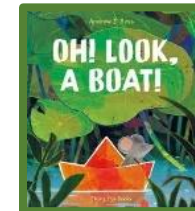
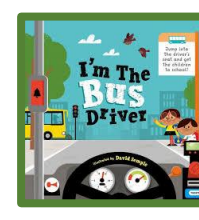
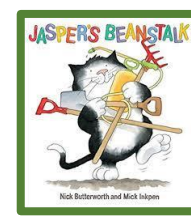
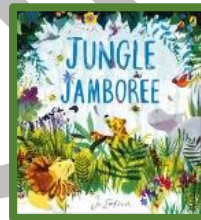
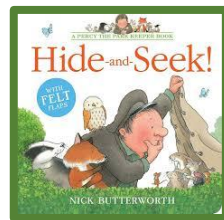
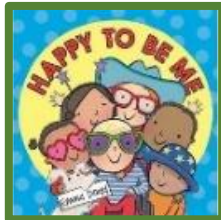


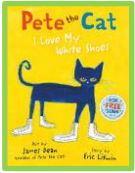
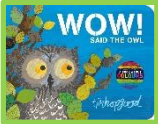
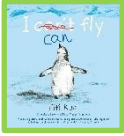
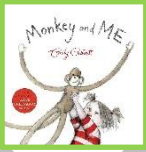
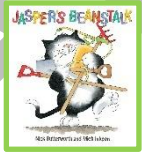
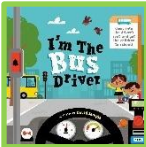
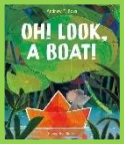
Royton Hall Primary School

Nursery Curriculum

2026 to 2027



A **sequenced curriculum** to ensure all children make progress and are ready for the next stage of their education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Marvellous Me	Autumn & Woodlands	Animals in Cold Countries <i>The Wider World</i>	Animals in Hot Countries <i>The Wider World</i>	Life Cycles: Animals & Plants	Transport/ Journeys/Water
Quality Focus Text	 	 	 	 	 	 
Linked Texts	- o We're Going to the Dentist - o My First Body - o Time to Get Dressed - o Amazing Me! Dance - o Amazing Me! Dressing Up - o I'm Big Now! - o So Much! - o The Babies and Kitties Book - o Socks - o Matilda's Cat - o I'm Thinking of a Pet - o Cat Chat - o Lulu Gets a Cat	- o Percy the Park Keeper 123 - o Percy the Park Keeper Opposites - o Who is Hiding in the Woods - o Peep Inside the Forest - o Percy and the Badger - o Percy and the Rabbit - o One Snowy Night - o Owl Babies - o Autumn - o Woods - o Time to Go to Bed - o Oliver's Wood - o It Was a Cold, Dark Night	- o Winter is Here - o Busy Penguins - o Over in the Arctic - o Are You There Little Penguin? - o Penguin Says Please - o Blue Penguin - o Busy Bear Cubs - o Cubs - o Bear and Hare - o Bear and Hare Snow! - o Big Bear, Little Bear - o I Love You to the Moon and Back	- o Busy Monkeys - o Busy Elephants - o Hang On Monkeys - o Five Little Monkeys Jumping on the Bed - o Little Why - o Dear Zoo - o Have You Seen Elephant - o Roar! - o Are You Sleeping? - o Who's Hiding on Safari? - o Who's Hiding in the Jungle? - o Who's Stripes? - o The Animal Boogie	- o Plant the Tiny Seed - o How Does a Seed Sprout - o Lulu Loves Flowers - o The Tiny Seed - o Ten Seeds - o Jack and the Beanstalk - o Who is in the Egg? - o Busy Chickens/Barnyard - o See How They Grow: Farm - o Big Outdoors for Little Explorers – Farm - o The Odd Egg - o Daisy and the Egg - o Who's in the Egg?	- o I'm the Fire Engine Driver/ Train Driver/ Tractor Driver - o This Bus is for Us - o The Train Ride - o We Catch the Bus - o Big Outdoors for Little Explorers (i) Seaside (ii) River - o Peep Inside the Pond - o We Need Water - o Brilliant Boats - o Mr Gumpy's Outing - o The Flying Bath
Linked Rhymes and Songs	Rhymes/Poems: - o Heads, Shoulders, Knees and Toes - o If You're Happy and You Know it - o Two Little Eyes - o Finger Family Song Songs: - o Happy Birthday	Rhymes/Poems: - o Wide Eyed Owl - o We can... - Michael Rosen Songs: - o Christmas show songs	Rhymes/Poems: - o I'm a Little Penguin - o Snowflakes, Snowflakes Everywhere Songs: - o Marching in the Snow - o Put Your Coat On - o Mister Wind - o Flip it, Flop it!	Rhymes/Poems: - o Down in the Jungle Where Nobody Goes Songs: - o Wet Wet Wet - o Walking through the Jungle - o Hop, Hop, Hop! - o Easter Bunny	Rhymes/Poems: - o I'm a Little Seed - o Five Little Ducks - o Little Seed - Anon Songs: - o Old McDonald Had a Farm - o Wake Up! - o New Day Blues	Rhymes/Poems: - o Wheels on the Bus - o Row, Row, Row Your Boat Songs: - o The Journey Home From Grandpa's - o We All Go Travelling By
Trips/Visitors Enrichments	Visitors: o Headteacher story time	Visitors: o School Photographer Trip:	Visitors: o Parents/Carers Stay & Play	Visitors: o Parents/Carers Stay & Play	Visitors: o Live duck eggs	Visitors: o Emergency Services*

	- Parents/Carers - Grandparents - Family pets	- Autumn Walk around school grounds - Walk to Post Box - Christmas Production	Trip: - Forest School visit - Royton Library	Trip: - Walk to Corner Shop - Classroom Jungle Jamboree	- Parents/Carers Stay & Play Trip: - Smithill's Farm	- Parent Picnic Trip: - Bus Stop traffic survey
Linked Role Play <i>Indoors and outdoors</i>	- Home Corner – Snack Time - Outdoors – Going to the Shops	- Home Corner – Bedtime - Outdoors – Post box and deliveries	- Home Corner – Wash & Clean - Outdoors – Animal Rescue	- Home Corner – Shopping - Outdoor Stage – Movement & Dance	- Home Corner – New Kitten - Outdoors – Car Wash	- Home Corner – Picnic Time - Outdoors – Picnic Time
Celebrations / Festivals / Special Events	Birthdays	- Birthdays - Diwali - Bonfire Night - Christmas	Birthdays	- Birthdays - Easter	- Birthdays - Eid al-Fitr - Sports Day	- Birthdays - Transition
Literacy (English)	Little Wandle Foundations for Phonics Word Reading					
	Listen and differentiate between environmental sounds	Learn mouth position for following sounds: s a t p i n m Use the above sounds to - Hear initial sound - Blend CVC words using oral blending and objects	Learn mouth position for following sounds: d g o c k e Use the above sounds to; - Identify initial sounds - Distinguish between different sounds - Blend a wider range of CVC words using oral blending	Learn mouth position for following sounds: u r h b f l Use the above sounds to; - Identify initial sounds - Articulate sounds correctly - Blend a wider range of CVC words using oral blending	Learn mouth position for following sounds: j v w y z qu ch Use the above sounds to; - Identify initial sounds - Blend a wider range of CVC words using oral blending	Learn mouth position for following sounds: ck x sh th ng nk Use the above sounds to; - Identify the final sounds in a word - Blend a wider range of CVC words using oral blending
	Reading & Comprehension – Linked to key texts					
	- Begin to pay attention during group time, joining in with activities. - Enjoy sharing a book with an adult. - Begin to join in with storytelling – actions / words. - Begin to understand how a book works – front cover / pages. - Begin to identify a picture / illustration.	- Begin to engage in conversations about the story, learning and using new vocabulary. - With support, begin to (i) recognise own name without visual prompt (ii) hear / say initial phoneme of name (iii) identify initial letter and place initial letter of name the correct way up. - Begin to be aware of rhyming words.	- Read name without visual prompt, hear initial phoneme. - Begin to identify some initial phonemes in words. - Begin to hear when two words start with the same phoneme. - Develop an awareness of rhyming words. - Listen to longer stories and answer questions with relevant comments,	- Recognise name without visual prompt. - Hear and say when two words start with the same sound – alliteration. - Show an awareness of rhyme. - Use a variety of voice sounds. - Explore and distinguish between different voice sounds.	- Show an awareness of alliteration & identify initial phoneme in words. - Orally blend & segment simple CVC words. - Count / clap syllables in words. - Anticipate what might happen next - Begin to respond to a wider variety of questions.	- Discriminate between similar environmental sounds. - Show an awareness of alliteration & identify initial phoneme in words. - Orally blend and begin to orally segment simple CVC words. - Begin to sequence simple story into beginning, middle and end.

	- Develop vocabulary linked to body parts and actions. - Develop vocabulary linked to pets. - Discriminate between different environmental sounds. - Begin to identify different environmental sounds. - Begin to identify instrumental sounds. - Recognise own name with visual prompt.	- Develop an awareness of vocal sounds. - Know the difference between print / pictures; begin to realise that in English text is read from left to right. - Begin to match words with the same initial phoneme.	- joining in with repeated refrains. - Begin to retell a simple story. - Carefully turn pages in a book one at a time. - Begin to understand that print carries meaning – label / simple sentence. - Know where to start reading – L to R. - Begin to understand concept of a word / letter. - Begin to understand that their name is a word which is made up of letters.	- Begin to orally blend & segment simple CVC words. - Join in with repeated refrains. - Sequence story illustrations and anticipate what might happen next. - Begin to follow print – left to right with one-to-one correspondence. - Understand the concept of word / letter.	- Begin to talk about the beginning / middle / end of story. - Understand that print has meaning & can be used to communicate. - Follow print – left to right, with one-to-one correspondence and return sweep. - Understand the concept of word / letter.	- Answer questions with relevant comments. - Continue to understand that print carries meaning – labelling / simple sentence. - Know where to start reading, L-R & T-B (return sweep), one-to-one correspondence. - Begin to understand the concept of word / letter.
	Writing					
	- Hold a pencil and explore mark making and drawing, beginning to give meaning to these marks. - Make marks on pictures to represent name. - Begin to draw Pre Writing Shapes: vertical lines. - With support, find first letter of name.	- Recognise name with visual prompt and begin to make marks to represent name. - With support, identify initial letter and begin to write initial letter of name. - With support, order letters in name. - Begin to ascribe meaning to marks – orally labelling. - Make vertical lines and begin to make horizontal lines and circles.	- Read name without visual prompt, hear initial phoneme, write first letter with confidence, and begin to write full name. - Begin to use a comfortable grip with some control. - Begin to break the flow of speech into words. - Give meaning to marks.	- Recognise name without visual prompt and write initial letter. - Begin to write full name using name card, with focus on correct sequence of letters, letter formation and directionality. - Begin to use a comfortable grip with control. - Begin to break the flow of speech into words. - Give meaning to marks.	- Recognise name without visual prompt, hear initial phoneme and write initial letter, sequence letters. - Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. - Use comfortable pencil grip with control. - Begin to use some print / letter knowledge in early writing.	- Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. - Use comfortable pencil grip with control. - Begin to use some print / letter knowledge in early writing.
Physical Development	P.E Gross Motor					
	<u>Introduction to PE: Unit 1</u> - I am beginning to demonstrate balance. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I can explore movement skills. - I can make guided choices.	<u>Fundamentals: Unit 1</u> - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am building my confidence to try new challenges. - I can explore movement skills, beginning to demonstrate balance and co-	<u>Gymnastics: Unit 1</u> - I am beginning to negotiate space safely. - I am beginning to take turns. - I am building my confidence to try new challenges. - I can explore movement skills.	<u>Ball Skills: Unit 1</u> - I am beginning to explore a range of ball skills. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I can make guided choices. - I persevere with support when trying new challenges.	<u>Dance: Unit 1</u> - I am beginning to negotiate space safely. - I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. - I am building my confidence to try new challenges and perform in front of others.	<u>Games: Unit 1</u> - I am beginning to explore a range of ball skills. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am beginning to understand how I feel in different situations.

	- I follow instructions with support.	ordination when playing games. - I follow instructions with support. - I play games honestly guided by rules with support.	- I can match skills to tasks and apparatus. - I can use a range of large and small apparatus with an awareness of safety. - I follow instructions with support.	- I play ball games guided by the rules with support.	- I can explore movement skills. - I follow instructions with support. - I show respect towards others.	- I can explore movement skills. - I follow instructions with support. - I play games honestly guided by the rules with support.
	Fine Motor/Handwriting (Squiggle Whilst You Wiggle)					
	- Children have continuous daily access to fine motor activities and resources throughout the year, focusing on develop key skills. (pinching, scooping, pouring, tweezing, weaving, threading, handling scissors and tools) - Weekly fine motor challenges in provision.					
	Back to Basics – Our Fingers and Toes & Where Are My Fingers? & Up and Down	Up and Down & Side to Side	A Wiggle and a Wiggle & Circles, Circles and Squirrels	Arches and Arches & In and Out	Reverse and Turn & Lay Down Straight	Stand Straight, Stand Tall & Straight, Straight Lines
Maths	White Rose Number & Numerical Patterns					
	<u>Comparison 1</u> More than, fewer than, same <u>Shape, space and measure 1</u> Explore and build with shapes and objects <u>Pattern 1</u> Explore repeats <u>Counting 1</u> Hear and say number names <u>Counting 2</u> Begin to order number names	<u>Subitising 1</u> I see 1,2,3 <u>Pattern 2</u> Join in with repeats <u>Shape, space and measure 2</u> Explore position and space	<u>Subitising 2</u> Show me 1, 2, 3 <u>Counting 3</u> Move and label 1, 2, 3 <u>Shape, space and measure 3</u> Explore position and routes <u>Pattern 3</u> Explore patterns <u>Counting 4</u> Take and give 1, 2, 3	<u>Shape, space and measure 4</u> Match, talk, push and pull <u>Subitising 3</u> Talk about dots <u>Comparison 2</u> Compare and sort collections	<u>Pattern 4</u> Lead on own repeats <u>Shape, space and measure 5</u> Start to puzzle <u>Pattern 5</u> Making patterns together <u>Subitising 4</u> Make games and actions <u>Counting 5</u> Show me 5	<u>Pattern 6</u> My own pattern <u>Counting 6</u> Stop at 1, 2, 3, 4, 5 <u>Comparison 3</u> Match, sort, compare
Personal, Social and Emotional Development	Adult-Led Daily Routines					
	- 'Choose it, Use it, Put it back' – To discuss selecting and using resources in the classroom and outdoor environment. By Autumn 2, name the various areas of the classroom and whether playing alone, with a friend or in a group. By Spring 2, begin naming resources used in specific areas. In Summer term, begin talking about what can be learnt or made in different areas. - 'Self-Regulation Station' – To use the SRS to name and explore feelings and identify how others may feel, including as a result of their own behaviour. - To co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways. - To work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support). - To continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating. - To begin to understand the importance of exercise and healthy eating, including trying new foods in snack and at lunch time. - To continue to develop understanding which parts of our bodies are private and should not be touched by other people.					

	- To begin to understand that we can interact with other people on the internet and how we should tell an adult if there is a problem.					
	PSHE <i>Building Relationships, Self-Confidence and Self Awareness & Managing Self (JIGSAW)</i>					
	<u>Being Me in My World</u> - I understand how it feels to belong and that we are similar and different. - I understand how feeling happy and sad can be expressed. - I can work together and consider other people's feelings. - I can use gentle hands and understand that it is good to be kind to people. - I am starting to understand children's rights and this means we should all be allowed to learn and play. - I am learning what being responsible means.	<u>Celebrating Difference</u> - I know how it feels to be proud of something I am good at - I can tell you one way I am special and unique - 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 - I can use my words to stand up for myself	<u>Dreams and Goals</u> - I understand what a challenge means - I can keep trying until I can do something - I can set a goal and work towards it - I know some kind words which can encourage people - I can start to think about the jobs I might like to do when I'm older - I can feel proud when I achieve a goal	<u>Healthy Me</u> - 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 the 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. - I know who my safe adults are and how to stay safe if they are not close by me.	<u>Relationships</u> - I can tell you about my family. - I understand how to make friends if I feel lonely. - I can tell you some of the things I like about my friends. - I know what to say and do if somebody is mean to me. - I can use Calm Me time to manage my feelings. - I can work together and enjoy being with my friends.	<u>Changing Me</u> - I can name parts of my body and show respect for myself. - I can tell you some things I can do and some food I can eat to be healthy. - 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.
Understanding the World	Science <i>Natural World</i>					
	<u>Our Bodies</u> - To name and point to basic body parts through rhymes/songs with actions. - To learn how our body moves through rhymes/songs. - To explore senses through hands on experiences. - To explore how to look after their body through stories, songs and rhymes.	<u>Nature & Environment</u> - To take part in sensory exploration of natural resources: sorting, matching and comparing. (leaves, twigs, conkers, acorns, pine cones) - To talk about what they see on an autumnal walk. - To look for animal homes and hiding places. - To show respect and care for the natural environment	<u>Animals & Habitats</u> - To point to and name a penguin and a bear. - To describe a penguin and a bear in simple terms e.g., a penguin has a beak, a bear has claws. <u>Nature & Environment</u> - To explore natural resources in the environment to make a nest for a mouse or bird.	<u>Animals & Habitats</u> - To observe and talk about wild animals in their natural environment – with a focus on size, patterns, animal sounds and movement. - To match animal illustrations to photos of real animals. - To look at the mother and baby animals in key texts.	<u>Plants & Life Cycles</u> - To grow plants from seeds. - To observe, discuss and sequence the growth of the seeds. - To verbalise how to plant a seed and how to look it. - To explore what foods we can get from plants. <u>Minibeasts</u> - To look for slugs and snails in the outdoor area.	<u>Natural Phenomena: Forces</u> - To explore how different objects move e.g., push, pull (collection of objects to test) - To experiment with making objects/vehicles move faster/slower/further with ramps. (Make predictions)

	(washing hands & brushing teeth) <u>Animals & Habitats:</u> <u>Domestic Pets</u> - To share information with others about their own family pet. - To name the different parts of a cat. - To explore how a cat moves. - To listen and talk about the different sounds a cat makes. - To identify cat & dog sounds and match them to photographs. <u>Nature & Environment</u> - To know how to make mud. (soil and water) - To make marks in mud, exploring thick and thin mud.	(making bird feeders, building bug hotels) <u>Natural Phenomena: Light & Dark</u> - To sort things into daytime or night-time boxes. (clothes, animals, sounds, events) - To be able to sequence bedtime and 'getting up' routines.	<u>Natural Phenomena: Freezing & Melting</u> - To explore freezing and melting in the natural habitat. - To mark make in ice with sticks, observing what slowly happens to the ice – talking about feel and changes.	- To match adults to their young with small world figures and images. <u>Natural Phenomena: Light & Dark</u> - To recap the difference between day and night (link back to Aut 2) - To look at images of sunsets in the story and explain what is happening. - To explore 'dusk' using illustrations and photographs.	- To name the parts of a snail and slug. - To explore different types of minibeasts. - To go on a minibeast hunt and record findings. - To discuss minibeast features and compare what is the same/different. <u>Animals & Life Cycles</u> - To look for birds and nests with binoculars. - To use simple fact files/books to identify birds. (what they look like, how they move, what sound they make, what they eat) - To explore which animals hatch from eggs. - To compare the size and look of different eggs. - To match the egg to the animal. - To order the life cycle of a duck. - To look after real duck eggs in class, discussing key events. - To name and describe some farm animals. - To match adult farm animals to their young.	- To explore how objects move in water. - To find different ways to move a boat across water. (push, pull, blow) - To explore what objects float like a boat? (making predictions) - To explore how many animals can go in a boat before it sinks. (link to Mr Gumpy's outing) <u>Animals & Habitats</u> - To name and describe a variety of water animals. (pond, river, sea) - To make water scenes in the small world and match with the correct water animals.
	<u>History Past & Present</u>					
	<u>My History</u> - To explore what a baby looks like/can do. - To explain how they have changed since birth. (When I was a baby...) - To know what a birthday is and how old they are and how old they will be next.	<u>Changes I See</u> - To talk about the changes they have seen in the weather and their surroundings through Autumn.	<u>Changes I See</u> - To talk about the changes they have seen in the weather and their surroundings from Autumn to Winter.	<u>Lives of Significant People: Royal Family</u> - To use pictures to name items that a king or queen might have. - To use role play and small world to act out the roles and stories of kings and queens.	<u>Changes I See</u> - To sequence pictures of the seeds growth in chronological order. - To explain the changes seen when growing a seed. - To sequence pictures of the life cycle of a plant in chronological order.	<u>My History</u> - To look back at their year in nursery and talk about changes in themselves. (age, height, skills & abilities etc)

	- To know who is in their immediate family. - To compare what is the same/different with their family and others. <u>Black History</u> - To know who Nina Simone was and explore some of her music.			- To know that we have a king called Charles.	- To sequence pictures of the life cycle of a duck in chronological order. <u>Changes I See</u> - To talk about the changes they have seen in the weather and their surroundings from Winter to Summer.	
<u>Geography</u> <i>Natural World & People, Cultures and Communities</i>						
- To find the different provision areas in the classroom, locate the resources they need independently. - To explore and describe weather daily. - To explore and describe the four seasons of the year - To talk about environmental changes they see in the school grounds, reflecting on previous findings.						
<u>My Classroom</u> - To find the different provision areas in the classroom and outdoors. - To locate resources they need independently (e.g a pencil for drawing) - To tidy items away in their correct place in the classroom and outdoors. - To talk about patterns they can see in the outdoor area, such as rubbings from bricks and grids etc. <u>Weather</u> - To explore the rain. (watch/stand in the rain, stand under an umbrella in the rain, splash in puddles) <u>Human Geography - Occupations</u> - To explore different occupations through stories and videos (Doctor, Nurse, Dentist, Vet)	<u>Places I Go</u> - To talk about what they see on their way to school. - To name some places in the local area that they have been to. (park, shops, play centres etc) - To make imaginative & complex ‘small worlds’ with blocks and construction materials, such as a city or park. - To name things they see on an Autumnal walk around the school grounds. <u>Weather</u> - To talk about the changes in weather through Autumn. - To know what clothes keep you warm and dry. <u>Human Geography - Occupations</u> - To explore different occupations through stories and videos (Park Keeper)	<u>Weather</u> - To talk about what they see on a winter walk, comparing the changes since autumn. - To know what clothes you need during Winter time. <u>Countries</u> - To use books and videos to explore animals and people who live in cold countries. - To begin to comment on the differences between where we live and cold countries.	<u>Countries</u> - To use books and videos to talk about places the animals live naturally. - To discuss some ways these places are the same/different to where we live. - To use natural resources to make jungle habitats – photographs as stimulus. <u>Human Geography - Occupations</u> - To explore different occupations through stories and videos (Zookeeper, Safari Ranger) <u>Directions</u> - To listen carefully and follow simple directions. (forwards, backwards, up, down)	<u>Places with Water</u> - To explore different places we can find water in the natural world. (pond, river, waterfall, sea, ocean) - To describe the features of these places in simple terms. (what animals can be found there, size, surroundings etc) - To create a pond scene with different natural resources and small world animals/minibeasts. <u>Weather</u> - To talk about what they see on a summer walk, comparing the changes since winter. - To know what clothes you need during summer time. <u>Human Geography - Occupations</u> - To explore different occupations through stories	<u>Transport</u> - To name different types of transport. - To verbally label key features of different transport. - To discuss experiences of going on a bus. - To discuss how they travel to school. (what do they see, what other transport do they see) - To go on a virtual short journey together and talk about what they can see. - To talk about road safety and keeping safe on a journey. - To explore different ways to travel on water. - To use pictorial maps to talk about a journey on a mode of transport. <u>Human Geography - Occupations</u>	

					and videos (Gardener, Farmer)	- To explore different occupations through stories and videos (vehicle drivers: bus driver, pilot, train driver, captain/sailor, paramedic, fire fighter, police officer etc)
<u>RE</u> People, Cultures and Communities						
<u>Which places are special to members of our community?</u> <i>What makes a place special?</i> - Use the word 'special' to talk about somewhere important to them. - Ask questions about special places. - Listen to why places are special for other people <i>Where are special places for me at home, school or in the community?</i> - Talk about what is special to them and where special places are. - Think about and talk about why these places are special to them.	<u>Who cares for me and how do I help others?</u> <i>What rules do we have at home and at school?</i> - Recognise rules they are familiar with at school and home and talk about why they are needed. - Talk about the classroom and school rules. - Talk about the rules in their homes. <i>How can we help at home and at school?</i> - Talk about ways they can be helpful to friends and classmates. - Talk about ways they can be helpful to parents and grandparents; brothers and sisters. - Talk about ways they can look after their pets - Talk about how they can help their teachers. <u>How do people celebrate special times?</u> <i>What is a celebration?</i> - Talk about their own celebrations and begin to notice the	<u>Who belongs in my family and community?</u> <i>Where do we live? Where do we belong?</i> - Recognise that we belong in our homes, families and local area. - Describe the features of their house and state their address. <i>What makes a good friend?</i> - Talk about their friends and say what qualities friends should display. - Explain what being a friend means. - Talk about how they should treat others.	<u>How do people celebrate special times in Spring?</u> <i>What is a celebration? (recap)</i> - Talk about their own celebrations and begin to notice the celebrations which are important to others. <i>What happens at festivals? (Easter)</i> - Talk about what they see at Easter time. - Take part in Easter festivities in school.	<u>Why are some objects special?</u> <i>What makes a home?</i> - Talk about pictures of different families and homes. - Recognise that all families and homes are different and special. - Name members of their family, especially those who live in their home. - Notice differences and similarities between different homes. <i>Which objects are special to me?</i> - Talk about special objects and explain why they are special. - Talk about someone they love and what is precious to them. - Talk about how to show respect.	<u>How do we understand and care for the world?</u> <i>What is beautiful about the natural world?</i> - Use their senses to explore and talk about the natural world around them. - Notice changes that occur throughout the seasons. - Create artwork in the outside area using natural resources and IT skills.	

		celebrations which are important to others. <i>What happens at festivals? (Christmas)</i> - Talk about what they see at Christmas time. - Take part in Christmas festivities in school.				
	Computing					
	<u>Systems and Networks - Technology Around Us</u> To name some technology around them in the classroom and explain what it is used for. (Lights, interactive whiteboard, laptop, iPads, headphones)	<u>Systems and Networks - Operating Hardware</u> - To know how to stop and start the story phones and skip the story. - To know how to operate sound buttons to hear recordings.	<u>E-Safety</u> - To use and handle equipment safely. - To know that they need to ask an adult before using a device.	<u>Programming – Moving a Robot</u> To know how to program a BeeBot to go forwards. (Press forward and GO)	<u>Creating Media – Digital Drawing</u> To know how to draw a picture on the IWB app and know how to erase it.	<u>Systems and Networks - Operating Hardware</u> To know how to record their voice on a talking tin.
Expressive Arts and Design	Everyday Provision					
	- To use playdough – moulding, shaping and adding detail. - To engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these. - To experiment with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year. - To use transient art materials for exploration of shape, making links with creative and mathematical play. - To articulate purpose and to move from exploration into creation, particularly with painting. - To use a range of construction and joining tools for ongoing experimentation and mastery. - To use a range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances.					
	Art Creating with Materials & Being Imaginative and Expressive					
	<u>Printing</u> - To explore printing with fingers, hands and feet. - To explore printing abstract patterns with objects to make lines and circles. - To print repeating patterns ABAB - To explore printing a trail using wellies <u>Drawing & Painting</u> - To create a self-portrait using different resources. (pencils, chalks, crayons, finger painting)	<u>Printing</u> - To explore printing with leaves, sticks, potatoes. - To explore printing to make animal prints. <u>Drawing & Painting</u> - To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to create Percy and the animals. <u>3D Sculpture</u> - To roll and manipulate playdough to create a model of animal characters.	<u>Drawing & Painting</u> Artist Focus: Wassily Kandinsky - To draw and paint clockwise and anticlockwise circles and horizontal and vertical lines with control. - To draw and paint concentric circles in the style of Wassily Kandinsky. - To use skills in painting and drawing lines and circles to create a penguin picture.	<u>Printing</u> - To explore printing with different tools to make animal print patterns. - To use prints to make bunting for the classroom for the Jungle Jamboree. <u>Drawing & Painting</u> - To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to draw pictures of animals to display for the Jungle Jamboree. <u>3D Sculpture</u>	<u>Printing</u> - To explore printing with fruit and vegetables to make patterns. <u>Drawing & Painting</u> - To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to make observational drawings of plants and minibests. - To draw circles and line patterns to decorate eggs. - To explore colours mixing to paint pictures of flowers.	<u>Printing</u> - To explore printing with wheels to make tracks. <u>Drawing & Painting</u> - To use a variety of media to draw/paint types of transport, adding increasing detail. - To explore colours mixing to create desired colours for paintings. - To use bubble painting to create water patterns. <u>Materials</u>

	<u>3D Sculpture</u> - To create faces (happy/sad) using playdough, cutters and open-ended resources. - To roll playdough in different ways to make a cat model.		<u>3D Sculpture</u> - To mould playdough and clay in different ways to make penguins and bears.	- To roll and manipulate playdough and clay to create a model of animal characters, adding natural resources for animal features.	<u>Materials</u> - To know how to manipulate tissue paper to use it in different ways. (flat, scrunched, twisted, rolled, ripped etc) - To use the tissue paper to create a beanstalk.	- To know how to manipulate tissue paper to use it in different ways. (flat, scrunched, twisted, rolled, ripped etc) - To use the tissue paper to create a textured picture of water.
	<u>DT</u> <i>Creating with Materials & Being Imaginative and Expressive</i>					
	<u>Materials: Cutting and sticking</u> - To explore using scissors to make snips in paper. - To explore cutting a variety of materials into pieces. - To explore using glue to stick small pieces of paper onto a larger piece. - To explore attaching different materials together using glue.	<u>Structures: Animal Homes</u> - To use junk modelling to build homes for animals. - To arrange and stack natural resources to build a bug hotel. - To attach junk modelling and natural resources to create bird feeders.	<u>Cooking: Popcorn</u> - To follow instructions to make popcorn. - To discuss the changes of the corn kernels before and after cooking. - To make sweet and salty flavour and talk about which they prefer. <u>Structures: Junk Modelling</u> - To attach junk modelling and materials to create a 3D penguin.	<u>Cooking: Jelly</u> - To follow instructions to make jelly for the Jungle Jamboree. - To make different flavours of jelly and talk about which they prefer. <u>Textiles: Threading</u> - To use string and pasta to make jewellery for the Jungle Jamboree. - To thread/loop paper to make paper chain decorations. <u>Materials: Cutting and sticking</u> - To cut and stick a variety of materials together to make party hats/crowns and musical instruments for the Jungle Jamboree.	<u>Cooking: Fruit Kebabs</u> - To learn the names of different fruits – common and exotic fruits. - To taste different fruits discussing likes and dislikes and how they taste. - To use fruit preferences to follow instructions to make a fruit kebab. <u>Structures: Junk Modelling</u> - To attach junk modelling and materials to create a class 3D castle and musical harps (<i>link to Music: Jack and the Beanstalk</i>)	<u>Structures: Junk Modelling</u> - To attach junk modelling and materials to create a 3D boat and bus.
	<u>Music</u> <i>Being Imaginative and Expressive (Twinkl)</i>					
	<u>Nursery Rhymes</u> - To sing a variety of nursery rhymes from memory. <u>My Body Percussion</u> - To listen with increasing attention to sounds and rhythm. - To know how to make a variety of sounds using my	<u>School Production</u> - To know how to listen carefully to songs and join in. - To learn new songs and perform as a group, keeping in time with others and matching the pitch. - To take part in a Christmas performance in front of an audience.	<u>'Who's Working?'</u> <u>People Who Help Us</u> <u>Sounds</u> - To know which part of their body will help them to listen. - To know what things they need to remember when they are trying to listen carefully.	<u>Musical Instruments: Stop, Go, Fast, Slow</u> - To name some instruments. - To explore how to play a variety of instruments with some control. - To talk about the sounds that each instrument makes.	<u>Busy in the Garden</u> - To learn and sing new simple songs as a group adding appropriate actions. - To name some instruments and demonstrate how they can be played. - To describe the sounds that different instruments make.	<u>Singing Superstars!</u> - To sing familiar songs as a group following the melody. - To sing a familiar song or nursery rhymes as a solo to a small audience. - To listen to others perform and discuss what

	body, e.g. clap, stamp, whisper etc - To know that there are a variety of ways of making sounds with our hands. (rubbing, patting, tapping, clapping etc) - To know that there are a variety of ways of making sounds with our voice. (scream, click, blow, whistle, pop etc) - To explore how sounds & movements can be changed e.g. louder/quieter. - To copy a continuous rhythm using one body part. - To make a continuous rhythm using one body part. - To share their ideas with others.		- To use sounds clues to find out who is 'working'. - To describe the sounds they can hear. (Loud/Quiet/Soft/Noisy) - To name and describe the sounds they would hear when a builder is working. (Sawing, hammering etc) - To explore a variety of instruments that could mimic the sounds of a builder working. - To explore how to play these instruments in different ways to match the dynamics.	- To know when to start and stop playing an instrument using picture clues. - To know when to play their instrument slowly or quickly using picture clues. - To play instruments to express ideas and feelings.	- To select instruments to match the sounds of planting. (digging, patting the soil, sprinkling the seeds, pouring the watering can etc) - To explore different ways of playing the instruments to make the desired sound. - To perform the song (with instruments) as a group to an audience. <u>Musical Storytelling</u> - To play instruments to express ideas and feelings. - To explore how to play a variety of instruments in different ways to alter the sound.	they liked about their peers performance. - To change lyrics in songs to create their own version and perform.
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ROYTON HALL

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

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters [also see links to Reading Comprehension]

VOCABULARY: Learn and use new words through first hand experiences, rhymes, songs, poems, stories and non-fiction books.

Listening, Attention and Understanding

- **Pay attention** to one thing at a time:
 - One-to-one within daily routine
 - Multi-sensory Key Person group time [up to 10 mins]
- **Listen to & engage in short rhymes, songs & poems**
- **Listen to short stories:** ... *join in, action*
 - Remember some key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Understand and follow a one-part instruction:**
 - Linked to daily routine
 - Key person or small group activity
- **Understand simple questions:**
 - Understand 'who', 'what' & 'where' questions
 - *Begin to* understand some 'why' questions related to own experiences

Speaking

- **Use recently taught vocabulary**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - *Begin to* use different tenses
 - *Begin to* use longer sentences of 4/6 words
 - *Begin to* use a variety of sentence stems, *with support*
 - *Begin to* talk about own feelings, *with support...happy, sad*
 - *Begin to* start a conversation with an adult / friend
 - *Begin to* engage in short back-and-forth exchanges with familiar / key person, *in an area of interest*
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words
- ***Begin to* engage and talk about a familiar book [1-1]**
 - Comment on an illustration
 - Name favourite character / part
 - *Begin to* express likes / dislikes
 - *With support*, use story language / vocabulary within small-world resources / role play
 - *Begin to* use songs or repeated refrains to retell a story
- ***Begin to* use talk to organise selves / play**

Listening, Attention and Understanding

- **Pay attention:**
 - Shift attention from one thing to another with a prompt
 - Multi-sensory group / guided activity [10 -15 mins]
 - *Begin to* listen to others in a small group
- **Listen to & engage in short rhymes, songs & poems**
- ***Begin to* listen to longer stories:**
 - Remember key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- ***Begin to* understand and follow a two-part instruction:**
 - Linked to daily routine
 - Small group / guided activity
- **Understand a wider range of questions:**
 - Understand 'who', 'what' & 'where' questions
 - Simple 'why' questions related to own experiences

Speaking

- ***Begin to* use a wider range of vocabulary**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - Use different tenses [with correct use of regular tenses]
 - *Begin to* use regular plurals correctly
 - Use longer sentences of 4/6 words
 - Use a variety of sentence stems, *with support*
 - *Begin to* talk about own feelings ... *angry, worried*
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges with familiar person
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - *Begin to* use rhymes and songs in child-initiated learning
- **Engage and talk about a familiar book [1-1 / small group]**
 - Name and comment on events / characters
 - Express likes / dislikes
 - *Begin to* use story language / vocabulary independently within small-world resources / role play
 - *Begin to* retell a familiar story
 - *Begin to* make up / tell own story
- **Use talk to organise selves / play**

Listening, Attention and Understanding

- **Pay attention:**
 - Shift attention from one thing to another with a prompt
 - Multi-sensory group / guided activity [approx. 15 mins]
 - Listen to others in a small group
 - In a wider variety of contexts e.g. story time in new YR class
- **Listen to & engage in a range of rhymes, songs & poems**
- **Listen to longer stories:**
 - Remember much of what happens e.g. key events / character names
 - Anticipate some familiar words
 - Join in with repeated refrains
 - Join in with simple text retelling with actions
- **Understand and follow a two-part instruction:**
 - Linked to daily routine
 - Small group / guided activity
- **Understand a wider range of questions:**
 - 'Who', 'what', 'where' and 'why' questions in a range of contexts

Speaking

- **Use a wider range of vocabulary, in a range of contexts**
 - Within adult-led activity [shared /guided]
 - Within child-initiated
- **Develop communication**
 - Use different tenses [with correct use of regular tenses]
 - Use regular plurals correctly
 - *Confidently* use longer sentences of 4/6 words
 - Use a variety of sentence stems, *with support*
 - *Begin to* join sentences with *and / because*
 - Talk about own feelings
 - Start a conversation with an adult / friend
 - Engage in back-and-forth exchanges with familiar person or friend, *for many turns*
- **Learn new rhymes /songs / poems**
 - Join in with actions / props
 - Fill in some missing words
 - Use rhymes and songs in child-initiated learning
- **Engage and talk about a familiar book [1-1 / small group]**
 - Comment on events / characters
 - Express likes / dislikes ... *I like ... because...*
 - Use story language / vocabulary independently within small-world resources / role play
 - Retell a longer familiar story
 - Make up / tell own story
- **Use talk to organise selves / play**

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships - JIGSAW		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Self-Regulation / Executive Function - Begin to label and express feelings, using: - Image / expression / single word / phrase ... <i>I am happy / sad.</i> - Begin to show awareness of how others might be feeling - With support, recover from a minor disappointment in a short period of time - Begin to understand daily routines & expectations, using visual prompts - Understand 'now' and 'next' - Begin to follow rules and understand why they are important - Accept and respond to 'no' from an adult - With support, wait for a short period of time - With support, wait for turn in small group activity [4 children] Manage daily transitions e.g. parent to teacher/TA - With support, adjust to a change in plan without major distress	Self-Regulation / Executive Function - Begin to talk about / express feelings, using new vocabulary: - Image / expression / single word / phrase ... <i>I am worried / angry.</i> - Show awareness of how others might be feeling and with support understand why - Begin to manage a minor disappointment in a short period of time - Understand daily routines & expectations, using visual prompts - With reminders, follow rules - Begin to understand why they are important Wait for a short period of time - Begin to wait for turn in group activity Adjust to a change in plan without major distress	Self-Regulation / Executive Function Talk about / express feelings, using new vocabulary and a range of simple phrases / sentences ... <i>I feel angry because...</i> - Show awareness of how others might be feeling and understand why Wait for a short period of time in a range of contexts - Understand and begin to anticipate daily routines & expectations, using visual prompts - Follow rules [with fewer reminders] - Begin to talk about why they are important Wait for turn in group activity Begin to correct own mistakes
Managing Self - Begin to be independent within self-care routines: - Toileting / handwashing / snack time...<i>clean, flush, dentist</i> - Find own coat and wellies, begin to put on with support ... <i>push, pair, sleeve, hood, zip, button, velcro, inside out</i> - Begin to know □ some foods / drinks which are healthy / unhealthy □ the importance of tooth brushing and visiting the dentist - Begin to make some independent learning choices, following own interests - Use familiar resources independently - With support, prepare self for familiar activity - With support, explore new resources and try new activities - Begin to engage in sustained learning within activity of choice - With support, put toys / resources away in designated place - Follow a simple instruction / adult direction - Complete a short adult-led learning activity Follow classroom rules and expectations with visual prompts	Managing Self Continue to develop independence within self-care routines: - Toileting / handwashing / snack time - Find and put on own coat / wellies - Begin to make healthy choices about □ foods □ drinks □ dental health - Begin to understand the importance of being physically active / fit and spending time outdoors Make some independent learning choices, following own interests - Prepare self for familiar activity e.g. put on apron to paint - Explore new resources and try new activities - Engage in sustained learning within activity of choice - With reminder, put toys / resources away in designated place - Begin to select & use activities & resources to achieve a set goal - Begin to plan & think ahead about what about they will do - With support, keep on trying when things are difficult - Begin to follow a two-part instruction e.g. in short task / routine of day	Managing Self Increasingly independent within self-care routines: - Toileting / handwashing / snack time - Find and put on own coat / wellies / shoes / hat - Know hats / sunscreen are needed in hot weather Make healthy choices about □ foods □ drinks □ dental health Make some independent learning choices, following own interests: - Put toys / resources away in designated place - Select & use activities & resources to achieve a set goal - Begin to talk about, plan & think ahead about what about they will do Confidently, explore new resources and try new activities Keep on trying when things are difficult Follow a two-part instruction e.g. in short task / routine of day - Begin to complete a weekly independent challenge
Building Relationships - With support, celebrate and begin to talk about own likes, interests and achievements - Develop relationships with key person and peers in group: - Participate in short group activities / snack time - Ask key person for help when needed - Begin to share achievements with familiar adult - Seek help from an adult for a peer who is upset - Begin to recognise some actions can hurt the feelings of others - Begin to develop relationship with other familiar adults - Begin to play with one or more other children - Begin to listen to the ideas / wishes of others - Begin to respond to adult guidance to find solutions to conflicts - With support, take turns with resources / activities - Ask another child if they can play together - Look after other children's work / models.	Building Relationships - Celebrate and begin to talk about own likes, interests and achievements - Develop relationships with practitioners and peers across the setting: - Begin to develop a sense of responsibility & membership - With support, welcome new children - Share achievements with familiar adult - Recognise some actions can hurt the feelings of others Play / learn with one or more other children: - Listen to the ideas / wishes of others - Begin to extend and elaborate play ideas - Begin to understand how to work with a partner - With support, respond to adult guidance to find solutions to conflicts: - With reminders, take turns with resources / activities - Begin to talk with others to solve conflicts - Begin to develop appropriate ways of being assertive	Building Relationships - Celebrate and talk about own likes, interests and achievements and begin to recognise those of others Become more outgoing with unfamiliar people, in the safe context of their setting. - Develop a sense of responsibility and membership - Show more confidence in new social situations <i>e.g. transitions to reception, school trip.</i> - Share achievements confidently with familiar adults / peers - Know some actions can hurt the feelings of others Play / learn with one or more other children: - Listen and respond to the ideas / wishes of others - Extend and elaborate play ideas - Understand how to work with a partner - With support, find solutions to conflicts / rivalries - Take turns with resources / activities

ROYTON HALL

		- Talk with others to solve conflicts. - Develop appropriate ways of being assertive
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PHYSICAL DEVELOPMENT: ☐ Gross Motor Skills *Get Set for P.E ☐ Fine Motor Skills

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Gross Motor Skills ▪ Move body & develop core muscle strength: - Explore how each body part can move ...<i>body, hand, feet, knees</i> - Use body to move in different ways... <i>wave, roll, wriggle</i> - Begin to use feet and knees to jump (learn to bend knees) - Enjoy moving and dancing to music - Wave arms / streamers / flags to make large movements - Mark-make on a large-scale ☐ draw lines <i>top to bottom</i> & left to right ☐ begin to draw circles with anticlockwise motion - With support, attempt to put on own coat /apron ▪ Travel / climb / balance: - Continue to develop movement skills of <i>walking, running, crawling</i> ☐ negotiate space ☐ adapt speed / direction to avoid obstacles - Climb steps, stairs or ramp using alternate feet - Begin to use both hands and alternate feet to climb - With reminder, know it is not safe to use climbing frame when wet - Begin to use basic balancing skills – <i>slow / arms</i> - With support, learn to stop when the music stops ...<i>stand still, freeze</i> - Begin to balance on low-level obstacle course using alternate feet - Begin to use feet to travel on scooter and pedals on tricycle - Keep on bike track, in right direction, stop or turn to avoid obstacle - Know that it is important to put on a helmet if using a balance bike ▪ Ball skills / games: - Begin to develop ball skills: ☐ throw ☐ roll ☐ kick - Begin to roll a ball to a partner - Begin to throw / catch bean bags - Begin to aim / throw a bean bag at / into a target ▪ Tools / Resources - Begin to use different tools with control and purpose ☐ jugs to fill and pour ☐ paintbrush ☐ brush to sweep ☐ spade to dig	Gross Motor Skills ▪ Move body & develop core muscle strength: - Use feet and knees to jump (learn to bend knees) - Begin to move to the beat of music - Begin to follow a short sequence / pattern of movements related to music and rhythm e.g. within action rhyme or short dance - Make large circular and linear movements with streamers - Mark-make on a large-scale & draw anticlockwise circles - With support, put on own coat /apron ▪ Travel / climb / balance: - Begin to learn to skip and hop - Use both hands and alternate feet to climb - Know it is not safe to use climbing frame when wet - With reminder, use basic balancing skills - Stop when the music stops and begin to stand still / balance - With support, match physical skills to task on obstacle course - Use feet to travel on scooter and pedal tricycle - Ride carefully and appropriate speed - Begin to steer with greater control to avoid obstacles - Remember to put on helmet when using a balance bike ▪ Ball skills / games: - Continue to develop ball skills: ☐ throw ☐ roll ☐ kick - Roll a ball to a partner - Throw / catch bean bags and begin to throw / catch large, soft ball - Aim / throw a beanbag into / at a target - Begin to take part in a simple adult-led, team game ▪ Tools / Resources - Begin to choose the right resource to carry out their plan e.g. spade to dig larger hole - Begin to collaborate with others to carry a larger item	Gross Motor Skills ▪ Move body & develop core muscle strength: - Move to the beat of music - Freeze / hold a pose on one leg e.g. when music stops - Use and remember a simple sequence / pattern of movements related to music / rhythm - Continue to make large circular / linear movements with streamers - Continue to mark-make on a large-scale ☐ draw lines top to bottom & left to right confidently ☐ draw circles with anticlockwise motion - Put on own coat /apron independently ▪ Travel / climb / balance: - Continue to develop movement skills of <i>walking, running, crawling, jumping, skipping and hopping</i> - Anticipate movement, direction and speed to negotiate space - Climb safely with growing independence - Use basic balancing skills - Match physical skills to task on obstacle course - Steer bike with greater control to keep on bike track / avoid obstacles ▪ Ball skills / games: - Continue to develop ball skills: ☐ throw ☐ roll ☐ kick - Roll a ball to a partner with greater accuracy - Throw / catch bean bags and begin to throw / catch large, soft ball - Aim / throw a beanbag or ball at a target with some control - Take part in a simple adult-led, team game - Make up own game to play with friend/s ▪ Tools / Resources - Choose the right resource to carry out their plan e.g. spade to dig larger hole - Collaborate with others to carry a larger item
Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Begin to use a wide range of one -handed tools within provision ☐ <i>pour / fill ☐ stir / mix ☐ roll ☐ paint / draw</i> - Begin to use a knife and fork - Begin to show a preference for a dominant hand ▪ Fine motor strength and manipulation - Engage in a variety of activities to develop ☐ fine motor strength ☐ thumb opposition ☐ pincer grip ☐ hand arches ☐ in-hand manipulation ▪ Mark-make / draw / write - Begin to develop a comfortable pencil grip - With support, attempt a tripod grip - Draw vertical / horizontal lines (top to bottom / left to right) - Begin to draw circular shape with anticlockwise movement [start top right of circle]	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools within provision - Use a knife and fork - Show a preference for a dominant hand when using tools - Show a preference for a dominant hand ▪ Fine motor strength and manipulation - Continue to engage in a wide variety of activities to develop ☐ fine motor strength ☐ thumb opposition ☐ pincer grip ☐ hand arches ☐ in-hand manipulation ▪ Mark-make / draw / write - Continue to develop a comfortable pencil grip - Begin to use a tripod grip [in most cases] - Draw a circle with anticlockwise movement [start top right of circle] - Begin to form a horizontal / vertical cross +	Fine Motor Skills (see also PSE- MS / dressing; Literacy -W; EAD) ▪ Using tools / materials - Use a wide range of tools within provision with increasing control - Use a knife and fork independently ▪ Fine motor strength and manipulation - Continue to engage in a wide variety of activities to develop ☐ fine motor strength ☐ thumb opposition ☐ pincer grip ☐ hand arches ☐ in-hand manipulation ▪ Mark-make / draw / write - Continue to develop a comfortable pencil grip - Use a tripod grip [in most cases] - Begin to form a square / rectangular shape

ROYTON HALL

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

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters *Also see links to Communication & Language / Foundational Phonics Overview		
Reading: Comprehension / Word Reading ▪ Begin to develop a love of books - Listen to & enjoy a variety of stories / non-fiction, rhymes, poems - Look at books independently [demonstrating CAP] - Join in with rhymes / songs ▪ Know how print and books work [Concepts about Print / CAP] - Hold a book the correct way up - Turn pages in a book, one at a time, front to back - Begin to learn that in English text is read from left to right - Identify the difference between illustrations and text ...<i>picture, words</i> ▪ Develop comprehension skills: - Listen to short stories - Remember & name some key events / character names - Anticipate some familiar words - Join in with repeated refrains - Join in with simple text retelling using actions - Begin to engage and talk about a familiar book [1-1] □ comment on an illustration □ begin to express likes / dislikes - With support, use story language / vocabulary within play - Begin to use songs or repeated refrains to retell a story ▪ Begin to develop phonological awareness - listen to & talk about sounds: - Environmental sounds, instrumental sounds, body percussion □ discriminate between two different sounds □ begin to match to the source □ imitate / copy / join in with sound - Rhyme □ begin to develop awareness of rhyming words □ begin to fill in rhyming words within familiar song / rhyme - Rhythm □ begin to make & copy simple repeated rhythm - Alliteration: □ with support, reproduce initial phoneme clearly □ begin to discriminate between two different phonemes □ begin to hear initial phoneme in own name & recognise some words with same initial phoneme - Voice sounds: □ explore and copy a range of voice sounds □ begin to discriminate between two different voice sounds □ join in with familiar songs and stories ▪ Begin to read / recognise own name: □ with visual support □ without visual prompt □ begin to recognise in a variety of contexts ▪ Begin to recognise some familiar logos	Reading: Comprehension / Word Reading ▪ Continue to develop a love of books - Begin to listen to longer stories - Look at books independently [demonstrate CAP] ▪ Know how print and books work [Concepts about Print / CAP] - Begin to understand that print carries meaning - Understand that in English text is read from left to right - Begin to follow print □ know where to start reading □ follow 1-1 - Begin to understand the difference between a word and a letter - Begin to name different parts of a book ... <i>front, back, title, author</i> ▪ Develop comprehension skills: - Remember key events / character names - Join in with repeated refrains & simple text retelling using actions - Answer literal questions, about what has been read, with a relevant comment, extending answer to more than one word - Predict what might happen next, including the ending - Begin to understand story structure - 'beginning / end' - Use story language, vocab & storyline in independent play - Re-tell a familiar short story ▪ Continue to develop phonological awareness - listen to, recall sequence & talk about sounds: - Environmental sounds, instrumental sounds, body percussion □ discriminate between two similar sounds □ begin to discriminate / talk about volume of sounds - Rhyme □ develop awareness of rhyming words □ begin to spot and suggest rhyming words - Rhythm □ make & copy simple repeated rhythm - Alliteration: □ begin to discriminate between two similar phonemes □ hear initial phoneme in own name □ begin to match words with same initial phoneme - Voice sounds: □ begin to discriminate between two similar voice sounds □ discriminate and copy volume and pitch □ begin to develop awareness of syllables - Oral blending / segmenting: □ begin to identify different phonemes in a words □ begin to orally blend / segment VC & CVC words (with emphasis on blending skills) ▪ Read own name □ without visual prompt □ in a variety of contexts ▪ Recognise some familiar and new logos	Reading: Comprehension / Word Reading ▪ Continue to develop a love of books - Enjoy listening to longer stories - Look at books independently [demonstrate CAP] ▪ Know how print and books work [Concepts about Print / CAP] - Understand that print carries meaning and has different purposes - Understand that in English text is read from left to right - Follow print □ know where to start reading □ follow 1-1 □ begin to understand that text is read from top to bottom [include return sweep] - Understand the difference between a word and a letter - Name different parts of a book ... <i>illustrator</i> ▪ Develop comprehension skills: - Begin to talk about key events / character names - Join in with repeated refrains & simple text retelling using actions - Begin to answer a wider range of questions - Predict what might happen next, including in the middle / end - Begin to understand & talk about story structure - 'beg / middle / end' - Use story language/vocab / storyline confidently in independent play - Re-tell a familiar short story & begin to add some detail ▪ Further develop phonological awareness - listen to, recall sequence & talk about sounds: - Environmental sounds, instrumental sounds, body percussion □ recall and copy a short sequence of sounds □ discriminate / talk about volume and tempo (speed) of sounds - Rhyme □ spot and suggest rhyming words - Rhythm □ clap syllables in words - Alliteration: □ discriminate between two similar phonemes □ match words with same initial phoneme - Voice sounds: □ discriminate between two similar voice sounds □ discriminate and copy volume and pitch - Oral blending & segmenting: □ identify different phonemes in a words □ orally blend / segment VC & CVC words ▪ Read own name □ without visual prompt □ in a variety of contexts □ begin to recognise letters from own name in texts and environmental print
Writing: Composition and Transcription ▪ Fine motor / mark-making: - Begin to use a comfortable pencil grip with some control - With support, attempt a tripod grip - Draw vertical / horizontal lines (top to bottom / left to right) - Begin to draw circular shape with anticlockwise movement ▪ Begin to learn to write own name: - Make a mark to represent name - Write first letter of name ▪ Begin to understand that own marks represent something - Point to, talk about / orally label marks - Begin to use marks to represent other words	Writing: Composition and Transcription ▪ Fine motor / mark-making: - Use a comfortable pencil grip with some control & attempt tripod grip - Draw circle with anticlockwise movement [start top right of circle] - Begin to form a horizontal/ vertical cross + ▪ Begin to write own name with some recognisable letters, focusing on: □ direction of print □ sequence of letters □ letter formation ▪ Engage in early writing: - Use some symbolic shapes - Begin to use some print and letter knowledge (from name) - Ascribe meaning ▪ Mark-make for a purpose, including in role play	Writing: Composition and Transcription ▪ Fine motor / mark-making: - Use a comfortable pencil grip with some control & attempt tripod grip - Form a horizontal/ vertical cross + - Begin to form a rectangular shape e.g. square ▪ Write some or all of name, with some letters formed correctly ▪ Engage in early writing: - Use some print and letter knowledge (from name) - Ascribe meaning ▪ Mark-make for a purpose, including in role play - Point to, talk about / orally label marks

▪ Begin to orally compose: ☐ label ☐ two-word phrase	▪ Begin to break the flow of speech into words: ☐ develop oral rehearsal ☐ develop memory, holding a word / caption to write ☐ dictate to an adult	▪ Continue to break the flow of speech into words ☐ develop oral rehearsal ☐ develop memory, holding a word / caption to write ☐ dictate to an adult what they want to write
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ROYTON HALL

MATHEMATICS: □ Number □ Numerical Patterns [WRM]

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Comparison - Collect objects to compare amounts ... <i>more, fewer, lots. more</i> - Make simple comparison of amounts - Look for collections of large and small amounts...large, small - Compare and talk about large and small amounts - Make large, small and the <i>same</i> collections Shape, Space & Measure - Explore and play with shapes - Show interest in simple differences between shapes ... <i>big / bigger, small / smaller</i> - Put shapes and blocks into position - Select shapes for a reason - Find and collect objects for a purpose - Begin to explore and describe natural shapes and objects Pattern - Listen to and begin to join in with repeating songs and stories - Join in with repeated words and actions in songs / stories - Sing some refrains independently - Clap along to songs - Make line patterns with own sequences - Choose blocks to build roads and towers - Have sense of daily <i>routine</i>, say what happens <i>next</i> - Make arrangements in art Number / counting - Hear and join in saying some number names - Practise saying number names in order - Join in stable order – counting forwards and backwards - Use numbers 1-3 in play - Copy sequence and fingers to represent to 1-3 - Begin to count actions - Say number name s in order - Begin to recognise that anything can be counted - Subitise 1 - Notice images in books - Respond, recognise, copy and point to 1,2,3 objects - Recognise 1,2,3 in well-known tales	Comparison - Notice and make two collections when objects are the same - Recognise two collections are the same, using large and small objects - Sort and talk about their collections Shape, Space & Measure - Respond to simple language of position ...<i>in, out, on, under</i> - Arrange blocks in a chosen position - Select shapes for a space ...<i>fit</i> - Recognise when two objects are the same shape - Explore and describe shapes and objects ... <i>curvy, pointy, round, flat</i> - Sort shapes and objects into simple categories - Explore shape resources - Explore more complex jigsaws - Talk about and move into simple positions - Move through positions. - Follow simple small world routines - Match simple shapes - Push some shapes and blocks together - Make and talk about arrangements of shapes - Follow simple routes outside Pattern - Explain simple pattern arrangements - Make roads and bridges with intent - Choose blocks to copy simple creations - Make simple line patterns with objects - Show an interest in patterns and shapes Number / counting - Copy fingers to <i>show</i> me 1,2,3...<i>subitise</i> - Show finger when seeing 1-3 item in story - Show 1,2,3 - Make actions when saying counting words - Move fingers when saying counting words - Count out up to 3 objects from rhyme - Notice number symbols as labels - Label amounts as 1,2,3 - Choose a group to count <i>Take</i> out 2 or 3 from a group □ Give others 2 or 3 items .. <i>give</i> - Count 3 objects with 1-1 correspondence ...<i>There are</i> ... - Become familiar with dot patterns □ say when there are 1,2,3 dots - Recognise 1,2,3 in different arrangements	Comparison - Compare up to 5 different objects - Compare <i>by matching</i> - Make the same set by matching - Match by type - Recognise attributes of objects - Begin to sort some objects to a type Shape, Space & Measure - Complete shape-match puzzles - Complete simple jigsaws - Match objects to shadows - Explore objects and small world from different positions - Make simple routes in small world with lines and curves Pattern - Join in fully with sequence 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 - Sing their own songs independently - Clap in time to a beat - 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 an error in a pattern - Build constructions with simple enclosures - Copy simple repeated constructions - Begin to sequence some events Number / counting - 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 - Sing rhymes to 5 and join in with movements - Move props to 5 - Move props back from 5 - Show fingers to 5 - Begin to count 5 objects with one-to-one correspondence - Match numerals to quantities when acting out songs - Count out up to 5 objects from a larger group - Explore counting to 5 in different ways

		▪ Verbally count to a given number ▪ Label objects with numerals ▪ Independently show fingers to 5 ▪ Begin to make marks to represent quantities
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UNDERSTANDING THE WORLD: □ Past and Present – Foundational History / Technology		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Past and Present / foundational history Chronology ▪ Begin to use and understand a now / next board to follow the daily routine...<i>now, next, lunchtime, home time, today</i> ▪ Begin to predict what might happen next in the day. [e.g. after lunch we go outside] ▪ Begin to understand daytime / nighttime. Know □ most of the day is light / most of the night is dark □ in the daytime we get out of bed and go to school and at nighttime the moon and stars come out and we go to sleep ▪ Begin to understand that some days are different from others e.g. their birthdays / key festivals are not celebrated every day...<i>birthday</i> ▪ Begin to understand a simple sequence of events to complete an activity. [e.g. put a coat on to go outside] ▪ Begin to develop an awareness of <i>autumn</i>. - Know that in Autumn, the leaves fall off the tree and they might need to wear some warmer clothes. 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 - Begin to understand some of the ways they have changed since they were a baby ... <i>baby, new, grow, change, big, little</i> - Begin to talk about who lives in their house ... <i>live, house, home</i> - Begin to develop an awareness about different types of families ...<i>family, mum, dad, brother, sister, photograph</i> - Begin to share / remember something personal that has happened in the past [e.g. something they did at the weekend or when a family member came to visit]	Past and Present / foundational history Chronology ▪ Begin to understand and follow the daily routine with the use of a visual timetable ▪ Begin to name some days of the week ...<i>names of days</i> ▪ Begin to understand the difference between <i>morning/ afternoon</i> [e.g. <i>In the morning, we...</i> have breakfast and get dressed / have snack time etc. <i>In the afternoon, we...</i> have had lunch / go home from school / have story time etc.] ▪ Continue to show awareness that there is a sequence of events to complete an activity, with less prompting from an adult. ▪ Begin to understand vocabulary to describe the order of events in time <i>before, later, next and after</i>. ▪ Begin to understand some vocabulary to describe duration [e.g. a <i>short</i> or <i>long</i> story] ▪ Begin to use timers for turn taking [e.g. when on the bike track, the use of a timer to let the children know when it is time to swap over]. ▪ Begin to develop an awareness of <i>winter / spring</i> [e.g. How is winter / spring different to Autumn? What did we see on a seasonal walk? What do we wear in Winter/Spring? How has this changed?] Own life story and family history ▪ Begin to make sense of their own life story and family history: - Continue to develop an awareness of themselves – as baby / child - Talk about who is in their family ...<i>grandma, grandad, old, young</i> - Begin to talk about <i>old</i> and <i>new</i> things e.g. clothes / toys - Begin to remember and talk about something personal that has happened in the past [e.g. Christmas, holiday or when their teacher visited them at home]	Past and Present / foundational history 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. PE on Tuesday] ... <i>yesterday, tomorrow</i> ▪ Begin to recite days of the week ...<i>names of days</i> ▪ Understand and begin to predict what might happen in the <i>morning / afternoon</i>. ▪ Understand that there is a sequence of events to complete an activity [e.g. apron on for painting, wash hands before eating snack] ▪ Begin to sequence story illustrations into <i>beginning / middle / end</i> ▪ Begin to use vocabulary to describe the order of events in time... <i>before, later, next, after</i>. ▪ Begin to use some vocabulary to describe duration [e.g. a <i>shorter</i> or <i>longer</i> story / song] Own life story and family history ▪ Begin to make sense of their own life story and family history. ▪ With support, place two photographs of themselves in order of age and begin to talk about when they were <i>younger</i>. - Continue to talk about <i>old</i> and <i>new</i> things e.g. toys / books ▪ Remember and talk about something that has happened in the past. [e.g. a holiday, a family party, bonfire night, school holidays] ▪ Begin to develop an awareness of an important past nursery / school events [e.g. when they went on a trip, when they did the nativity] ▪ Begin to compare past events / experiences [e.g. autumn and summer walk] 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. Learn Polly Put the Kettle On – and begin to understand that Polly put the kettle on a fire to make the water hot] ... <i>a long time ago</i>
Technology		
▪ To name some technology around them in the classroom and explain what it is used for. (Lights, interactive whiteboard, laptop, iPads, headphones) ▪ To know how to stop and start the story phones and skip the story. ▪ To know how to operate sound buttons to hear recordings	▪ To use and handle equipment safely. ▪ To know that they need to ask an adult before using a device. ▪ To know how to program a BeeBot to go forwards. (Press forward and GO)	▪ To know how to draw a picture on the IWB app and know how to erase it. ▪ To know how to record their voice on a talking tin.

UNDERSTANDING THE WORLD: □ People, Culture and Communities – Foundational R.E / Human Geography [Oldham RE Syllabus]		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
My Family & Community Awareness of self and others ▪ Begin to develop an awareness of self and others: - Begin to demonstrate an awareness and appreciation of their own physical features & how they are different / same as others ...<i>body parts</i> - Identify own likes / dislikes and begin to be aware of those of others My family & other families ▪ Begin to make connections between the features of their family and others: - Talk about their own family ...<i>mum, dad, sister, brother, baby</i> - Listen to others as they talk about their family - Begin to develop an awareness of different types of families [similarities / differences] Friendship ▪ Begin to develop friendships: - Name friend/s - Begin to play with one or more friends Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Begin to talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Begin to develop an awareness of special times / events / celebrations through <i>birthdays, Christmas, Diwali, Bonfire Night</i> etc. Different Occupations ▪ Begin to show an interest in different occupations: □ <i>vet</i> □ <i>doctor / nurse</i> □ <i>dentist</i> ▪ Begin to talk about some familiar occupations e.g. <i>jobs parents may do, past experiences at the doctors etc.... job, help, kind</i> ▪ Know that a dentist can help us to look after our teeth Local Environment & Beyond ▪ Become familiar with some setting / school spaces: - Name and know the purposes of some different spaces ...<i>toilet, dining hall, classroom, names of workshop areas / learning zones</i> ▪ Begin to talk about where they live, including rooms in their home... <i>bedroom, kitchen, bathroom/toilet, garden</i> ▪ Walk to and talk about the local post box Other Countries ▪ Begin to share own / family experiences of visiting different countries	My Family & Community Awareness of self and others ▪ Continue to develop an awareness of self and others: - Begin to talk about things they can do or enjoy doing - Begin to talk about own likes / dislikes and listen to those of others ... <i>I like / don't like</i> - Begin to demonstrate a positive attitude about similarities and differences between themselves and others My family & other families ▪ Begin to make connections between the features of their family and others: - Begin to talk about and share family events - Develop an awareness of different types of families [similarities / differences] Friendship ▪ Begin to play collaboratively with friend/s Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Continue to develop an awareness of, and begin to talk about special times / events / celebrations through <i>birthdays, Pancake Tuesday, Ramadan, Eid, Easter</i> etc. Different Occupations ▪ Begin to show an interest in different occupations: □ <i>cleaner</i> □ <i>park keeper</i> Local Environment & Beyond ▪ Visit and talk about the local park on a 'winter walk' - <i>What can / did we see, touch, smell, hear?</i> ▪ Begin to understand names of places / features from stories/ rhymes ... <i>cave, jungle, rainforest</i> Other Countries ▪ Continue to share own / family experiences of visiting different countries	My Family & Community Awareness of self and others ▪ Continue to develop an awareness of self and others: - Talk about things they can do or enjoy doing - Begin to talk about likes / dislikes of themselves & others ... <i>We like</i> - Continue to demonstrate a positive attitude about similarities and differences between themselves and others My family & other families ▪ Begin to make connections between the features of their family & others: - Continue to talk about and share family events and begin to listen to those of others - Begin to talk about different types of families [similarities / differences] Friendship ▪ Play collaboratively with a friend Different cultures, communities and special times ▪ Enjoy joining in with family customs and routines: - Continue to talk about and imitate everyday actions / events from family life (through domestic role play) - Remember and share family events / special times with others ▪ Continue to develop an awareness of, and talk about special times / events / celebrations through <i>birthdays, Eid, sports day, nursery trip</i> ▪ Begin to talk about places they go with their families, which are special to them e.g. <i>park, grandma's, holidays</i> Different Occupations ▪ Begin to show an interest in different occupations: □ <i>gardener</i> □ <i>farmer</i> □ <i>bus / taxi / train driver, sailor</i> Local Environment & Beyond ▪ Visit and talk about the larger school grounds on 'spring / summer walk' ▪ Find familiar spaces on a school walk e.g. reception classroom /s, hall for lunch, playground for drop off and pick up, library etc. ▪ Begin to talk about /share some of the places / things they pass on the journey to from school ▪ Begin to understand names of places / features from stories <i>farm, garden, bus station, river, sea, beach, rocks, hill</i> ▪ Name different types of transport ...<i>bus, boat, car, bike, aeroplane, tractor, digger, lorry, train, truck</i> Other Countries ▪ Know that there are different countries in the world

ROYTON HALL

UNDERSTANDING THE WORLD: □ Natural World – Foundational Science / Physical Geography		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Living Things – Animals (including humans) and plants My body - Name some body parts and begin to understand what different body parts are used for [including the five senses] ...<i>head, face, neck, teeth, eyes, nose, mouth, ears, knees, toes, legs, arms, hear, smell, taste, see, feel / touch</i> Begin to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger Animals and plants Begin to develop awareness of animals and plants in their local environment: - Know the names of some wild and domestic animals they can see in their local environment <i>e.g. bird, dog, cat, slugs, snails, spider</i> - Know the names of woodland animals / plants from familiar / focused texts <i>e.g. owl, hedgehog, butterfly, flower, tree, moth, mole, rabbit, squirrel, badger, mouse/mice, frog</i> - Know some animals <i>sleep</i> in the day and are <i>awake</i> at night. Begin to understand the need to respect and care for the natural environment and all living things: - Handle living things with care - Know that they must only collect fallen natural objects Natural Environments - Explore and talk about the EYFS Growing Area - Begin to talk about different settings through focus texts: □ woodland, Percy the Park Keeper Hide and Seek / Wow! Said the Owl - Taking care of the environment Begin to understand the importance of putting litter in the bin. Seasons / Natural Phenomena Begin to talk about what they see, including the weather, using vocabulary such as ... <i>rain, sun, wind, ice</i> Begin to develop an understanding of different clothing needed to go outside in <i>cold, wet, dry weather, warm</i> Begin to develop an awareness of seasons ... <i>autumn / winter</i> - Know that some leaves change colour in the autumn - Talk about the different colours of leaves <i>e.g. from autumn walk</i> Begin to understand what a rainbow looks like and name the colours (linked focused text) ... <i>red, orange, yellow, blue, green</i> Materials & Processes Begin to use senses to explore / sort [e.g. by colour, texture and shape] ... <i>touch / feel, smell, see, hear / listen</i> Begin to talk about seasonal natural resources ... <i>leaves, conker, pinecones, twigs</i>	Living Things – Animals (including humans) and plants My body - Continue to name some body parts and begin to understand how they help movement [e.g. bending knees to help jumping] Continue to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger Animals Begin to name animal body parts (linked to focused texts) ... <i>leg, tail, wing, beak, body, feathers, fur</i> Begin to name some other wild animals, living in in the UK and in different parts of the world (from focused texts) ... <i>penguin, bear, hare, monkey, elephant, kangaroo, bat, lion, leopard, zebra, hippopotamus</i> Begin to understand some animals sleep through the winter (linked to focused text) Begin to know and imitate animal movements and sounds Begin to explore and talk about different animal habitats: Begin to understand some animals live in hotter or colder places in the world Begin to name some animals that live in colder / hotter places Begin to develop an awareness that different birds make different sounds.. <i>song, common bird names e.g. owl, hen, duck</i> Continue to develop their understanding of the need to respect and care for all living things. Begin to know that they need to be quiet / still so that they don't frighten the birds away - Understand why they should only collect fallen natural objects Natural Environments Continue to explore and talk about the EYFS Growing Area - Begin to talk about different settings through focus texts: □ polar, I can fly □ jungle / rainforest, Jungle Jamboree - Taking care of the environment Continue to understand the importance of putting litter in the bin. Seasons / Natural Phenomena Begin to talk about what they see, including the weather, using vocabulary such as ... <i>ice, snow, frost</i> Continue to develop an understanding of different clothing needed to go outside in winter / spring Begin to develop an awareness of seasons ... <i>winter / spring</i> - Know that winter can be very cold and sometimes it snows, or the puddles turn to ice - Know that in Spring leaves and flowers start to grow quicker Begin to understand that in winter there is less food around for wild animals to eat and we can help by feeding the birds Materials & Processes Continue to use senses in hands on exploration of natural materials ... <i>listen, smell, see, hear</i> Begin to develop an awareness of what happens to water when it is very cold ... <i>freeze, melt, ice / water, frost, hot, warm</i>	Living Things – Animals (including humans) and plants My body - Continue to name some body parts and begin to understand how they help movement [e.g. bending knees to help jumping] Continue to develop an awareness of how they have grown since they were a baby and how they are now growing taller / bigger. Begin to understand that they will eventually grow into adult [e.g. like mum and dad]. Animals Begin to understand some key features of the life cycle of an animal: - Develop an awareness of the life cycle of a hen / chick ... <i>egg, chicken hen, hatch, lay</i> - Know some animals hatch from eggs Begin to name some baby animals and match to mother <i>e.g., chick, kitten, puppy</i> - Recognise, name & know the sounds of common farm animals ... <i>cow, pig, sheep, dog, horse, hen, duck</i> Begin to learn how to handle animals gently ... <i>kind, look after, hold</i> Plants - Plant seeds & care for growing plants ... <i>plant, seed, grow, leaf, soil, water, dig</i> Begin to understand some key features of the life cycle of a plant - Know plants grow from seeds & need water to grow ... <i>water (as a verb), watering can</i> Begin to talk about changes they notice when the seed / plant is growing Begin to understand /observe - the different sizes, shapes & colours of seed, leaf and flower Begin to know how to handle plants gently / with care Natural Environments Continue to explore and talk about the EYFS Growing Area Begin to talk about different settings through focus texts: □ garden, Jasper's Beanstalk □ farm / countryside, It's Mine □ city, I'm a Bus Driver □ river /sea, Oh! Look a Boat! Continue to understand the importance of putting litter in the bin. Seasons / Natural Phenomena Begin to talk about what they see, including the weather, using a range of vocabulary such as ... <i>sun, sunny, hot, windy, warm</i> Begin to develop an awareness of seasons ... <i>spring / summer</i> - Know that in summer the weather can be hot Begin to develop an understanding of different clothing needed to go outside in summer: Begin to understand how to keep cool when it is hot Begin to understand how to protect skin from the sun <i>e.g. wear a hat / sunscreen, spend time in the shade... hat, cool, sunscreen, burn, shade</i> Materials & processes Continue to explore collections of materials with similar and/or different properties, using senses ... <i>same, different</i> - Spring / summer collection ... <i>leaves, flowers, twigs</i> Begin to explore and describe clay ... <i>hard, soft, wet, dry</i> Begin to develop an awareness that objects can get <i>hot / warm / melt</i> in the <i>sun</i> Begin to understand that some materials <i>sink</i> and some <i>float</i>

		How things work ▪ Begin to explore and talk about different forces they can feel: - Begin to understand that objects can be moved by pushing and pulling... <i>push, pull, forward, back / backward, turn</i> Explore and investigate a variety of vehicles and other moving toys.... <i>move</i>
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials – Foundational Art / Design Technology		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Art & Design Drawing & painting - Explore mark-making: - As early gestures of drawing (e.g. making horizontal lines, circular marks) - See PD: Fine Motor & Literacy: Writing - 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. - On a large and small scale - Choose and explore a variety of colour medium, colour mixing on a variety of surfaces. ...colour names Printing - Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold...print, stamp - Explore printing with thumbs / fingers & natural objects 3D Art (modelling & sculpture) * Begin to explore and create with a purpose. Orally label / name model. - Construction: - Begin to use a variety of construction resources to join / stack - Clay/Playdough: - Explore properties e.g., poke, pull, pinch, squeeze, pat. - Loose Parts: - Explore properties of different objects /materials: moving, combining, lining up and stacking Collage - Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface...stick, glue, paste - Explore use of natural resources and a variety of textures and colours of paper - Begin to apply glue to stick materials together - Begin to use tearing and scissors to cut paper	Art & Design Focus Artist: □ Wassily Kandinsky Drawing & painting - 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. - On a large and small scale - Use a variety of thickness of brush / mark-makers - Explore mixing colours, begin to talk about / name colours and observe the changes Printing - Explore with natural & humanmade objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. - Explore printing with different shaped objects 3D Art (modelling & sculpture) * Explore and create with a purpose. Orally label / name model. Begin to talk about what they have made. - Construction: - Use variety of construction resources to join, stack & balance - Begin to work with a partner - Begin to work as part of a small group to build on a larger-scale outdoor - 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. - Loose Parts: - Begin to use selected parts to create simple constructions and models. Use simple tools to join, fix, cut, snip etc. Collage - Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. - Explore use of cloth scraps, wool, buttons etc - Apply glue to stick materials together - Begin to use scissors to cut fabric and wool Food Activities - Participate in small group food tasting, preparing & baking activities: - Begin to follow a simple two-part instruction - Develop understanding of basic hygiene e.g. how to □ wash their hands □ put on an apron □ keep hands / food clean and germ free - Continue to develop understanding of how they can keep safe e.g. from things that are hot or sharp - Continue to use senses to explore and talk about food - Begin to make some healthy choices about food / drinks - Continue to name some utensils / processes / foods - experienced	Art & Design Drawing & painting - Draw lines and shapes to: - Represent simple forms and movement - Record observations and feelings; adding meaning to pictures (e.g. draw a person using a circle for a head and straight lines for limbs) - Draw from imagination, using simple abstract lines & 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 with increasing control and efficiency. - Become more selective of colours to achieve a desired effect. - Begin to draw & paint with a partner / small group Printing - Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills. - Explore making marks by rolling objects in paint e.g. balls / vehicles 3D Art (modelling & sculpture) * Explore and create with a purpose. Talk about and orally label / name what they have made. - Construction: - Use variety of constructions resources with greater confidence - Build with a purpose and orally label / name model - Talk about what they have made - Work with a partner and begin to talk about shared goal - Work as part of a small group to build on a larger-scale outdoor - 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. ...decide, plan Collage - Find, collect, arrange and stick material onto a surface to make a picture or pattern - Use a wide variety of materials - Apply glue, with greater efficiency, to stick materials together - Begin to use scissors with greater control to shape paper Food Activities - Participate in small group food tasting, preparing & baking activities: - Follow a simple two-part instruction - Know that it is important to □ wash their hands □ put on an apron □ keep hands / food clean and germ free - With support, remember how they can keep safe e.g. from things that are hot or sharp - Continue to use senses to explore and talk about food - Make some healthy choices about food / drinks - Begin to talk about likes / dislikes - Name some utensils / processes / foods – experienced

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative – Foundational Drama / Music [Twinkl Music]		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Role Play & Small World - Begin to take part in pretend play, <i>with support</i> - Begin to play alongside other children engaged in the same theme - Begin to imitate home experiences (domestic role play) - With support, decide on role and activity - Domestic role play [see EY2P booklet] - Au1: Snack time □ Au2: Bedtime - Outdoor role play [see EY2P booklet] - Au1: Going to the shop □ Au2: Posting a card - Begin to create simple stories (role play and small world) - Use sounds and movements in their imaginary play - Begin to create own small world scenes <i>linked to interests / experiences</i> e.g. <i>Creating a zoo, home setting or park etc.</i>	Role Play & Small World - Take part in simple pretend play - Play alongside other children engaged in the same theme - Begin to decide on role and activity - With support, listen to and respond to the ideas of others - Begin to use an object to represent something else <i>E.g. Using a block as a mobile phone, using a basket as a dolls bed.</i> - Domestic role play [see EY2P booklet] - Sp1: Cleaning & washing □ Sp2: Shopping - Outdoor role play [see EY2P booklet] - Sp1: Animal rescue □ Sp2: Stage / dance & movement - Begin to make imaginative 'small world' scenes - Create simple stories using small world equipment	Role Play & Small World - Take part in simple pretend play - Begin to play collaboratively with others - Decide on role and activity - Begin to listen to and respond to the ideas of others - Use an object to represent something else even though they are not similar - Domestic role play [see EY2P booklet] - Su1: New kitten □ Su2: Picnic time - Outdoor role play [see EY2P booklet] - Su1: Bike / car wash □ Su2: Nature area / Picnic Time - Begin to develop more complex stories using small world equipment - Make imaginative and 'small world' scenes
Music & Dance - Begin to develop confidence and enjoyment within dance & movement experiences - Listen with increased attention to sounds - Tune into body percussion sounds ... <i>body parts</i> - With support, participate in some movements to a steady beat e.g. <i>march, sway, rolling a ball</i> - Sing and remember some simple rhymes and songs e.g. Nursery rhymes, nativity songs - Play instruments with increasing control - Free exploration of musical instruments - Learn to play: □ <i>tap</i> □ <i>bang</i> □ <i>shake</i>	Music & Dance - Continue to develop confidence and enjoyment within dance & movement experiences - Begin to move and dance to the beat of music - Begin to respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i> - Begin to remember and sing entire songs - Begin to sing the pitch of a tone sung by another person ('pitch match') - Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs - Play instruments with increasing control to express their feelings and ideas. -	Music & Dance - Enjoy dancing and moving with others - Move to the beat of music - Respond to what they have heard, expressing their thoughts and feelings e.g....Express if they like or don't like a piece of music or with support, say or show how it makes them feel - 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 - Play instruments with increasing control to express their feelings and ideas - Create their own songs, or improvise a song around one they know