explore repeats

- *The Little Red Hen*
- *Dig Dig Digging* by Margaret Mayo

Block 4 – Counting 1 – Hear and say number names

- *Five Little Ducks* by Belinda Gallagher
- *Round and Round the Garden* by Sarah Williams
- *Nursery Rhymes and Finger Play collections*

Block 5 – Counting 2 – Begin to order number names

- *The Three Billy Goats Gruff*

Block 6 – Subitising 1 – I see 1, 2, 3

- *Guess Who?* by Pam Ayres
- *Macdog's Home* by Caroline and John Astrop
- *Peepo!* by Janet and Allan Ahlberg
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *The Three Billy Goats Gruff*
- *The Three Little Pigs*
- *Goldilocks and the Three Bears*

Block 7 – Pattern 2 – Join in with repeats

- *Peck Peck Peck* by Lucy Cousins
- *Splish, Splash, Ducky!* by Lucy Cousins
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.

Block 8 – Shape, space and measure 2 – Explore position and space

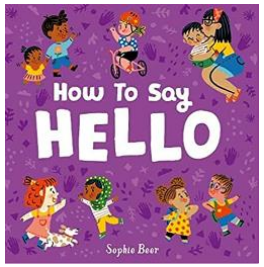
- *Duck in the Truck* by Jez Alborough
- *Cat Up, Cat Down* by Catherine Hnatov

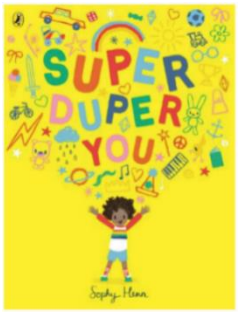
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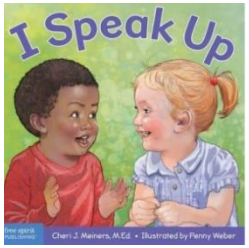
White Rose MATHS

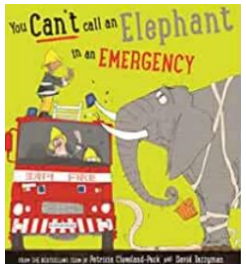
Communication and Language Literacy

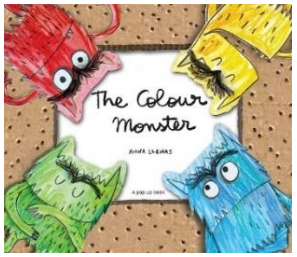
Supporting Texts & Stories





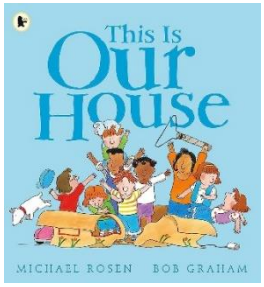




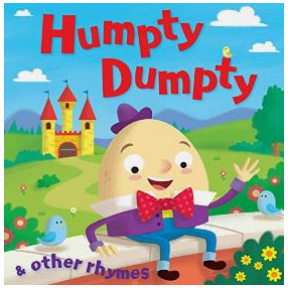


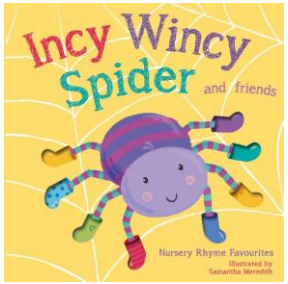


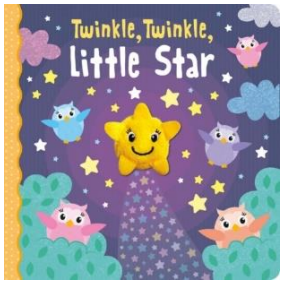


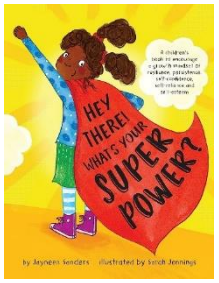


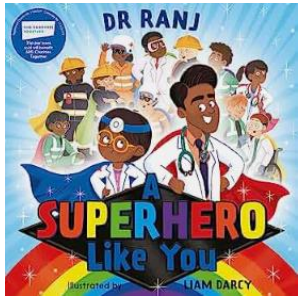


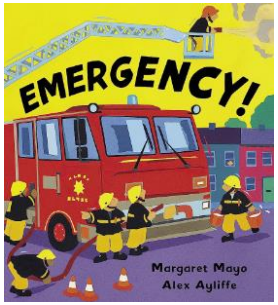


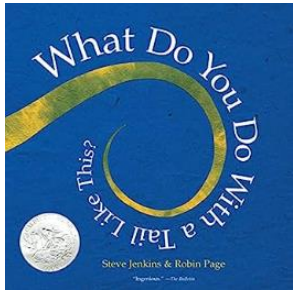


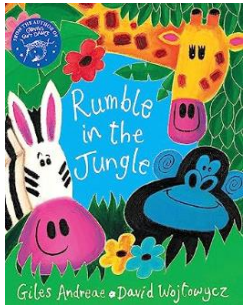


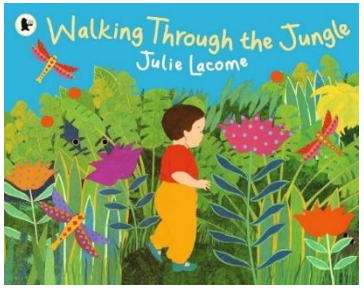


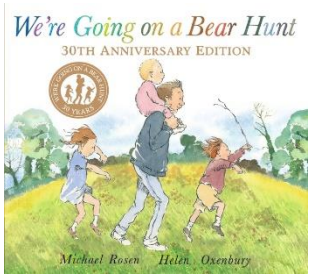


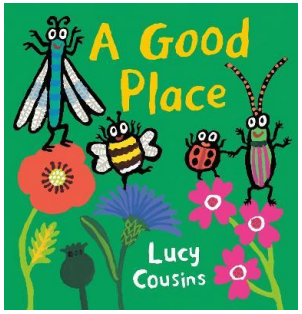


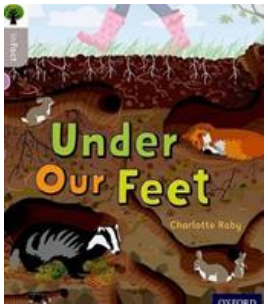


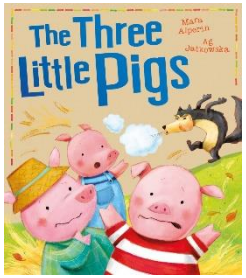


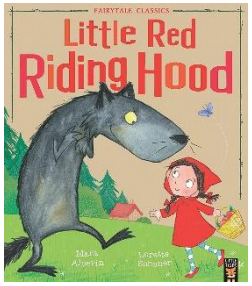


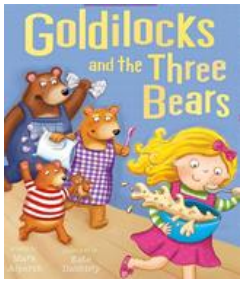

We're Going on a Bear Hunt
30TH ANNIVERSARY EDITION
Michael Rosen
Helen Oxenbury


A Good Place
Lucy Cousins


Under Our Feet
Charlotte Raby

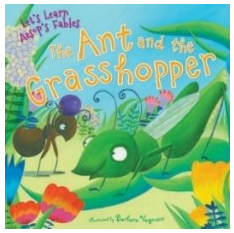
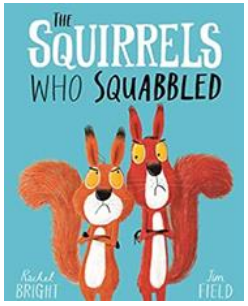
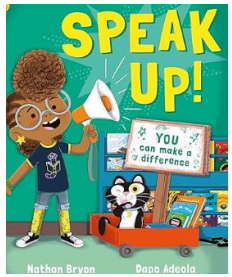
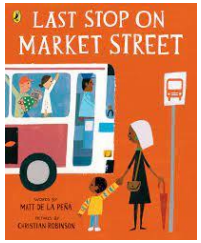
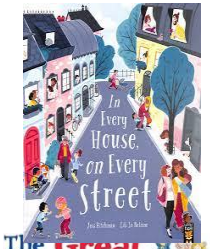
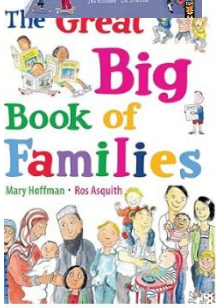
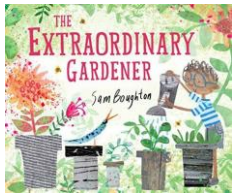
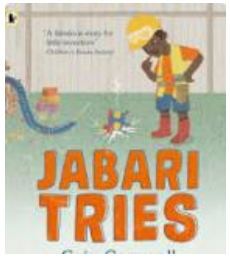
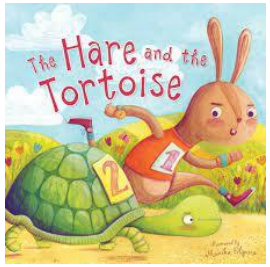
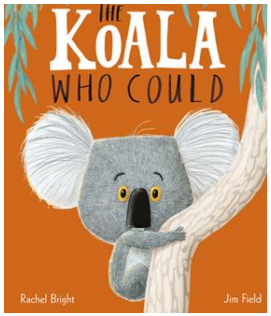
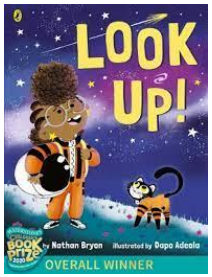
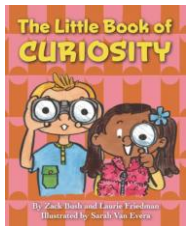
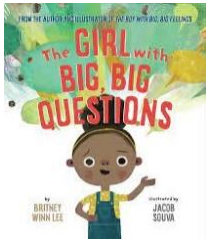
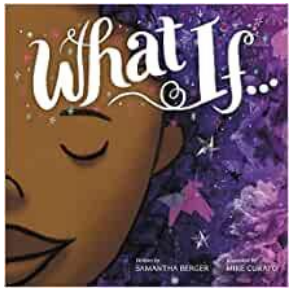
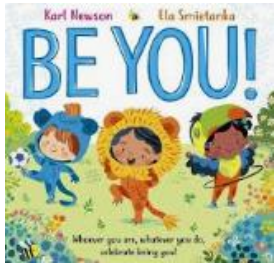
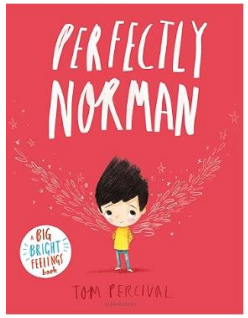
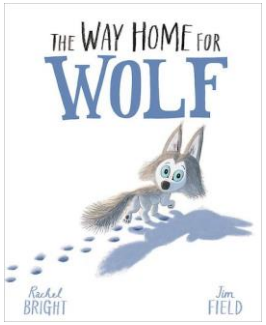
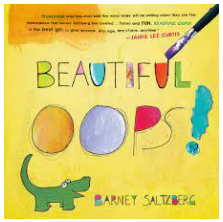
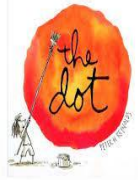

The Three Little Pigs

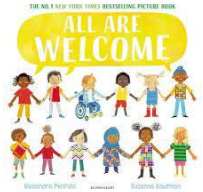
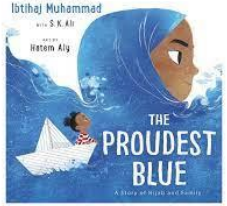
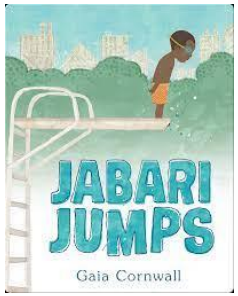
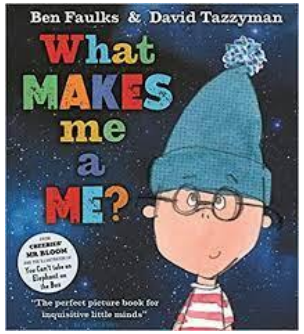
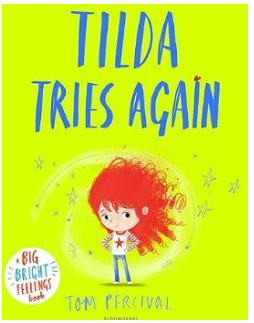
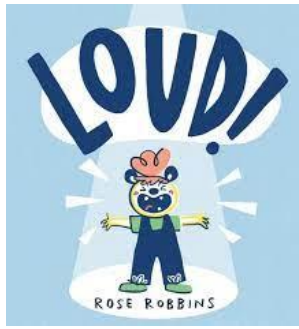
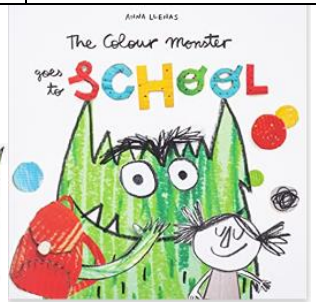
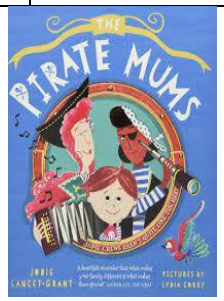
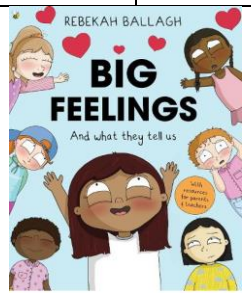
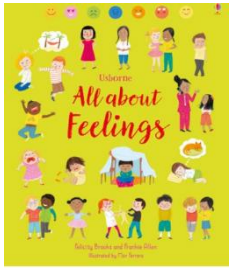
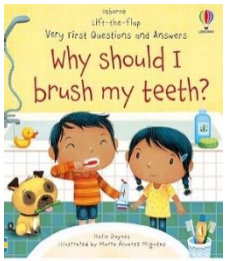
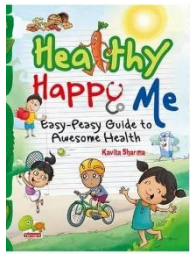
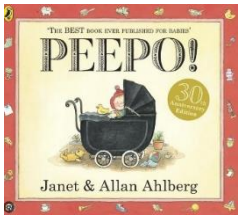
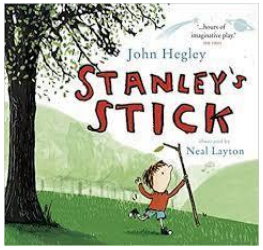
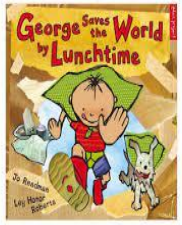
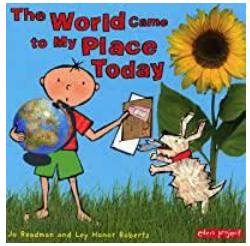
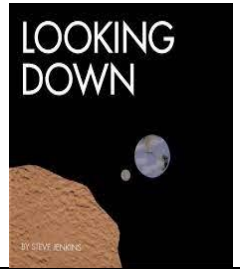
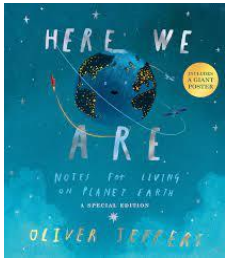

Little Red Riding Hood

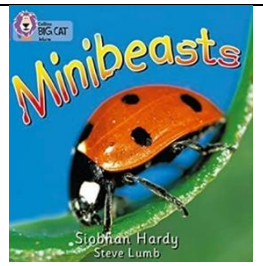
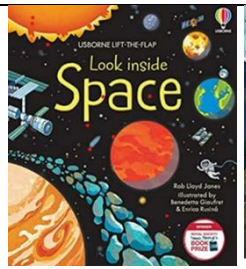
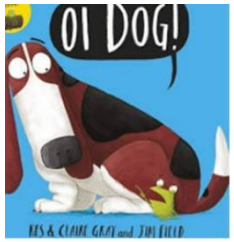
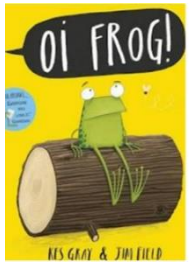
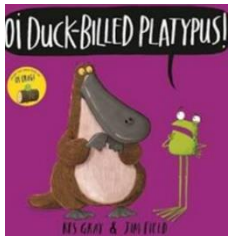
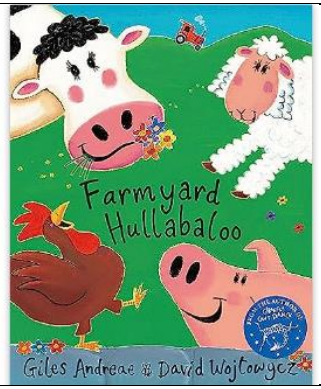
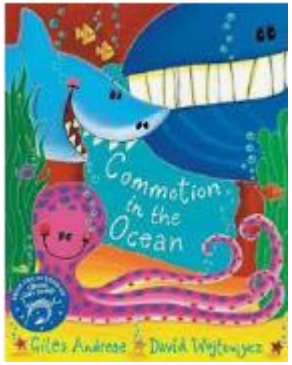

Goldilocks and the Three Bears

Reception Booklist

Here is a selection of the wide range of books and texts that we share with the children to support our curriculum.

	Collaboration	Pride	Determination	Curiosity	Independence	Creativity
Our Learning Behaviours Supporting texts and stories	   	   	   	   	  	   

						
PSED Supporting texts and stories Think Equal – additional supporting texts – see below.	      						
Understanding the World Supporting texts	     						

Non-fiction texts Supporting texts and stories	       
Rhyme and Songs Supporting texts and stories	     

Maths

Supporting texts and stories

Autumn book list



These books are within the White Rose Maths Reception schemes of learning.
They are not an exclusive but support the learning in each step.

Block 1 – Match, sort and compare

- *A Pair of Socks* by Stuart J. Murphy
- *Seaweed Soup* by Stuart J. Murphy
- *The Button Box* by Margarette S. Reid
- *Beep Beep, Vroom Vroom!* by Stuart J. Murphy

Block 2 – Talk about measure and pattern

- *Where's My Teddy?* by Jez Alborough
- *It's the Bear!* by Jez Alborough
- *The Blue Balloon* by Mick Inkpen
- *Dear Zoo* by Rod Campbell
- *My First Book of Patterns* by Bobby and June George
- *We're Going on a Bear Hunt* by Michael Rosen
- *A-B-A-B-A – A Book of Pattern Play* by Brian P. Cleary

Block 3 – It's me 1, 2, 3

- *Anno's Counting Book* by Mitsumasa Anno
- *How to Count to One* by Casper Salmon
- *Goldilocks and the Three Bears*
- *The Gingerbread Man*
- *A Squash and a Squeeze* by Julia Donaldson
- *The Three Billy Goats Gruff*

Block 4 – Circles and triangles

- *Circle, Triangle, Elephant! A Book of Shapes and Surprises* by Kenji Oikawa and Mayuko Takeuchi
- *Triangle* by Mac Barnett and Jon Klassen
- *Shapes, Shapes, Shapes* by Tana Hoban
- *We're Going on a Bear Hunt* by Michael Rosen
- *Rosie's Walk* by Pat Hutchins

Block 5 – 1, 2, 3, 4, 5

- *Witches Four* by Marc Brown
- *Five Little Fiends* by Sarah Dyer
- *Pete the Cat and his Four Groovy Buttons* by Eric Litwin
- *Kipper's Birthday* by Mick Inkpen
- *The Very Hungry Caterpillar* by Eric Carle
- *Stella to Earth!* by Simon Puttock and Philip Hopman
- *Anno's Counting Book* by Mitsumasa Anno

Block 6 – Shapes with 4 sides

- *Bear in a Square* by Stella Blackstone
- *Square* by Mac Barnett and Jon Klassen
- *Shapes, Shapes, Shapes* by Tana Hoban
- *Night Monkey, Day Monkey* by Julia Donaldson
- *The Fox in the Dark* by Alison Green

Spring book list



These books are within the White Rose Maths Reception schemes of learning.
They are not an exclusive list, but support the learning in each step.

Block 1 – Alive in 5

- *Zero is the Leaves on the Tree* by Betsy Franco
- *None the Number* by Oliver Jeffers
- *Anno's Counting Book* by Mitsumasa Anno
- *I Spy Numbers* by Jean Marzollo
- *The Ugly Five* by Julia Donaldson
- *Five Small Stars* by Elizabeth Matterson and Madge Bugden
- *Room on the Broom* by Julia Donaldson

Block 2 – Mass and capacity

- *Who Sank the Boat?* by Pamela Allen
- *Balancing Act* by Ellen Stoll Walsh
- *A Beach for Albert* by Eleanor May

Block 3 – Growing 6, 7, 8

- *Handa's Surprise* by Eileen Browne
- *Sidney the Silly Who Only Eats 6* by M.W. Penn
- *Six Dinner Sid* by Inga Moore
- *1, 2, 3 to the Zoo* by Eric Carle
- *Kipper's Toybox* by Mick Inkpen
- *Quack and Count* by Keith Baker
- *Simon Sock* by Sue Hendra and Paul Linnet
- *Missing Mittens* by Stuart J. Murphy
- *Noah's Ark*
- *Double Dove* by Sue Hendra
- *Minnie's Diner* by Dayle Ann Dodds
- *Two of Everything* by Lily Toy Hong
- *Don't Forget the Bacon!* by Pat Hutchins
- *The Snail and the Whale* by Julia Donaldson

Block 4 – Length, height and time

- *Superworm* by Julia Donaldson
- *Actual Size* by Steve Jenkins
- *Jim and the Beanstalk* by Raymond Briggs
- *I Can Only Draw Worms* by Will Mabbitt
- *Titch* by Pat Hutchins
- *Tall* by Jez Alborough
- *Jack and the Beanstalk*
- *The Giraffe Who Got in a Knot* by Paul Geraghty and John Bush
- *Five Minutes' Peace* by Jill Murphy
- *Mr Wolf's Week* by Colin Hawkins
- *A Dark, Dark Tale* by Ruth Brown
- *Jasper's Beanstalk* by Nick Butterworth

Summer book list



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Block 1 – To 20 and beyond

- *Anno's Counting Book* by Mitsumasa Anno
- *Monster Counting Book 1 to 20* by Frances Mackay
- *13 Ways to Eat a Fly* by Sue Heavenrich
- *The Real Princess* by Brenda Williams
- *One Moose, Twenty Mice* by Claire Beaton
- *20 Big Trucks in the Middle of the Street* by Mark Lee
- *Jack the Builder* by Stuart J. Murphy
- *Monster Math* by Anne Miranda
- *1 is One* by Tasha Tudor

Block 2 – How many now?

- *Mouse Count* by Ellen Stoll Walsh
- *One Ted Falls out of Bed* by Julia Donaldson
- *My Granny Went to Market* by Stella Blackstone
- *Mr Gumpy's Outing* by John Burningham
- *Splash!* by Ann Jonas
- *Tad* by Benji Davies
- *The Shopping Basket* by John Burningham

Block 3 – Manipulate, compose and decompose

- *Big Box of Shapes* by Wiley Blevins
- *Which One Doesn't Belong?* by Christopher Danielson
- *Mr Gumpy's Motor Car* by John Burningham
- *Tangram Cat* by Maranke Rinck and Martijn van der Linden
- *Three Pigs, One Wolf, and Seven Magic Shapes* by Grace Maccarone
- *Mouse Shapes* by Ellen Stoll Walsh
- *Pezzettino* by Leo Lionni
- *Jack and the Flumflum Tree* by Julia Donaldson
- *Perfect Square* by Michael Hall
- *Grandpa's Quilt* by Betsy Franco
- *Color Zoo* by Lois Ehlert
- *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban
- *Boxitects* by Kim Smith

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Summer book list



Block 4 – Sharing and grouping

- *The Last Marshmallow* by Grace Lin
- *The Squirrels Who Squabbled* by Rachel Bright
- *One Hungry Cat* by Joanne Rocklin
- *The Doorbell Rang* by Pat Hutchins
- *Ness the Nurse* by Nick Sharratt
- *The Gingerbread Man*
- *Bean Thirteen* by Matthew McElligott
- *Missing Mittens* by Stuart J. Murphy
- *Alison Hubble* by Allan Ahlberg

Block 5 – Visualise, build and map

- *I See a Pattern Here* by Bruce Goldstone
- *Pattern Fish* by Trudy Harris
- *Pattern Bugs* by Trudy Harris
- *Art Forms in Nature* by Ernst Haeckel
- *Rosie's Walk* by Pat Hutchins
- *What the Ladybird Heard* by Julia Donaldson
- *Disney's The Lion King* by Justine Korman Fontes
- *We're Going on a Bear Hunt* by Michael Rosen
- *Cockatoos* by Quentin Blake
- *Martha Maps It Out* by Leigh Hodgkinson
- *In Every House, on Every Street* by Jess Hitchman
- *If I Built a House* by Chris Van Dusen
- *The Secret Path* by Nick Butterworth
- *Me on the Map* by Joan Sweeney
- *Pirates Love Underpants* by Claire Freedman
- *My Map Book* by Sara Fanelli
- *Little Red Riding Hood*
- *The Once upon a Time Map Book* by B.G. Hennessy
- *The Gruffalo* by Julia Donaldson

Block 6 – Make connections

- *Billy's Bucket* by Kes Gray
- *Mr Gumpy's Outing* by John Burningham
- *How Many Legs?* by Kes Gray
- *Ants Rule: The Long and Short of it* by Bob Barner
- *Mr Archimedes' Bath* by Pamela Allen
- *Who Sank the Boat?* by Pamela Allen
- *You Can't Take an Elephant on the Bus* by Patricia Cleveland-Peck

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Communication and Language Literacy

Supporting texts and stories

