

T-RF Early Years Curriculum and Progression Document.

| | Autumn | | Spring | | Summer | |
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| <p>These themes may be adapted at various points to allow for children's interests</p> <p style="text-align: center;">F1</p> | <p>Rhyme time</p> | <p>Let's celebrate</p> | <p>People who help us</p> | <p>You can't catch me/Traditional tales</p> | <p>Changes/growing</p> | <p>Our wonderful world</p> |
| <p>Possible lines of enquiry</p> <p style="text-align: center;">F1</p> | <p>Books Nursery rhymes and books about families</p> <p>All about me My family How I've changed since I was a baby Settling into nursery Looking after ourselves It's good to be different.</p> | <p>Books It's my birthday Meg and Mog</p> <p>Autumn and seasonal changes Celebrations: Halloween Bonfire night Remembrance Day Children in need Diwali Advent Birthdays Christmas</p> | <p>Books A superhero like you Percy the park keeper</p> <p>People who help us in our community Where do I live? Transport –journeys in the local community Weather and clothing- Ice and snow-experiments</p> | <p>Books The Gingerbread man Goldilocks and the 3 bears</p> <p>Traditional tales-make believe Library visits Repeated refrains Characters and sequencing Order and routines Size and order</p> | <p>Books The Very Hungry Caterpillar Kipper's beanstalk</p> <p>Plants and flowers Life cycles of a butterfly Mini beasts and where they live Looking after our environment Forest schools Weather and seasons</p> | <p>Books Handa's surprise Walking through the jungle</p> <p>Where do we live in the world? Animals and their habitat Animals and their patterns Weather in different countries. Transition into school</p> |
| <p>These themes may be adapted at various points to allow for children's interests</p> <p style="text-align: center;">F2</p> | <p>Super Star Me</p> | <p>Families and Communities</p> | <p>Once upon a time Down on the farm</p> | <p>A rumble in the jungle</p> | <p>Pond life</p> | <p>Where in the world shall we go?</p> |
| <p>Possible lines of enquiry</p> <p style="text-align: center;">F2</p> | <p>Books: Super Duper You The Colour Monster So Much</p> <p>All about me Babies and families How I've changed from a baby to now My past Settling into school It's good to be different</p> | <p>Books: Leaf Man Stickman Little Owl and the Christmas star</p> <p>Families and Celebrations Changing of the Seasons Different environments -the park, river and the seaside Journeys in our local environment Bonfire Night Remembrance Day Diwali</p> | <p>Books: Squash and a Squeeze 3 Little Pigs What the Ladybird Heard</p> <p>Traditional Tales Farm Animals The homes in our community Materials</p> | <p>Books: Rumble in the Jungle Leopards Drum Handa's Hen</p> <p>Traditional tales from around the world Animal Patterns African Animals</p> | <p>Books: Christopher's Bicycle Bog Baby The Pig in the Pond</p> <p>The great outdoors A walk in the woods Life in the pond Growing and Lifecycles Naming plants and flowers Weather and seasons Planting sunflowers</p> | <p>Books: Matisse's Magical Trail The Snail and the Whale Billy's Bucket</p> <p>Sea life habitats Making maps Journeys and transport Comparing different environments</p> |

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| Our curriculum drivers | Community | | Possibilities | | Responsibilities | |
| We have 3 curriculum drivers that shape our curriculum. They come from an exploration of the backgrounds of our pupils, our beliefs about high quality education and our | The local unique environment and the deep sense of local community plays an important role in the life a child at TRF and is the bedrock to family and school life. We want children to understand the history of the community, and also appreciate the rich cultural diversity within it today. We strive for all children to have a strong sense of pride in their locality and the people within it. We enjoy giving back to our community and aim for our children to be able to contribute positively to their local area. By being part of, and contributing to a strong local community, children will develop into positive citizens within the global community as they grow in to adults. | | Teachers and parents need to have high aspirations for the children. Children need to feel confident and have high aspirations for themselves. They need to believe that anything is possible. To do this they have to have a good understanding of what is beyond school and develop a solid work ethic in order to get there. Informing children of the possible job roles, vocations and opportunities in society and the path they need to take to fulfil these ambitions is an integral part of school life. Small steps lead to bigger strides towards reaching goals. | | We strive for children to have a strong sense of themselves and to understand what is right and wrong and why. We help children to relate to and help others: acting on somebody else's behalf if they need it. Alongside this we believe that children should have a strong sense of responsibility and duty to the world in which they live and to protect, sustain and future proof our environment. Even the smallest act can make a difference. | |
| | Rhyme time | Let's celebrate | People who help us | You Can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| CL F1 steps of progress | <ul style="list-style-type: none"> Sit and listen to a short story (5 mins) Can retain attention during a short adult input time. Copy simple actions when singing a nursery rhyme. Can join in with familiar nursery rhymes Can understand and follow a very simple instruction e.g. wash your hands Can use non-verbal language and some words to communicate needs. | <ul style="list-style-type: none"> Retain attention for a longer period of adult input time. Enjoys listening to longer stories Can sing a variety of nursery rhymes now Can understand action words by pointing to the right picture in a book: whose jumping? Use pronoun 'me' Respond to questions who and what. Begin to follow the school behaviour system without prompts | <ul style="list-style-type: none"> Can show understanding of simple questions, what, where & who Can sing a growing repertoire of songs with actions Can talk about a familiar book and retell parts of it to the adult Is using longer sentences of 4-6 word Can initiate a conversation with a friend Beginning to show they can carry on a conversation taking turns | <ul style="list-style-type: none"> Can make relevant comments in class discussions Talks about a familiar book with confidence Can understand and answer, what, where & who questions Can sing a range of familiar songs confidently | <ul style="list-style-type: none"> Speak about themselves in the first person Uses some plurals and tenses correctly Can now answer why questions Can follow simple instructions quickly and confidently Answers simple questions about what has happened in a story or about what they notice Beginning to using new vocabulary | <ul style="list-style-type: none"> Starting to use the word 'because' to explain Uses talk to organise themselves or their play "let's get on a bus, you sit there.....I'll drive the bus" Engages in a short conversation with adults and peers about something that is directly relevant to them Is understood by an adult Confidently using simple new vocabulary in the right context |
| How? | Form positive relationships with new children Gradually increase the length of stories and adult input sessions Introduce school behaviour system and be consistent in your approach Daily stories Quality texts to deliver literacy inputs Playing alongside the children to develop language Use visual clues to support instructions. Use visuals during teaching sessions to aid understanding and make connections. Phase 1 phonics activities-tuning into sounds | | Lots of opportunities to develop their speaking and language skills through: Language games & interventions talk partners strategic questioning during adult inputs Quality daily stories Quality texts to develop language and questioning skills Visuals to support understanding and make connections Opportunities within the classroom to develop their own narratives Phase 1 phonics activities-tuning into and using sounds | | Lots of what, where, why, and how questions linked to themes and topics. Model the art of conversation within play Quality daily stories Talk partners Language interventions Model the use of because in different situations Strategic questioning during adult inputs. Opportunities within the classroom to develop their own narratives Phase 1 phonics-recognising letters & blending skills | |

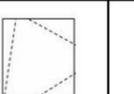
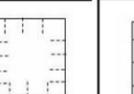
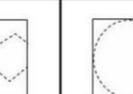
| | Autumn | | Spring | | Summer | |
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| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| CL F2 steps of progress | <ul style="list-style-type: none"> • Talk about themselves in the first person • Can answer simple questions about themselves • Follows rules and instructions; including 2 step instructions • Listens attentively to stories • Using learnt vocabulary during hands on experiences • Asks simple functional questions: what/where e.g. where is my peg • Contributes relevant comments in discussions • Confidently answers the register, makes choice for lunches and asks for help • Joins in with weekly singing session and shows enjoyment • Engages with and can talk about familiar books, fiction and non-fiction, during carpet times • Engages in short conversations with adults and peers about something relevant to them | <ul style="list-style-type: none"> • Follows listening rules and can talk about what they have been told • Using learnt vocabulary in discussions • Asks a range of questions linked to learning focus • Uses talk to communicate needs, news, feelings and ideas. • Speaks confidently in sentences connecting 2 ideas • Tell others about experiences outside of school e.g. Bonfire Night, Diwali, birthdays, Christmas • Uses manners e.g. please, thank-you, excuse me • Listens to stories and can recall the main events • Accurately sings songs and rhymes we have learnt this term • Engages with books during provision • Can briefly describe how they carried out an activity or made a model • Can read and follow a simple set of instructions (Computing) | <ul style="list-style-type: none"> • Ask functional who/when/why questions e.g. why is outside closed? • Discusses new vocabulary from our key text during focused times • Can recall an experience in sequence adding details or answering others questions • Enjoys being part of conversations and discussions and use new vocabulary in context • Can organise thinking and play using talk • Talk about how things work • Uses a story map to retell a familiar story • Makes predictions about what will happen | <ul style="list-style-type: none"> • Can switch attention from one task to another • Accurately sings/recites poems, rhymes and songs we have learnt this term • Asks who/when/why questions to find out more. • Uses new vocabulary in different contexts • Can solve problems with peers using talk • Adapts story map to retell a familiar story • Looks at non-fiction books linked to learning and can talk about their knowledge | <ul style="list-style-type: none"> • Listens attentively during whole class inputs • Contributes to group discussions with their own ideas • Holds structured conversations in a small group with an adult • Can talk about new vocabulary and what it means • Talks about why things happen • Can correct use of tense when modelled by a teacher • Is beginning to use tense correctly when discussion past/present/future events | <ul style="list-style-type: none"> • Listens attentively outside the classroom environment e.g. visitors, assembly • Contributes to whole class discussions expressing their views/feelings • Make comments about what they have heard and ask questions to clarify their understanding • Holds conversations with peers during play • New vocabulary and knowledge of books and rhymes are evident in small group and whole class discussions • Can offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems |
| How? | Display listening rules and refer to them during carpet times Circle times to share experiences outside school e.g. Bonfire Night, Christmas Reading instruction linked to Pumpkin Soup Daily story time – book of the week Non-fiction books carefully planned to cover festivals in Autumn Non-fiction books available in provision Environment: Vocabulary, Visual Timetable, widget symbols | | Investigation station- opportunities to talk about materials similarities and differences Forest school – opportunities to talk about processes Non-fiction books studied and in provision Use of Talk for Writing – story maps and storytelling actions Environment: Vocabulary, Visual Timetable, widget symbols | | Opportunities for class discussions and circle time Planned experiences outside of carpet times with familiar adults e.g. pantomimes, visitors, assemblies New vocabulary displayed Forest school – opportunities to talk about processes Floor books used to recall past experiences Environment: Vocabulary, Visual Timetable, widget symbols | |

| | AUTUMN | | Spring | | Summer | |
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| | Rhyme time | Let's celebrate | People who help us | You Can't catch me/Traditional tales | Changes/Growing | Our Wonderful World |
| PSED F1 steps of progress | <ul style="list-style-type: none"> Can settle into the nursery and say goodbye to my family. Understand stop and no Begin to follow the nursery rules Wash and dry own hands Go to the toilet with limited supervision Can express to an adult in words or actions how I'm feeling Finds own coat peg Can name adults in the room Can choose own activities with little support Notices other children around them | <ul style="list-style-type: none"> Can start to play alongside other children, sharing and taking turns without an adult's help Can begin to put on own coat Go to the toilet independently Can wash and dry hands before eating snack Put own straw in milk carton Mostly follows the school behaviour rules Can express how I'm feeling using words Beginning to show confidence in a new social situation. Can begin to tidy away and take care of resources. | <ul style="list-style-type: none"> More confident with unfamiliar people Follows the school behaviour rules most of the time Puts own coat on Is beginning to share and take turns without an adult Can tidy away and take care of resources Can eat their snack independently Can begin to make friends with another child | <ul style="list-style-type: none"> Can play with a bigger group of children Can share and take turns more confidently Knows why class rules are important Helps others to make the right decisions | <ul style="list-style-type: none"> Beginning to make relationships by playing alongside and sharing resources cooperatively Can initiate a conversation with another child Reliably follows school rules Starting to talk about feelings in very simple terms Able to concentrate for a longer period of time now | <ul style="list-style-type: none"> Will confidently talk with adults in the class Starting to find solutions to conflicts and disagreements. Eg not everyone can be the same character in a game Can extend their play ideas in a group Be assertive towards others if necessary Able to concentrate in a group situation and participate when prompted. Can talk about feelings with more confidence |
| How? | <p>Well planned transition weeks Building positive relationships with adults in the setting Well planned and labelled environment Quality modelling of play and use of resources. Model green behaviour and be consistent in your approach to dealing with negative behaviour Photographs of classmates to teach peer's names Visual timetable. Songs about routines and scenarios-here we go round the mulberry bush/days of the week.</p> | | <p>Start to extend adult input sessions Building positive relationships with adults in the setting (new starters) Consistent approach with school behaviour system Quality play opportunities to engage their interests Commenting on good sharing and turn taking Tidy up music and jobs of the week/term Develop strategies for fastening their coat independently Stickers and star of the week awards for positive behaviour and contributions. Friendship buddies</p> | | <p>Extend adult input sessions Consistent approach with school behaviour system Quality play opportunities to engage their interests prompting the use of new vocabulary Stickers and star of the week awards for positive behaviour and contributions. Friendship buddies Feelings symbols on display to prompt discussions Older children to take more responsibility of classroom and daily jobs Forest school sessions</p> | |

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| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| PSED F2 steps of progress | <ul style="list-style-type: none"> Knows they are part of F2 Knows what colour group they are in Talks about themselves Talks about likes/dislikes Is respectful to adults Can talk about how they feel and why Will attempt something independently when prompted Shares resources with others sometimes with help from an adult | <ul style="list-style-type: none"> Knows they are different to other people Plays with a wider range of children Speaks to others kindly Can talk about the needs and feelings of others and respond appropriately Will try something first before asking for help even if it is challenging Can to use words to sort out a problem before seeking help or using actions | <ul style="list-style-type: none"> Will attempt a new activity or challenge Shows pride in their achievements and enjoys adult praise Can calm down quickly after being upset Can cut up softer food with cutlery Knows the importance of exercise to keep fit, can name some forms of exercise Know how important sleep is and how being tired makes you feel | <ul style="list-style-type: none"> Shows resilience and tries multiple times to achieve something despite challenges (with encouragement) Can regulate emotions when solving a problem with friends Makes decisions to gain praise Cuts up most food with cutlery and eat with minimal spillage Follows the class rules independently and can talk about their importance | <ul style="list-style-type: none"> Manages their emotions in different situations independently. Knows right from wrong and behaves accordingly Can wait for what they want and control their immediate impulses, in a range of situations Explains what they are trying to achieve Listens to what the teacher says and responds appropriately | <ul style="list-style-type: none"> Is happy and calm most of the time and can self-regulate when needed Shows care and concern for others Listens to what the teacher says, responds appropriately even when engaged in an activity. Can follows more complex instructions Perseveres with a challenge until it is achieved Can talk about our rules and why we have rules |

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| | <ul style="list-style-type: none"> Learns to line up to transition between activities Uses cutlery to eat with support and modelling Washes hands after toilet Toilets self independently Understands and follows behaviour system Can choose it, use it and put it away with support Initiates interactions with other children Can start to find solutions to conflicts and rivalries independently | <ul style="list-style-type: none"> Uses cutlery independently to eat their dinner (with help to cut up food) Follows rules and uses equipment safely Shares some knowledge of healthy foods Understands their needs cannot always be immediately met Zips coat up with a little support Can wait to be chosen before calling/shouting out | <ul style="list-style-type: none"> Follows class rules with little support Will play in a group of children and is beginning to compromise Considers other's feeling before saying/doing Zips/fastens coat independently Discusses how to stay safe online Explains how to keep safe near a road | <ul style="list-style-type: none"> Plays in a group of children and can compromise and co-operate Listens to others feelings and wishes and will sometimes put others first Happily waits for their turn with a short delay Changes for forest school with some support Persevere with fastenings on coats and clothes and collects their possessions for home time | <ul style="list-style-type: none"> Keeps calm and tries again when they find something tricky Explain our school rules to others Changes for forest school independently Can manage their own hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices Works as a team to achieve a goal, listening to friends Has certain friends they return to play with but will happily play with others | <ul style="list-style-type: none"> Changes clothes for different weathers and look after belongings Talks about how to stay healthy and safe Plays cooperatively with peers, listening and responding to ideas A warm response is evident towards peers and familiar adults |
| How? | <p>Well planned transition weeks Clear and modelled rules and routines Tidy up music used consistently and rewards given for participation All about me topic: opportunities to talk about family, likes/dislikes, how to keep healthy and safe Learning about other cultures and communities Use of Jigsaw – stories around starting school, worries, separation Adults modelling use of cutlery at lunchtime</p> | | <p>Safer Internet Day February Internet safety week Forest school sessions Modelling how to compromise and solve problems using words Road Safety visitors</p> | | <p>Encouraging children to set goals and targets Quality provision provides opportunities for collaborative play Adults modelling collaborative play during free flow Carpet and listening rules Provide opportunity for collaboration during carpet times Forest school</p> | |

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| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| PD F1 steps for progress | <ul style="list-style-type: none"> Hold glue stick in one hand and use to create a sticky picture Knows how to wind the glue stick and apply lid. Hold paintbrush and explore making large strokes Fix together 2 or 3 block of Duplo/stickle bricks Mark make using tools on a large scale Climb stairs/apparatus using alternate feet Joins in with some actions when singing rhymes Walk with control and coordination Pours sand from one container to another with some control Throw a large ball Can move to a simple action –hopping, skipping etc. | <ul style="list-style-type: none"> Hold scissors in one hand and make snips in paper Build a tower of Duplo/stickle bricks and be able to take apart Transitioning beyond a palmer grip when mark making Able to feed self, using a fork Copy and perform actions with some coordination when learning a dance routine Run, jump and hop with control and coordination Throw and catch a large ball Carry and move large equipment with support from an adult Pours water from one container to another with some control | <ul style="list-style-type: none"> Copy how resources are used at the creation station and workshop Uses a knife and fork to cut up dough Mark making freely using both hands using pencils, felt tips, chalk or paint Uses a glue stick, paintbrush and runny glue with some control Puts coat on using strategies taught Hop on one leg Can move on scooters or balance bikes with some wobbling Developing balance travelling on a bench Can climb up stairs or apparatus using alternate feet Carry and move large equipment with support from a peer | <ul style="list-style-type: none"> Choose from a small selection of resources what is needed for my plan e.g. sticking boxes together Use a knife and fork to cut up soft food with support Beginning to show a preference for a dominant hand Uses scissors to make snips in paper with control Attempts to zip up coat before asking for help Beginning to skip Developing balance travelling on the balance beam Travels in different ways across a bench Demonstrates ball skills in a simple game Can remember a sequence of movements which are related to music and rhythm | <ul style="list-style-type: none"> Manipulates dough using rolling pins, cutters and scissors Draws with some control using a comfortable pencil grip Joins in physical team activities and begins to understand the rules Changes shoes for wellies in forest school. Follows a repetitive dance sequence when singing a familiar song e.g. heads, shoulders, knees and toes Choose from options to decide how to move Makes wide and tall shapes with body | <ul style="list-style-type: none"> Able to use Sellotape dispenser Uses basters in water Draws and makes marks for writing with some control using a comfortable pencil grip Replicates physical team activities with peers Changes shoes for wellies in forest school. Repeats familiar repetitive dance sequences independently Moves appropriately for a task Balances along a bench that is elevated Demonstrates hand eye coordination when playing with a ball in provision Stands on one leg for a short amount of time |
| How? | <p>Dough gym Fine motor activities-cutting, threading, tweezers etc. Guided Drawing – drawing me, drawing my family, Colouring Chalks Painting-brushes and fingers Investigation area-switches, buttons, knobs & levers Model pencil grip Small construction on offer in provision Bikes and scooters Climbing frame with steps and climbing wall Dance routines, yoga and co-ordinated activities Tummy writing with large paper and mark making resources Core strength building activities-large paint brushes, rollers, hula hoops, spray bottles</p> <p>Weekly PE focus: travelling and moving/dance</p>  | | <p>Dough gym Tracing Name Copying Letters from Name Mastering pencil grip Using different pens/pencils Writing in sand Using paintbrushes Knives and Forks Scissor skills Peg Boards Elastic bands Making marks Core strength building activities-large paint brushes, rollers, hula hoops, spray bottles</p> <p>Weekly PE Focus: Apparatus & gymnastics Showing good control moving across, up and down steps, ladders, benches and A frames with control. Learning to jump correctly from an A frame</p>  | | <p>Environment enables using tools: Spades, jugs, knives and forks, scissors, paintbrushes, Sellotape, pipettes Name writing – using letter formation from LW scheme Lego Peg Boards Elastic Bands Mastering correct Pencil grip Making marks for a purpose: Making passports, Plant labels. Dance routines, yoga and co-ordinated activities Core strength building activities-large paint brushes, rollers, hula hoops, spray bottles</p> <p>PE Focus: Team Games/preparing for sports day</p> | |
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| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? | | | | | | | | | | |
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| PD F2 steps for progress | <ul style="list-style-type: none"> Able to walk, jump, roll, crawl, run and climb. Sits on the floor with a good posture. Uses pencils and paintbrushes with some control Shows strength, coordination and balance when negotiating equipment and people Can use trikes or balance bikes confidently Can begin to use a tripod grip Forms some letters from name correctly Lines up for transition times Use scissors to make snips and straight lines | <ul style="list-style-type: none"> Able to hop, skip, slide and jump Combines different movements when performing dances for performance Uses cutlery to cut up some foods Hold scissors correctly and use them to follow a curved line Safely uses large and small apparatus when playing outside in provision. Moves with coordination and agility. Shows some coordination with catching a ball Forms some letters correctly Forms some numbers correctly Beginning to manage needs at lunchtime | <ul style="list-style-type: none"> Uses pencils, paintbrushes, scissors and cutlery safely Can use a tripod grip in almost all cases Travels across and climbs onto equipment confidently, demonstrating balance. Moves at speed and avoids obstacles Sits on a chair at a table, with a good seated posture Finds a safe space in PE without support Confidently engages in other activities which involve a ball | <ul style="list-style-type: none"> Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability Uses scissors and cutlery competently and confidently. Follows Little Wandle letter formation in order to write letters accurately. Form numbers correctly Jumps off equipment with control Rolls with control Moves with increasing fluency, coordination and grace when following a sequence of moves Can throw, kick, catch and pass a large ball | <ul style="list-style-type: none"> Holds a pencil effectively using a comfortable grip and the correct pressure Uses a range of one-handed small tools effectively Draws identifiable pictures Negotiates space avoiding obstacles Moves energetically – running, hopping, skipping, dancing and climbing Can confidently kick, catch and throw using a ball | <ul style="list-style-type: none"> Holds a pencil effectively and can form most letters correctly Uses cutlery, scissors and paintbrushes for a variety of activities Draws with accuracy and care, including details Negotiates space avoiding moving objects or people Demonstrates strength, balance and coordination when playing Can pass, bat and aim using a ball | | | | | | | | | | |
| How? | Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Cards, Lists for Santa, Labels for people, places and presents, Bike ability Sessions in Autumn 1 PE Focus: Listening Games, Dance Listening games: Traffic lights, Bean games, Stuck in the mud Warm up activities: Jumping, hopping, skipping, running, crawling Learning set moves Learning a sequence of moves | | Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Maps, signs for community, Shopping lists, Story maps, Writing captions, Recipes, Warning posters, Instructions, Thankyou cards PE Focus: Gymnastics and large apparatus Rolling Balancing Climbing Jumping Introducing gymnastic large apparatus and how to safely put equipment away Noticing effect of activity on our body | | Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Non-fiction writing, Diagram labelling, Map labelling, Instructions, flip-flap books, story maps, PE Focus: Ball skills, Multi-skills, Team Games Ball skills: throwing, catching, kicking, passing, batting, aiming Ball games: Football, Basketball, Sports Day – Practising Good sportsmanship Noticing effect of activity on our body | | | | | | | | | | | |
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| | Autumn | | Spring | | Summer | |
|---|--|---|--|--|---|---|
| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| Phonics F1 Wandle Progression of sounds | Rhyme time session is taught every day from the start of Autumn 1. Rhyme time sessions are taught in small groups or as a whole class and take no more than three to four minutes. | s a t p i n snake astronaut tiger penguin iguana net | m d g o c k e mouse duck goat octopus cat kite elephant | u r h b f l j umbrella rainbow helicopter bear flamingo lollipop jellyfish | v w y z qu ch volcano wave yo-yo zebra queen cherries | ck x sh th ng nk sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end) |
| Phonemic awareness focus | A different rhyme is taught every one or two weeks. There are 20 rhymes to choose from. Can be taught in any order and repeat them over the year. Weekly plan builder will be used to ensure the full range of Rhyme time games cover: | Children hear the same initial sound for words and names of objects. Play : Play with sounds Bertha the bus Name play For each new sound play: • What's in the box?* | Children identify initial sounds of words and names of objects. Teach children to distinguish different sounds. Play : What's in the box? – with objects that start with different sounds For each new sound play: What's in the box?* | Children identify initial sounds of words and names of objects. Children articulate sounds correctly – including playing with voice sounds. Play : Play with sounds Bertha the bus Name play For each new sound play: What's in the box?* | Children identify initial sounds of words and objects Play : Play with sounds Bertha the bus Name play For each new sound play: What's in the box?* | Children identify the final sounds of words and objects. Play : Play with sounds Bertha the bus Name play For each new sound play: What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Children to distinguish other sounds at the end of words |
| Oral blending focus | • Listening • Syllables • Rhyming • Alliteration • Sound knowledge | Children blend CVC words using oral blending and objects Play For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Children join in and blend aloud. | Children blend a wider range of CVC words using oral blending. Play Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud. | Children blend a wider range of words using oral blending. Play • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend the words – and see if children can jump in and blend the words. | Children blend a wider range of words using oral blending. Play • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds they have learned. Do not blend the words for the children. | Children blend a wide range of words using oral blending when playing: Play Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend |
| Suggested words for Blend from the box* | Blend from the box words: s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t t: t-ee-th t-i-n t-a-p t-o-p p: p-e-n p-e-g p-i-n p-a-n n: n-e-t n-oa-z (nose) n-e-ck n-u-t | Blend from the box words: m: m-oo-n m-ou-se m-a-p m-a-n d: d-o-g d-u-ck d-o-ll d-e-n g: g-oa-t g-ai-t (gate) g-oo-se g-ir-l c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t e: e-gg | Blend from the box words: r: r-a-t r-e-d r-oa-d r-i-ng h: h-a-t h-ou-se h-or-se h-ea-d b: b-oo-k b-u-s b-ir-d b-a-g f: f-i-sh f-a-n f-oo-t f-ar-m l: l-ea-f l-i-d l-o-ck l-o-g j: j-a-m j-u-g j-e-t j-ee-p | Blend from the box words: v: v-a-n v-e-t w: w-i-g w-e-b w-ai-v (wave) y: y-a-p [dog] z: z-i-p z-oo qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action] ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action] | Blend from the box words: ck: s-o-ck d-u-ck n-e-ck r-o-ck X: f-o-x b-o-x w-a-x s-i-x sh: sh-e-ll sh-ir-t sh-o-p sh-e-d th: th-u-mb t-ee-th m-o-th, th-i-gh ng: r-i-ng w-i-ng k-i-ng nk: p-i-nk t-a-nk w-i-nk s-i-nk | |
| Oral blending Never use grapheme cards/words | Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p | Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n | Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g | Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz | Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x | |
| Recognising their name | | | | | | |

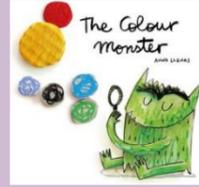
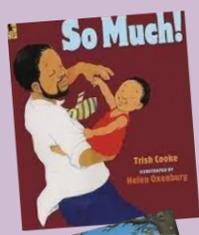
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|---------------------------------------|---|--|---|--|--|---|
| | | Children find their name using their picture. | Children recognise the initial sound of their name. | Children recognise the capital letter that starts their name. | Children match their name to their picture. | |
| | Autumn | | Spring | | Summer | |
| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| Literacy F1 steps for progress | <ul style="list-style-type: none"> Copy simple actions when singing a nursery rhyme Notices name on peg with picture cue Match, copy and name environmental sounds Mark makes with a variety of tools Enjoys sharing books with an adult | <ul style="list-style-type: none"> Sing most words of a nursery rhyme. Notices print in books and signs/symbols in environment Repeats words or captions from familiar stories in play Respond to a peer or adult with words when looking at a story. Uses body to make different sounds Claps and counts syllables in name Gives meaning to drawing Beginning to give meaning to marks Copy sound talk actions Tuning into sounds especially initial sounds-their name/animal names | <ul style="list-style-type: none"> Enjoys looking at books independently in the reading area Points from left to right when reading visual timetable Names front cover of a book Names some basic instruments Joins in with a rhythm Talk and respond for a few turns in a simple conversation during a focused Story time Tuning into initial sounds-children's names, animals with more confidence | <ul style="list-style-type: none"> Tracks print in books from left to right Recognises rhyme and starts to use it in play or singing opportunities Uses some simple new vocabulary Copies some recognisable letters from first name Gives more meaning to marks for writing Shows understanding of story structures Counts and claps out syllables in words | <ul style="list-style-type: none"> Turns pages from the beginning of a book when reading independently Hears first sound in words Says words that have the same initial sound Forms some recognisable letters from names using name card Enjoys listening to stories and joins in with repeated refrains Can sing a variety of familiar songs now Uses pictures to tell you something about a story | <ul style="list-style-type: none"> Orally blends simple words and match it to a picture Talk about familiar books in provision Use vocabulary from the theme /topic they have learnt Write some or all first name without name card Independent mark making shows some knowledge of emerging writing Can easily discriminate between sounds when playing listening games. Knows that print carries meaning and how to handle books correctly |
| How? | Rhyme of the week-links sent home for continuity Quality texts Name recognition First letter tracing and name tracing (Autumn 2) Mark making using paintbrushes and water, pens, chalks, pens taped to small world characters Fine motor activities Guided drawing High quality mark making opportunities Dough gym Tummy writing with large paper inviting book area for sharing books Phase 1 phonics Little Wandle-tuning into sounds (Autumn 2) | | Name tracing Writing initial letters from their name on their work Fine motor activities Rhyming soup Dough gym Shared writing in meaningful contexts Focused drawing in meaningful contexts High quality mark making opportunities Quality texts with engaging stories Phase 1 phonics Singing, rhymes and introducing syllables in games Language games and interventions | | Name copying Independent name writing Dough gym Rhyme of the week Quality texts with engaging stories Fine motor activities Shared writing in meaningful contexts Focused drawing in meaningful contexts Phase 1 phonics Language games and interventions | |

| | Autumn | | Spring | | Summer | |
|--------------------------------|---|---|---|---|--|--|
| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| Phonics F2 | <p>Phase 2</p>  | <p>Phase 2</p>  | <p>Phase 3</p>  | <p>Phase 3</p>  | <p>Phase 4</p>  | <p>Application of phase 3 and 4</p>  |
| Literacy F2 steps for progress | <ul style="list-style-type: none"> Hears initial sound consistently Can write some recognisable sounds including those in their own name Beginning to orally blend and segment Reads 'speedy sounds' in line with phonics program Points 1:1 to words when reading phonics reading book Can copy and rehearse dictated word or phrase | <ul style="list-style-type: none"> Reads all phase 2 graphemes Recognise first 8 phase 3 GPCs Blends CVC words using known GPCs Segments CVC words to write Reads phase 2 'tricky words' in line with phonics program Reads phonics reading book using blending as their first strategy Writes first name accurately Can say what they want to write and orally rehearse it | <ul style="list-style-type: none"> Continues to learn graphemes in phase 3 Reads simple words containing phase 3 graphemes, digraphs, trigraphs. Recall digraphs and trigraphs taught Reads some fluency words in line with phonics program Talks in full sentences about a key character from a text Writes both names using good letter formation | <ul style="list-style-type: none"> Reads most phase 3 digraphs and trigraphs Reads most phase 2 and 3 fluency words in line with phonics program Reads simple phonetically decodable phrases and sentences Reads books with a range of phase 2 and 3 CVC words and tricky words and shows an understanding of what has been read Re-read books to develop fluency and understanding. Talks in full sentences about key events from a text Can begin to write 3 – 4 word sentences that themselves and others can read Forms most upper and lowercase letters correctly. | <ul style="list-style-type: none"> Say a sound for each letter of the alphabet Read words consistent with their phonics knowledge using soundtalk to blend Anticipates key events in stories Use and understand vocabulary during discussions about books rhymes and poems we have read Spells words consistent with their phonics knowledge using segmenting | <ul style="list-style-type: none"> Say at least 10 digraphs Reads simple sentences and books consistent with phonics knowledge Reads a range of common exception words by sight. Retell stories and narrative using their own words and recently introduced vocabulary Use and understand vocabulary during role play Write recognisable letters, most of which are correctly formed Can spell words by identifying the sounds in them and representing the sounds with a letter or letters Writes simple phrases and sentences that can be read by others |
| How? | <p>Daily name writing intervention Daily Story time x3 (milk and fruit, end of day, literacy) 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners</p> | | <p>Daily target time linked to letter formation Daily Story time x3 (milk and fruit, end of day, literacy) 1:1 reading Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners</p> | | <p>Daily target time linked to segmenting Daily Story time x3 (milk and fruit, end of day, literacy) 1:1 reading Letter formation intervention Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners</p> | |

The Books we are reading

The following list of books is a starting point. Books will be added to themes according to children's preference and as new literature is discovered.
See topic specific book progression.

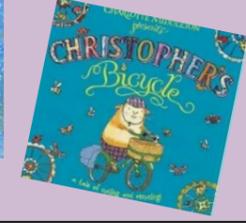
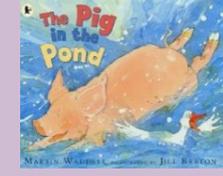
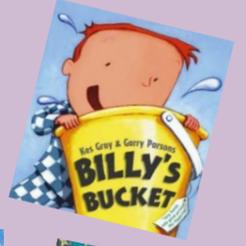
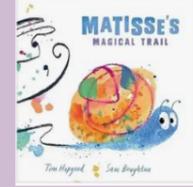
Autumn



Spring



Summer



| | Autumn | | Spring | | Summer | |
|-----------------------------------|---|---|--|--|---|---|
| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional Tales | Changes/Growing Our wonderful world | Our wonderful world |
| F1 Maths steps of progress | <ul style="list-style-type: none"> Talk about large and small amounts Completes inset puzzles Can choose a shape for a purpose Can create simple constructions | <ul style="list-style-type: none"> Recites numbers 0, 1, 2 and 3 Shows finger numbers 0 and 1 Active counting – clap a set up to 3 Use fingers to represent numbers up to 3 Joins in with repeats in songs Claps along to songs Can begin to order numbers | <ul style="list-style-type: none"> Accurately counts with 1:1 correspondence 1-3 Recognises numerals 0,1,2 Beginning to learn that the small numbers e.g 3 can be composed of smaller numbers – 1 and 1 and 1 Respond to and use some spatial and positional language Beginning to make patterns of own arrangement | <ul style="list-style-type: none"> Show finger numbers to 3 Uses directional language Sorts objects according to given criteria Subitizes numbers to 3 | <ul style="list-style-type: none"> Show finger numbers to 5 Repeats actions in songs Beginning to subitize a regular pattern of spots to 5 | <ul style="list-style-type: none"> Sorts and matches objects according to own criteria Creates simple repeating pattern independently Show finger numbers to 5 Creates own repeated actions |
| How? | Blocks 1-8 More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say numbers Begin to order number names I see 1,2,3 Join in with repeats Explore position and shape | |  Blocks 9-16 Show me 1,2,3 Move and label 1,2,3 Explore position and routes Explore patterns Take and give 1,2,3 Match talk push and pull Talk about dots Compare and sort collections |  Blocks 17-24 Lead on own repeats Start to puzzle Making patterns together Make games and actions Show me 5 My own pattern Stop at 1,2 ,3, 4, 5 Match sort compare |  | |

| | Autumn | | Spring | | Summer | |
|--|----------------------|---------------------------------|--|-------------------------------|------------------|--|
| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |

| | | | | | | | | | |
|-----------------------------------|---|--|--|---|---|--|---|---|--|
| F2 Maths steps of progress | <ul style="list-style-type: none"> • Can rote count to 10 • Can count actions and sounds • Links numeral and amount 0 – 5 • Can compare size and use vocab large and small • Can compare mass and use vocab heavy and light • Compares capacity and uses vocab full and empty • Copies and continues AB repeating patterns | <ul style="list-style-type: none"> • Subitises amounts to 5 • Can begin to show the ways to make 5 • Names common 2d shapes and some properties • Uses positional language • Sequences times of the day • Can say 1 more than/1 less than a given number • Can confidently use a 5 frame | <ul style="list-style-type: none"> • Rote counts beyond 10 • Counts objects with accuracy • Subitises to 8 and talks about arrangements • Compares mass and uses vocab heavier, heaviest, lighter, lightest • Compares capacity and says which holds the most/least • Names common 3d shapes • Copies and continues AAB, ABB patterns | <ul style="list-style-type: none"> • Links numeral and amount 0 – 10 and beyond • Can say one more and one less than a number • Recalls number bonds to 5 and some to 10 • Can begin to show the ways to make 10 • Compare length and height • Use vocab tall, short and long • Creates own repeating patterns using different combinations • Can say some double facts to 8 • Can begin to recognise odd and even numbers | <ul style="list-style-type: none"> • Subitises larger numbers confidently • Recalls most number bonds to 10 • Can say ways to make 10 • Recalls double facts to 10 • Can copy shape pictures • Uses the language of position and direction confidently • Count beyond 20 | <ul style="list-style-type: none"> • Talks about the composition of 10. • Explore and talk about odds and evens • Distribute quantities equally. • Can say whether a number is odd or even • Can confidently use a 10 frame | | | |
| | How? | <p>Getting to know me: Baselineing</p> <p>Match Sort Compare: Match objects, match picture and objects, identify a set, sort objects by type, explore sorting techniques, create sorting rules</p> <p>Talk about Measure and Pattern: Compare size, mass and capacity. Explore, copy and create simple patterns</p> <p>It's Me 1,2, 3: Find, subitise and represent 1,2,3. 1 less/more than, composition of 1,2,3</p> <p>Circles and Triangles: Identify and compare circles and triangles, describe position</p> <p>1,2,3,4,5: Find, subitise and represent 4 & 5. 1 less/more than, composition of 4 & 5</p> <p>Shapes with 4 sides Identify and compare squares and rectangles, my day and night</p> | |  | <p>Alive in 5: Recognising 0-5, representing 0-5, conceptual subitising</p> <p>Mass and Capacity: Compare mass, find a balance, compare and explore capacity</p> <p>Growing 6, 7, 8: Find, subitise and represent 6,7,8. 1 less/more than, composition of 6,7 and 8, odds and evens, find and make doubles, combining 2 groups</p> <p>Length, height and time: Explore and compare length and height, talk about time</p> <p>Building 9 and 10: Find, compare and represent 9 & 10, conceptualised subitising to 10, bonds to 10 (2 and 3 parts) doubles, odd and even</p> <p>Explore 3d shapes: Recognise and name 3d shapes, find 2d shapes within 3d, identify more complex patterns, copy and continue patterns</p> | |  | <p>To 20 and beyond: Building numbers beyond 10, Counting Patterns beyond 10, verbal counting beyond 20, verbal counting patterns</p> <p>How many now?: Add more, how many did I add, take away, how many did I take away?</p> <p>Manipulate, compose and decompose: Select shapes for a purpose, rotate and manipulate shapes, explain shape arrangements, find 2d shapes in 3d, copy 2d shape pictures</p> <p>Sharing and grouping: Explore sharing and grouping, even and odd sharing and grouping</p> <p>Visualise, build and map: Explore and create pattern rules, describe positions, explore and create maps, describe positions and give instructions to build</p> <p>Make connections: deepen understanding, patterns and relationships</p> | |

| F1 Past and Present steps of progress | Autumn | | Spring | | Summer | |
|--|---|------------------------|---|---|---|----------------------------|
| | Rhyme time | Let's celebrate | People who help us | You Can't catch me/Traditional tales | Changes/Growing | Our wonderful world |
| F1 Past and Present steps of progress | <ul style="list-style-type: none"> • Can begin to make sense of their own life story and families history • Can talk about the Christmas story and show awareness that this was a long time ago | | <ul style="list-style-type: none"> • Shows interest in different occupations • Can talk about family history in very simple terms | | <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Recognises the difference between themselves now and as a baby • Can talk about the school day, using the visual timetable | |

| | | | | | | |
|--|--|---------------------------------|--|-------------------------------|--|--|
| How? | Look at old family photos e.g. past christmases baby photos and now photos-make a comparison Christmas books about the nativity story Small world scenes to show the nativity story | | Explore jobs people in our family used to do e.g. butchers etc Link family jobs to the topic-People who help us Look at photos of families and homes in the past and now | | Look at family photographs and discuss people's roles within the family. Look at baby photos and make comparisons about how they are now Use a daily visual timetable make reference to important days/times in the day, changes etc | |
| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| F2 Past and Present steps of progress | <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Name the days of the week in the correct order • Talk about the past using words as yesterday, last night, last week and before • Learn about historical events such as Bonfire Night and Remembrance Day | | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Comment on what things in the home and community are the same or different from the past • Understands and can explain a simple timeline (baby, child, adult) | | <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past • Can use the words Past and Present correctly and in context | |
| How? | Look at family celebration photos from the past e.g. Mum and Dad's birthdays when they were small Make family trees Discussions about things we can do now and things we could do in the past. Remembrance Day – Why do we wear poppies? Bonfire Night -Who was involved | | Look at old photos and maps of our local community Compare communities in the past and our community today Compare objects in and around the home Create and display a timeline relevant to them | | Look at old and new maps and talk about the changes they see Look at images of artists from the past and their work Create and display a timeline relevant to them | |

| | Autumn | | Spring | | Summer | |
|--|--|--------------------------|--|--------------------------------------|--|---------------------------------|
| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| F1 People, culture and communities steps for progress | <ul style="list-style-type: none"> Develop positive attitudes about the difference between people Can say what makes them unique | | <ul style="list-style-type: none"> Talk about different occupations in our community Recognise what school they go to Talk about their homes and significant places in their community Add their ideas to a story map | | <ul style="list-style-type: none"> Knows there are different countries in the world Looks at photos and can talk about differences they can see e.g. hot weather, different types of houses etc. Can talk about ways to travel locally or further away Knows how clothing changes according to weather | |
| How? | Celebrating Diwali, Harvest Festival, Halloween, Bonfire Night, Christmas, Birthdays Stories and circle time showing it is good to be different – explore similarities and differences between peers e.g. physical appearances, likes and dislikes | | Visits from the local community and local heroes (Police, Nurses, Dentists) Role-play inside and outside to explore occupations Celebrating Chinese New Year – differences between Chinese culture and ours e.g. difference in clothes, diet and language | | Look at a globe/world map. Explore the concept of countries. Discuss holiday destinations anybody has visited. Look at photographs/non-fiction of a contrasting country (Africa) notice the difference between weather, houses, animals, food. | |
| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| F2 People, culture and communities steps for progress | <ul style="list-style-type: none"> Talks about members of immediate family e.g. occupation and appearances Name and describe people who are familiar to me e.g. friends, wider families Knows the name of the town they live in Can talk about some of the people they see in their community Knows people have different beliefs and celebrate in different ways | | <ul style="list-style-type: none"> Draws information from a simple map Can recreate a map from a story and create own Understands some places are special to members of the community Recognise similarities and differences between life in a city/town or the country Can follow a map or set of directions using BeeBot (Computing) | | <ul style="list-style-type: none"> Recognise some features of other environments are different to the one where they live Knows the meaning of the word recycle and can suggest ways Describes immediate environment. Knows some similarities and difference between different religious and cultural communities in this country. Explain some similarities and difference between life in this country and life in other countries. | |
| How? | Display family photos on Jigsaw display Making family trees – looking at generation Comparing differences and similarities between celebrations (Birthdays, Christmas, Diwali, Halloween, Bonfire night, Harvest festival) Use of non-fiction books to explore how people celebrate. Visits from people who have lived a long time in our community-what jobs do they do Visit to the community: | | Look at maps of our community, making our own maps of where we live, explore old photographs of Beeston to compare and contrast, how did people shop in the past? Use non-fiction books to explore people's roles in the community Possible to the church to celebrate Easter Learn about a contrasting country (Africa) Explore animals from this and the contrasting country and their different habitats. | | Explore a world map. Where do we live? What other countries do you know? Explore animals from the other countries and their different habitats. Look closely at those countries and their weather, environment and culture. Find innovative ways to take care of our environment through recycling and reducing energy use Explore similarities and differences in culture and religion – what festivals are celebrated? | |

Which stories are special and why?

Look at different celebrations – birthdays/ Easter/ Christmas How does Christmas make us feel?
 What do we get at Christmas? Look at the story of Jesus’ birth using story props. Jesus as a gift from God.
 What presents did the wise men give to the baby? What would we give now?

Which people are special and why?

Which people are special and why?
 Children to bring in picture of their family – discuss who they are/ why they are special?
 Discuss different days across the year that are special – birthdays/ Easter/ Christmas.
 Learn about other days that are special to other people Diwali, Eid, Chinese New Year.

What place are special and why?

Ask pupils to bring in a picture or talk about their own special place and discuss how this place makes them feel. Why is it special?
 Introduce special places for different religions – a church, a mosque etc. Look at the features of different places of worship during walk around community.

What times are special and why?

Spring link. What changes are happening in the natural world – leaves dying but flowers growing. Signs of life and death. At this time of year, we celebrate Easter. Look at Easter story with children. Which symbols are associated with Easter? Can children retell the Easter story?

Belonging- who are we and how do we belong?

Who are we and how do we belong? Do we belong at school? What else do we belong to? – Our families? Look at how religious people show belonging – church congregations etc

Our wonderful world: how can we care for living things and the earth?

How can we care for living things and the earth? Wider conversation about caring for the planet – environment/ rubbish/ animals etc. How do we show care for others?
 Different celebrations – Christmas/ Easter/Diwali
 Relate to the topic and stories to look at religious and cultural differences.

| | Autumn | | Spring | | Summer | |
|--|---|---------------------------------|---|--------------------------------------|---|--|
| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our Wonderful world |
| F1 Natural World steps for progress | <ul style="list-style-type: none"> • Uses senses to explore natural objects • Explores collections of materials with similar or different properties • Can say how trees change throughout the year | | <ul style="list-style-type: none"> • Can explore floating and sinking in simple terms • Can name an object that floats and one that sinks • Explore and talks about pushing and pulling | | <ul style="list-style-type: none"> • Spontaneously talks about changes • Knows that a plant grows from a seed • Knows plants need sunshine and water to grow • Talks about the 4 stages in the life cycle of a butterfly when looking at a picture • Talks about differences between materials • Knows how to look after outdoor plants and any living creatures. | |
| How? | <p>Hands on exploration of Autumnal objects: pine cones, conkers, chesnuts, acorns, leaves. Introducing language: round, spikey, smooth. Sorting leaves into colour, shape and size. Sorting vegetables into size, shapes, textures.</p> <p>Notices change in weather – contrast between warmer sunnier days and colder days. What do we wear?</p> <p>Art-using natural materials</p> <p>Investigation station</p> | | <p>Notice changes in trees between winter and spring, change in weather and what we wear.</p> <p>Linked to story-opportunities to explore the concept of floating and sinking (Gingerbread Man) and forces such as pushing and pulling linked to transport vehicles in Spring 1</p> <p>Open ended explorative provision e.g. wind up toys, torches, magnets. How do they work?</p> <p>Art-using natural materials</p> | | <p>Regular Forest school sessions</p> <p>Using binoculars and magnifying glasses to look closely at features</p> <p>Plant cress seeds, sunflowers and potatoes.</p> <p>Daily watering plants monitors</p> <p>Minibeast hunting – how we look after minibeasts? Picking them up gently, putting them back in the right place.</p> | |
| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |
| F2 Natural World steps for progress | <ul style="list-style-type: none"> • Explores the natural world around them • Can describe the changes that are occurring linked to the season • Knows the name of the seasons and understands it is a cycle • Can begin to explain what is meant by nocturnal and hibernate | | <ul style="list-style-type: none"> • Understand the change in seasons between winter and spring • Can confidently talk about how the weather is different throughout the year • Talks about how the natural world looks during these seasons • Can use words like nocturnal, camouflage and predator to describe animals and their habitats • Knows some features specific to animals • Can link some months of the year to a season • Can say why and when a shadow will appear | | <ul style="list-style-type: none"> • Can label a the main parts of a plant • Knows that name of some common plants they can see • Talks about similarities and differences between the natural world around them and contrasting environments • Understands melting and freezing. • Talks about the seasons and changes they have observed. • Understands all stages in the life cycle of a frog • Can talk about magnets and know where they stick | |
| How? | <p>To explore features of Autumn: Autumn treasure hunt, Autumn walk, Autumn crafts, Forest School, Sorting leaves, comparing features of our Forest environment/school environment.</p> <p>Read Autumn and Winter non-Fiction to inform learning.</p> <p>Sort celebrations into Autumn and winter – Diwali and Christmas</p> <p>Observe natural changes between Summer into Autumn and Autumn into Winter. What happens to animals during Autumn? Explore hibernation and nocturnal animals</p> <p>Observational drawing of Stickman cover noticing changes</p> | | <p>forest school sessions in our forest school environment.</p> <p>To explore features of Spring: Hunt for Spring clues, Looking closely at Spring flowers and buds, Explore baby animals, Spring crafts</p> <p>Read Spring and baby animals Non-Fiction to inform learning.</p> <p>Compare farm animals and jungle animal habitats and features</p> <p>Matching shadows of jungle animals looking at position of sun etc</p> <p>Observation drawing of spring flowers/blossom at different stages.</p> | | <p>Forest school sessions in our forest school environment.</p> <p>Explore animals from the pond area and their contrasting habitats.</p> <p>Look closely at those countries and their weather, environment and culture.</p> <p>Using the magnet fishing game</p> <p>Observe roots, stems and leaves growing and purposes of them</p> <p>Observational drawings of plants and different stages of growing.</p> <p>Making ice cubes: Leaving them to melt in different environments – which melts fastest?</p> <p>To explore features of Summer: Weather, Minibeasts, Planting and Growing, Observation of plants and animals</p> <p>Minibeasts and Summer Non-Fiction book to inform learning</p> <p>Observe life cycle of a butterfly and introduce tadpoles into the environment.</p> | |

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| | Autumn | Spring | Summer |
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| | Rhyme time | Let's celebrate | People who help us | You can't catch me/Traditional tales | Changes/Growing | Our wonderful world |
|----------------------------------|---|--|--|---|---|--|
| F1 EAD steps for progress | <ul style="list-style-type: none"> Explores small world and can join construction toys together Explores different materials e.g. paper, card, sellophane, tape Copy simple actions when singing a nursery rhyme Explore instruments Sings along to familiar nursery rhymes. Makes meaningful marks using a range of techniques and media Explores a range of materials and develops ideas | <ul style="list-style-type: none"> Uses small world construction to build and balance. Creates closed shapes with continuous lines e.g. simple face Sing most words of 1 nursery rhyme. Attempts to copy pitch and melody. Knows how to bang a drum and shake a tambourine. Nativity performance-learning new songs with actions. Can join different materials together | <ul style="list-style-type: none"> Explores different natural objects and use them to create art Draws shapes to represent different objects beyond a person Shows happy and sad (feelings)in drawings and paintings and 3D creations Explores colour and colour mixing to make secondary colours Sing 2 rhymes accurately Plays instruments with increasing control | <ul style="list-style-type: none"> Begins to develop stories using small world equipment. Uses small world construction to make a setting for their play Tells a grown up what they want to make Tells a grown up the songs they like to listen to Sings more than 2 rhymes accurately Shows increasing detail in their drawings Can choose the correct tools for baking Know to was hands before cooking | <ul style="list-style-type: none"> Can join different materials together knowing which resources to use Consistently joining in with rhymes and songs during singing sessions Knows how to make meaningful marks Can represent movement and loud noises in drawing Knows what is a basic healthy food choice | <ul style="list-style-type: none"> Know what materials to use to build with a purpose in mind Can explain likes and dislikes of own creations Draws with details e.g. arms, legs, facial features Develops stories using small world equipment Know about an artist and can express opinions about their art Sings rhymes and songs they know in play Makes up own songs, sometimes based on a song they already know Uses instruments to express feelings and ideas (for example adding instruments to songs) |

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| How? Being Imaginative and Expressive | <p>Access Art scheme Environmental sounds Regular singing-rhymes and songs Modelling and exploring instruments in outdoor provision Exploring coloured materials and paints in provision Christmas crafts Nativity performance Modelling small construction both indoors and outdoors Role-play: Home corner enhancements linked to book or theme Colour mixing – firework pictures and pumpkin painting Art using Autumn natural objects(land art) EYFS singing sessions: Autumn songs, All about me, Nursery rhymes, Action songs Drawing of self and family Model using people and communities small world resources in provision Model using PVA glue, Pritt stick, tape and scissors on box modelling Model using instruments and moving to music on the outdoor stage</p> | <p>Access Art scheme Regular singing-rhymes and songs Box modelling – model creating for a purpose (for example a house for the three pigs or emergency vehicles) Represent characters from traditional tales and talk about whether they are happy or sad Role-Play Area: Giant's Castle, Gingerbread man's journey, Doctors, Fire-fighters, Police Station, Buses and Bus Stops Guided drawing of the gingerbread man characters and emergency vehicles Natural paintbrushes and exploring colouring mixing Baking sessions</p> | <p>Access Art scheme Provide different joining tools in a variety of contexts for children to choose from (tape, PVA, Pritt stick when creating leaf crowns at Forest school) Model using natural small world objects to create small world settings during Forest school Provision opportunities that link to rhymes – spiders, guttering and watering cans. Provision that provides a range of choices for materials, colours, joining tools. Healthy food tasting and prep Opportunities to listen to a range of music African dance routine Nursery graduation performance</p> |
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| | Autumn | | Spring | | Summer | |
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| | Super Star Me | Families and Communities | Once upon a time Down on the farm | A rumble in the jungle | Pond life | Where in the world shall we go? |

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| F2 EAD steps for progress | <ul style="list-style-type: none"> • Listens carefully to music • Explores and engages in music making • Introduces storylines in pretend play (role play or small world) • Joins in with weekly singing session and shows enjoyment • Uses drawing to plan designs • Knows that mixing 2 primary colours creates a secondary colour • Can select the correct tools and materials for a prupose | <ul style="list-style-type: none"> • Explores moving their body to music • Responds to different forms of dance, expressing feelings and responses • Joins in with dance moves when learning the christmas dance • Accurately sings songs we have learnt this term • Can combine materials and techniques to create different textures • Knows how to manipulate materials to create for a purpose • Can recognise the key features of an artist (in simple terms) • Knows how to model for a purpose will malleable materials (playdough/clay) • Knows the importance of hand washing prior to touching food • Can use a knife to butter bread | <ul style="list-style-type: none"> • Moves to and talks about music, expressing feelings and responses • Sings in a group or alone, increasingly matching pitch and following a melody • Creates collaberatively, sharing ideas, resources and skills (small world, construction, painting/box modelling) • Can use a range of tools and select the appropriate tools for the job • Can use a range of shapes and colours to draw what they can see • Can talk about creations and explain the function • Knows the materials to use to make creations stronger | <ul style="list-style-type: none"> • Performs music in a group • Make indepemdent choices about the resources they need and talk about creations • Uses previous learning to refine and develop ideas. • Develop storylines in pretend play • Can add more detail to my drawings of people and other objects • Knows that wet and dry media can be mixed to create different effects • Knows the importance of hand washing prior to food prep • Can follow the stages to make a simple snack food (sandwich) | <ul style="list-style-type: none"> • Safely uses and explore a variety of tools, techniques to join materials together • Can create independently • Knows names of primary colours • Enjoys sharing their creations • Uses props and materials when role-playing characters in narratives or stories. • Sings a range of well-known nursery rhymes • Performs songs and rhymes with others • Knows that mixing 2 primary colours creates a secondary colour and can name the colour • Can talk about the colours that have been mixed • Can select the correct tools for baking (knives, spoons etc) | <ul style="list-style-type: none"> • Experiments with design, and can make with a purpose • Share their creations and explains processes they have used • Invent, adapt and recount narratives and stories with peers and teacher • Sings a range of well-known songs • Performs poems and stories with others • Tries to move in time with music • Knows and can explain the differences between colours (eg.light, dark) • Can share key facts about 2 artists • Knows how to create based on the work of an artist • Knows healthy choices with regards to food |
| How? | <p>Regular Charanga music sessions – children to expand knowledge of musical instruments and play in time with beat. Open ended role play enhanced according to story (baby, house for sale, pet) Kandisky linked to maths input Learning Christmas performance. Self portrat and Stickman drawing conference Colour mixing: Colour Monster, Bonfire night Christmas Crafts – children to focus on cutting skills and an artistic skill they have explored in free flow this term. Quality small world provision – adults modelling combining loose parts play and small world play. (indoor and outdoor)</p> | | <p>Model collaborative play using block play and small world outside and inside. Celebrate and display EAD projects. Guided box modelling to introduce plan, create and evaluate ntroduce book of the week resources into reading area to encourage storytelling. Link outdoor small world to topic or theme. Box modelling oportunities: emergency vehicles, 3 pigs houses, drums and musical instruments. Drawing conference and step by step drawing Making a sandwich to take on an adventure</p> | | <p>Resources available for children to use and apply techniques they have learnt this year in provision. Range of tools are always on offer in EAD and dough area. Colour mixing – different shades of green for flora and fauna Opportunities to create art inspired by journeys or travel Small world play enhanced to match topic Books to encourage small world play. Display maps in environment in floor books and encorage children to refer back to them Create oportunities to create a range of habitats and display in provision Baking birthday biscuits Matisse’s Magical Trail Paul Klee take a line for a walk</p> | |

