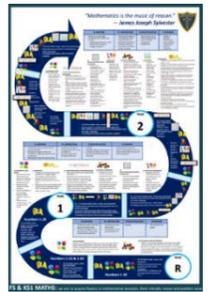




Literacy (Supported by Physical Development and Communication and Language)

This Curriculum supports 4-5 year olds with their development in CLL & Literacy and prepares pupils for the KS1 English Curriculum

Phonics				Language Acquisition				Reading & Comprehension				Writing					
Speaking and Listening				Speech & Language				Pre-Reader				Physical Development					
Sound discrimination	Rhyme and rhythm	Alliteration	Voice sounds/oral blending and segmenting	Receptive language skills- understanding instruction		Expressive language skills – Put thoughts into words.		Handling books	Show interest in print and pictures	Recognizing print in the environment	Looking at a range of books.	Gross Motor skills	Fine motor skills, including pencil grip (Fisted grasp – palmer grasp - static tripod - dynamic tripod)				
GPCs and HF words				Listening and Understanding				Emerging Reader				Mark Making					
Reception sequence from Rocket Phonics	Letter Sounds and Names	Rapid recall/alphabetical order	Rapid recall of HF words within Reception sequence from Rocket Phonics	Listen attentively in a range of situations. They give attention to what others say and respond appropriately.	Interpreting expression and tone of voice	Understanding individual word, then in connected speech	Having ideas and actions to respond. Following instructions involving several ideas or actions.	Knowing print carries meaning	Using forms of speech from books.		Recalls basic information	Writing the environment using different materials	Tracing over a model	Copying under /over a model.			
Segmenting & Blending				Communication				Expected Reader				Early Writer					
Single Letters	Digraphs		Trigraphs	Deciding how to respond and what to say. Developing their own narratives and explanations by connecting ideas and events.	Joining in with conversations and taking turns	Forming clear sounds/words & express themselves effectively.	Speaking clearly and smoothly (less stops and starts) Shows awareness of the listeners needs.	Demonstrate understanding when talking about what they/others have read	Reads and understands simple sentences and books that are consistent with their phonic knowledge	Applying phonics knowledge	Reads some common irregular words.	Forming letters correctly	Representing sounds correctly	Writing simple/ CVC words			
Application				Vocabulary				End of year assessment (taken from ELG)				Expected EYFS Writer					
Blend to read phonetically regular words.	Segmenting to write phonetically regular words	Writing unknown words in a phonetically plausible way.		Recall of taught numbers and words	Understanding of taught numbers and words	Discuss unfamiliar vocab Word aware programme.	Use new vocabulary	End of year assessment (taken from ELG)				Write labels (correct/phonetically correct)	Write/spell some irregular common words	Write phrases and sentences that can be read by themselves and others.			
End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)					
ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.				ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.				ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher				ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.		
Educational Opportunities																	
Opportunities through continuous provision (see 'Common Play Behaviours' document)																	
Daily phonics sessions																	
Directed teaching focused as below.																	
Autumn Term Core texts: Owl Babies, Peace At Last, Can't You Sleep Little Bear Writing opportunities to demonstrate phonics knowledge include: Captions Labels Speech bubbles Wanted posters Letters				Spring Term Core texts: Polar bear, polar bear what do you hear? Blue Penguin, Encyclopedia of Artic Animals, Traditional stories (Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff) Writing opportunities to demonstrate phonics knowledge include: Narrative sequencing and retelling Poetry-repetition Non-fiction-fact file T4W-whole class innovation Letters Wanted poster				Summer Term Core texts: Farmer Duck, Jack and the Beanstalk, books from other cultures (Over the Hills and Far Away, Little Red and the Hungry Lion, The Runaway Chapatti) Writing opportunities to demonstrate phonics knowledge include: Recount Narrative character descriptions Non fiction leaflet-farm animals Poetry-riddles Narrative-setting description T4W-innovation-class and own									



Mathematics

This Curriculum supports 4-5 year olds with their development in Number and SS&M and prepares pupils for the KS1 Maths Curriculum

Number & Counting				Calculation				Shape & Space				Measure			
Noticing Numbers				Quantity				Noticing Shape				Exploring Language			
Recites number names spontaneously	Selects small amount (1 or 2) objects correctly.	Listens and begins to join in with counting rhymes.		Begins to make comparisons between quantities.	Knows that a group of objects can change in quantity if something is added/taken away.			Notice shapes and patterns in pictures	Grouping objects by shape/size			Use language of size spontaneously/ in play.	Begin to anticipate familiar events and use language of past & future (before, after, soon)		
Counting				Recognise				Exploring Shape				Refining Language			
Recites numbers 1-10 (stable order)	Counts accurately with 1:1 correspondence	Knows that the last number spoken names the quantity (cardinality)	Realises anything can be counted (abstraction)	Knows that numbers identify how many is in a set and subitise up to 5	Separate a group into smaller groups, beginning to recognise that the total is still the same.			Making arrangements with shape	Select shape and use appropriately.	Notice shape in the environment	Talk about shape (round, tall)	Use positional language	Begin to use everyday language related to measure spontaneously/through play.		
Emerging Mathematician				Emerging Mathematician				Emerging Mathematician				Emerging Mathematician			
Counting beyond 10	Find one more/less using objects.	Counting irregular arrangements (order irrelevance)	Read and select numerals to 10	Finds total amount of two sets by counting all	Use marks they can explain	Fine 1 more/less using objects	Use language of more, less, same to compare amounts to 10	Name and select 2d some shapes	Name and select some 3d shapes	Create patterns using familiar shapes		Order by length/height	Order by weight/capacity	Order familiar events	Use appropriate language to talk time/money.
Expected Mathematician				Expected Mathematician				Expected Mathematician				Expected Mathematician			
Count objects to 20 and verbally count beyond 20 recognising the number patterns	Order numerals 0-20	Say 1 more/less than a given number to 20.		Add/subtract two single digit numbers using objects	Count in and back to find an answer.	Solve everyday problems including doubles, halves & sharing.	Recall number bonds to 5 and some bonds to 10	Recognise Pattern	Create and describe Pattern	Use mathematical language to describe objects and shapes.		Use correct language to talk about measure	Compare measurements and explain findings	Solve problems linked to measure.	
End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)			
ELG – Number: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 				ELG: Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 				No end of year ELG assessment but it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.							
Educational Opportunities															
Opportunities through continuous provision (see 'Common Play Behaviours' document) Directed teaching focused as below.															
Autumn Term Weeks 1-3: Baseline/Settling into provision Week 4: Sorting and matching Week 5: Comparing measures and subitising Week 6: Pattern Week 7: Numbers 1-3 Week 8: More/less/fewer & addition within 3 Week 9: 2D Shape (circles, triangles [linked to 1-3], positional language) Week 10: Numbers 4 and 5 Week 11: More/less/fewer & addition within 5 Week 12: 2D Shape (circles, triangles, squares and rectangles [linked to 1-5], positional language) Week 13: Time incl. sequence of the day				Spring Term Week 1: Composition to 5 with equal/unequal groups Week 2-3: Numbers 6,7,8 (including 1 more/1 less, addition, subtraction) Week 4: Measures (height/length/time) Week 5-6: Numbers 9 and 10 (composition/ordering/comparing) Week 7: 3D shapes Week 8-10: Consolidation of numbers within 10 (incl. estimation/combining 2 groups/ comparison of amounts) Weeks 11-12: Assessment and consolidation				Summer Term Week 1-2: Number patterns, ordering and estimation within 20 Week 3: Consolidation of 2D and 3D shapes Week 4-5: Addition and subtraction within 20 Week 6: Exploring pattern and creating shapes Week 7: Doubling Week 8: Sharing/grouping Week 9: Odd and even numbers Week 10 -13: Problem solving and consolidation							



Understanding the World – The Natural World & Technology

This Curriculum supports 4-5 year olds with their development in Understanding the World- The World and prepares pupils for the KS1 Science, Computing & Geography Curriculums.

Geography				Science				Computing		
Place				Life: Identify and name common animals and plants: talk about change				Safety		
Know that some places are special to them.	Identify significant local places including their home, street, school, town and county.	Know that every house has its own address: use maps to explore the locality	Know that the world is made up of different countries	There are four seasons which affect temperature, plants, animals and daylight.	Some things are living, others are non- living; introduce plant/animal life cycles and conditions for growth.	The natural world supports life. Different environments have specific characteristics and need to be cared for.	Notice changes that happen in the natural world.	Use apps under the guidance of the teacher.	Use online activities with the support and permission of adults	Know that the internet is useful for a variety of different purposes
Space				Energy: Explore the effect of simple forces (i.e. pushes and pulls, magnets)				Creation		
Identify features of their immediate environment.		Know that features can be represented pictorially		Use toys/equipment that require pushes and pulls to control	Explore the effect of magnets on a range of materials	Start to use the vocabulary of 'push', 'pull' and 'magnet'		Select and use technological devices to capture images, sounds and mark making including 2Paint, simple city, maths city 1, mashcams, mini mash		
Cartography				Matter: Experience, explore and describe a range of common materials				Coding		
Know that maps give information about the world	Engage with simple maps to talk about everyday life	Reproduce their own maps	Know that directions can be followed and lead to different places.	Explore the properties of common materials and begin to select appropriate materials for a task.	Know that temperature can change materials	Know that some changes are reversible and irreversible.		Understand that technology plays a role in our lives. Understand cause and effect through the use of programmable toys to explore coding including beebots		
Physical and Human Geography				Being Scientific: Explore, describe and question the world around them				End of year assessment (taken from ELG)		
Know that resources should be cared for and that some can be recycled	Identify daily weather patterns	Recognise natural landscapes including woodlands and forests.	Start to recognise physical and human features.	Know some key vocabulary associated with science	Recognise and name equipment that they use	Handle equipment carefully, safely and appropriately	Know that Science impacts on their life.	No end of reception assessment but it is important that the curriculum includes listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our technologically diverse world.		
End of year assessment (taken from ELG)				End of year assessment (taken from ELG)				End of year assessment (taken from ELG)		
ELG: People, Culture and Communities				ELG: The Natural World						
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.				Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Educational Opportunities										
Opportunities through continuous provision (see 'Common Play Behaviours' document) Directed teaching focused as below.										
Autumn Term Place -focus on important areas within school and their immediate area. Link to owl babies and homes. Where owls make their home (woods-Physical-recognise natural landscapes including woodlands and forests) and the homes we live in. Recognise and talk about significant local places. Link to visit to Brierley Park. Walk around local area identifying key features. Simple maps to explore the locality. Physical -Treemendous Tuesdays outdoor learning linked to seasons. Visit to Brierley Park	Spring Term Physical -Treemendous Tuesdays outdoor learning linked to seasons. Space/Cartography -focus on whole school environment, linked to simple map work. Explore maps and Google earth. Use of simple maps to locate objects in real life, linked to Treemendous Tuesday. Explore similarities and differences in life in this country and other countries-link this to English text of Blue Penguin..	Summer Term Physical -Treemendous Tuesdays outdoor learning linked to seasons. Use of maps and globe. Physical and human features-linked to Re topic of Creation. Human – links to Creation in RE and taking care of our world. Cartography - Explore similarities and differences in life in this country and other countries-link this to English texts of Little Red and the Hungry Lion and stories from other countries/cultures. Visit to White Post Farm	Autumn Term Life: Woodland animals and their habitat, nocturnal animals & hibernation	Spring Term Life: Arctic animals and their habitat Matter: Exploration of materials to create a) strong houses for 'The Three Little Pigs' and b) a floating raft for 'The Three Billy Goats Gruff' to cross the river.	Summer Term Life: Farm animals, minibeasts, wild animals. Growing their own beanstalks. Matter - suitable materials to create a sweeping brush for farmer duck. Changes - growing/plants, life cycles when looking at minibeasts	Autumn Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology . These include Beebots, IWB, Ipads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash Safety is taught discretely in each term through Smartie the Penguin, Project Evolve and Detective Digiduck.	Spring Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology . These include Beebots, IWB, Ipads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash Safety is taught discretely in each term through Smartie the Penguin, Project Evolve and Detective Digiduck.	Summer Term Creation and Coding are taught through Continuous Provision using apps and everyday classroom technology . These include Beebots, IWB, Ipads with specific apps including 2Paint, simple city, maths city 1, mashcams and mini mash Safety is taught discretely in each term through Smartie the Penguin, Project Evolve and Detective Digiduck.		
Expected Vocabulary (by end of EYFS) Geography: rain, cloud, rainbow, wind, sun, litter, green, reuse, recycle, map.			Expected Vocabulary (by end of EYFS) Science: Identify, name, explore, experience, describe, question, change, similarities, differences, push, pull, magnets, attract, plastic, metal, paper, wood, hard, soft, rough, smooth, bumpy, shiny, spring, summer, autumn, winter.			Expected Vocabulary (by end of EYFS) Computing: consent, internet, app, screen, video, equipment, technology, buttons, instruction				



Understanding the World – Past and Present; People, Culture and Communities

This Curriculum supports 4-5 year olds with their development in Understanding the World- People & Communities and prepares pupils for the KS1 RE, History, PHSE & RSE Curriculums alongside their spiritual development.

History					RSE					Religious Education				
Chronology- Be able to correctly use simple terms to talk about chronology, including old, new, today, tomorrow and yesterday.					Relationships & Friendships					Incarnation and People Of God				
That time passes in sequential order e.g. days of the week, seasons, times of day	Use vocabulary associated with the passage of time	The passage of time changes living things e.g. human growth, animals and plants change over time	That the passage of time changes the world around us e.g. seasons	That events/ celebrations take place at specific points of the year.	Name people who are special to me: both friends and family members		Say what makes a good friend			Know that Christians believe that God came to Earth in human form as Jesus to show that all people are special		Listen to stories about The People of God		
Evidence: Be able to use items to talk about the past					Physical & Mental Health					Salvation, Gospel and Kingdom of God				
Talking about physical evidence e.g. artefacts/pictures /photographs	Talking about oral evidence e.g. shared memories and stories from members of family				Name a range of emotions	Know what physical health is	Demonstrate good personal hygiene	Say what their bedtime routine looks like	Name body part: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth		Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter	Know that Christians believe that God loves everyone.	Recognise that Christians try to show love to others.	Listen to parables and stories from the Bible
Significance- Ask questions to find out what happened					Identity & Equality					God and Creation & Fall				
Asking questions about physical evidence e.g. artefacts/pictures/ photographs	Asking questions about oral evidence e.g. shared memories and stories from members of family				Talk about things that I like.	Name people who are special to me and talk about what they like.	Say at least three things that people like about me.	Talk about how we are the same and different, respect and celebrate each other's differences.	Use courtesy and manners with everyone.		Know that God is a name.	Understand that Christians believe that God is the creator of the universe	Discuss how to look after the world that Christians believe God made	
End of year assessment (taken from ELG)					Safety & Consent					End of year assessment (taken from ELG)				
ELG: Past and Present Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; understand the past through settings, characters and events encountered in books read in class and storytelling.					ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		ELG: Building Relationships Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.		ELG: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			
Educational Opportunities														
Opportunities through continuous provision (see 'Common Play Behaviours' document) and learning about the festivals from a range of cultures throughout the year-Eid, Lunar New Year, Divali, Easter, Christmas														
Directed teaching focused as below.														
Autumn A focus on personal history using chronological language. Exploring simple family tree to include siblings, parents and grandparents & learning about family birthdays and celebrations <u>Learning from texts:</u> Owl Babies, exploring growth from babies to present; contributions and review of learning journey floor books. <u>Subject links:</u> Seasons in Science, celebrations in RE	Spring Focus on family history using chronological language. <u>Learning from texts:</u> Traditional tales - Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff. Listening to stories through the ages - which traditional stories did parents, grandparents enjoy? <u>Subject links:</u> Seasons in Science, celebrations in RE	Summer Focus on the history of others using chronological language. <u>Learning from texts:</u> Traditional nursery rhymes from a range of countries and cultures. Family to share their favorite songs and rhymes from their childhood. Jack and the Beanstalk – link to brief history of castles. <u>Subject links:</u> Seasons in Science, celebrations in RE	Autumn P4C small group sessions to be delivered weekly. Key concepts and texts to include: Relationships and Friendships- Autumn 1-Where are you Blue Kangaroo? (Name people who are special to me) Autumn 2-Moon Rabbit-Natalie Russell (Say what makes a good friend) Mental Health: Autumn 2-A Great Big Cuddle-Michael Rosen (name a range of emotions) All also link to autumn English focus texts of Owl Babies, Peace at Last and Can't You Sleep Little Bear.	Spring P4C small group sessions to be delivered weekly. Key concepts to include: Identity: Spring 1-Colourful Buttons(talk about things that I like, name people who are special to me and talk about things that they like, say at least three things that people like about me) Links to focus English text of Blue Penguin Equality: Spring 2-We are All born Free (Talk about how we are the same and different, respect and celebrate each other's differences) Links to focus English text of Blue Penguin Safety: Spring 2- links with focus English texts (Little Red Hen, Goldilocks and the Three Bears, Three Billy Goats Gruff)	Summer P4C small group sessions to be delivered weekly. Key concepts to include: Safety: Summer 1-Look out he's behind you. (Recognise danger and know that there are things I can do to keep myself safe) Equality: Summer 2-Spots and Dots Identity and Equality: Summer 2-Focus English texts of stories from other countries and cultures	Autumn Understanding Christianity- Incarnation: Why do Christians perform a Nativity play at Christmas? Listen to and explore the Christmas story and perform a simple Nativity play. Key texts-Autumn 1 –The Creation story. Autumn 2-Simple version of the Christmas story. NAS F1- which stories are special and why? NAS F4- Which times are special and why?	Spring Understanding Christianity – Salvation: Why do Christians put a cross in the Easter garden? Listen to and explore Palm Sunday stories Key texts-simple version of the Easter story, The Good Samaritan. NAS F1- which stories are special and why? NAS F4- Which times are special and why?	Summer Understanding Christianity – Creation: Why is the word of God so important to Christians? Listen to and explore the Creation story. Key texts- The Creation story-links to concept of know that resources should be cared for and some can be recycled. NAS F2- Which people are special and why? NAS F3- Which places are special and why?						
Expected Vocabulary (by end of EYFS) History: Today, tomorrow, yesterday, before, after, first, next, mother, father, aunt, uncle, brother, sister, grandparents.			Expected Vocabulary (by end of EYFS) PSHE: friends, family, special, same, different, danger, safety, emergency. permission, emotions, feelings			Expected Vocabulary (by end of EYFS) RE: Christian, God, Adam, Eve, garden, Jesus, Mary, Joseph, Christmas, neighbor, cross								



Expressive Arts and Design - Exploring Media, Being Imaginative, Physical Development

This Curriculum supports 4-5 year olds with their development in Expressive Arts and Design – Exploring Media and Materials and Being Imaginative, preparing pupils for the KS1 Art, DT, Music and PE Curriculum and supporting physical development including early mark making skills.

Art		Design Technology		Music		Physical Development			
Composition		User		Shape		Fitness			
Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)		Ask questions to find out who the product is for and how it can be used.		Hear elements of musical shape (i.e. high, low, loud, soft, long, short, fast, slow, steady beat)		Recognise ways to be healthy	Take part in physical activities	Make healthy choices during free flow snack time.	
Communication		Implementation		Communication		Skill			
Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.		Use resources and tools safely for cutting, shaping, joining and finishing to make own products	Say why techniques and resources were chosen.	Copy and keep a steady beat	Compose and improvise music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.	Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing)	Show good control in smaller movements (e.g. throwing, catching and kicking)	Show control and hand eye coordination in small movements	
Comprehension		Innovation and evaluation		Comprehension		Resilience & Competition			
Identify how a piece of art makes them feel		Explore imaginatively and create new products.	Say why resources and techniques were chosen.	Say what they like about the product.	Say how a piece of music makes them feel	Willing to try new activities Identify when help is needed	Understand and follow the rules of a team game	Work as part of a group	
End of year assessment (taken from ELG)		End of year assessment (taken from ELG)		End of year assessment (taken from ELG)		End of year assessment (taken from ELG)			
ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.		ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher;		ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.		ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher;		ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.							

Educational Opportunities

Opportunities through continuous provision, including free flow to the outdoor area (see 'Common Play Behaviours' document). Directed teaching focused as below.

Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composition: Line -to recognise and know how to draw straight lines Colour -to know the primary colours and experiment with them. Shape and form -to recognise and draw 2D geometric shapes. Communication: natural materials (rock, pebbles, sand) white chalk, black chalk Comprehension: identify how a piece of art makes you feel Focus Artist/Piece: Andy Goldsworthy-Ignant Outcome-Natural sculpture with chalk lines	Composition: Tone -to know the terms light and dark and to use them to describe light and dark shades. Texture -to know how to create simple collages using a range of different textures. Communication: Collage materials eg textures papers, fabrics, cotton wool. Comprehension: identify how a piece of art makes you feel Focus Artist/Piece: Horacek (linked to Blue Penguin). Outcome-Landscape collage	Composition: Line -to know how to draw straight lines with different thickness Pattern -to know the difference between regular and irregular patterns Proportion -to be able to compare sizes of materials Communication: Card, 2D shapes to print, printing ink Comprehension: identify how a piece of art makes you feel Focus Artist/Piece: Alma Woodsey Thomas-Iris, Tulips, Jonquils and Crocuses Outcome-Abstract print	Cooking: rolling snack – children independently access toast, crackers, fruit, humous. Main focus-making toast User -themselves and friends Implementation tools/materials-toaster, plate, knives, spoons, dishes, washing up bowl, sponges and tweezers Innovation - Give reasons for using tools Evaluation -verbal – recorded by teacher.	Structures -exploring woodwork tools User -themselves, friends, family, school staff Implementation -tools/materials-saws, hammers, drills, nails, soft wood, dowl Innovation -give reasons for using tools Evaluation -verbal recorded by teacher	Textiles: fabric collage on binka User -themselves, friends, family, school staff Implementation -materials/tools-scissors, binca fabric, large needles, thick thread, natural resources Innovation -give reasons for using tools and chosen fabrics Evaluation - verbal recorded by teacher	Music through rhymes and stories; Ipads (2Beat); songs and rhymes as part of whole class sessions; IWB (Wake up, Shake up/GoNoodle). Focus Music -Away in a manager Learn and perform — for Nativity performance	Music through rhymes and stories (Blue Penguin -creating own friendship song); Ipads (2Beat); songs and rhymes as part of whole class sessions; IWB (Wake up, Shake up/GoNoodle); creating instruments and use of other instruments. Focus Music -Glenn Millar "In the Mood" Listen and discuss -How does the music make you feel?	Music through rhymes and stories; Ipads (2Beat); songs and rhymes as part of whole class sessions; IWB (Wake up, Shake up/GoNoodle). Explore music linked with texts: Jack and the Beanstalk (Edvard Greig, In the Hall of the Mountain King) and Minibeasts (Peer Gynt - Flight of the Bumble Bee) –How does the music make you feel? Focus Music -Stomp Create and compose -Improvise a percussion piece	PE Focus: Handball/Basket ball Throwing with one hand, catching with two hands in a cup shape Sportshall Athletics - Jumping over obstacles with two feet together, running (small steps) Fine motor development: Daily Funky Fingers sessions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned 'Treemendous Tuesday' time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.	PE Focus: Dance 8 bar routine, repeated (16 bar), incorporating Reception knowledge-danced with the teacher Gymnastics Balancing, shapes,-tuck, pike, straddle and stretch. Travelling (on floor)-bunny, straddle, duck and giraffe. Jumps (onto mat), stretch jump,. Main focus on jump technique (tall, small jump) and landing. Rolls-tuck roll and log roll. Fine motor development: Daily Funky Fingers sessions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned 'Treemendous Tuesday' time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.	PE Focus: Tennis Throwing underarm and catching , hand eye coordination, holding tennis racket, balancing bean bag, introduction to physical targets and aiming Cricket Throwing underarm and catching, hand eye coordination, throwing at different targets, holding cricket bat correctly and hitting larger balls with bat. Fine motor development: Daily handwriting Funky Fingers keep up interventions; independent use of utensils and cooking equipment for snack; dough disco. Gross Motor Development: Planned 'Treemendous Tuesday' time to develop large scale movements in a larger outdoor area; free flow to outdoor area of the classroom.
Expected Vocabulary (by end of EYFS) Art: Straight line, draw, pattern, regular, irregular, compare, proportion, size, big, small, black, white, light, dark, texture, rough, smooth, fluffy, bumpy, spikey, primary colours, red, yellow, blue, 2D shape, square, rectangle, triangle, circle, geometric			Expected Vocabulary (by end of EYFS) DT: safety, explore, finish, user, join, heat, product, shape, cut, tools, spread, toaster, plate, knife, spoon, dish, washing up bowl, sponge, tweezers, wood, saw, hammer, nail, drill, fabric, scissors, glue,			Expected Vocabulary (by end of EYFS) Music: high, low, loud, soft, long, short, fast, slow, tempo, steady beat, instrument, song, music, verse, chorus			Expected Vocabulary (by end of EYFS) PE: Throwing, catching, running, jumping, tuck, pike, straddle, stretch, bunny, duck, giraffe, jump, landing, tuck roll, log roll, balancing, striking, fielding, target, batting		

Communication and Language – Physical development – Personal, Social and Emotional development - Literacy – Mathematics – Understanding the World – Expressive Arts and Design

The prime areas of learning support all specific areas and are integrated into many aspects of our curriculum. Intent and progression for prime areas can be found in the development matters document.